**Career Planning & Job Search**

**LT 30 – Mrs. Johnson**

**Learning Objectives:**

* Students will become aware of how career planning is influenced by their present situation, which includes their self-concept, friends, family, community and available resources. Students will recognize that career planning is affected by what they know about the future concerning themselves, friends, family, community and available resources. Students will acknowledge that career planning reflects personal goals and lifestyle goals. Students will consider career plans that accommodate change and growth in their personal life and their family life, as well as in the world of work.
* Students will develop the lifelong skill of making career planning decisions that reflect personal goals, lifestyle goals and career goals.
* Students will develop and apply successful job search skills. Students will become familiar with employee interview skills which they can apply, now and in the future, to getting a job and perhaps to changing jobs. Students will consider those skills and attitudes needed to retain a job.
* Students will develop the lifelong skills of making decisions about job search, changing jobs, retaining jobs and job loss.

**Critical Thinking**

* Students will develop both intuitive, imaginative thought and the ability to evaluate ideas, processes and experiences relevant to their career planning & topic of job search as evidenced by their creation/creation of:
  + Interest & skills & values inventories
  + Research into the requirements and potential of occupations of interest
  + Resume, cover letter, application
  + Interview questions specific to an occupation of interest
  + Mock interview

**Unit Plan**

* This unit combines one core (Career Planning) and one optional (Job Search) unit. This year’s students feel these units are valuable and were clear that they desire both explicit teaching and the ability to personalize their research, product development, and learning. Nothing here is unique. I started with the 1996 curriculum, borrowed heavily from the Correspondence Course, and integrated content and inventories available at [www.saskcareers.ca](http://www.saskcareers.ca)

**Summative Evaluation**

* The unit has summative evaluation indicated by the check.
* Students are effectively learning about their chosen career path as they proceed through the lessons and activities. As such there will be no unit exam.

**Resources**

* July 1999 Saskatchewan Correspondence LT 30
* <https://www.edonline.sk.ca/bbcswebdav/library/curricula/English/Practical_And_Applied_Arts/Life_Transitions_20_30_1996.pdf>
* [www.skcareers.ca](http://www.skcareers.ca)

**Introduction**

Definitions

Work, job, occupation, career, and lifestyle are words you will encounter frequently in this unit. A clear understanding of what these terms mean will help to avoid confusion, and will assist you in understanding the information that is presented.

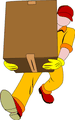
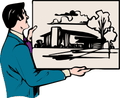
***Work***can be defined as any productive activity that results in something useful. For most people work means having a job and being paid for it.

A ***job*** may refer to a specific task. More frequently, however, it refers to a collection of tasks or duties that a person does to earn a living. People have jobs as truck drivers, electricians, and so on. Nowadays people change jobs every three or four years. Some people are promoted, transferred, or fired; others retire, quit, or go into different fields of employment.

The term ***occupation***refers to a category of related jobs. It refers to work of any kind that one does regularly and for which you have been trained. You can have an occupation and not have a paid job. Teaching is an example of an occupation. Teachers may be unemployed. They may also work in day-care jobs, do private tutoring or teach university classes, but they are still teachers.

***Lifestyle*** is the way you live. Your lifestyle preferences will influence many personal and career decisions you make. Decisions about where you live, whether or not to have children, and careers are all lifestyle decisions. Lifestyle is something you create in the way you choose to use your time and resources. Each person’s lifestyle is unique because each person has a unique set of values, wants, and needs.

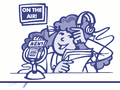
The work a person does over the course of his/her work life is called a***career***. Most people, especially today, have many different jobs in their careers. A career can be thought of as a sequence of jobs in the same field of work. A person may pursue a career in healthcare, education, social work, and so on.

carry_childartistnurse

***Destiny is not a matter of chance it is a matter of choice.***

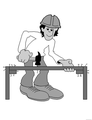
Anonymous

**Career Planning: A Matter of Choice**

Have you thought about what you are going to do after you graduate from high school? Your future will unfold, whether you prepare for it or not. It is not possible to predict the future with great precision, but one thing is certain. The decisions you make today will affect what you will be doing in the years ahead.

Most young people know that they want to be on their own. They want to live independently and earn their own money. However, when it comes to choosing a career they may be confused and uncertain.

nurse

Steven works on an assembly line. He is a “people person” but spends the majority of his work day with machinery and parts. “The work bores me out of my mind,” says Steven, “and my boss is only concerned with the number of units we can put out in a day. I feel trapped. The money is okay, and I need a job. I live for five o’clock and weekends.”

Once in a while a person is really lucky and stumbles into a wonderful job. Many people, however, are not so lucky. Like Steven they find themselves working eight hours a day, five days a week, at a job they dislike or for an employer they dislike.

Career planning is not a one-time event that you do just prior to leaving high school. It is an ongoing series of changes and choices that you make throughout your entire life. The work a person does over the course of his/her work life is called a career. This includes the work you do at home, your school work, volunteer work, part-time jobs, and full-time paid work. Every decision that influences your life is a career decision. From a very young age you have been designing your future by the decisions you have made.

One major decision facing you at this time is whether or not to continue your education after high school. Education does not guarantee employment or job satisfaction; it does, however, give you many advantages. Acquiring the necessary knowledge and skills you will need to meet the demands of a rapidly changing world will be one of your most important challenges as a student. Advances in technology, greater gender and racial equity, changing lifestyles, and other social and economic changes require you to be adaptable and creative in your approach to preparing for the future.

**Career Planning and Job Search**

**Career Planning Steps:**

* Knowing yourself
* Knowing your options
* Knowing how to make decisions

This approach to career planning can be used for selecting next year’s classes, for deciding about post-secondary education, or for entering or changing jobs within the labour force. There are no “cut and dried,” “right or wrong” career choices. You must base your career decisions on your personal situation and goals.

It is also wise to remember that your decisions are not carved in stone. Steven does not have to be an assembly line worker for the rest of his life. You change and circumstances change. Experiences, both good and bad, can be learning opportunities. No experience is ever a waste. Each life experience you have contributes to a better understanding of yourself and the world around you. Each job you have, if well done, can be a stepping stone to advancement and job satisfaction.

page 13 ballerina

Vision and action are the two most important elements in getting what you want from life. Your vision of what you would like to do or be in life will help you to set career goals and

to know when you have succeeded, but vision without action is just daydreaming. Step by step actions are necessary to take you to the realization of your vision.

Discuss your career plans with family members and your school counselor. Make some decisions, and try them out. Assess them and alter them if need be. Does this process seem familiar to you? It should. It is the decision-making process you were introduced to in the first unit of this course and the one you will use when you design, carry out, and evaluate your action plan for this unit.

**Knowing Yourself**

The first step in career planning is to learn as much as possible about yourself. You are a unique human being. Your values, interests, likes and dislikes, physical appearance, natural and acquired abilities and skills, temperament, experiences, achievements, ambitions, and so on, collectively make you the one-of-a-kind person you are.

People who are successful in their careers know themselves. They know what is important to them. They know what interests them and they look realistically at their strengths and weaknesses. They are able to select jobs that reflect their values, interests, and skills. When you feel that what you are doing is important and interesting, chances are that you will succeed. It is much easier to do well in a job that you love than in one you dislike. Everyone wants to be successful in life. A good starting point in getting to know yourself better is to examine your definition of success.

**Defining Success**

Since your desires and plans are very personal and are not exactly like those of anyone else, you will need to define success in your own terms. This is not a simple task. Success is frequently equated with fame and wealth. In actuality, true success comes from achieving what is most important to you. It is a personal feeling, not a public display.

The following quotations express the views of famous people about the topic of success. Do you agree or disagree with them?

***Winning isn’t everything—it’s the only thing.***

Vince Lombardi

***Success can make you go one of two ways. It can make you a prima***

***donna, or it can smooth the edges, take away the insecurities,***

***let the nice things come out.***

Barbara Walters

***Success in life has nothing to do with what you gain in life or accomplish for yourself. It’s what you do for others.***

Danny Thomas

***It’s great to be great, but it’s better to be human.***

Will Rogers

***The wealthy man is the man who is much, not the one who has much.***

Karl Marx

***Success is knowing what your values are and living in a way***

***consistent with your values.***

Danny Cox



**Assignment**

What does success mean to you? What would make you feel that you are a successful human being? Think about what you would like to accomplish in life and the type of person you want to be. Every day you leave a “hand print” of who you are in the world. Sometimes that “print” is an act of kindness or compassion, a kind word spoken, or a physical task well done. Think about the kind of print you are leaving in this world and the kind of print you would like to make. What would you like to be remembered for? What legacy or message would you like to leave behind? Record one idea in each of the five fingers of the hand print that follows.



**Self-awareness**

Self-awareness, or understanding more about ourselves, is at the core of career planning and development.  It is a lifelong process that happens gradually, but at times it can be helpful to put effort into raising our self-awareness.  There are many ways of doing this.  This section focuses on a common method for raising self-awareness – using self-assessment tools. Remember that this process is most effective when information from many sources are used together, and that there is no single self-assessment tool that provides the ultimate answer to career planning.



**Assignment**

To build your self-awareness, you are going to take several inventories using <https://www.saskcareers.ca/assessments>. To save your results you will need to sign up for an account first.

**Learning Styles Quiz**

* The three most common learning styles are visual, auditory and kinesthetic. This exercise is a series of 27 questions that are related to the three main learning styles. Don't think about the questions too much. Go with your first choice.

**Significant Experiences Quiz**

* Your significant experiences are past accomplishments that still matter to you. They're also good indicators of what will likely matter to you in the future. Looking closely at your significant experiences will help you identify skills and traits and refine your career options. In this exercise you will think back to things you have done that you are proud of. These experiences could have been recent or they may have happened some time ago. Reflecting on your experiences will lead you to a greater understanding of your skills and traits and how you can apply them to the career planning process.

**Skills Inventory**

* Your skills are the things you've learned to do well and are an important part of who you are. According to the experts, the average person has up to 700 skills ready to be used at any time! You don't need to excel at a skill to claim you have it. If you feel you're competent or you perform the skill as well as most people, you have that skill. There are 76 skills in the following lists, grouped by category. You don't need to select skills in every category. If you don't see skills you described in your significant experiences, type them in the text box provided in section 11. When satisfied with the results, add them to your portfolio.

**Traits Inventory**

* Traits are the behaviours and characteristics you bring to an occupation and a workplace that make you who you are. It's possible that the significant experiences you identified are important to you because they allowed you to express some positive traits. Examples of traits include dependability, flexibility, curiosity, respect for others, cheerfulness and self-reliance.

**Multiple Intelligences Inventory**

* Research shows that people have 8 different kinds of intelligence, usually with strength in 3 or 4 of them. Identifying your strongest kinds of intelligence helps you choose learning strategies that work best for you and occupations that reflect your strengths. Use this quiz to find out about your unique style of thinking and understanding. When satisfied with the results, add them to your portfolio.

**Analyzing Your Interests**

Most students have well-defined interests by the time they reach high school. Identifying your interests is an important part of the career planning process. Analyzing your interests—the activities, pastimes, and subjects you enjoy, can help you to understand who you are and what occupations may be appropriate for you. When the job you have relates to your interests you tend to be happier and more satisfied. Your work contributes to your personal growth, your development, and your overall well-being.



**Assignment**

Interests can fall into three broad categories: interest in information, people, and things. *Highlight the one below that you feel suits you best:*

* A person who is interested in information may enjoy working with facts, data, and numbers. A career in accounting might be a possibility for such a person.
* A person who is interested in people might enjoy working with and helping people. Counseling or nursing might appeal to a “people” person.
* A person who is interested in things might find satisfaction in a job where he/she works with tools, specialized equipment, or computers.

**Evaluating Your Strengths and Weaknesses**

Some basic skills are required for all jobs. A list of commonly required job skills has been started for you. Think about and record others.

• Reading

• Writing

• Speaking

• Following directions

• Solving problems

• Getting along with others

•

•

•

**Self-esteem and Career Planning**

It is important to know yourself, but it is also important that you like what you see in the mirror. Self-esteem is the sum of your feelings about yourself. Self-esteem integrates self-confidence and self-respect. People with positive self-esteem feel that they can competently handle themselves and their environment, and that they have something to offer others.

Self-esteem enhances all aspects of life by enabling increased personal productivity and satisfying interpersonal relationships. People with positive feelings about themselves are better able to define directions and goals, clarify strengths, and cope with setbacks.

Self-esteem influences both your career selection and your success in the career you select. People with positive self-esteem don’t limit their career options because of a fear of failure. They are willing to take reasonable risks and are not defeated by small setbacks.

Self-esteem affects your ability to learn and to adapt. People with positive self-esteem meet change with flexibility and optimism, and look for the positives in the jobs they are currently doing. People with high self-esteem have high expectations of themselves. They feel confident and competent in performing job-related tasks and in learning new ones. People with low self-esteem frequently feel inadequate and are threatened by change.

***Success or failure is caused more by mental attitude***

***than by mental capacity.***

Sir Walter Scott

Self-esteem affects your attitude and the way you perceive the world, including the world of work. It has been said that loving people live in a loving world and hostile people live in a hostile world. People with a positive self-concept are positive thinkers. People with positive self-esteem think they can, and people with low self-esteem think they can’t. The difference in approach and attitude makes all the difference in the world of work and in life.

***Think you can or think you can’t, either way you will be right.***

Henry Ford

Self-esteem, including a positive attitude is not something that you can develop overnight. Self-esteem develops over the period of a lifetime. The feeling of accomplishment fosters self-esteem. You can promote your self-esteem by setting realistic goals and achieving them. Start out with small, short-term goals and build to larger ones. Any task becomes noble when you do it well and with pride.

Promote your self-esteem by acknowledging the skills and aptitudes you have. Everyone has strengths and weaknesses. Recognizing your strengths can help you to accept your weaknesses and to overcome them.

Accentuate the positive. Try to look on problems as challenges, and change as an opportunity. Every decision you make in your personal and career life is an opportunity for you to move closer to your goals and to use the potential that lies within you. You can spend your lifetime turning garbage into gold, or gold into garbage. The choice is yours. Take time to “smell the roses” and to appreciate the good and capable person you are.

The first step in career planning, as you might recall was “Knowing Yourself.” The information and activities you have completed thus far in this lesson have given you an opportunity to reflect on your values, interests, aptitudes, attitudes, skills, and goals. These components all help to define who you are and who you want to become, at this particular point in your life.

You are a work in progress and who you are, as well as what you aspire to be, will change as you progress through the life cycle.

***We are human becomings rather than human beings.***

Aaron J. Ungersma

I encourage you to continue to seek self-knowledge and to develop self-esteem as you travel through life. Self-knowledge will enable you to understand what is really important to you in, and about, life. Self-esteem will help you to feel competent and confident as you work toward self-actualization–the ultimate human goal of becoming the best you can be.

**Knowing Your Options**

Knowing your options is the second step in career planning. Identifying and researching various educational and occupational paths is a vital step in career planning. In order to make informed decisions you need to know as much as possible about what options are available.

* Step 1: Reflect on what you know and feel about the issue.
* Step 2. Research the issue. Find the facts.

You have had an opportunity to reflect upon your interests, values, goals, skills, and attitudes related to careers. Now it is time to do some research and discover some facts about the world of work.

Before starting to investigate a specific career, it is a good idea to think about the general characteristics you favor in a job. Your preferences can help you to focus on career paths or categories and may make your career research easier. For example, if you know that you want to live in a city, you can eliminate ranching from the career options you need to investigate.



**Assignment**

Go back to the SK Careers site at <https://www.saskcareers.ca/work_preferences_1> and take the following quizzes before adding the results to your portfolio.

**Preferred Working Conditions**

* Workplace culture, location, management style -- these working conditions can have a profound effect on how you feel about an occupation or a career direction.

**Work Values**

* Values are the foundation of your career plan. When your career direction is in line with your values, you're more likely to feel fulfilled and effective. Answer these questions to learn about your work motivations, your preferred work setting, how you like to interact with others and your work style.

Now that you are aware of some of the job-related preferences you have, let’s take a look at the occupations that may be suitable for, and interesting to, you.

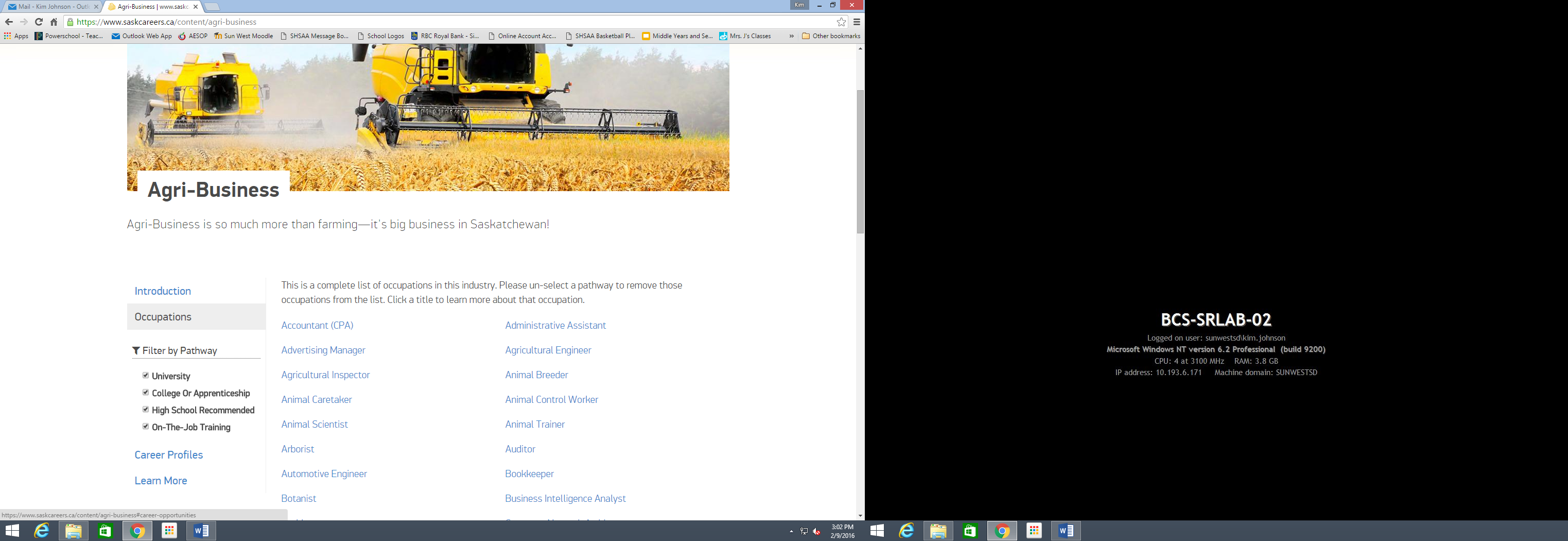
People work in over seven thousand different occupations, and new jobs are being created each day. Consider the people you come into contact with, and the many and varied occupations they have. Some of them may be employers while others work as employees. Some are entrepreneurs. Some work in traditional jobs while others may be employed in non-traditional occupations. Some people work part-time and others job-share. Are you interested in any of these occupations or working arrangements? Many people assume that they are suited for only one or maybe two occupations. Don’t limit yourself when considering your options. There is seldom one right type of work or occupation for each person. Your career will in all likelihood involve making several occupational choices in your lifetime. These choices will be made at various points in your life, and each time you will need good occupational information.

School subjects provide a way to explore your interests, develop your abilities, and prepare yourself for the skills you’ll need in the future. Every subject area has knowledge to contribute to your personal development and occupational preparation.



**Assignment**

Return to the SK Careers website, this time opening the *Discover Career Paths* menu, followed by *Industries.* Using the side menu you can access much information within each career category.



**Assignment**

Spend some time on the website narrowing down your selections to 2 occupations. Complete one of the templates provided for each of those occupations & submit.

***Occupational Research Template 1***

**You are not limited to the content below, and you may not find information on all categories. Use these templates as a starting point and customize to fit your own needs.**

**What does this occupation involve?**

* Occupation
* Duties & responsibilities
* Hours
* Duration of the work
* Work environment

**What does the occupation require?**

* Basic Entrance requirements
* Education requirements
* Training requirements
* On-the-job training requirements
* Length & cost of education training
* Certification & licensing requirements
* Tool & equipment requirements

**What does this occupation offer?**

* Average Wage – SK
* Average Wage – National
* Benefits
  + Prescription & Medical
  + Dental
  + Optical
  + Pension Plan & Matching Contributions?
* Job Prospects
* Location of job opportunities
* Skills you will develop on this job
* Opportunities for advancement
* Related Occupations

***Occupational Research Template 2***

|  |  |
| --- | --- |
| Occupation |  |
| Related Occupations |  |
| Brief Job Description |  |
| Required abilities, aptitudes, and skills |  |
| Educational and training requirements |  |
| Possible educational institutions |  |
| Potential earnings |  |
| Benefits   * Health * Dental * Optical * Retirement |  |
| Employment outlook |  |
| Opportunity for advancement |  |

**There are three additional main sources of information about occupations: people, multi-media resources, and work experience.**

**People:** Your school guidance counselor will be able to answer some of your career planning questions and will be able to provide you with, or suggest, resources to help you in your career research. People who are actually doing the kind of work which interests you are an excellent source of information. Family members, friends, and acquaintances may help you to identify some of these people and then arrange for you to speak with them.

**Multi-media Resources:** Information on occupations can be found in job advertisements, trade journals, literature from businesses and professional organizations, calendars from learning institutions, computer programs, videos, government publications, internet sites, and so on. You can obtain occupational information at your school guidance office, public library, and Canada Employment Centres. Two print publications that you might ask for by name are:

• Canadian Classification Dictionary of Occupations (CCDO). This resource gives a brief description of the duties and responsibilities for over 700 occupations. It also provides information on the personal characteristics that are recommended for you to do well in an occupation.

• Careers Canada. This is a series of magazines, each devoted to describing occupations and providing information on working conditions, advancement opportunities, and employment outlook in each occupational area.

**Work Experience:** Work-experience courses, part-time employment, and volunteer work are good ways to acquire first-hand information about occupations. These experiences also provide you with the opportunity to observe the work of others in different occupations. You might consider job shadowing or volunteer work as part of your action plan for this unit.

**Future Trends in Employment**

Think of jobs that exist today but did not exist twenty years ago. Some examples are listed below. Add others to the list.

Jobs associated with satellite television

Operators of new types of medical equipment (example: MRI) 

Jobs associated with computers or new technology.

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•

The world of work is constantly changing. Businesses fail and new businesses start. New products become fashionable and others lose favor and disappear. As you read and complete this unit, the work world will be changing. Being aware of the changes that are happening in the world around you can help you to choose an occupation with a more certain future.

**Social changes** affect employment prospects. Changes in demographics, family patterns, birth rate, life expectancy, educational opportunities, and so on can influence the job market, as can changing economic conditions and weather patterns.

**Technology** also changes the world of work. Technology is the use of ideas, processes, tools, and materials to get things done. Technological changes may involve new equipment, new materials, or new methods. Automation is making many old skills obsolete and forcing workers to learn new ones. Technology can make the work place safer, more comfortable, and enjoyable. It can get jobs done faster, and it can also replace some human workers with machines. Technology in the form of computers has changed our lives. Everyone who will work in the years to come needs to know about computers.

**Legal changes** impact the work place. Because of equal employment laws, people have a better chance of being treated fairly both when looking for a job and after they are hired. Laws affecting the environment and safety of workers have also affected the work scene. New jobs have been created, and the conditions of the work place have changed as a result of health and safety legislation.

**Time, money & energy** is spent on looking at what occupations are on the rise. Are you interested in any of these occupations? Whether your answer is yes or no it is important to keep abreast of global, North American, and Saskatchewan market trends as well as technological and social trends as you plan your career moves. There is no point investing your time, energy, and money in pursuing a job that will be obsolete in a few years or in an employment area where jobs are scarce and workers are plentiful.

**Job Search**

So you are looking for a job. Depending on where you live, the people you know, the connections you have, and your schedule, it just might not be as easy as it would seem. Perhaps you have been turned down a few times and feel discouraged. Finding a job is a job in itself. It requires perseverance, dedication, and effective job search skills.

**There are three stages in an effective job search:**

1. Prepare a résumé and cover letter
2. Identify employment prospects and contact potential employers
3. Handle a job interview

**Preparing a Résumé**

The word résumé is a French word meaning “summary.” As the name suggests, it is a written summary of information about your education, work experience, past achievements, and interests. A good résumé is a promotional tool. It is an advertisement designed to present and sell your skills and abilities to an employer.

The primary purpose of a résumé is to get an interview for a job. Your résumé is often your first contact with a potential employer and an employer’s first impression of you may be based entirely upon your résumé. In today’s competitive job market there are usually many applicants for a position. It is common practice for employers to screen applicants on the basis of their résumés, and select only a few applicants to interview. Your résumé may determine whether or not you proceed to the interview stage.

Résumés have many uses. A résumé may be used when applying for a scholarship or for admission to an educational program. It may also be useful when applying for a work visa for a foreign country or when providing background information for someone who has to introduce you. You can use your résumé in the following ways during your job search:

1. Attach or submit it to an application form that you will fill out.
2. Enclose it with a letter of application when you apply in writing for a job.
3. Take it to a job interview so that you can refer to it in responding to questions. You can then leave it with the employer if he or she does not have a copy.
4. While there may be differences of opinions regarding the visual presentation or format of a résumé there is general agreement that résumés should contain the following information:

**Personal information**

Name

Address

Telephone number/Electronic address

You are not required by law to provide your date of birth, sex, social insurance number, health information, citizenship, or marital status. You may wish to provide such information if you think it advantageous to do so. If, for example, you are applying for a job as a loading dock worker, it may be to your advantage to be young and physically fit.

**Education**

List your formal education, including post-secondary training and degrees, as well as high school education. Include the following:

* name of schools or educational institutions (ex: Biggar Central School 2000, SK Polytech)
* type of program or major area of concentration (ex: Fine Arts majoring in music)
* grade completed, certificate or degree received
* year studies were completed
  + It is common practice to start with your most recent educational experience and to work back from these. You may wish to customize your résumé by naming significant courses related to the job you are applying for.
  + It is also important to include your informal educational experiences.
    - A list of general interest courses, workshops, conferences or special training courses you have attended can provide more information for employers.
    - Have you taken a first-aid course or a food safety course?
    - Have you gained information or skills from volunteer work, work with a club or within your family?

**Skills and Abilities**

Highlight your strengths and qualifications. Do you have computer skills? Can you speak a second language? Do you work well with others? Do you have good oral and written communication skills? Are you organized, creative, and punctual? Can you work a cash register, remember codes, or play the piano? Are you a good athlete? Can you operate special equipment or do minor auto repairs and maintenance? The information you give in this part of your résumé may be customized to suit the job you are applying for.

**Work Experience**

The most common way of presenting your work background is to list your previous jobs in reverse chronological order. Start with your present job and work back. Another method of presenting work experience is to group similar jobs together and to present your work experience under descriptive headings. Construction or sales are examples of headings that may be used. Include the following with each work experience you list:

* the position you held
* where you worked
* the dates of your employment

Emphasize previous jobs that are directly related to the kind of work you are applying for. Make sure to include volunteer work experiences, especially if paid employment is limited or if this is the first job.

**Interests and Activities**

The activities you are involved in outside of work or school hours indicates something to potential employer about your interests, personality, and energy level. Pick and choose information about hobbies, sports, community service, reading, membership in organizations and leadership, coaching, and public speaking experiences. Significant achievements or accomplishments in your education, work, or personal life might also be mentioned. Certificates, scholarships, awards, or membership on teams might also be included.

**References**

It is common practice for employers to ask for references and to ask questions of others about your skills, abilities, attitudes, and experience. References do not necessarily have to appear on the résumé but it is recommended that they be included. Including references makes the process as easy as possible for the prospective employer. You may list your references on a separate page which may be either attached to your résumé or given directly to an employer who asks for references.

Select as references, people who have knowledge of your work habits and your personal attributes and skills. Use a variety of references that can speak about various aspects of your life. Former employers, teachers, business associates and coaches are usually good references. Avoid using relatives and friends as references, as they may be looked upon as being biased.

Ask references if you can use their names. Tell them about the jobs for which you are applying so that they are prepared when potential employers contact them to inquire about you.

**Career Objective(s)**

This is an optional part of a résumé. For some jobs it may be an advantage; for others it may limit your chances of getting a job. If you are applying for a summer job as a camp counselor, it may be to your advantage to state that your goal is to become a physical education teacher. This would indicate that you have an interest in children and in recreational activities. If you are applying for a full time job as a carpenter’s apprentice it would not be advisable to say that your career goal is to become a physical education teacher. The employer would likely not want to invest time and energy in training someone who will not stick with the job.

Writing a résumé requires some preparation. Take a look at each of the elements, or topic areas of a résumé that have been discussed, and collect pertinent information under each of these headings.

**Types of Résumés**

There are three standard types of résumé formats that you can use, depending upon your personal circumstances.

1. The *chronological résumé* is the most common résumé format. It follows your work history backwards from your current job. It lists companies, dates, and responsibilities. If you have made numerous job changes or have experienced performance problems in previous jobs it is not advisable to use this format.
2. A *functional résumé* concentrates on skills and responsibilities. The work experiences most relevant to the job you are applying for are listed first. It de-emphasizes job titles and employment dates by placing them inconspicuously at the end. This format allows you to promote your specific job skills, without specifically indicating where or when you developed those skills.
3. The *combination résumé*, as the name suggests, is a combination of the chronological and the functional résumés. It starts with a brief personal summary. This is followed by a list of job-specific skills you have that are relevant to the job you are applying for. The résumé then proceeds to list, in chronological format, when and where these skills were acquired.

*Portfolios*, include actual certificates, letters of recommendation, work evaluations or examples of previous work (writing, artistic work), and so on may accompany resumes, but are usually saved until the interview stage.



**Assignment**

Submit a résumé of your own. Conclude by completing the Résumé Assessment and Evaluation form.

**Résumé Worksheet**

• Read the *Tips for Preparing Your Résumé* and survey the *Sample Résumé*.

• Complete the Résumé Worksheet.

• Design a chronological résumé of your own.

• Complete the Résumé Assessment and Evaluation Form.

**TIPS FOR PREPARING YOUR RÉSUMÉ**

1. Adapt your résumé to the information you’ve gathered about the employer and the job you want. Make your résumé show you as the answer to the employer’s needs.
2. Use action words which vividly bring your résumé to life. Avoid the pronoun “I”, and inexpressive words, such as “I was responsible for...”, or “My duties involved...”.
3. Emphasize your accomplishments and achievements.
4. Keep it simple and clear—one page, two pages at most.
5. Be truthful. Don’t exaggerate or misrepresent yourself. Overblown statements like “I ran the entire organization single-handedly” threaten your credibility. Employers check information, so be accurate.
6. Don’t mention salary. Salary negotiations should come after you’ve been offered the job.
7. Edit your résumé. Avoid rambling sentences and long paragraphs. Use the minimum number of words and phrases but avoid abbreviations. Break up the material by using point form.
8. Be neat and make sure there are no errors in spelling, punctuation or typing. Mistakes at this point can cost you the job.
9. Looks are important. The résumé should be typed with plenty of white space and wide margins to create a clean, professional impression. Since columns are easy to read, place headings on the left side of the page, and the details relating to them on the right side.
10. Don’t sign or date the résumé.
11. Have someone read your résumé before completing the final copy. Objective readers can make suggestions for improvements. If they yawn or appear confused, go back to square one and do it again.
12. Always send an original of your résumé. Don’t sent a photocopy.
13. Keep copies of résumés on file for future reference. Once you have a job, update your résumé on a regular basis so you don’t forget important information.

**Résumé Assessment and Evaluation Form**

**Student Teacher**

**Presentation**

Attractive /5 /5

Appropriate margins and spaces /5 /5

Clean and neat /5 /5

Headings stand out /5 /5

Chronological order for education & work experience /5 /5

**/25 /25**

**Spelling, Punctuation and Grammar**

1st person avoided /5 /5

Action words used /5 /5

Spelling and punctuation accurate /10 /10

Grammar correct /10 /10

**/30 /30**

**Information**

Complete /15 /15

Concise /10 /10

Logical sequence of information /10 /10

Easy and interesting to read /10 /10

**/45 /45**

**Total /100 /100**

**Cover Letters**

When you mail a résumé, always include a covering letter. The covering letter is intended to introduce you to an employer and to get the employer to read your résumé. The letter should be concise. Three paragraphs is a good length.



**Assignment**

Read the guidelines for writing a covering letter, read the sample cover letter, and then write your own covering letter to accompany your résumé. Make up the name of the person, company, address, and so on.

**Guidelines for Writing a Cover Letter**

* Address the letter to a specific person, by name if possible. Don’t forget to include a title if that person has one. Check to be sure you have the correct address.
* The first twenty words are important. They need to capture the reader’s interest. The opening paragraph of your covering letter should state that you are applying for a job and indicate which job you are interested in obtaining.
* The second paragraph should be a summary of your qualifications. State the contribution you can make to the employer by identifying the skills you have which are relevant to the job. There is no need to cover the same ground as your résumé. Your letter should sum up your skills and act as an introduction for your résumé.
* Be sure to refer to your résumé. Guide the reader to specific facts.
* In the third and last paragraph, you want to request an interview and indicate where and when you can be reached. It is also appropriate to thank the employer for considering your application.
* Use simple, direct language, and correct grammar.
* Be certain to proofread carefully.

**SAMPLE COVER LETTER**

2210 Lincoln Avenue

Regina, Saskatchewan

X2X 2X2

July 2, 1999

Mr. Joe Brown

Brown’s Photography Limited

140 - 20th Avenue

Saskatoon, Saskatchewan

S7M 0P9

Dear Mr. Brown:

I would like to be considered for the position of photographic technician at Brown’s Photography Limited.

I am specifically interested in the job in the portrait studio, advertised in the March 22, 1994 issue of the

*Daily Journal*.

I have previously worked as a photographic assistant and feel that I could make a contribution to your company. I enjoy working with people and have a special interest in portraiture.

I am enclosing my résumé and would like to speak to you in person. I can be contacted at 000-0000 and would be available for an interview at your convenience.

Sincerely,

Sara Smith

**Identifying Employment Prospects and Contacting Potential Employers**

Good job search techniques involve more than reading newspaper ads and going to the Human Resource Center. These are important steps to take, but they are not the only or most important things you must do when you are looking for work. In fact, a high percentage of jobs that become available are never advertised. About 65% of jobs are found as a result of leads from others or by direct contact with employers.

**Completing Application Forms**

Some employers will consider your résumé and cover letter to be the job application. Frequently, however, large corporations will ask you to complete a standard application form.



**Assignment**

Read the list of “Tips for Completing Application Forms.” Follow those tips when completing the sample application form.

***Tips for Completing Application Forms***

* Have all the necessary information with you: names, addresses, and start/finish dates of past employment, education, and training; details of past job duties; and names and addresses of references.
* Obtain two copies of the form, one for practice, the other your “good” copy. Spend as much time as you need to fill it out correctly and neatly. If possible, take it home with you.
* Read the instructions carefully and answer as you’re asked. If questions don’t apply to you, use “N/A” or “not applicable.” Answer truthfully. It’s almost impossible to repair the damage if you’re caught in a lie.
* Be specific about the type of position you are applying for. An answer like “anything” or “whatever you have open” doesn’t let the employer know what you can do.
* List past work experience from most to least recent employers. Include start and finish dates, names of companies, job titles and duties, and positive results achieved on the job.
* When listing educational information, include dates of attendance, names of schools, and certificates obtained. If significant to the job, include training courses taken, special awards obtained, or offices and memberships held.
* Past salaries and current salary expectations are sometimes requested. Depending on how you feel about being “pigeonholed” at a certain salary, you can either indicate a range or state you’re open to negotiation.
* If there is one, fill in the “Additional Comments” section. It’s the one place on the form you can expand upon your personal skills, strengths, and reasons for being interested in the job.
* Once completed, check the form over. Is all the information included accurate, neatly presented, and in the right place?



**The Job Interview**

The successful conclusion to the job search is the job interview. There are numerous resources available that give you some practical suggestions for preparing for and conducting yourself at a job interview.



**Assignment 🡪 Interview Preparation**

Occupation

Questions asked and your responses (minimum 10).

Description of how you will handle the start and end of the interview.

Two things that predict will go well in the interview.

Two things you will need to prepare carefully for in the interview.



**Assignment 🡪 Mock Interview Video**

Video tape yourself in a mock employment interview. Have the interviewer act as a potential employer. Make up the position you are applying for. Finally, complete the following checklist and questions about the video tape interview.

**Interview Checklist**

* Dressed appropriately and was well-groomed
* Greeted the interviewer courteously and confidently
* Sat up straight and appeared self-assured
* Maintained appropriate eye contact
* Used a pleasant tone of voice
* Used expressive, fluent speech
* Avoided slang
* Showed knowledge of and interest in the position
* Demonstrated a confident positive attitude
* Thanked the interviewer and shook hands firmly

Explain two things you did well

Explain two things you need to improve upon in future interviews

**Retaining a Job**

After all your hard work you have finally got a job. Your next concern is retaining it. Workers generally retain their jobs if they satisfy the expectations of their employers. Workers must display the knowledge, skills, and attitudes that employers expect. Frequently knowledgeable and skilled workers are underemployed (work in positions below what they are trained for) because they do not display the attitudinal qualities that employers desire in their employees. They may retain their jobs on the basis of their skills, but they do not advance or perform to their potential because they do not have the necessary attitudinal qualities. Following is a list of positive attitude indicators that employers look for in the people they employ. Can you add other positive qualities to the list?

* punctuality
* dependability
* honesty
* co-operativeness
* initiative
* loyalty
* ability to accept criticism
* willingness to follow directions
* willingness to learn

Employees also have expectations of their employers. If these expectations are not met, employees may not wish to retain their jobs and may seek employment elsewhere. If they do remain and are dissatisfied workers, this will likely show in their job productivity and performance. In general, employees can expect the following of their employers. Can you add other expectations to the list?

* fairness
* honesty
* payment
* evaluation of work
* introductions to co-workers
* explanations of policies, rules, regulations, and changes in duties
* safe working conditions
* training
* standard separation procedures

**Job Change**

On average, people change jobs every four to five years. Job change may be employee-driven or it may come as a result of job loss.

Employee-driven job change can come as a result of accepting a promotion. It may also be motivated by the desire to try something different, more challenging, more economically rewarding, more compatible with home life, and so on. Changing jobs may occur within the same place of work, or it may mean severing all ties with the current place of employment. When leaving a place of employment it is necessary to give appropriate notice and to leave on friendly terms if possible. Remember, former employers are often contacted as references when you are seeking new employment. Employee-driven job change is, in most cases, a positive experience, because it is motivated by a desire to work toward career goals.

Job loss is a stressful experience for people. Job loss may come as a result of being fired or laid off. With job loss, the decision to leave your place of employment is not your own. When employees choose to leave a job they usually have other jobs or job prospects in mind. When employees are fired or laid off the job prospects may be limited.

When employees are laid off or given their termination notice as a result of re-organization, downsizing, or company closure, they are sometimes given severance pay. Severance pay is a monetary lump sum payment to employees who are leaving a company. It is usually based on years of service. Employees are generally fired for cause. The cause usually relates to substandard job performance or negative attitude indicators.

Some employees who lose their jobs are eligible for employment insurance benefits.

Specific regulations apply; people who lose their jobs should contact Human Resources Development Canada, Employment Insurance Branch for information about Employment Insurance benefits.

Job change and job loss impact on your personal life, your family life, your life as a community member, and your career goals. It is important to consider each of these areas as you plan and cope with changes in employment in your life.

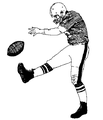
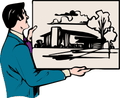
Take time as well to acknowledge the emotions you feel when you lose or change a job. When faced with job loss, some people question their ability, others feel a sense of nostalgia, while others feel stripped of the identity that their jobs afforded them. Anger, hurt, and depression are common emotions that people who have lost their jobs might experience.

Having acknowledged that all these emotions may be normal and valid, it is time to get on with your life. Change, whether planned or unplanned, can be used to advantage. It gives you a chance to examine your priorities and to set new goals. This is not the first time that you needed to look for work. Use your experience and the job search techniques you have learned to seek employment once again. It may not be easy, but you do have experience behind you.

**Unit Summary**

In the early part of the nineteenth century young people in our country had little or no choice in the kind of work they would do. Most young men followed in their father’s footsteps. Some became farmers, some worked for the railway, and some had their lives cut short by two world wars. Girls, for the most part, got married and raised a family. Very few women worked outside the home. In the twenty-first century, youth in many countries still do not have a choice in careers. They are told by their parents or by government officials what jobs they will do. It matters not if a young man or woman has a strong desire and special talent in mathematics, art, or sports. If that person is assigned to factory or farm duty their future is basically decided.

If you feel frustrated or overwhelmed with the career possibilities and decisions that face you, think yourself lucky. Unlike your ancestors and millions of youth around the world, you are given the gift of choice. You are free to choose a career and to seek employment that you think you would enjoy. With career planning and effective job search techniques you can take full advantage of this freedom.

boy_running summer_girl  elderly