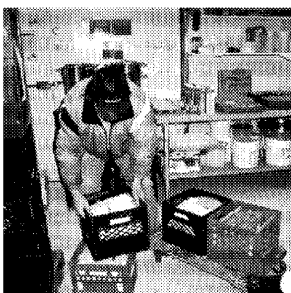


# Workbook 1: Assess your skills



*Skills at Work series*

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# Contents

Introduction .....	1
Unit 1 Collecting job information .....	9
Using alphabetical order .....	10
Your personal file .....	12
Three kinds of jobs .....	13
ACTIVITY 1 Sorting jobs .....	15
ACTIVITY 2 Matching jobs and pictures .....	19
What are the skills behind day-to-day jobs?.....	22
Newspaper ads and jobs .....	31
ACTIVITY 3 Using key words.....	35
Interviewing people at work.....	45
Interview guide.....	46
Taking notes.....	47
Sample information interview questions.....	49
Sample interview – in a warehouse .....	51
ACTIVITY 4 Sharing the interviews .....	59
Unit 2 Tara, Anya, and Doug .....	63
How do people know what kind of job they could be good at? .....	64
Unit 3 Working on self-assessment.....	75
The telephone book – a good resource .....	81

ACTIVITY 5 Using the telephone book – Blue pages .....	83
ACTIVITY 6 Using the telephone book – Business pages .....	85
ACTIVITY 7 Using the telephone book – Blue pages .....	87
Unit 4 Reaching your goal.....	97
ACTIVITY 8 Before you read about Doug .....	105
ACTIVITY 9 Decide what you like .....	111
A sample Job Readiness Chart .....	114
Your Job Readiness Chart.....	117
ACTIVITY 10 Job Readiness Chart – Personal information.....	121
ACTIVITY 11 Job Readiness Chart – Employment Goal.....	123
ACTIVITY 12 Job Readiness Chart – Skills section.....	125
ACTIVITY 13 Job Readiness Chart – the whole chart.....	127
Unit 5 Training for work .....	135
Before you get a job.....	136
Job placement in a busy kitchen.....	144
Volunteering in a warehouse .....	148
ACTIVITY 14 Filling out a form .....	153
Learning after you get the job.....	158
Orientation at a provincial park .....	159
On-the-job training in a small business .....	161
Summary.....	167

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The early ideas for a “series of materials to help adults develop the literacy and technology skills needed for work” were reshaped many times before they evolved into *Skills at Work*. Many people and events helped us develop a better understanding of workforce literacy, where it fits in adult literacy and basic skills programs, and how to create materials that respect the adults who use them.

Jane Barber wrote the original drafts of the print materials and took the terrific workplace photographs that appear in the workbooks. Trudy Kennell coordinated the project and wrote the two learner *Workbooks*, the *Practitioner’s Guide* for them, and the *Guide to Blended Learning*. Karen Geraci wrote the *Guide to Workforce Literacy*. Her insightful work will help the literacy field in Ontario consider different ways to incorporate workforce literacy into their programs. Mike Kelly created and animated the on-line activities that complement these print materials – a great blended learning package! You’ll see his face and hear his voice when you check out the *Skills at Work* on-line activities on the AlphaRoute Web site.

Thanks to Lorry Kirkwood who edited each of the print components of *Skills at Work*. Pascale Soucy and Fritz van den Heuven created the design for the materials, and Pascale coordinated their printing.

We were immensely fortunate to be able to persuade people to tell us stories about what a day at work is like for them. A special thanks to Sandra Hennessy of Fanshawe College who located the enthusiastic call centre workers whose stories appear in *Workbook 2* and to Michelle Meilleur, Francophone Field Consultant at AlphaPlus Centre. John Ihnat of the Construction Safety Association of Ontario generously gave us permission to use photographs from the Association's collection.

The following readers and reviewers were incredibly generous with their time and comments. Their varied experience in terms of the sectors they have been exposed to, the learners they have championed and worked with, the tutors they have trained and observed, the workplaces where they have assessed and taught, and the organizations and unions they are familiar with, all made them rich sources of information. Thanks to all of them.

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- Judith Bond – Workplace Training and Services, Toronto
- Barb McFater – Preparatory Training Programs of Toronto (PTP), Toronto
- Sandra Reali – Labour Education Centre, Toronto
- Sande Minke – MTCU

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Barbara Anderson – Renfrew County District School Board

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Lorri Sauve – Waterloo County District School Board

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Settling on a name for the very broad audience for these materials was not an easy task. The series was written for practitioners/instructors/tutors who are teaching/tutoring in adult literacy programs with learners/students. We hope you feel included as you use *Skills at Work*.

**Susan Toews**

*Manager of Field Consulting, Centre AlphaPlus Centre*





# Introduction

**Skills at Work** contains two workbooks. These workbooks are for adults in upgrading programs who are preparing for work. You may be working by yourself with a tutor, or with other students and an instructor. You may have already had many jobs, or you may be getting ready for your first job.

You may not know what kind of job you want yet. In **Skills at Work**, you will read about different kinds of jobs. Using these workbooks will help you make decisions about the work you want to get.

In **Skills at Work, Workbook 1** and **Workbook 2**, you will read about the world of work in Ontario. You will see links between skills you already have and the skills you need at work. Many of these same skills are useful for different jobs. If you change jobs, you don't always need to relearn skills. You need to learn how to transfer your skills to a different job.



What do you think?

What do you expect to learn in these workbooks?

Spend some time in each workbook in the sections called **Transferable skills – you’ve got them too!** That’s where you will make connections from the skills you already have to the skills you need. As you do this you will also see how to use your new skills in many different jobs.

**Skills at Work** is on-line too! If you have a computer and connection to the Internet, you can go on-line to learn more. The on-line activities were developed for you to use in your program or with your tutor. You may decide you would like to use the activities on your own time as well.

You can decide for yourself when you want to go to the activities on-line to learn how to use technology and machines at work. You’ll find the Skills at Work on-line activities on the AlphaRoute Web site. Go to <http://alpharoute.alphaplus.ca> and choose English.

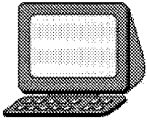


### What do you think?

If you want to use the on-line activities on your own, and you don’t have a computer and a connection to the Internet at home, do you know where you can get free access to computers in your community to try out the on-line activities?

Some ideas

- The public library
- The local community centre
- A friend’s house



Look for this symbol or the title **Learn more on-line**. The symbol shows you there is an on-line activity that goes with what you are reading.

## About Workbook 1

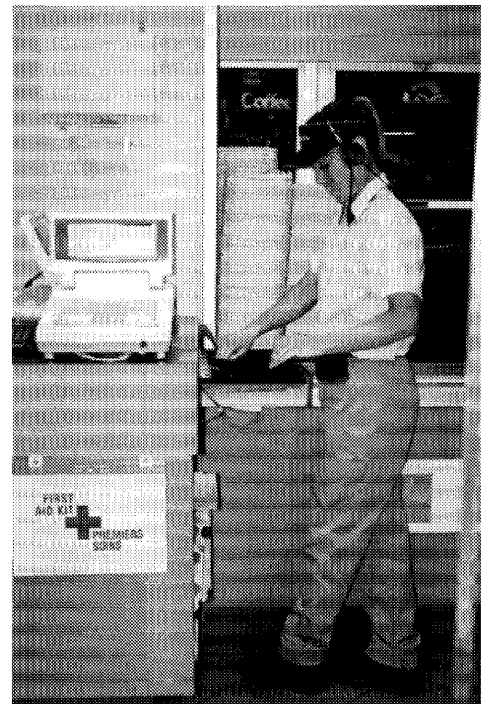
In Workbook 1 you are going to start to collect information about your employment goals and about the world of work. Your goals will help you decide which skills you need to work on.

You will find information about different kinds of training. You will learn some ways to help you find, save, and use information about jobs.

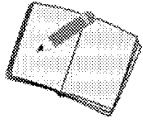
## About Workbook 2

Workbook 2 shows you how employers expect you to use your skills in reading, writing, and math to do the job. This workbook shows you some tasks people do every day in different kinds of jobs.

You will find out what a day on the job is like for different workers.



## About Workbooks 1 and 2



**Activities** give you a chance to practise what you have learned.



The **What do you think?** questions ask about your experience and ask you to think about what you are reading and learning.

Sit back and talk with others about what you think. You have many chances to discuss the ideas and information you have read. This also gives you practice in working in groups or teams.

As questions occur to you, make a note of them. Talk about your questions with your instructor and other students. If you find information or see things you think others can use to learn about jobs, collect them and bring them to your group. Your input and suggestions are encouraged everywhere in these workbooks.



**Checking up** sections and charts help you check on the skills you are learning. Use these sections to think and talk about the progress you are making, and what you still need to work on. You have a chance to identify your interests in these sections too.

We hope that you enjoy working with these materials and that they help you as you take important steps toward your goals for work.



## What do you think?

How much time do you want to spend working on these materials?

It's up to you. How much time did you spend today?

Who is going to work with you? Are you going to work in a group, with a partner, or with an instructor or tutor?

# Welcome to Skills at Work – Workbook 1

## **This workbook contains three kinds of information**

- Information about jobs
- Information about how to get work skills and experience
- Information about how to find and organize information

You will learn where to find information about employment.

You will fill out several checklists to get a better idea of your skills and interests.

You will find information about how to practise your skills before you get a paying job.

You will look at some forms and practise filling out information.

You will collect and organize information for yourself about what you are learning.



**Unit 1 – Collecting information** – You start to collect information about jobs and required skills. You set up a system to organize the information you find. You use alphabetical order to help you organize. You use the newspaper as a tool to find out about jobs. You take notes.



### What do you think?

When was the last time you looked for information about employment? Where did you look? What did you find? How do you think looking for a job will be different now?

**Unit 2 – Tara, Anya, and Doug** – You read about these three people and the jobs they hope to get. You visit the on-line activities for the first time.

**Unit 3 – Working on self-assessment** – You assess your interest in different kinds of work. You use the Blue Pages and the business pages of the telephone book to find out where to look for experience and training. You use the Yellow Pages as a tool to find out about jobs.

**Unit 4 – Reaching your goal** – You read about three people who find out what further training they need to be ready for work. You state your goals in a Job Readiness Chart to see if there is a match between your goals and your skills. You will see if you need further training to be ready for the work you want.

**Unit 5 – Training for work** – You read about the pros and cons of unpaid experience. You read about getting training before and after you get a job. You fill out some common forms.



### What do you think?

Do you have a story you can share about a good or bad work experience? It doesn't have to be about paid work.

Tell about...

- How you got the job
- What happened on your first day
- What you learned about
- What kind of work you were doing



# Unit 1

## Collecting job information

### Before you get started

You are going to start to collect a lot of information. You will use the information to identify your employment goal, skills you already have, and your training needs.

One way to make sure the information is easy to use later is to organize it. In the units in Workbook 1 you will be asked to make files. Make your files in the way that works best for you, your instructor or tutor, or your class. You can clip the information you collect with paper clips, put it in a shoebox, label it in envelopes, or separate the information into file folders.

Decide on a good place to store your files.



To make it easier to use the information in your files when you need it, you can arrange the files in **alphabetical order**.

### Using alphabetical order

To put the files in alphabetical order, look at the first letter of each of the file names below. Put the names in the same order as the letters of the alphabet.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Arrange these file names in alphabetical order:

<b>J</b> obs	Documents
<b>P</b> ersonal information	
<b>T</b> raining	
<b>S</b> kills	
<b>I</b> nterests	
<b>U</b> npaid work	
<b>D</b> ocuments	
<b>M</b> y writing	



## What do you think?

Have you decided how you are going to set up your files?

What supplies do you need?

What other file names do you think you might need? Why?

## Your personal file

When you apply for a job, there are some documents you will need to be able to give to employers. If you apply for unpaid work, you may need the documents too. Some documents take time to get.

Put this checklist in a **Personal** file. Most of this information is confidential, so you should keep it at home.

Name of document	I have this document	I know how to get this document
Social Insurance Card		
Birth certificate		
Photo ID		
Bank account information for pay deposit		
Criminal record check for some jobs (education especially)		



### What do you think?

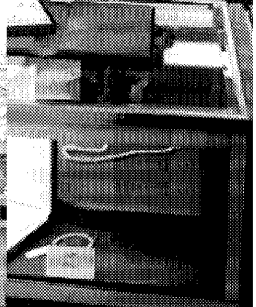
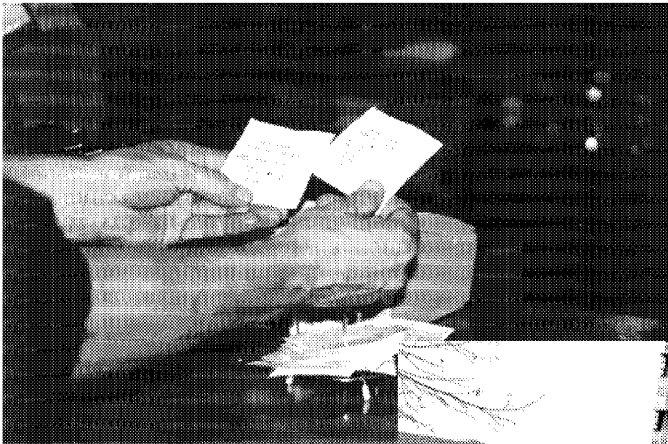
Do you know how to get these documents? Work with your instructor or tutor to find out how to get the ones you need.

## Three kinds of jobs

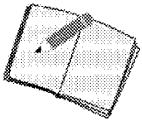
In this unit, you set goals for yourself as you get ready for employment. You will get the chance to think about what kind of job might be good for you.

Most jobs fit into one of these three categories:

1. Some jobs are about working with people.
2. Other jobs are about working with things.
3. There are also jobs about working with information.







## ACTIVITY 1 Sorting jobs

### Instructions

Talk about different kinds of jobs you know about. Think of as many jobs as you can.

- Jobs you have had in the past
- Jobs you see on TV
- Jobs you see advertised on the bus or subway
- Jobs you see in the newspaper
- Jobs you see people doing
- Jobs your friends or family have

Make a list of jobs under each heading below.

### Jobs working mostly with...

<b>people</b>	<b>things</b>	<b>information</b>
Example: waiter	Example: butcher	Example: security guard







## What do you think?

Think of all the different kinds of places people might work at the following kinds of jobs. For example, you could serve someone in a corner store, in a department store, or in a health food store. Come up with as many places as you can for each job.

- Works in a mailroom
- Fixes cars
- Serves people in a store

What are the pros and cons of each type of workplace? Which ones appeal to you? Why?

## Why divide jobs into categories?

Most job preparation materials present jobs in these three categories.

Which category does the kind of work you want fit in?

- If you like doing things for people, you might want **a job working with people.**
- If you like using equipment or machines you might want **a job working with things.**
- If you like to sort or keep track of ideas, news, or what's happening around you, you might want **a job working with information.**

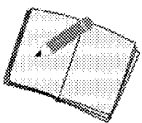
Keep the categories in mind. They may help you find a job that matches your interests and skills.



### What do you think?

What happens if you get a job where you have to do things you think you're not good at or you're not interested in?

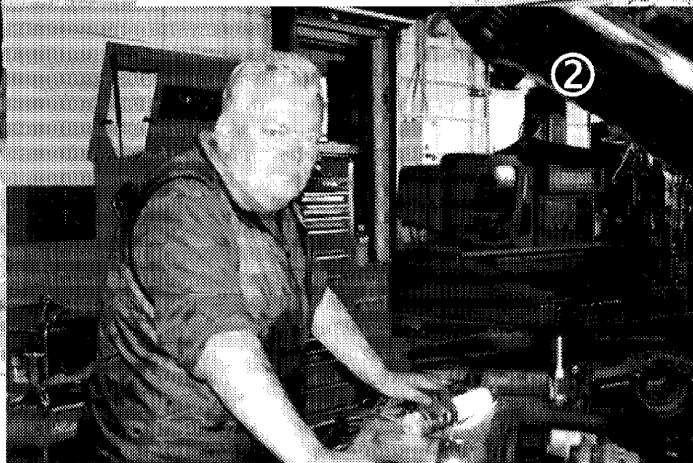
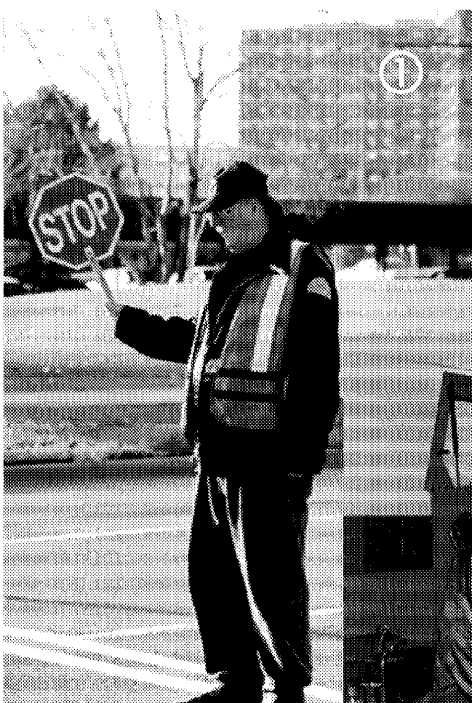
- Sometimes you may not like doing something because you think you are not good at it.
- *Skills at Work* encourages you to continue with the learning process.
- As adults learn more and get skills, they often become more confident, and more willing to try new things.



## ACTIVITY 2 Matching jobs and pictures

### Instructions

1. Look at these pictures.
2. Think about which kind of work these people do.
3. Answer the questions under the pictures.



- Which job do you think is about working with people? Where would you most like to do this job?
- Which job do you think is about working with things? Where would you most like to do this job?
- Which job do you think is about working with information? Where would you most like to do this job?



## **Transferable skills – you’ve got them too!**

Do you do any of these kinds of work in your day-to-day life already?

1. Taking care of children
2. Fixing things at home
3. Keeping track of your bills and bank account
4. Cooking meals
5. Helping with meetings in your school or community



What do you think?

Can you come up with your own list of day-to-day jobs?

## What are the skills behind day-to-day jobs?

### **Taking care of children**

Sometimes people say that they love children, so they can take care of them. But, it's more than that. To take care of children, you use skills. If a child is sick, you may have to do these things:

- Make appointments
- Follow instructions
- Read medicine labels
- Remember what you read
- Measure doses of medicine

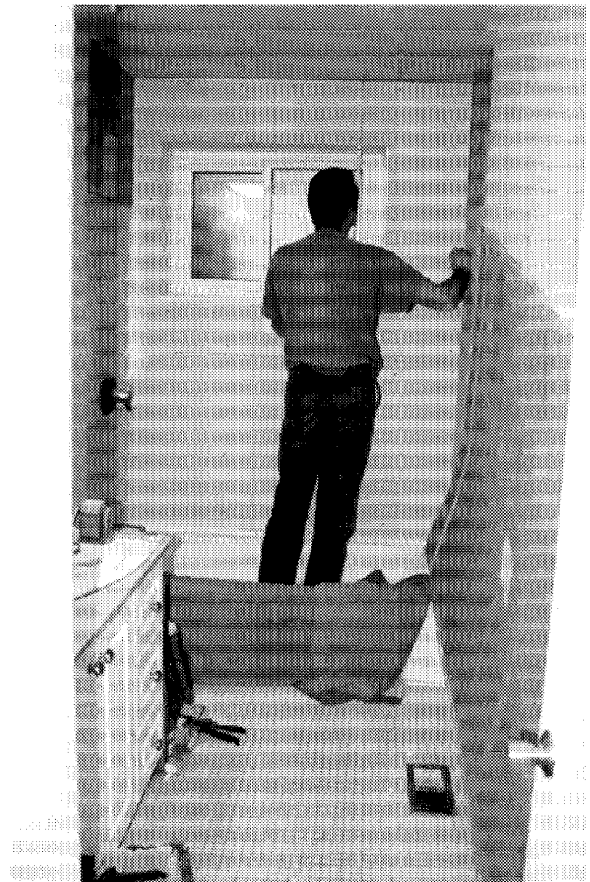
You have to be organized so you can handle many tasks at the same time. You keep children safe by following safety rules. You have to keep track of children's shots.

## Fixing things at home

Sometimes people say that they love working with their hands. But, it's more than that. To fix things you use skills.

Let's say your kitchen tap is dripping.

- You have to figure out what the problem is.
- You have to know how to get instructions to fix it.
- You have to remember the instructions and follow them.
- You have to calculate the supplies you'll need to make the repair.
- You have to do all the steps in the right order to make the repair.
- If your new tap comes with a guarantee, you need a file to keep it in, in case you have a problem later.

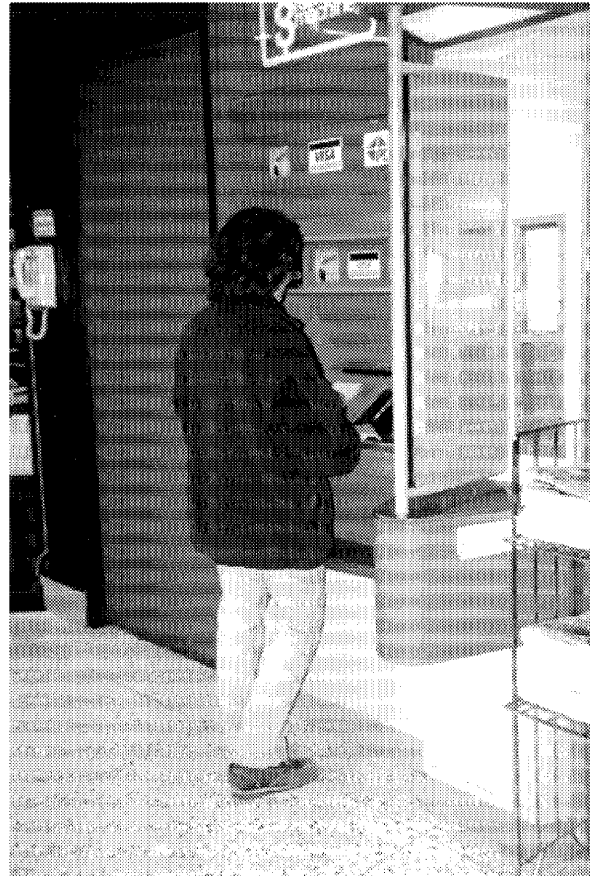


## Keeping track of your bills and bank account

Sometimes people say that they love working with figures. But, it's more than that. To keep track of your bills and bank account you use skills.

Your skills help you save money, not just keep track of your money.

- You know that your bank will charge you if you use another bank's ATM (automatic teller machine), so you make sure you always use the right one.
- Your bank may give you better interest rates if you do your banking on-line.
- You may need to talk to bank staff to get information about special accounts. You may need to work a problem out by talking to bank staff.
- You have to keep banking information organized so you don't miss deadlines for payments.

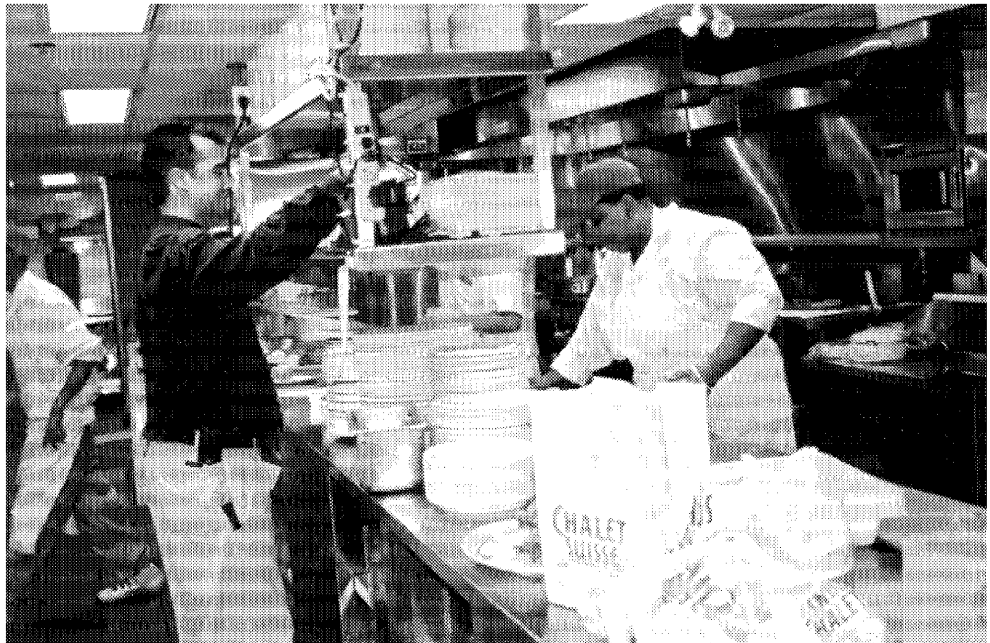




## Cooking meals

Some people say they love to cook, but it's more than that. To cook, you use skills.

- You read the newspaper to know what's on special.
- If you get coupons in the mail, you keep them to save money.
- You know what you have on hand and you check expiry dates so food doesn't go bad.
- You shop with a list.
- You know what fruit and vegetables are in season so you buy them and save money.
- When you cook you measure ingredients or you estimate how much you need.
- You get all the parts of a meal ready at the right times, in the right quantity.



## Helping with meetings in your school or community

Some people say they like to be involved in their community, but it's more than that. To help with meetings, you use skills.

- You listen to what the speakers say in their presentations.
- You take notes so you can keep track of ideas.
- You decide what you agree with and what you don't agree with.
- You keep track of meeting dates on your calendar.
- You might phone people to tell them about meetings.
- You might be asked to invite a speaker to a meeting.





## What do you think?

Use your own list of day-to-day jobs and write out the skills you use to do those jobs. Are you surprised by the number of skills you use everyday?

This kind of thinking about skills will take a fair bit of time to finish. Don't rush it, because the results are worth the time you spend. At the end you will be able to see your transferable skills yourself.

## Transferable skills – you’ve got them too!

As you read through this unit, you identified your transferable skills.

You will be able to use those skills at work doing work tasks.



### What do you think?

Name one transferable skill that you identified in this unit and a job where you could use it.

How will you save information about your **transferable skills** so you can find it later?

## Connecting your skills to real jobs

You probably have a better sense now of some of the skills you use every day. Now think about what jobs your skills connect to.

Here are some of the skills that appeared in the story **Taking care of children**:

- Make appointments
- Follow instructions
- Read labels
- Remember what you read
- Measure doses
- Do many tasks at the same time
- Follow safety rules
- Keep track of information



## What do you think?

Can you see how these skills would be useful in paid jobs? Look at jobs ads in the newspaper. Which jobs ask for which skills? Which ones can you add to the list of your **skills and interests** in your file?

On the next pages you will find out about how to use the newspaper as you explore jobs.

## Newspaper ads and jobs

Newspaper classified ads are one more place to look for jobs and to find out a lot about the skills that employers are looking for. You will see which kinds of jobs usually provide training, and which ones require you to be trained before you apply. Job ads usually tell you if a job is full time or part time. Sometimes a job ad will tell you what personal qualities an employer is looking for.

### Finding the job ads in your local newspaper

Read your local newspaper to check for jobs in your community. To find the job ads, take a look at the front page of the paper. There is almost always a listing of the contents of the paper at the bottom of the front page. It

Index		
Apartments <b>D9</b>	<b>D14</b>	<b>D Food</b>
Births <b>B7</b>	Horoscope <b>D2</b>	Classified/ Workplace
Comics <b>F8</b>	Leisure <b>F6</b>	<b>E Business</b>
Crossword <b>F6</b>	TV listings <b>B8</b>	<b>F A&amp;E</b>
Deaths <b>B6</b>	Weather <b>B8</b>	
Editorials <b>A24</b>	<b>A News</b>	
Ellie <b>D2</b>	<b>B GTA</b>	
Employment	<b>C Sports</b>	

might be called the Index, the Contents, or What's Inside?. The index is usually arranged alphabetically. It will tell you which section of the newspaper to look in and what page to look on. Job ads may be called Help wanted, or Careers, or Employment.

A newspaper from a large city is usually divided alphabetically into sections. The front section is almost always A, and so on. A newspaper from a small community may have everything in one section. By dividing the newspaper into sections, the paper makes it easier for readers to find information.



### What do you think?

What is the name of your local newspaper?

What is the listing of the contents of the paper called in your paper?

What is the job section called?

How often do you read the newspaper?



## **Figuring out the job ads**

Sometimes job ads don't tell you very much at all. If there is a telephone number with the ad, you can phone to get more information.

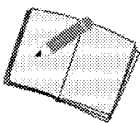
Some job ads have reference numbers in them, like this: REF 23560. If a job ad includes a reference number, you should always include it in your application and mention it on the telephone if you call about the job.

A newspaper ad should tell you how to apply for the job. Sometimes, you have to apply in person, or by mail, or by email. Follow the instructions to make sure your application is received properly.

When you look at newspaper ads, look for key words. They will help you know what the ad is looking for. Key words are essential information. Essential means something you can't do without.

On the next page are some job ads. In the first one, the key words are underlined.





### ACTIVITY 3 Using key words

#### Instructions

Look at these ads. What are the key words that help explain about the job?

How should you apply for the jobs?

**Crossing Guard** wanted. West end Toronto. Required immediately, a temporary crossing guard. 1 ½ hours a day, school term only. Contact police department. Telephone: 416-763-2351. Closing date: October 3, 2003.

#### **The Victorian Inn**

Security guard and cocktail bar wait staff

Call 503-242-5764

Closing date: September 3, 2003

#### **Lindlee Women's Place**

Requires Part time Housekeeper – Job # 2345

Hours of work: 25.5 per week – general cleaning of shelter, ordering of groceries, frequent lifting required. Clean driving licence. Must maintain public health and safety standards. Previous experience a must. \$12.35 per hour.

Contact by email, fax, or mail:

Marion Lindlee

Executive Assistant

Lindlee Women's Place

420 Helton Way, Tillsonburg, ON

N4G 1W1

mlindlee@till.com

FAX 519-231-4567

Apply by October 31, 2003



**Topic for discussion**

What other information would you like to have about these jobs?

How could you find out?



What do you think?

If a job ad shows a closing date, why is it important?

## Abbreviations in job ads

Newspaper job ads often have a lot of abbreviations in them. Some newspapers charge for ads by the line, so abbreviations are an easy way to save some space and some money. Job ads often leave words out.

Here are some abbreviations you may come across:

**P/t** = part time

**F/t** = full time

**Temp** = temporary

**Perm** = permanent

**Hrly** = hourly

**Ref** = reference

**Immed** = immediately



What do you think?

Which abbreviations should you look for in your job search? Which ones will help you know which jobs **not** to apply for?

## Connecting your skills to real jobs – Fixing things at home

Do you remember when you read about **Fixing things at home** on page 23? These are the skills you read about (If you'd like to read the story again, go back to page 23.):

- Figure out a problem
- Get instructions
- Remember instructions
- Follow instructions
- Calculate supplies
- Buy supplies
- Do steps in right order
- File information to find it later



What do you think?

Can you see how these skills would be useful in paid jobs? Look at job ads in the newspaper. Which jobs ask for which skills? Which ones can you add to your list of **skills and interests** in your file?

## Connecting your skills to real jobs – Bills and bank accounts

Do you remember when you read about **Keeping track of your bills and bank accounts** on page 24? These are the skills you read about (If you'd like to read the story again, go back to page 24.):

- Use your bank's ATM (automatic teller machine) to avoid charges for using other bank's ATMs
- Use on-line services
- Talk to people to get information
- Talk to people to solve a problem
- Organize information
- Be aware of deadlines



### What do you think?

Can you see how these skills would be useful in paying jobs? Look at job ads in the newspaper. Which jobs ask for which skills? Which ones can you add to your list of **skills and interests** in your file?



## Connecting your skills to real jobs – Cooking meals

Do you remember when you read about **Cooking meals** on page 25?

These are the skills you read about (If you'd like to read the story again, go back to page 25.):

- Read the newspaper to find information
- Organize coupons
- Keep track of important information to save money
- Write lists
- Measure and estimate
- Be on time



What do you think?

Can you see how these skills would be useful in paying jobs? Look at job ads in the newspaper. Which jobs ask for which skills?

Which ones can you add to your list of **skills and interests** in your file?

## Connecting your skills to real jobs – Helping with meetings

Do you remember when you read about **Helping with meetings in your school or community** on page 26? These are the skills you read about (If you'd like to read the story again, go back to page 26.):

- Listen to presentations
- Take notes
- Form opinions based on what you hear
- Keep track of meeting dates
- Phone people
- Make invitations



### What do you think?

Can you see how these skills would be useful in paid jobs? Look at job ads in the newspaper. Which jobs ask for which skills? Which ones can you add to your list of **skills and interests** in your file?

## Seeing yourself in a job

Make a list of the kinds of jobs you see in the newspaper that **you** can do. Link them to the kinds of work you already do everyday and the types of jobs that you know about.

Can you see yourself in any of those jobs?

Here are two examples:

If you already cook meals at home, maybe you could get a job in a cafeteria. There are cafeterias in hospitals, at camps, and in shelters. There are kitchen jobs in catering companies, schools, and seniors' homes.

If you already make home repairs, maybe you could get a job as a handyman, or on a construction site, or in a store that sells hardware or lumber.



What do you think?

Choose one of your everyday jobs and make a list of possible places you could do similar work for pay.

## Jobs around you

Make a list of five jobs you see other people doing as you go about your day. Find out the names of those jobs.

For example, you probably see people driving trucks for the city you live in. You probably see people working in parks, in restaurants, and in stores. You may see people working on construction sites.



### What do you think?

What jobs did you see people doing on your way to your program today? Are you interested in any of those jobs? Which file could you add the **job titles** to?

## Interviewing people at work

No one knows everything about every job. In Workbook 2 you will read about people in different jobs. Most of the jobs will be familiar to you. But, we may have left out a job that you are interested in.

One way to find out about a job is to ask people questions about it. Start by talking with people you know. When you are ready, try your questions out on people you see at their jobs. Collect interviews with people who have jobs you are interested in.

Look at the sample interview questions on page 49. You don't have to use all the questions. Decide which ones are important to you.



What do you think?

Who will you interview first?

## Interview guide

Here is a list of suggestions to make your interviews successful. Don't forget to take paper and a pen or pencil with you. On the next page, you will find some tips about taking notes as you go through the interviews. Good notes will make it easier to report back to your class or your tutor.

If you work with a tutor, the two of you could go out together to do interviews with two different employees at the same location and meet afterwards to compare your results.

- Choose questions from the sample questionnaire on the next pages and take them with you.
- Find someone you would like to interview.
- Tell the person you are interested in their job and would like to ask them some questions about it.
- Ask them if you can make an appointment with them for the interview, or if you can do it on the spot.
- Ask them if it's okay if you write their answers down and share their answers with others.



### What do you think?

Did you set up an **Interviews** file? Whenever you finish an interview, save it in your **Interviews** file.

## Taking notes

Usually people talk too fast for you to be able to write down every word they say. Here are some tips for taking notes. Practise using the tips in classes or meetings so you are ready to use them at work when you get instructions.

- Write as few words as possible
- Include only important content in your notes
- Use titles and headings to separate sections of your notes



You have practised using abbreviations in newspapers (page 38).

Abbreviations are also useful when you take notes. They save time. Here are some tips about how to use them.

- Leave out words like **a** and **the**.
- To abbreviate words, leave out letters and syllables. St means street, gov't means government.
- To abbreviate words, reduce them to single letters. P.O. means post office box.
- To abbreviate words and phrases, replace them with symbols like + for plus or ones that make sense to you.



What do you think?

Do you use any special abbreviations that you invented?



## Sample information interview questions

<b>Interview Questions</b>	
page 1	
1.	What is your job called?
2.	Did you need special training for your job?
3.	Where did you get the training?
4.	What are some of your duties at work?
5.	Which duties involve...
	<p><b>Reading.</b> can you give me an example of what you have to read?</p>
	<p><b>Writing.</b> can you give me an example of what you have to write?</p>
	<p><b>Math.</b> when do you have to use math at work?</p>
	<p><b>Machines or computerized technology.</b> can you give me an example of any technology you use at work, a keypad, a computer, a touch screen, a machine?</p>
	Do you work in a team?

**Continued...**

<b>Interview Questions</b>	
page 2	
6.	What do you think are the most important skills for you to be successful at your job?
7.	What is an ordinary day at work like for you?
8.	Are these things important in your job?
	Being on time.
	Working with others.
	Dressing according to what the job requires.
	Volunteering for other tasks.
9.	Does your job pay fairly?
10.	How did you get your job?
11.	Do you have any advice for people who'd like a job like yours?

## Sample interview – in a warehouse

On the next few pages is a sample interview with an employee who works in the warehouse of a large courier company.

- The first example is in note form.
- The second example shows the employee's complete answers. This is the same interview with the employee's exact words as he answered.

## Warehouse interview example 1

<b>Interview Questions</b>	
page 1	
1.	<p>What is your job?</p> <p>Courier company.</p>
2.	<p>Did you need special training for your job?</p> <p>No.</p>
3.	<p>Where did you get the training?</p> <p>Doesn't apply.</p>
4.	<p>What are some of your duties at work?</p> <p>Unload heavy pkgs – six conveyor belts.</p> <p>Sort packages onto conveyor belt.</p>
5.	<p>Which duties involve...</p> <p><b>Reading.</b> WHMIS symbols, eg dangerous materials; someone else handles. Fragile? Put in a special place, right side up. Work schedule.</p> <p><b>Writing.</b> No.</p> <p><b>Math.</b> At first, no. Read weight in lbs / kgs on the boxes. Figure out what's too heavy. Add up hours, multiply hourly rate to check pay.</p> <p><b>Machines or computerized technology.</b> Security card – swipe to get in to warehouse. Security card records time I arrive/ leave.</p> <p><b>Do you work in a team?</b> Team/ guys empty trucks by end of shift. Arrange breaks so there's always someone working.</p>

## Continued...

<b>Interview Questions</b>	
page 2	
6.	<p>What do you think are the most important skills for you to be successful at your job?</p> <p>Lift heavy boxes up to 60 lbs. No A/C – impt to drink water, pace yourself so not too tired when hot. ***** boxes marked Fragile don't break anything in box.</p>
7.	<p>What is an ordinary day at work like for you?</p> <p>Get to parking lot 15 minutes before shift starts. Go into warehouse through trailer, swipe security card. Then, supervisor ➔ which trucks to work on. I do my shift. At end, swipe card out, leave trailer.</p>
8.	<p>Are these things important in your job?</p> <p>Being on time. Five minutes late? Stay later to make up.</p> <p>Working with others. Have to work together, so if I need help I want the others to be there for me.</p> <p>Dressing according to what the job requires. Really hot in trucks ➔ wear clothes that can get dirty and keep cool. Protect feet with safety shoes. Noisy in warehouse from trucks, fans, conveyor belts, remember earplugs.</p> <p>Volunteering for other tasks. No.</p>
9.	<p>Does your job pay fairly? More than some because hot, heavy, and most work at night. My shift = 9:00 till 1:00. After couple days found out if work directly for company instead of empl. agency, 5\$ more @ hour.</p>
10.	<p>How did you get your job? Went to empl. agency – friend told me.</p>
11.	<p>Do you have any advice for people who'd like a job like yours?</p> <p>Work direct, not employment agency.</p>



## What do you think?

Do you use your own abbreviations as you listen and take notes?

What are some of your abbreviations?

Can you figure out all of the abbreviations in the interview?

## Warehouse interview example 2

<b>Interview Questions</b>	
page 1	
1.	<p>What is your job?</p> <p>I work for a courier company.</p>
2.	<p>Did you need special training for your job? No.</p>
3.	<p>Where did you get the training?</p> <p>Doesn't apply.</p>
4.	<p>What are some of your duties at work?</p> <p>I unload heavy packages off a trailer onto six conveyor belts. I have to sort packages and put them on the right conveyor belt.</p>
5.	<p>Which duties involve...</p> <p><b>Reading.</b> I have to know WHMIS symbols. The symbols tell me a package contains dangerous materials; I have to call someone else to handle it. If a box is marked Fragile, I have to put it in a special place, with the right side up. I have to read the work schedule to make sure I come in at the right times.</p> <p><b>Writing.</b> I don't write anything at work.</p> <p><b>Math.</b> I have to read the weight in pounds and kilos on the boxes. I have to figure out what's too heavy to pick up. I add up my hours and multiply my hourly rate to check my paycheque.</p> <p><b>Machines or computerized technology.</b> I have to remember to bring my security card with me and swipe it to get in to the warehouse. The security card records the time I arrive and leave.</p> <p><b>Do you work in a team?</b> I work in a team of guys who have to empty the trucks by the end of the shift. We arrange breaks so there's always someone working.</p>

**Continued...**

<b>Interview Questions</b>	
page 2	
6.	<p><b>What do you think are the most important skills for you to be successful at your job?</b> You have to be able to lift heavy boxes up to 60 pounds. The trucks aren't air conditioned so you have to remember to drink water, and pace yourself so you don't get too tired when it's hot. You have to be careful with boxes marked Fragile so you don't break anything in the box.</p>
7.	<p><b>What is an ordinary day at work like for you?</b> I get to the parking lot about 15 minutes before my shift starts. You have to go into the warehouse through a trailer where you swipe your security card. When you get in, a supervisor tells you which trucks you're going to work on. I do my shift. At the end, I swipe my card out and leave the trailer.</p>
8.	<p><b>Are these things important in your job?</b></p> <p>Being on time. If I'm late even 5 minutes, I have to stay later to make it up.</p> <p>Working with others. We all have to work together, so if I need help I want the others to be there for me.</p> <p>Dressing according to what the job requires. It's really hot in the trucks so you need to wear clothes that can get dirty and keep you cool. You need to protect your feet with safety shoes. It's noisy in the warehouse from the trucks, the fans, and the conveyor belts, so you have to remember to put earplugs in.</p> <p>Volunteering for other tasks. There's nothing to volunteer for.</p>
9.	<p><b>Does your job pay fairly?</b> It pays more than some because it's hot, heavy work and most of the work is at night. I work from 9:00 till 1:00. After a couple of days I found out that if you work directly for the company instead of for an employment agency, you make 5\$ more an hour.</p>
10.	<p><b>How did you get your job?</b> I went to an employment agency my friend told me about.</p>
11.	<p><b>Do you have any advice for people who'd like a job like yours?</b> Work for the company, not for an employment agency.</p>





## What do you think?

Did you notice sometimes this worker just said no in answer to a question?

Do you think you could get more information from him?

What would you do or say to persuade him to talk more?





## **ACTIVITY 4** Sharing the interviews

### **Instructions**

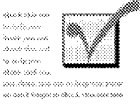
When you have collected some interviews, share the answers either with the others in your group or with your tutor. Find out these things from your interviews:

How many people said that being on time was important?

How many people said that dressing according to what the job requires was important?

How many people said that having a positive attitude was important?





## Checking up

In this unit you learned how to organize information in alphabetical order.

You started to make files to save information about work.

You began to set employment goals.

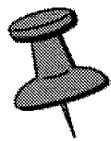
You read an interview with a worker.

You collected information about jobs by interviewing people.



What do you think?

What is the most important thing you learned in this unit?



## Notes

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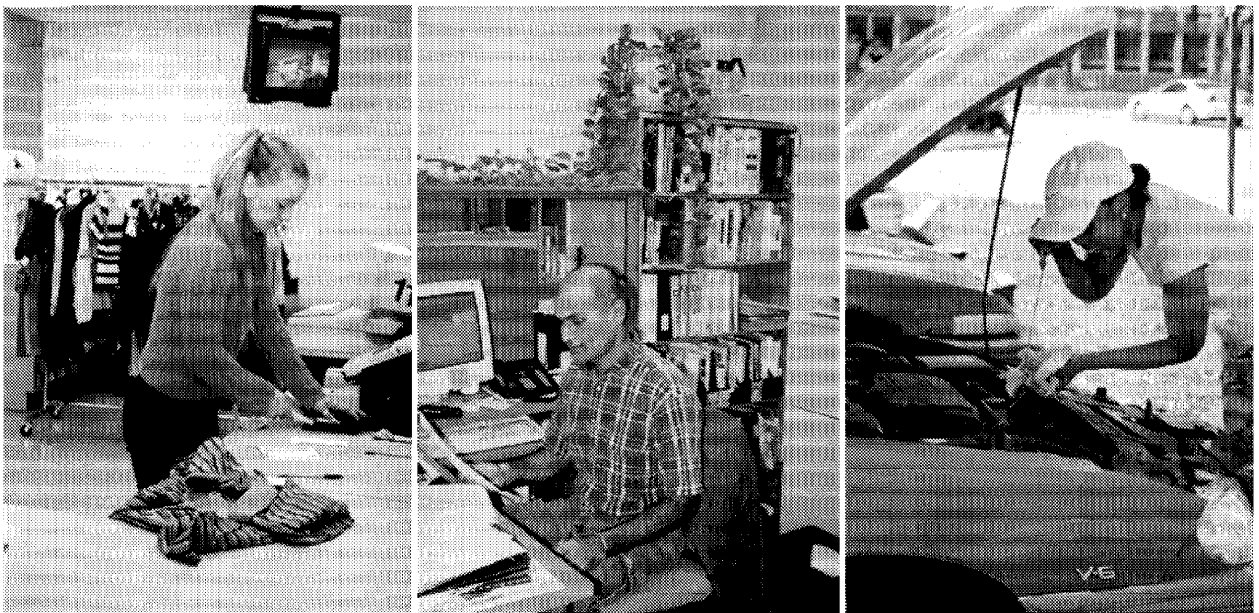
# Unit 2

## Tara, Anya, and Doug

In Unit 2 you will read about three people who have different interests and different skills. Each of them tries out their skills at a different kind of work.

As you read about them, think about what kind of work **you** could be good at.

Think about what kinds of jobs match your interests and skills.



## How do people know what kind of job they could be good at?

Most people think that they can be good at some jobs but not good at other jobs. They may think that because they have had good or bad experiences with certain kinds of work – at school or on the job.

You can learn new things at different times in your life. You may find it is easier to learn certain skills on the job than in school. You can learn the writing skills that will help you get training opportunities. You may now be ready to do things that you weren't ready for when you were in school.

For example, some people who say they couldn't understand percentages in math class often understand perfectly when they see a sale sign that says **30% off**. Many people find it easier to write when no one is going to mark their work.





You can learn what kinds of jobs you might be good at by thinking about your interests and skills. As you set employment goals for yourself, try to keep an open mind about what job may be good for you.



### What do you think?

Is there something that was easier for you to learn at work or at home than at school?

## Tara's story

She likes to be with people. Her friends often call her to talk about their problems.

When someone is having a hard time, Tara is the first one to help.

She can talk with anyone and seems to know the right thing to say.

Tara can always make someone laugh and feel better. She loves meeting new people.

She loves going shopping at busy malls.



What do you think?

Are you like Tara?

Do you know anyone who is like Tara?

What qualities does Tara have that will help her at work?

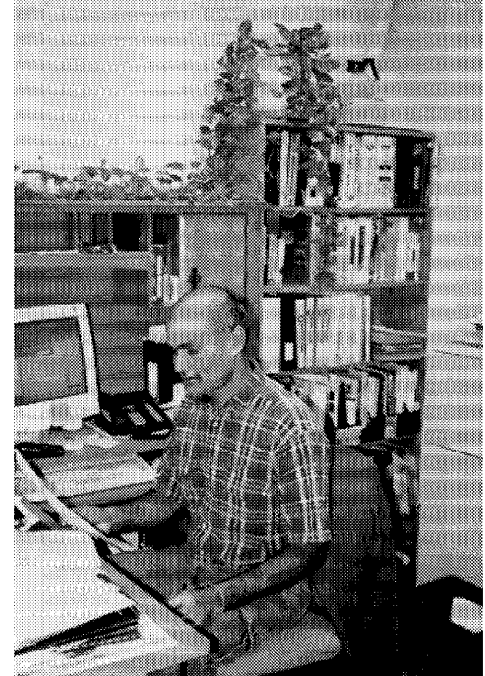
What kind of work do you think she might be good at?

## Doug's story

Doug is very organized. He keeps his bills and other important papers in a filing cabinet.

Every Saturday, Doug spends time on the computer at the library. He would rather email his friends than speak on the phone.

Doug likes to look at things on the Internet. He knows about all the teams in the National Hockey League.



His friends say Doug really knows a lot. Doug says he just likes information.



What do you think?

Are you like Doug?

Do you know anyone who is like Doug?

What qualities does Doug have that will help him at work?

What kind of work do you think he might be good at?

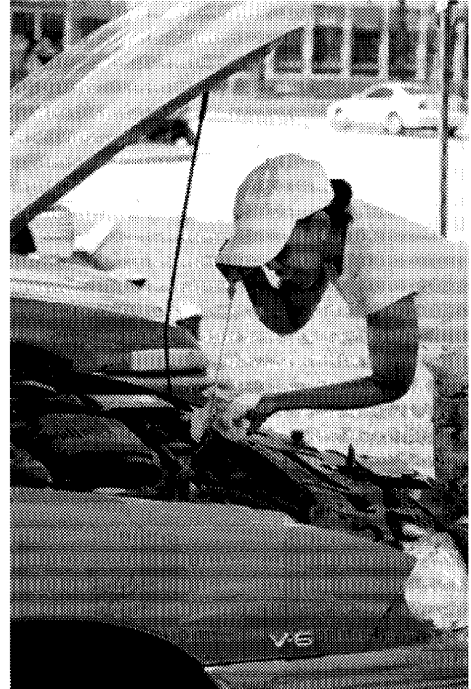
## Anya's story

This is Anya. Anya loved to watch her father work on his car when she was growing up.

By the time Anya was 12, she could change a tire. Anya could use an electric drill as well as her older brothers.

She still likes everything about motors. She likes to see how things work.

She doesn't like to learn about things by reading. Anya likes to learn by trying things herself or by watching someone else.



What do you think?

Are you like Anya?

Do you know anyone who is like Anya?

What qualities does Anya have that will help her at work?

What kind of work do you think she might be good at?

## Transferable skills – you’ve got them too!

If you already use a computer you have important skills.

- How do you like to use a computer?
- Do you play computer games?

Using a computer is another way to learn new things. If you don’t use a computer yet, you will learn a lot by visiting the on-line activities.

Many jobs now use computers to do tasks. When you are at work, you will need to use a computer, even in jobs when you don’t expect to.



### What do you think?

Where have you seen people using computers in new ways on the job? Were you surprised?

On the next page you will read about Skills at Work on-line activities.



### Learn more on-line

Maybe you’re like Doug and you like using the computer. Maybe you aren’t as experienced as Doug, but you’d like to try to use the computer to learn more as you work through these books.

**Every** worker now has to handle information and deal with technology. These are an important part of all workplaces – whether you work with people, things, or information. Whether you work in an auto repair shop, a coffee shop, a hotel, or a factory, you will use different kinds of technology.



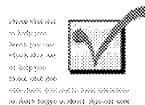
Take some time now to look at the Skills at Work on-line activities. Listen to the audio and read the screens as you work through the activities.

You'll find Skills at Work on-line activities on the AlphaRoute Web site. Go to <http://alpharoute.alphaplus.ca> and choose English.

You can practise your skills on everyday machines, like the telephone and the calculator, the way they are used at work. You will also learn how machines like these are used at work:

1. Photocopier
2. Fax machine
3. ATM (automatic teller machine)
4. Interac machine

Listen to the introduction. Then choose a tool from the Toolkit. Decide how much time you want to spend on-line, and then come back to this workbook.



## Checking up

In this unit you read about how three people's interests and skills helped them choose jobs.

You had a chance to look at the Skills at Work on-line activities.



What do you think?

What is the most important thing you learned in this unit?







# Unit 3

## Working on self-assessment

**What kind of job would you be good at?**

Think about the interests you already have.

Think about your skills and how to get new skills.

Think about things you have already learned.



**What do you think?**

What kinds of things are you already good at?

What would your friends say you are good at?

What kinds of work have you done in the past? Think of work you have done at a job, at home, or with friends and neighbours.

What part of your work did you like the best?

## Would you like a job where you work with things?

Look at this list of activities.

Put a check in the box if it is something you are good at, something you like to do, or something you would like to do.

If you checked most of these boxes you might be good at a job working with things.

### Things

- I like playing video games.
- I like making things with my hands.
- I like fixing things.
- I am good with tools and equipment.
- I like to garden and make things grow.
- I'd rather make something than read something.

## Would you like a job where you work with people?

Look at this list of activities.

Put a check in the box if it is something you are good at, something you like to do, or something you would like to do.

If you checked most of these boxes, you might be good at a job working with people.

### **People**

- I like being a leader in a group.
- I love talking with people.
- I like to meet new people.
- I like being part of a team.
- I go out of my way to help others.
- Taking care of people makes me feel good.
- I find it easy to get people to follow my plans.

## Would you like a job where you work with information?

Look at this list of activities.

Put a check in the box if it is something you are good at, something you like to do, or something you would like to do.

If you checked most of these boxes you might be good at a job working with information.

### **Information**

- I can add up numbers in my head.
- I keep lists of my favourite teams' scores and standings.
- I know the words to all the latest music.
- I like to solve problems and puzzles.
- I like to express my ideas in writing, music, or art.
- I try things out to see what works.
- I like to look at newspapers and magazines.
- I like doing things on paper.



## What do you think?

Check the box next to the kind of job you want.

- Working with people
- Working with things
- Working with information

Why would this kind of job suit you?

## What kind of workplace will work best for you?

Put a check mark next to the statements about work that are most important to you.

	✓		✓
I want to work close to home		I want to work alone	
Location doesn't matter to me		I prefer to work on a team	
I want to work in an office, because it's a clean environment		I don't mind extreme conditions – either very cold (like a freezer) or very hot (like in a kitchen)	
I want outside work		I'd like to find work at night	
I want inside work		I'd like to work on the weekend	
I'd like shift work		I need regular day work	
I prefer full time work		I want to wear casual clothes, or a uniform to work	
I prefer part time work		I want to “dress up” for work	

Why are these things important to you? Are you flexible about any of them? What else is important to you about a job?

Keep these preferences in mind as you learn more about jobs.



## The telephone book – a good resource

Your local **White Pages** telephone book can be a great help when you need to find information about what's available in your community.

The White Pages contain three kinds of useful information.

1. Home phone numbers and addresses – at the front

- You'll find your own home phone number here

2. Government Blue Pages – in the middle

- You will find information about services, like OHIP, parks and recreation, volunteering, and food banks in this section

3. Business pages – at the end

- This section contains the listings that are not residential and not government
- This is the section to look in for names of businesses in your community.

## **Alphabetical order and the phone book**

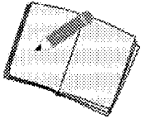
Use what you learned about alphabetical order in Unit 1 to find what you are looking for. If the agency you are looking for is Goodwill Industries, you know that G is close to the middle of the alphabet, so the listing for Goodwill Industries is close to the middle of the business pages of the book.

This kind of reading is called scanning. You already know what you are looking for, and you are scanning the phone book for it. You also scan when you look for your favourite team's scores in the newspaper or when you are looking for a company name on a sign on the main floor of a building.



**What do you think?**

Can you think of other times when you would scan to find information?



## **ACTIVITY 5 Using the telephone book – Blue pages**

### **Instructions**

Use the Blue Pages of your telephone book to find a listing for a volunteer organization in your area.

Write the information here:

- Name of the organization:
- Telephone number:
- Address:

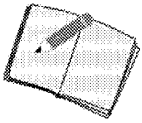


**What do you think?**

Can you add this contact information to a file you have begun?

Which file does it belong in?





## **ACTIVITY 6 Using the telephone book – Business pages**

### **Instructions**

Use the business pages to find a listing for a company you might be interested in:

Write the information here:

- Name of the business:
- Telephone number:
- Address:



**What do you think?**

Can you add this contact information to a file you have begun?

Which file does it belong in?





## **ACTIVITY 7 Using the telephone book – Blue pages**

### **Instructions**

Use the Blue Pages to find a listing for an employment training centre in your area. Look under **employment** or **training**.

Write the information here:

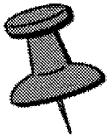
- Name of the employment training centre in your area:
- Telephone number:
- Address:



**What do you think?**

Can you add this contact information to a file you have begun?

Which file does it belong in?



**Notes**

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## Finding information in the Yellow Pages of the telephone book

One of the tools that can help you when you are ready to look for a job is the Yellow Pages. Your town, city, or region may have separate Yellow Pages, or they may be at the back of your White Pages.

### **White Pages – Yellow Pages, what’s the difference?**

If you know a person’s name or the name of a company, and you need their telephone number, you look for it in the White Pages. But, if you are looking for a list of companies that provide a certain kind of service and you don’t know their names, the Yellow Pages is the right place to look.

As you begin to look for work, one of the other things you can find by looking in the Yellow Pages is where to apply for the work you want to get.

Businesses pay to have a listing in the Yellow Pages. They buy ads to get your attention. Businesses describe their products or services in their ads.

When you read through the Yellow Pages, look at the headings for the kinds of places you would like to work. You can learn a lot about the kind of work that is available where you live.

Yellow Pages

P 1034 Plants

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## **Guide words, headings, listings**

One way to find a company in the Yellow Pages is to look up the thing that they sell, like plants. When you look at a page in the Yellow Pages, you will see the “things” that are sold in larger, darker letters. These are **headings**. The word **Plants** appears above all the telephone listings for the places that sell plants.

At the top of each page is a word to guide you to what you are looking for. This **guide word** tells you the first word on the page. Guide words are listed alphabetically in the Yellow Pages. On a page where the guide word Automobile is at the top, the first **heading** on the page is Automobile. Other headings on the page appear in alphabetical order after the first one.

You will find lists of company names under the **headings**. Places that offer the same service appear under one heading. For example, places that fix cars appear under the heading Automobile Repair. The list of company names is also in alphabetical order. You will find the address and telephone number for each company in the list.

## Working with headings

Sometimes you want to use the Yellow Pages, but you don't know which heading to look for. Let's say you are good at repairing small appliances. You want to find the names of the companies where you could apply for work. What heading will you look for? Repair? Appliances? Toaster? Take a guess. If you don't find the information the first time, try again.

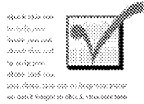
In the Toronto Yellow Pages, there is no listing for Repair or for Toaster. But there are several headings for Appliances, including, Appliances, Major – Sales and Service, Appliances, Repair and Service, and Appliances, Small – Repair and Service. Often one heading will tell you to look in another place.



### What do you think?

Think of a job you might be interested in. What words do you think will help you find the companies that have that kind of job?

Use the Yellow Pages to find the addresses and telephone numbers of those companies. Write the name of the companies and their contact information in your address book.



## Checking up

In this unit you looked at your interests and skills.

You filled out three checklists to help you decide what kind of work you prefer.

You answered questions about the kind of place you would like to work.

You used the different sections of the White Pages telephone book to find information.

You used the Yellow Pages telephone book to find information.



### What do you think?

Are your answers the same as other people – your family, friends, or other people you know? Who has the same skills or interests that you do?

What is the most important thing you learned in this unit?

## For more practice...

Would you like to think about skills and interests a little more before moving on to the next unit? Here are some things you can do:

- Make a list of things you enjoy doing or things you are interested in trying. Remember to list the things you are good at.
- Think about different kinds of jobs that would allow you to do some of these things.

For example,

Ryan loves working with flowers.

He succeeded in getting a job in a greenhouse. You'll learn more about him in Workbook 2.

You like cooking. Where could you cook?

You like making things with tools.

Where could you work at that?

You like animals. Where could you work at that?

You like helping older people. Where could you work at that?







# Unit 4

## Reaching your goal

### **Are your skills and interests enough to get a good job?**

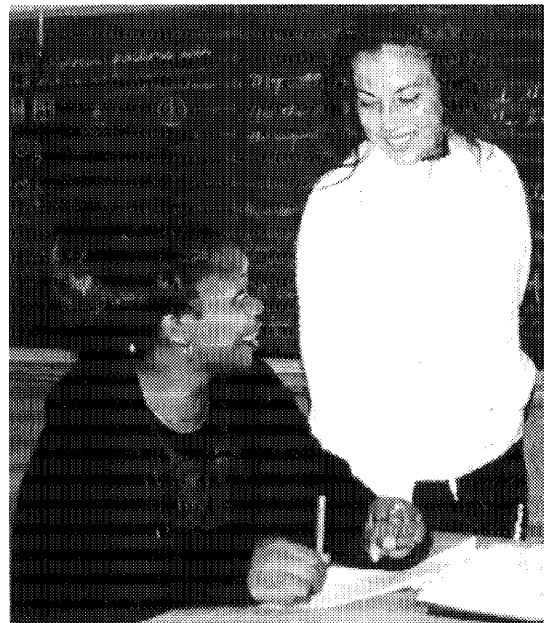
Some people get hired because at a job interview they can show that they have the most important skills for the job.

They and their employer sometimes find out later that the skills they have are not all they need to do a good job at work.

Many people attend classes to keep learning what they need to know. They may have the chance to do this at work, or they may do it on their own time.

In the next few pages, you will read more about the three people – Tara, Anya, and Doug – whose stories you read in Unit 2. Each one of them really wanted to work in the job they found.

But, as they learned more about the job, they realized they needed more training to be comfortable in the job or to keep the job.



## Tara's story

People always say I am good with people. I guess I have good people skills. My friends say I could get a job working with people anywhere.



It was not hard for me to get a job selling clothes. I am friendly and outgoing. I like to talk with people. I like to wear nice clothes.



What do you think?

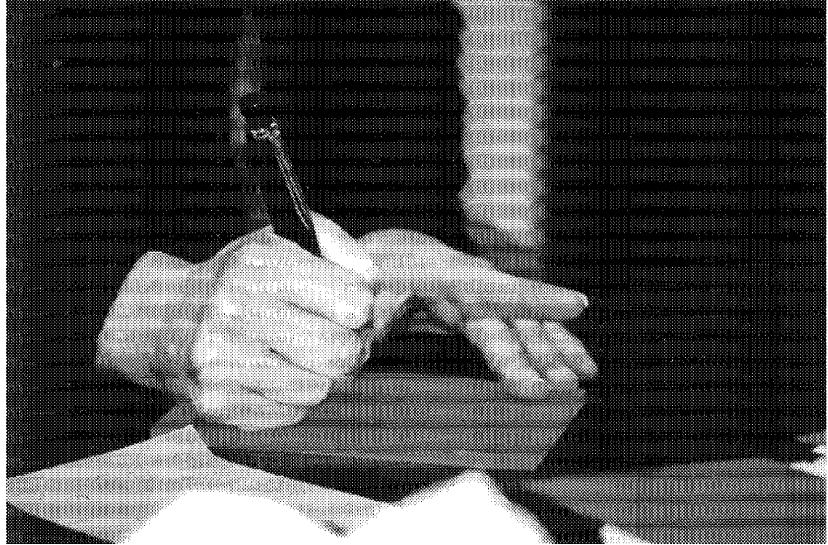
What else do you think Tara needs to be able to do to get and keep the job she wants?

## Tara's story continued

On the job I had to write out instructions and leave messages. My spelling is not good.

I had trouble writing things at work. I had trouble making change using the cash register.

I learned that just having people skills was not enough to be a success at work.



What do you think?

What do you think Tara should do now?

Have you ever been in a situation like this? Share your story with others in your group. Write your story.

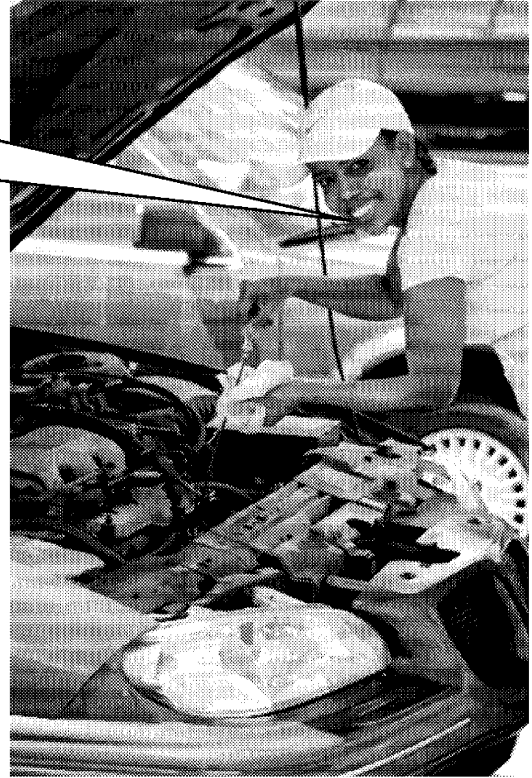
## Anya's story

My brothers tease me all the time because I like to work on cars.

They said I should get a job at Mr Lube.

That way I could work on cars all day long.

What was so funny about that?



When I went for a job interview at Mr Lube, they were surprised that I knew so much about cars.

I showed them I could change the oil, check the plugs, and check the fluid levels.

They said I could have a job at Mr Lube on probation.

“On probation” means that the employer gets to see how you work before you get hired for sure.



What do you think?

What else do you think Anya needs to be able to do to keep her job?

## Anya's story continued

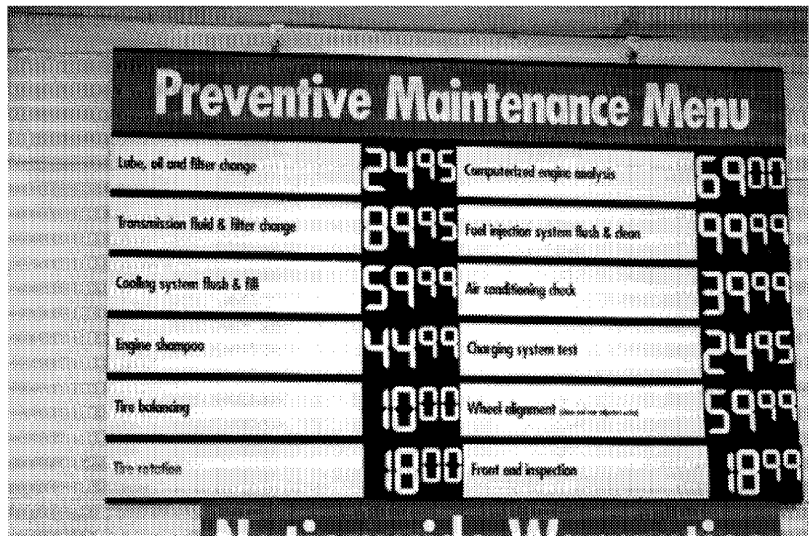
I ran into trouble on the first day. I had to find information on the computer.

I had to read about which products you use with different cars. I had to read labels and explain the information to customers.

I am not a very fast reader. I was nervous so I got prices mixed up and my reading was even slower.

People do not like to wait while you find things.

The boss told me he thought I was good with cars but I needed to get better at reading before they would hire me.



Preventive Maintenance Menu			
Lube, oil and filter change	24.95	Computerized engine analysis	69.00
Transmission fluid & filter change	89.95	Fuel injection system flush & clean	99.99
Cooling system flush & fill	59.99	Air conditioning check	39.99
Engine shampoo	44.99	Charging system test	24.95
Tire balancing	18.00	Wheel alignment	59.99
Tire rotation	18.00	Front end inspection	18.99



What do you think?

Do you know anyone else who has had a job “on probation”? Did they pass their probation?

## Are your interests all you need to get a good job?

Being interested in something can sometimes help you decide on the kind of job you would like to get.

To be good at any job though, people need to have many other skills too. Anya didn't know that she would have to use a computer in her job as a mechanic. In her job working with things she also had to work with information. In Tara's job working with people, she had to work with information too.

Being interested in something may not be all you need to be good at a job.

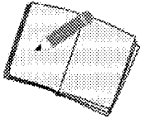


What do you think?

Have you ever had a job where you were surprised at the things you had to do? What was the job and what were the surprises?







## **ACTIVITY 8** Before you read about Doug

### **Instructions**

Look at the photograph of Doug. Doug has an interest in computers. As you look at Doug's photo, think about what you think it means to work with computers.

Over the next two pages you will read about what happened when Doug went to look for work.

Think about these questions before you read Doug's story. Talk about them with your instructor.

1. Where do you think Doug should work?
2. What are Doug's interests and skills?



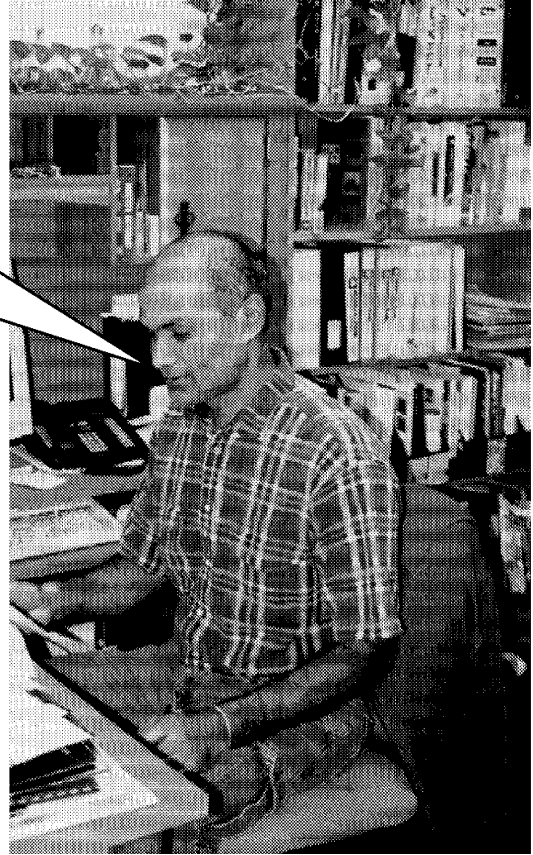
## Doug's story

Last week I saw that Radio Shack was going to hire new employees with computer skills.

I thought that might be a good job for me. I'm very interested in computers. I liked the idea of working with computers and getting paid for it.

I went to the store to pick up an application form. When I got to the store, I could see Radio Shack was having a big sale.

The store was full of people. There was a long line up of people waiting to pay for things.





## What do you think?

What kind of math skills will Doug have to use if he gets this job?

When will Doug have to talk to people if he gets the job?

### **Doug's story continued**

One customer was talking with the sales clerk about the price of a video game. She said that she found it on the sale table so she wanted to get it at the sale price.

I could hear the sales clerk explaining that it was not one of the games on sale.

I began to think about what this kind of job would be like for me. I know I am good with computers but would I be able to talk with customers?

I'm not really very good at talking with people at all. Maybe this was not the job for me.



### **What do you think?**

If you were the customer, what would you want the sales clerk to tell you?

Do you think Doug can learn to do that?





## **ACTIVITY 9** Decide what you like

### **Instructions**

1. Make a list of things you enjoy doing or things you are interested in trying. Remember to list the things you are good at.
2. Look at your list again. Ask yourself, “What is it that I like so much about these things? Talk about your ideas with your instructor.
3. Think about the different kinds of jobs that would allow you to do some of these things.

If you have already made lists of your interests and skills, ask yourself the following questions and talk with your instructor about your ideas.



### **What do you think?**

What kinds of things might be difficult for you in the job you are interested in?

What else would you have to learn in order to be ready for the job?





## Getting Job Ready

Tara, Anya, and Doug learned that having interests or skills in one area was not all they needed to choose a job or to be successful at work.

Knowing about your interests and skills is just the first step.

The next steps involve deciding what else you need to learn. You also need to be active about finding information about training and about jobs. You need and use many skills as you get ready for work.

The skills Tara, Anya, and Doug need are necessary for any job. They have to get the skills they need so they can read, write, talk to others, and do math at work.

A Job Readiness Chart can help you think about what skills you want to work on in order to be job ready.

You'll see a sample on the next page.



What do you think?

Are you ready to start using the information in your files?

**A sample Job Readiness Chart**

<b>JOB READINESS CHART</b>	
<b>Name:</b> <b>Date:</b>	
<b>Interests:</b>	
<b>Employment Goal:</b>	
<b>Skills you already have</b>	<b>Skills you need to work on</b>
You can see on this side there is a place to show the job skills you already have.	On this side there is a place for the skills you need to work on.

## Tara's Job Readiness Chart

Think about what you know about Tara. Look at Tara's chart.

This is how she filled in her job readiness chart.

<b>JOB READINESS CHART</b>	
<b>Name:</b> Tara <b>Date:</b>	
<b>Interests:</b>  Talk with people Nice clothes Help people solve problems	
<b>Employment Goal:</b>  to get a job selling clothes	
<b>Skills you already have</b>	<b>Skills you need to work on</b>
<ul style="list-style-type: none"> <li>• Good with people</li> <li>• Talk with people I don't know</li> <li>• Help people make decisions</li> </ul>	<ul style="list-style-type: none"> <li>• Fill in credit card forms</li> <li>• Write out instructions with good spelling</li> <li>• Leave messages for other people</li> </ul>



What do you think?

What information do you need to collect to start to work on your  
Job Readiness Chart?

## **Your Job Readiness Chart**

You have been thinking about your interests and your skills.

You may already have an idea about a job you would like to get.

Each section of the Job Readiness Chart appears on a separate page in the next few pages. Start by filling in some basic personal information.

Fill in the second section of the chart when you have decided on your employment goal. Ask people to tell you what they think are the skills you already have. Add more skills based on what you know about yourself.

The third section of the chart is about the skills you need to work on. You may know already what general skills you need. Now it's time to really start to connect your employment goal to specific skills you need for work.

## How will you find out what skills you need for work?

Every job is different, but many jobs require similar essential skills. To find out what you need to know for your job goal, you need to talk to people who have the same job, read newspaper ads, and use what you already know.



As you work in this book, you are collecting a lot of information about getting ready for work. You have figured out a way that works for you, to organize and keep track of the information. Skills at Work calls these **files**, but you may have put your information in envelopes, you may be using paper clips to separate the different kinds of information, or you may be doing something else. You have put information about yourself, about jobs, and about companies in the files.

One of the files you set up is for the interviews you did with different workers. Now that you have your system organized, you can use the information in different ways. Here's one way: You can **scan** through your interviews to find what people told you about job requirements. You don't need to read through every interview, you just need to look at the name of the job, question 2 about special training, question 5 about job duties, and question 6 about the most important skills.

You will continue to collect information for the files as you continue in this workbook and in Skills at Work Workbook 2.



### What do you think?

Do you have the skills to start working at a job you want? Is this information in your **Interviews** file? Can you compare the job requirements to your current skills? Can you identify skills you still need?







## **ACTIVITY 10 Job Readiness Chart – Personal information**

### **Instructions**

Start your own Job Readiness Chart by filling out the Personal Information section.

<b>JOB READINESS CHART</b>
<b>Name:</b> <b>Date:</b>
<b>Interests:</b>



**What do you think?**

What other forms ask you for this kind of personal information?

What other kinds of information are personal?





## **ACTIVITY 11 Job Readiness Chart – Employment Goal**

### **Instructions**

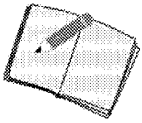
The next section on the form is your Employment Goal. If you already have an employment goal, fill it in on the form below. Your employment goal is the specific job you're looking for.

If you don't have an employment goal yet, or if your goal is just to get a job, leave this section of the form blank.

Return to this section when you have selected an employment goal.

**Employment Goal:**





## ACTIVITY 12 Job Readiness Chart – Skills section

### Instructions

In this section of the form, identify the skills you already have. This is also the place to list the skills you need to work on.

Fill in these two sections as you talk to others about yourself, and as you finish your employment interviews, and read job ads.

Some examples have been written in to start you off.

Skills you already have	Skills you need to work on
<ul style="list-style-type: none"> <li>• Computer skills - games</li> <li>• Math skills – measurement</li> <li>• Good problem solver</li> </ul>	<ul style="list-style-type: none"> <li>• Math skills – fractions, per cents</li> <li>• Writing – organizing ideas</li> <li>• Reading – newspaper</li> <li>• Speaking and listening – being comfortable asking questions</li> <li>• Computer skills – email, Internet</li> </ul>





## ACTIVITY 13 Job Readiness Chart – the whole chart

### Instructions

When you have completed each section of the chart, copy all the information onto this form.

<b>JOB READINESS CHART</b>  <b>Name:</b>  <b>Date:</b>	
<b>Interests:</b>	
<b>Employment Goal:</b>	
<b>Skills you already have</b>	<b>Skills you need to work on</b>

Keep this chart up to date. Make a new one and date it whenever you want to record changes.





## Work skills and habits

There are other skills that people use in day-to-day life that are very important at work.

These skills are things like how people use their time effectively, finish work they start, and how well they work in teams with other people.

As you work through these materials, you will learn more about these kinds of skills.



## What do you think?

Were you on time today for your class? This is **time management**.

Have you added information to your files as you went through the units? This is **finishing what you started**.

Can you find what you need (telephone numbers, equipment, medicine) when there's an emergency? This is **organizing information**.

Do you work well with other people in your class? This is **teamwork**.

If you answered yes to these questions, that's great! If you answered no to these questions, you might want to begin to work on these items. They are important for your class and for any job you have.

### Filling out the first Work Skills chart

Put a check mark on the left to show the work skills you used as you worked through Unit 4.

Put a checkmark on the right to show the work skills you know you would like to work more on.

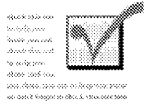
✓	Work Skills	I want to work more on this
	I did the work in this unit in order and did one task at a time until I finished.	
	I followed directions.	
	I arrive at class on time. If I am going to be late, I call in.	
	When I worked on-line, I decided ahead of time how much time to spend. I stuck to it.	
	I worked with other members of a team to do a job.	



What do you think?

Can you develop these work skills as you work in this book?

What other work skills do you think you need to develop?



## Checking up

In this unit you read about three people who want to work.

You filled in these three sections of a Job Readiness Chart:

- Personal information
- Employment goal
- Skills you have and skills you need

You used information from the files you are keeping. You began to identify work skills.

In Unit 5 you will explore different ways to get the skills you need to reach your employment goal.



What do you think?

What is the most important thing you learned in this unit?





# Unit 5

## Training for work

**Sometimes people worry about going to work.**

They ask themselves, “How will I know what to do when I get to work?”

What if I don’t know how to do what the boss wants?

What if I can’t do the job?”

There are many ways for people to learn what they need in order to do a good job at work.

As you complete the activities and learning in Skills at Work you will learn the answers to these questions.



## Before you get a job

Before you get a job you can do these things to get ready:

### 1. Upgrading

- Improve your reading, writing, and math skills before you start looking for work. You can do this at the upgrading program you attend. You probably want to find out how these skills are used in the workplace.

### 2. Special training courses

- You can go to skills training courses. Woodworking or forklift training are examples of these courses.

### 3. Unpaid work

- You can do unpaid work for experience. You could be a driver or a runner for Meals on Wheels, or you could help sort food for the food bank.



What do you think?

What do you want to do in this program to help you get ready for work?

Are you ready to start a **Training** or **Unpaid work** file?



## Learning with a skills training program

For some jobs, employers expect job applicants to take a skills training course before they come looking for a job.

In skills training courses, people read information, listen to trainers, and watch people show them how to use equipment or do the tasks they will be doing at work.

They have time to practise and get good at the skills they will need when they get the job.

Many skills training programs are free.

One way to find out more about skills training programs is to visit your local Canada Employment office. Look up **Employment** in the Blue Pages of your telephone book. The Blue Pages list government services and offices.



What do you think?

What are some other ways you could find out about skills training programs? Which programs do you already know about?

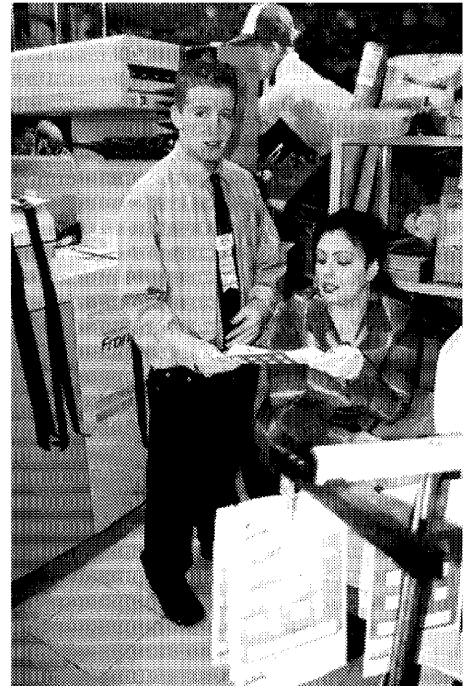
## Unpaid work

There are many different chances and reasons to work without pay.



## Unpaid co-op or field placements

Many community and college training programs require students to take part in an unpaid job placement. A job placement gives you a chance to try out your skills in a real workplace.



## Volunteering

You may not be ready or able to look for paid work. Communities often have a volunteer centre where you can find out what kinds of volunteer contribution you can make.



## Job shadowing

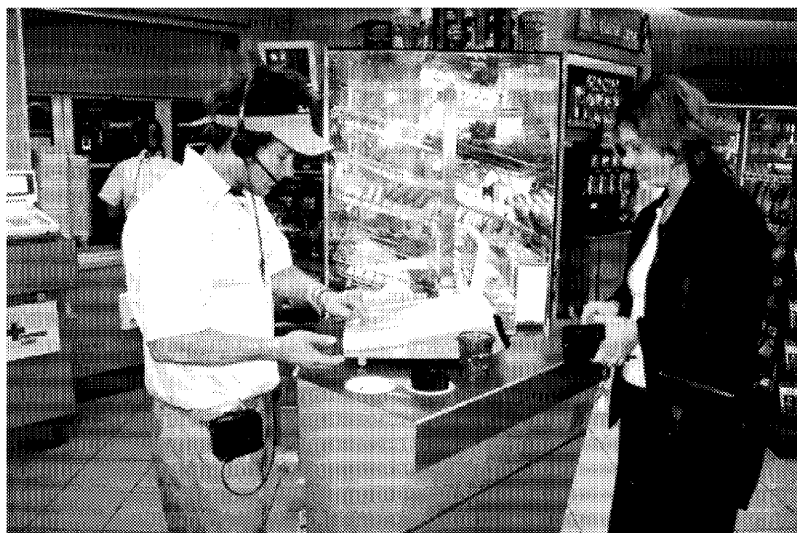
If you have a chance to job shadow you will usually spend a day at a business, non-profit organization, or government agency watching one or more employees. The employees are called hosts.



## Informal unpaid work

People sometimes can work out an arrangement with someone they know to try out some work. It might be something like babysitting, home repair, or yard maintenance.

Some workplaces ask people to work for free for a few days – to try them out to see if they are right for the job. Restaurants often do this.





## What do you think?

Have you ever done unpaid work for anyone? Write about it and put your writing in your **Unpaid work** file.

Tell about...

- Where you worked and what you did
- How you felt working without pay
- If you felt like part of the rest of the team
- What you learned as you worked
- If the unpaid work led to a paid job

**A job placement is good because...**

You get the chance to try out your skills and see a specific job for yourself. You will improve your skills by using them in a real workplace.

When you have finished, you have job experience.

At the end you know more about whether the job is what you are looking for.

A placement gives you a chance to network with people who may have ideas for jobs for you.

**A job placement is hard because...**

The employer expects you to work alongside employees who are getting paid but you are not getting paid.

A job placement is often hard work – you'll find out how hard the job is going to be.

Not all job placements result in a paid job.



## What do you think?

What is the best thing about a job placement? What is the worst thing?

## **Job placement in a busy kitchen**

Lorna was a student in a kitchen training program. As part of her training, she had the chance to take part in a six-week job placement in a kitchen preparing meals for Meals on Wheels.

Lorna was often late for class, so her instructors were worried that she would also be late for the work placement. The chef who ran the kitchen told the students that they had to be dressed in their uniforms and in the kitchen by 7:00 every morning. They needed the early start so they would get all their work done in time to deliver the meals.

Every day Lorna worked in a team to cook a different part of the meal. She learned new meat or fish dishes some days, new desserts some days, and new soups some days. She learned by watching the chef. If she had a question, she could ask the other kitchen staff on her team. She had to finish her part of the meal on time every day – or the meals would be late.

Lorna was never late for her work placement. If she thought she would be slow with her part of the meal, she got help from her team.





## What do you think?

What do you think would have happened if Lorna had been late for the work placement?

## Volunteering

When you volunteer, you work but you don't get paid for it.

When you volunteer, you make connections with people who may know where to find jobs, or who may have ideas about jobs for you.

You practise your skills, and get experience and work history that you can put on a resume or in a cover letter when you apply for paid jobs.

You get to see what different jobs are like.

You use and learn work skills like these:

1. Work on teams
2. Be responsible and committed to the job
3. Read, write, do math, use technology
4. Communicate with others
5. Solve problems

You'll also contribute to your community in a valuable way.



## What do you think?

Do you have a volunteer experience you can share with others? Do you know the telephone for your local volunteer centre? Do you know where to find the number?

## **Volunteering in a warehouse**

Chris volunteers for a group that sells boxes of fresh fruit and vegetables to people. She works for seven hours twice a month in a warehouse. She weighs food using electronic scales and packs the food in boxes. Chris stands up and moves around to do her job. In the fall and winter it is cold in the warehouse, so she wears boots and a coat as she works.

Food arrives at the warehouse in very large containers. Volunteers like Chris work in groups to weigh and measure each kind of food carefully so there is enough food for all the orders. There are usually about ten different items in each box.

In the fall, apples arrive in huge crates. Each order will get five pounds of apples. The volunteers use scales to weigh five pounds of apples. Sometimes they weigh out exact amounts of apples. Other times, they count the number of apples in the bag that has been weighed and put the same number of apples in all the bags.

The boxes of food travel along a conveyor belt to each volunteer. The volunteers have to work together to make sure that hard food like apples and potatoes go on the bottom of the box, and soft food like tomatoes go on the top.

In this volunteer job, Chris learned how to use electronic scales. She learned to wear the right clothes for this job. This job helped her work better in a team. She also found out that she likes to work in an active job, not sitting at a desk.



### What do you think?

Do you know anyone who has volunteered in your community?

What did they learn in their volunteer job? What would you like to learn in a volunteer job?

## Job shadowing

If you have the chance to job shadow, you don't do the work – you watch someone working. Job shadowing gives you the chance to do these things:

1. See a workplace you might not know
2. Gain an understanding of what workers do on the job
3. Identify how your classroom learning links to work requirements
4. Ask questions like these: How did you get your job? or, what kind of skills or training do you need to do this job?



What do you think?

What questions would you ask your host if you were job shadowing?

## The forms you'll have to fill out

When you apply for a skills training program, a co-op placement, or a volunteer position, you will almost always be asked to fill out an application form.

You have to fill out a lot of forms in your day-to-day life.

When you have to fill out a form, here are some questions you can ask:

1. **Who** can help me fill out this form?
2. **What** is this form for?
3. **Where** do I sign my name?
4. Can I take the form home to fill it in?

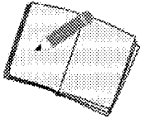


What do you think?

What other questions could you ask when you have to fill out a form?





**ACTIVITY 14** Filling out a form**Instructions**

Many forms ask for the same information. Practise writing this information so you can fill out all kinds of forms.

<b>Name</b>
<b>Home address, including postal code</b>
<b>Signature</b>
<b>Person to contact in case of an emergency</b>

The form may be on paper, and you'll fill it out with a pen, or you may be asked to fill out the application on-line.





What do you think?

Here is a volunteer application form. Do you see any volunteer jobs that interest you on the form?

**UPPER THAMES RIVER**



Upper Thames River  
Conservation Authority  
1424 Clarke Rd.,  
London, Ontario  
N6V 6B9  
(519) 451-2800

## Volunteer Application Form

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

Name: \_\_\_\_\_ Phone: (H) \_\_\_\_\_ (W) \_\_\_\_\_

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

Emergency Contact: \_\_\_\_\_ Phone: (H) \_\_\_\_\_ (W) \_\_\_\_\_

### SKILLS & INTERESTS

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### EDUCATIONAL BACKGROUND

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### TIMES AVAILABLE TO VOLUNTEER

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*Please note that there is no public transportation available to any of our locations.*

- LOCATION PREFERRED:
- Fanshawe (London area)
  - Wildwood (St. Marys area)
  - Pittock (Woodstock area)

Please list two personal references that we can contact by phone.

Name: \_\_\_\_\_ Phone: \_\_\_\_\_ Relationship: \_\_\_\_\_

Name: \_\_\_\_\_ Phone: \_\_\_\_\_ Relationship: \_\_\_\_\_

*Please turn over...*

**UPPER THAMES RIVER**



**Upper Thames River  
Conservation Authority**  
1424 Clarke Rd.,  
London, Ontario  
N5V 5B9  
(519) 451-2900

## Volunteer Application Form (con't)

Here are some examples of volunteer work available at the Upper Thames River Conservation Authority. Which of these are of interest you?

- Tree Planting
- Trail Maintenance
- Bioengineering
- Clerical
- Education Programs
- Monitoring
- Mapping
- Campground Cleanup
- Boat Checks
- Park Maintenance (cleaning, painting, carpentry, electrical, plumbing)
- Other \_\_\_\_\_

*Please return completed volunteer application to:*

**Upper Thames River Conservation Authority**

**1424 Clarke Road**

**London, ON N5V 5B9**

**Attention: Human Resources**

or Fax to (519) 451-1188

Note: The personal information on your application for volunteer work is collected under the authority of the Conservation Authorities Act Section 19(1) and will be used to determine suitability for volunteer work at this Authority. Questions about this collection of personal information should be directed to: General Manager, Upper Thames River Conservation Authority, 1424 Clarke Road, London, Ontario N5V 5B9, 451-2900

## Learning after you get the job

When you get a job, it is up to your employer to show you what you need to know so you can carry out all your job tasks.

Sometimes you receive “orientation” and job training for a few days after you get hired.

As part of orientation, you may receive manuals that tell you what to do and what not to do at work.

You listen to people tell you how to do the job and watch people show you how different things work.



### What do you think?

What do you think you need to know fast when you start a new job? What would you do if you didn't find those things out in your orientation?

## Orientation at a provincial park

Jeff got a job as a cleaner at a provincial park. The job started just as the summer season started, so a lot of new people were hired at the same time.

Before the new employees started their jobs, they all attended an orientation session to learn about these things:

1. Health and safety rules
2. Union information
3. The park's customer service attitude
4. Location of the lunchroom and lockers
5. How to hand in their work hours for payroll
6. How to have their pay directly deposited in their bank account
7. How to get fitted for a uniform
8. The new employees all left the orientation with a training manual.



What do you think?

Have you ever attended this kind of orientation for new employees?

## On-the-job training

Some jobs offer on-the-job training. If you get on-the-job training, you start working at your new job right away. A trainer stays with you and watches as you work.

Trainers stay with you until you can do the work on your own.



What do you think?

What kind of jobs do you think would offer on-the-job training?

Which kind of jobs wouldn't have on-the-job training?



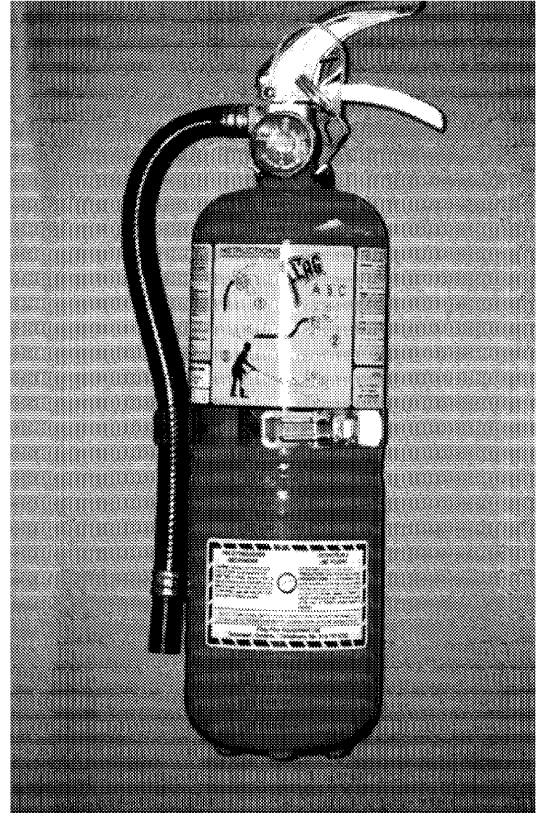
## On-the-job training in a small business

Zahra has a small woodworking business. She designs and makes wooden cutting boards, benches, and planters. She needs to hire someone to help her fill orders. She will look for a helper who already knows how to handle machinery like saws, planes, and routers.

She plans to give on-the-job training to the helper about what the finished products have to look like. She will give training on special equipment or

materials that she uses. She will cover safety regulations about the special equipment. She will make sure that the helper knows how to answer the phone, talk to customers about the product, and take orders they can fill.

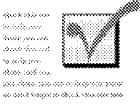
Zahra will stay with the helper until she is confident that the helper knows how to do the work safely and in the way she expects it for her customers.





## What do you think?

What if Zahra's business is catering or cleaning? What could the on-the-job training cover?



## Checking up

In this unit you learned about different ways to get training and experience before and after you get a job.

You read stories about workers who received different kinds of training.

You practised filling out forms for training programs and volunteer positions.

You located information from your files and organized information in your files.



What do you think?

What is the most important thing you learned in this unit?

## For more practice...

Would you like to think more about being ready for work before going on to the next workbook? Try these activities with your instructor, tutor or a partner: Write your ideas down if you wish.

- How did you learn what to do at any job you have had?
- What kind of training did you get?
- Do you think your training made a difference to your work?
- What difference did it make?
- What do you want to do now to help you get ready for work?





# Summary

As you worked through Workbook 1, you used a number of different skills.

You did some reading and writing, and you used speaking and listening skills many times.

You identified some of the common information that forms often ask for on a paper form or an on-line form.

You used the Internet to do Skills at Work on-line activities.

Update your Job Readiness Chart if you would like to now or as you work in Workbook 2. Check your chart at the end of each unit to see the progress you are making.



**What do you think?**

What are the most important things you learned in this workbook?

Congratulations! You have completed Workbook 1.