



# APPENDIX A

Blackline Masters: Units 1–5

# Blackline Masters

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- **BLM 2:** Personal Silhouette (1.A.1)
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## Who Wants to Be a Career Management Expert?

1. The seven major post-secondary institutions financed by the provincial government in Manitoba are listed below. Indicate the order of establishment from the earliest to the most recent by writing 1 (for the earliest) through 7 (for the most recent) in the spaces provided. For bonus points, indicate the year each institution was established.  
  
\_\_\_\_ Université de Saint-Boniface  
\_\_\_\_ Red River College  
\_\_\_\_ Brandon University  
\_\_\_\_ Assiniboine Community College  
\_\_\_\_ University of Winnipeg  
\_\_\_\_ University College of the North  
\_\_\_\_ University of Manitoba
2. The focus of the Grade 11 Career Development curriculum document is \_\_\_\_\_.
  - a. Life/Work Exploration
  - b. Life/Work Transitioning
  - c. Life/Work Planning
  - d. Life/Work Building
3. The Career Development: Life/Work Building curriculum has 11 general learning outcomes and is organized into \_\_\_\_\_ different units.
  - a. 7
  - b. 3
  - c. 5
  - d. 4
4. According to the Canadian Council on Learning, what percentage of jobs now require some level of post-secondary education (e.g., college, university)?
  - a. 50%
  - b. 70%
  - c. 90%
  - d. 35%
5. How many occupational titles are there in the Canadian labour force, as listed by Human Resources and Skills Development Canada?
  - a. 15 000
  - b. 25 000
  - c. 35 000
  - d. 5000
6. According to Statistics Canada, the Canadian unemployment rate for 2007 was 6%. The province with the lowest 2007 unemployment rate was \_\_\_\_\_.
  - a. Newfoundland and Labrador
  - b. Manitoba
  - c. Alberta
  - d. Ontario
7. The Career Development: Life/Work Building curriculum has \_\_\_\_\_ general learning outcomes to assess people's abilities.
  - a. 93
  - b. 11
  - c. 3
  - d. 44

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## Who Wants to Be a Career Management Expert? (2)

8. "Janitor" is a(n) \_\_\_\_\_.
  - a. job title
  - b. career title
  - c. occupational title
  - d. all previously listed
9. According to Green and Riddell (37), each additional year of education boosts an individual's annual wage by an average of \_\_\_\_\_.
  - a. 4.1%
  - b. 8.3%
  - c. 6.2%
  - d. 2.7%
10. According to Bliss & Associates Inc., the minimum cost for a company to replace an employee making \$50,000 is \_\_\_\_\_.
  - a. \$25,000
  - b. \$50,000
  - c. \$75,000
  - d. \$150,000
11. According to Service Canada, which of these four occupations will have the least demand in the near future?
  - a. registered nurse
  - b. pharmacist
  - c. firefighter
  - d. web designer
12. The Conference Board of Canada has developed a list of skills people need to enter, stay in, and progress in the world of work. These skills are called \_\_\_\_\_.
  - a. National Occupational Classification
  - b. Employability Skills
  - c. Essential Skills
  - d. Skills for Independent Living
13. Why are career management skills necessary for people in today's work force?
  - a. Workers need to be able to respond and adapt to change.
  - b. Workers find it more difficult to predict what jobs or work will be available.
  - c. Workers will have to change their jobs throughout their careers.
  - d. Our knowledge-based economy requires more highly skilled workers.
  - e. all of the above

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## Who Wants to Be a Career Management Expert? (3) Answers

1. The seven major post-secondary institutions financed by the provincial government in Manitoba are listed below. Indicate the order of establishment from the earliest to the most recent by writing 1 (for the earliest) through 7 (for the most recent) in the spaces provided. For bonus points, indicate the year each institution was established.

  1   **Université de Saint-Boniface 1871**  
  5   **Red River College 1948 (Manitoba Technical Institute)**  
  3   **Brandon University 1899**  
  6   **Assiniboine Community College 1961**  
  4   **University of Winnipeg 1938 (United College)**  
  7   **University College of the North 1966 (Keewatin Community College)**  
  2   **University of Manitoba 1877**

2. The focus of the Grade 11 Career Development curriculum document is \_\_\_\_.
- d. Life/Work Building**
3. The Career Development: Life/Work Building curriculum has 11 general learning outcomes and is organized into \_\_\_\_ different units.
- c. 5**
4. According to the Canadian Council on Learning, what percentage of jobs now require some level of post-secondary education (e.g., college, university)?
- b. 70%**
5. How many occupational titles are there in the Canadian labour force, as listed by Human Resources and Skills Development Canada?
- b. 25 000**
6. According to Statistics Canada, the Canadian unemployment rate for 2007 was 6%. The province with the lowest 2007 unemployment rate was \_\_\_\_.
- c. Alberta 3.6% (Manitoba 4.8% ; Newfoundland & Labrador 16.7%; Ontario 6.7%)**
7. The Career Development: Life/Work Building curriculum has \_\_\_\_ general learning outcomes to assess people's abilities.
- b. 11**

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## Who Wants to Be a Career Management Expert? (4) Answers

8. "Janitor" is a(n) \_\_\_\_\_.

**c. occupational title**

9. According to Green and Riddell (37), each additional year of education boosts an individual's annual wage by an average of \_\_\_\_\_.

**b. 8.3%**

10. According to Bliss & Associates Inc., the minimum cost for a company to replace an employee making \$50,000 is \_\_\_\_\_.

**c. \$75,000**

11. According to Service Canada, which of these four occupations will have the least demand in the near future?

**c. firefighter—future outlook viewed as fair**

12. The Conference Board of Canada has developed a list of skills people need to enter, stay in, and progress in the world of work. These skills are called \_\_\_\_\_.

**b. Employability Skills**

13. Why are career management skills necessary for people in today's work force?

**e. all of the above**

### References:

- Bliss & Associates Inc. "The Business Cost and Impact of Employee Turnover."  
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- . *Labour Force Characteristics, Unadjusted, by Economic Region (3 Month Moving Average) (Alberta, British Columbia)*. 4 Apr. 2008. <http://www40.statcan.ca/l01/cst01/lfss05f.htm> (8 May 2008).
- . *Labour Force Characteristics, Unadjusted, by Economic Region (3 Month Moving Average) (Manitoba, Saskatchewan)*. 4 Apr. 2008. <http://www40.statcan.ca/l01/cst01/lfss05e.htm> (8 May 2008).
- . *Labour Force Characteristics, Unadjusted, by Economic Region (3 Month Moving Average) (Newfoundland and Labrador, Prince Edward Island)*. 4 Apr. 2008. <http://www40.statcan.ca/l01/cst01/lfss05a.htm> (8 May 2008).
- . *Labour Force Characteristics, Unadjusted, by Economic Region (3 Month Moving Average) (Ontario)*. 4 Apr. 2008. <http://www40.statcan.ca/l01/cst01/lfss05d.htm> (8 May 2008).

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## Personal Silhouette

**This form is to be completed by parent or friend of** \_\_\_\_\_.

**Name** \_\_\_\_\_ **Relationship** \_\_\_\_\_

These questions will help the above named student gain insight into how he or she is perceived by others. The student has chosen you because he or she believes your observations are important. This information will be used in assisting the student with the planning of his or her future.

1. Using a scale of one to five how easily do you believe this person is able to make new friends? Please explain. 5 = effortlessly 1 = with difficulty 1 2 3 4 5

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2. In your opinion, what do you see as this person's strengths?

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3. Do you think this person can make independent decisions in group situations? Please explain.

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4. What do you think are the person's major interests?

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5. What do you know about this person that he or she doesn't seem to know about him- or herself?

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6. Have you seen changes in this person over the last few years? If yes, what?

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7. Do you believe this person's behaviour is consistent with his or her career goals? Please explain.

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8. Based on your knowledge of this person, do you have any specific career suggestions? If yes, what are your suggestions?

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9. What do you think this person needs to make appropriate work/life choices?

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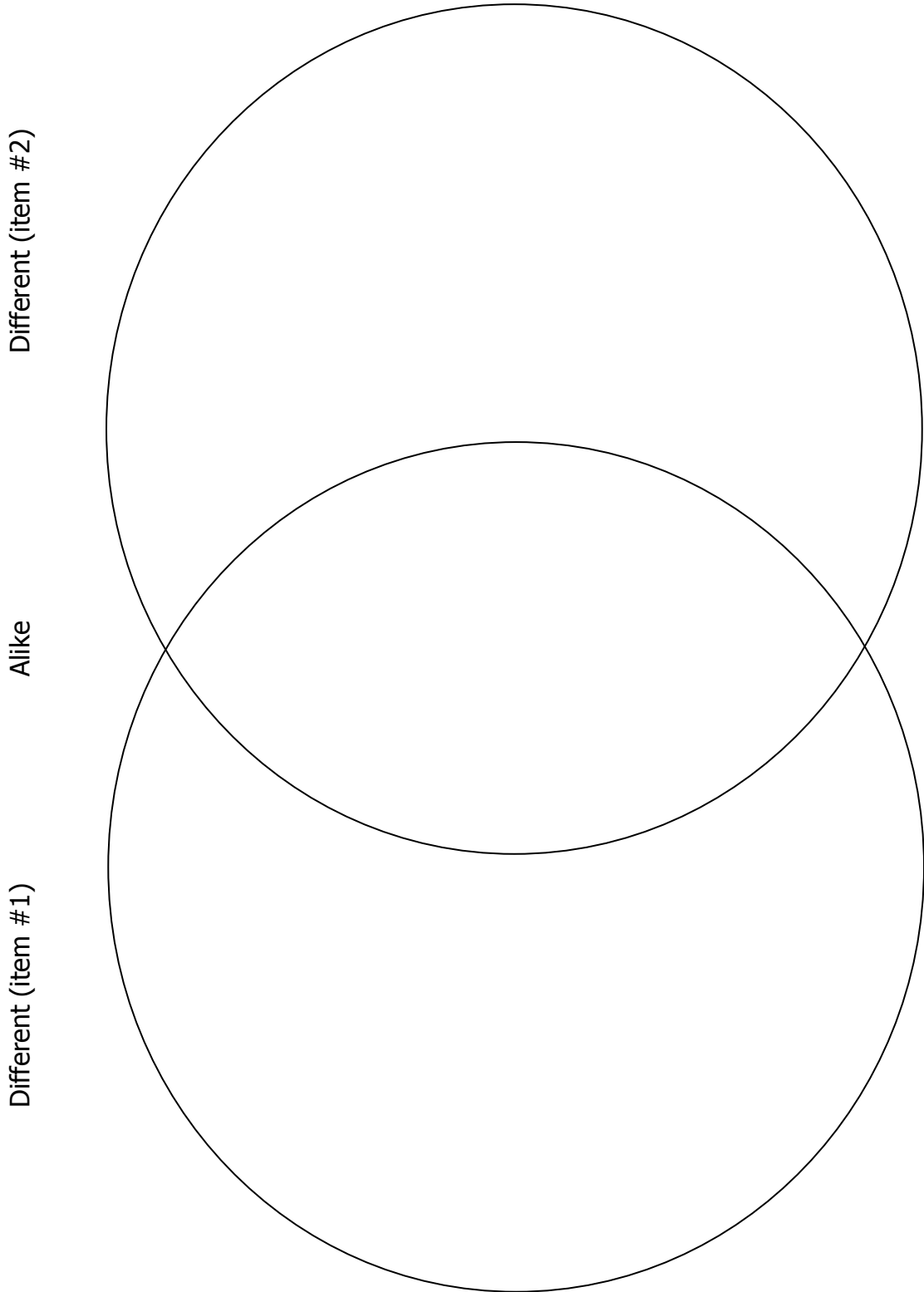




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## Venn Diagram

Comparing \_\_\_\_\_ and \_\_\_\_\_.  
(item #1) (item #2)





# Annual Education Plan

## Life/Work Building

Name	_____	Year of Graduation	_____
Address	_____	School	_____
Phone Number	_____	Parent/Guardian	_____
Date	_____	Grade Level	_____

Goals for achievement

A. Set goals and plan action:

List your top five work values.  
(see 1.A.2 and 2.E.2)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

List your top three learning styles.  
(see 1.A.2)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

List your top five skills.  
(see 1.A.2, 2.D.3, and 4.K.2)

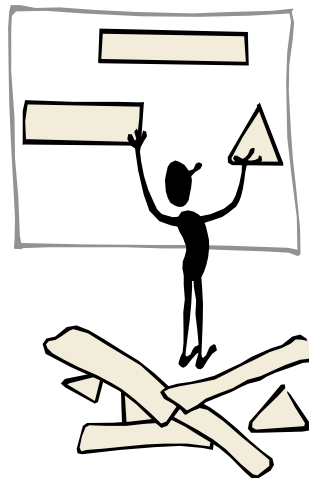
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

List your top five interests.  
(see 1.A.2)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

List your top work preferences.  
(see 1.A.2 and 2.E.2)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**Building**

List short-term yearly goals related to school (e.g., course selection for Grade 12, academic performance, participation in extracurricular activities related to future goals, attendance). (see 2.F.1 and 3.J.2)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

List short-term yearly goals related to activities outside school (e.g., find part-time work or volunteer work in related occupations, save money for post-secondary education or training, interview a person in an occupation of interest). (see 2.F.1 and 3.J.2)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Annual Education Plan (2)

Plan 1: Three-year–post-secondary training/work plan. (See 3.I.2)

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
<b>Program/Work</b>			
<b>Location</b>			
<b>Expenses</b>			
Living accommodations and food expenses			
Tuition fees/ occupational expenses			
Miscellaneous expenses (health care, clothing, communications, etc.)			
Transportation costs			
Total expenses			
<b>Income</b>			
Sources of income			
Total income			
<b>Difference: Total income – total expenses =</b>			

## Annual Education Plan (3)

Plan 2: An alternative plan or backup plan if Plan 1 doesn't work. This may be the result of changes in the economy, the labour market, personal circumstances, or personal choice. (See 3.I.3)

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
<b>Program/Work</b>			
<b>Location</b>			
<b>Expenses</b>			
Living accommodations and food expenses			
Tuition fees/ occupational expenses			
Miscellaneous expenses (health care, clothing, communications, etc.)			
Transportation costs			
Total expenses			
<b>Income</b>			
Sources of income			
Total income			
<b>Difference: Total income – total expenses =</b>			

## Annual Education Plan (4)

### B. Four-Year High School Education Plan (See 3.H.3)

Courses	Grade 9	Grade 10	Grade 11	Grade 12
English				
Mathematics				
Social Studies				
Science				
Physical Education				
Option				
Option				
Option				
Option				
Option				
Total Credits:				

This plan should be reviewed regularly and revised as needed. Teachers instructing this course should share the student's Annual Education Plan with parents and request parent signatures and comments. The school should save a copy of this document for the student's file and the student should retain the original in his or her portfolio.

Parent/Guardian Signature

Date

\_\_\_\_\_

\_\_\_\_\_

Student Signature

Date

\_\_\_\_\_

\_\_\_\_\_

Student Comments:

Parent Comments:

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## Significant Life Skills and Beliefs

Being successful includes doing well in your school subjects, making and keeping friends, being involved in school life (sports, drama, etc.), managing your changing relationship with your parents, and earning and managing your economic resources.

Successful people are not always the smartest, the wealthiest, or the hardest working. Research (Glenn and Nelsen 49–50) has shown that successful people possess the following significant perceptions and life skills:

1. a belief in their ability to learn and to work
2. a belief that they are important
3. a belief they have the ability to change their lives
4. the ability to understand their emotions and to control their behaviour
5. the ability to communicate with others
6. the ability to take responsibility for their actions and adapt to situations
7. the ability to make decisions based upon universal values and principles

### **Group Task:**

As a group read and discuss each of the **significant life skills and beliefs** and, for each, develop a list of practical examples or definitions of what these mean to you.

### **Sample list of answers for each of the significant beliefs and life skills:**

1. confidence, put in an effort
2. belong to something, feel loved
3. control, power, talented, skilled
4. self-control, self-disciplined
5. find out how others feel, respect, listen, valued
6. stand up for what they believe, consequences, rewards, flexibility
7. moral life, believe in what they do and say, respect others and their views

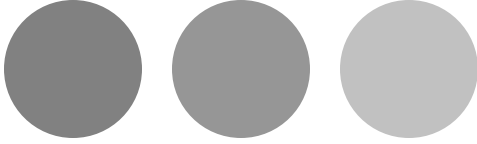
### **Individual Task:**

On the following sheet, assess your significant life skills and beliefs on a scale of 1 to 5 (1 being that you are starting to develop the skill or belief and 5 being that you exhibit the skill or belief on a daily basis). These are highly personal and individual assessments, and you are not required to share them with others.





## Promotion Memorandum



# Peterson Industries Winnipeg

## M E M O R A N D U M

*To:* All Junior Managers  
*From:* Quinn McDuff, President and CEO  
*Copy:* Priscilla Flett, Human Resources  
*Date:* April 10, 2008  
*Re:* Promotion from Junior to Senior Manager

The office of the President is currently looking to hire three senior managers for the North Kildonan Plant. These positions will be filled by individuals currently in the Junior Management position. There are a few qualities necessary to be considered for the position of senior management.

- Logical thinker: The prospective senior manager must think logically and solve problems. In your letter, explain how you have these qualities and what you have done to demonstrate them.
- Quick decision making: Decisions need to be made quickly and wisely. In your letter, explain how you know you are able to fulfill this requirement.
- Other strengths: There are areas of strengths the President may not have thought about that would be beneficial to this position. Highlight other areas of strength you may have that would contribute to your management abilities.

Only applicants whose letters are clearly written will be considered for this position.

Sincerely,

Quinn McDuff  
President and CEO  
Peterson Industries  
Winnipeg



## Rating Scale for Promotion Letter

Name of Student: \_\_\_\_\_

Student explains how he or she has demonstrated logical thinking, describing specific situations.	1	1.5	2	2.5	3	3.5	4	4.5	5
Student explains how he or she has demonstrated the ability to make quick and wise decisions, describing specific experiences.	1	1.5	2	2.5	3	3.5	4	4.5	5
Student identifies other characteristics that contribute to the management skills needed for this promotion.	1	1.5	2	2.5	3	3.5	4	4.5	5
Students explain how he or she has demonstrated these other characteristics that contribute to the management skills needed for this promotion.	1	1.5	2	2.5	3	3.5	4	4.5	5

\_\_\_\_\_ /20

Comments

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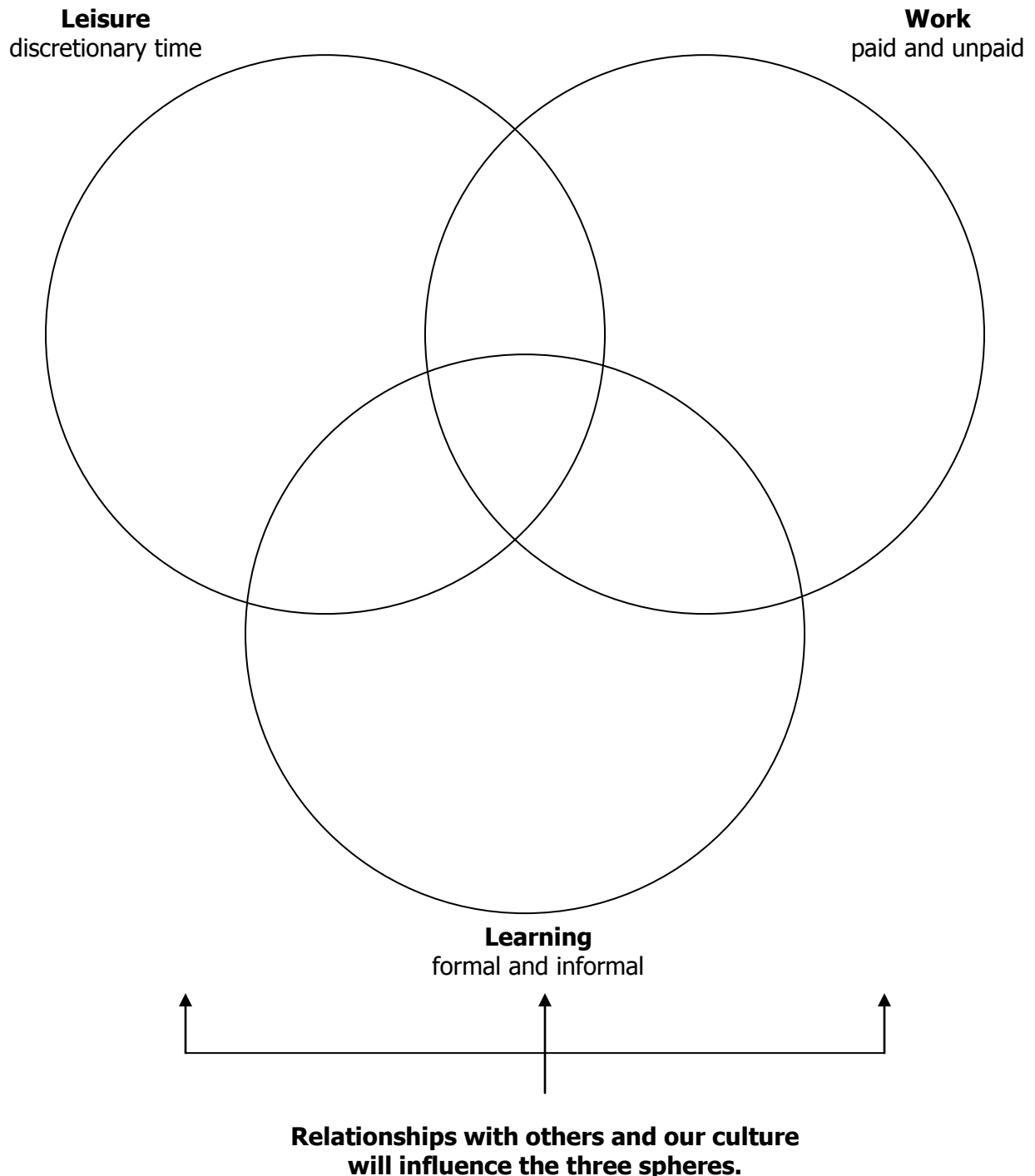


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## Three Spheres of Life

**Instructions:** List activities from your own life in each of the three spheres below. Activities that belong in more than one sphere should be written in the overlapping part of the appropriate circles. Share your results and discuss with a partner or small group.





## Circle of Courage

### **The Spirit of Generosity:**

Character is cultivated by concern for others so that the child can say, "I have a purpose for my life."

### Circle of Courage



### **The Spirit of Independence:**

Free will is cultivated by responsibility so that the child can say, "I have the power to make decisions."

### **The Spirit of Belonging:**

The universal longing for human bonds is cultivated by relationships of trust so that the child can say, "I am loved."

### **The Spirit of Mastery:**

The inborn thirst for learning is cultivated; by learning to cope with the world, the child can say, "I can succeed."

Circle of Courage Images—Source: Used with permission. Artist: George Blue Bird. The Circle of Courage is a Trademark of Circle of Courage, Inc. For more information, see Web site: [www.reclaiming.com](http://www.reclaiming.com) or email: [courage@reclaiming.com](mailto:courage@reclaiming.com).

Principles of the Circle of Courage—Source: Used with permission. From *Reclaiming Youth at Risk: Our Hope for the Future* by Larry Brendtro, Martin Brokenleg, and Steve Van Bockern (pgs. 137-138). Copyright 1990 and 2002 by Solution Tree (formerly National Educational Service), 304 West Kirkwood Avenue, Bloomington, IN 47404, 800-733-6786, [www.solution-tree.com](http://www.solution-tree.com).

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## Circle of Courage (2)

### Circle of Courage Philosophy

The Circle of Courage is a model of positive youth development first described in the book *Reclaiming Youth at Risk*, co-authored by Larry Brendtro, Martin Brokenleg, and Steve Van Bockern. The model integrates Native American philosophies of child-rearing, the heritage of early pioneers in education and youth work, and contemporary resilience research. The Circle of Courage is based in four universal growth needs of all children: belonging, mastery, independence, and generosity.

Anthropologists have long known that Native Americans reared courageous, respectful children without using harsh coercive controls. Nevertheless, Europeans colonizing North America tried to “civilize” indigenous children in punitive boarding schools, unaware that Natives possessed a sophisticated philosophy that treated children with deep respect. These traditional values are validated by contemporary child research and are consistent with the findings of Stanley Coopersmith who identified four foundations for self-worth: significance, competence, power, and virtue. These are summarized below:

#### Belonging

In Native American and First Nations cultures, significance was nurtured in communities of belonging. Lakota anthropologist Ella Deloria described the core value of belonging in these simple words: “Be related, somehow, to everyone you know.” Treating others as kin forges powerful social bonds that draw all into relationships of respect. Theologian Marty observed that throughout history the tribe, not the nuclear family, always ensured the survival of the culture. Even if parents died or were not responsible, the tribe was always there to nourish the next generation.

#### Mastery

Competence in traditional cultures is ensured by guaranteed opportunity for mastery. Children were taught to carefully observe and listen to those with more experience. A person with greater ability was seen as a model for learning, not as a rival. Each person strives for mastery for personal growth, but not to be superior to someone else. Humans have an innate drive to become competent and solve problems. With success in surmounting challenges, the desire to achieve is strengthened.

#### Independence

Power in Western culture was based on dominance, but in tribal traditions it meant respecting the right for independence. In contrast to obedience models of discipline, Native teaching was designed to build respect and teach inner discipline. From earliest childhood, children were encouraged to make decisions, solve problems, and show personal responsibility. Adults modelled, nurtured, taught values, and gave feedback, but children were given abundant opportunities to make choices without coercion.

#### Generosity

Finally, virtue was reflected in the pre-eminent value of generosity. The central goal in Native American child-rearing is to teach the importance of being generous and unselfish. In the words of a Lakota Elder, “You should be able to give away your most cherished possession without your heart beating faster.” In helping others, youth create their own proof of worthiness: they make a positive contribution to another human life.



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## Peer Assessment of Communication Skills

**Name of Presenter:** \_\_\_\_\_

**Name of Assessor:** \_\_\_\_\_

Provide some helpful feedback to your peers about their presentation skills.

**Presentation:** (Is presenter's voice audible? expressive? Does the presenter make eye contact? Is the presenter's speech well paced? Does the presenter use appropriate body language? Does the presenter project his or her personality and show enthusiasm? Is appropriate language used?)

**Organization:** (Is there a clear introduction? Are ideas developed fully and clearly? Does the conclusion leave the audience with a clear and powerful impression? Is there a clear focus to the presentation? Was the presentation given within the assigned time limits?)



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## Knowing the Community: Sharing Activity

Answer the following questions to share with your classmates. Note: You do not have to share anything you are not comfortable sharing with others.

1. What is your full name?

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2. Do you have a nickname? If so, what is it?

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3. What is your ethnic background?

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4. Where were your parents born?

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5. For how many generations has your family lived in Canada?

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6. What is one custom or tradition that your family practises?

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Rubric for Financial Plan

<b>Criteria</b>	<b>Developing</b>	<b>Adequate</b>	<b>Accomplished</b>
<b>Financial plan identifies sources of financial aid</b>	Financial plan identifies one source of financial aid. The procedure for applying to the source may be described.	Financial plan identifies at least one to three sources of financial aid. The procedures for applying to each source are described.	Financial plan identifies at least one to three sources of financial aid. The procedures for applying to each source are clearly described in detail.
<b>Financial plan matches savings goals with saving needs</b>	Financial plan goals do not match needs. There is no explanation provided.	Financial plan goals match needs. The explanation provided is somewhat clear.	Financial plan goals match needs. The explanation provided is clear.
<b>Financial plan discusses approaches to meeting gaps in savings</b>	The financial plan does not discuss an approach to meeting gaps.	The financial plan discusses one approach to meeting gaps.	The financial plan discusses several approaches to meeting gaps.
<b>Financial plan is clearly written</b>	The financial plan contains spelling and grammar errors that result in unclear communication.	The financial plan may contain some spelling and grammar errors that do not impact communication significantly.	The financial plan is clearly written.



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## Communication Feedback

### Instructions:

1. Designate one member of your group to begin the exercise as Speaker A, one to be Listener B, and one to act as Observer C.  
**Speaker A's** role is to explain his or her feelings and thoughts about the situation to Listener B.  
**Listener B's** role is to try to understand and clarify the thoughts and feelings of Speaker A.  
**Observer C's** role is to watch the scenario and, when the role play is completed, to provide feedback to the Speaker and Listener about their communication using the Communication Feedback Rules listed below.
2. Choose a scenario to role-play from the ones provided on the reverse or from your own experience or imagination.
3. Play the roles assigned as you enact your scenario.
4. Change roles and choose another scenario to role-play.
5. Change roles again so that each group member has had a chance to take on each of the three roles and choose another scenario to role-play.
6. Once you have completed role-playing three scenarios taking on each of the three roles, think about and note some comments about what you've learned about your communication skills to share in a class discussion.

### Communication Feedback Rules

1. Talk about the specific behaviours you can see and hear (e.g., body language, facial expression, tone of voice, choice of words).
2. Be direct and be sure your feedback is relevant.
3. Tell how the behaviour made you feel.
4. Give your reactions—don't judge or give advice.
5. Focus on behaviours that can be changed.
6. Give the other person a chance to explain his or her behaviour.
7. Give your feedback caringly. Feedback is not useful when it is meant to hurt.
8. Avoid sarcasm or a condescending manner when giving feedback.
9. **Share the positive.**

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## Communication Feedback (2)

### Possible Scenarios

#### Scenario 1

Rob and Jeff are very good friends. Lately, Jeff has noticed that Rob has changed from being very easygoing to being very irritable and quick to anger. Jeff knows that Rob is under a lot of pressure to perform well on the football team, and he suspects that Rob may be taking some form of steroids. Jeff is worried about Rob and wants to talk to him about it, but he knows he has to be very careful about how he brings up the topic.

#### Scenario 2

Mary has decided that she will work at a local retail store for at least two years after graduation before she thinks about going to university. She knows her parents expect her to attend university and to eventually study medicine, but she does not feel ready to begin that long process just yet. Mary is going to talk to her mother about this and try to get her onside with this decision.

#### Scenario 3

Joan is a great reader and collector of books, and she values each of her books a great deal. She lent one of her favourite books to Joe, who, after reading it, passed it on to Julie who read it and passed it on to Ted to read. By the time the book was returned to Joan, it was very worn and tattered. Joan is going to explain to Joe why she is reluctant to lend him any more books.

#### Scenario 4

Susan was absent from school for a week early in the year due to illness, and she missed some important instruction in her math class. As a result, she has been feeling somewhat lost, but she is not used to having to ask for extra help from teachers because she has always been very quick to learn, especially in math. In addition, she doesn't feel that she knows this year's math teacher very well, so she is really not comfortable requesting help from her. Susan has decided that she needs to ask for some help sooner rather than later, though, so she is staying after class to talk to her teacher.

#### Scenario 5

John and Kelly have been friends since they started school in Kindergarten. Kelly also gets along very well with John's girlfriend, Sara. Over the past couple of months, John has been seeing a girl from another school, and Kelly has covered for him a couple of times by telling Sara that they were out together "with the boys." Kelly is very uncomfortable lying to Sara and has decided to tell John that he will not do it any more.



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## Wheel of Life Inventory

The Wheel of Life is a tool that many life coaches use to help their clients see how balanced the various areas of their lives are. Life's activities are always shifting and so perfect balance cannot be achieved and maintained, but there are times when one area of your life may be requiring so much energy and time that other areas are suffering, and you feel your life is out of balance or even out of control. At these times, it helps to take a look at the big picture and to get some perspective.

To create your own personal Wheel of Life, you will examine your satisfaction with the various areas of life described below.

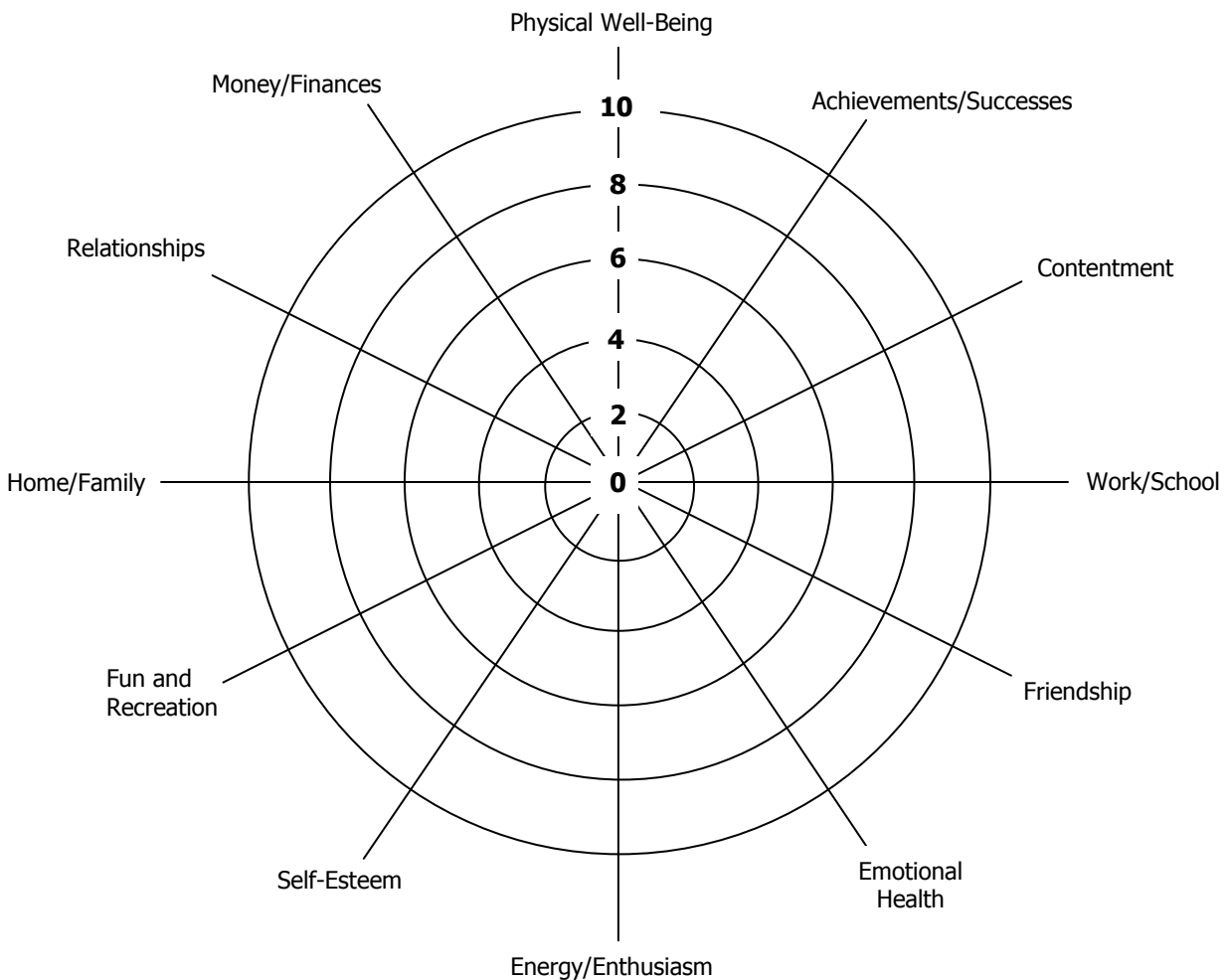
- **Physical Well-Being:** Feeling good about the condition of one's body and one's efforts to maintain health through exercise, sleep, eating habits, and so on.
- **Money/Finances:** Being able to match one's income with one's personal needs.
- **Relationships:** Being open to a loving and responsible relationship.
- **Home/Family:** Contributing responsibly to one's home life and successfully getting along with family members.
- **Fun and Recreation:** Participating in individual and group activities that provide one with enjoyment and self-fulfillment.
- **Self-Esteem:** Feeling good about oneself; being alert and ready to respond to life's challenges in ways that reflect thought and sound judgment.
- **Energy/Enthusiasm:** Feeling full of energy and ready to experience life to the fullest.
- **Emotional Health:** Recognizing one's feelings and expressing them appropriately.
- **Friendship:** Sharing common interests, experiences, and feelings with a trustworthy companion.
- **Work/School:** Developing and implementing plans for future education, training, and occupational goals.
- **Contentment:** Being content with who one is, what one values, where one fits, and where one is going.
- **Achievements/Successes:** Accomplishing noteworthy actions, performances, goals, and so on.

## Wheel of Life Inventory (2)

- Using a scale from 0 to 10, where 1 represents very low satisfaction and 10 represents very high satisfaction, rate your satisfaction with each of the areas of your life. This does not mean the amount of time you spend on each area, but how satisfied you are with the quality of each area.

Physical Well-Being \_\_\_\_\_  
Money/Finances \_\_\_\_\_  
Relationships \_\_\_\_\_  
Home/Family \_\_\_\_\_  
Fun and Recreation \_\_\_\_\_  
Self-Esteem \_\_\_\_\_  
Energy/Enthusiasm \_\_\_\_\_  
Emotional Health \_\_\_\_\_  
Friendship \_\_\_\_\_  
Work/School \_\_\_\_\_  
Contentment \_\_\_\_\_  
Achievements/Successes \_\_\_\_\_

- Plot each rating on the appropriate spoke of the circle graph below. The centre of the circle represents 0 and the outside circle represents 10.



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## Wheel of Life Inventory (3)

3. Connect the points you've plotted on each spoke, and shade in the area that reaches toward the centre of the wheel.
4. To prepare for a group discussion, reflect upon and note answers to the following questions:
  - How balanced is your wheel?
  - What did you notice while shading the wheel?
  - In what areas were the results a surprise?
  - How have changes had an impact on you?
  - How do you think these areas of life will change as you grow older?
  - What would it take to move one of the numbers up a level or two?

### References:

- Droar, Dave. "Concept: The Wheel of Life." *arrod.co.uk*. [www.arrod.co.uk/archive/concept\\_wheel\\_of\\_life.php](http://www.arrod.co.uk/archive/concept_wheel_of_life.php) (15 Apr. 2008).
- Field, Marlena. "The Wheel of Life." *Co-creative Coaches Co*. [www.co-creativecoaches.com/wheel\\_of\\_life.html](http://www.co-creativecoaches.com/wheel_of_life.html) (15 Apr. 2008).
- Mind Tools Ltd. "The Wheel of Life." [www.mindtools.com/pages/article/newHTE\\_93.htm](http://www.mindtools.com/pages/article/newHTE_93.htm) (15 Apr. 2008).
- New Oceans. "Wheel of Life." [www.new-oceans.co.uk/new/wheel2.htm](http://www.new-oceans.co.uk/new/wheel2.htm) (15 Apr. 2008).



## Evaluating Sources

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

**Directions:**

On the chart below, fill in the following:

- In the first column, note the sources you looked at.
- In the second column, note whether you found all of the information you were looking for, some of the information, or little or no information.
- In the third column, note how easy it was to find the information from that source. Did you find it quickly and easily? Did you find some information, but it took quite a bit of time? Did you spend a long time with the source only to come up with little or no information?
- In the fourth column, comment on the currency and reliability of the source. How up-to-date is the information you found? How reliable is the source—is it produced by a government or educational institution? How accurate is the information—did you find the same facts from more than one source? Is the source biased? How do you know?

Source	Information Found	Ease of Use	Currency, Reliability, Accuracy
Internet source: _____			
Career computer program: _____			
Local newspaper: _____			
Person (phone or face-to-face or email interview): _____			



**Presentation Assessment**

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Organization</b> (clear introduction, development of ideas, and conclusion, clear focus, within time limits)	<ul style="list-style-type: none"> <li>Sequence of information was difficult to discern.</li> <li>Presentation was much shorter than the time limit allowed.</li> </ul>	<ul style="list-style-type: none"> <li>Sequence was difficult to follow, often jumped around too much.</li> <li>Presentation may not have been on time.</li> </ul>	<ul style="list-style-type: none"> <li>Sequence was somewhat clear.</li> <li>Transitions were sometimes missing.</li> <li>Presentation may have run overtime.</li> </ul>	<ul style="list-style-type: none"> <li>Sequence was clear.</li> <li>Transitions were smooth.</li> <li>Presentation may have run overtime.</li> </ul>	<ul style="list-style-type: none"> <li>Sequence was clear and logical.</li> <li>Transitions were smooth.</li> <li>Presentation did not run overtime.</li> </ul>
<b>Content</b> (describes and explains the five occupational choices)	<ul style="list-style-type: none"> <li>Five occupational choices were not identified.</li> <li>Big ideas were missing or not highlighted.</li> <li>Representations of the occupations were not accurate.</li> </ul>	<ul style="list-style-type: none"> <li>Five occupational choices were identified.</li> <li>Big ideas were missing or not highlighted.</li> <li>Representations of the occupations were not always accurate.</li> </ul>	<ul style="list-style-type: none"> <li>Five occupational choices were clearly identified.</li> <li>Big ideas may have been missing or not highlighted.</li> <li>Representations of the occupations were somewhat accurate.</li> </ul>	<ul style="list-style-type: none"> <li>Five occupational choices were clearly identified.</li> <li>Big ideas were identified.</li> <li>Representations of the occupations were accurate.</li> </ul>	<ul style="list-style-type: none"> <li>Five occupational choices were clearly identified.</li> <li>Big ideas were highlighted.</li> <li>Representations of the occupations were accurate and detailed.</li> </ul>
<b>Creativity</b> (stimulating, original, involves audience)	<ul style="list-style-type: none"> <li>Presentation did not include an initial hook or activator to engage audience.</li> <li>No originality evident.</li> <li>Audience was not involved.</li> <li>No visuals used.</li> </ul>	<ul style="list-style-type: none"> <li>Hook for the presentation was not engaging.</li> <li>Some parts of the presentation were original.</li> <li>Audience was involved slightly.</li> <li>Few visuals were used.</li> </ul>	<ul style="list-style-type: none"> <li>Hook for the presentation was engaging.</li> <li>Many parts of the presentation were original.</li> <li>Audience was somewhat involved.</li> <li>Visuals were used but could be more effective.</li> </ul>	<ul style="list-style-type: none"> <li>Hook for the presentation was engaging.</li> <li>Many parts of the presentation were original.</li> <li>Audience was involved.</li> <li>Visuals were used effectively.</li> </ul>	<ul style="list-style-type: none"> <li>Hook for the presentation was engaging and contained a WOW factor.</li> <li>Presentation was original and involved the audience to a large degree.</li> <li>Visuals were used effectively and creatively.</li> </ul>
<b>Vocal Impact and Body Language</b> (volume and pace, eye contact, gestures and posture)	<ul style="list-style-type: none"> <li>Students read from papers and offered no eye contact.</li> <li>Speech was too fast or too slow.</li> </ul>	<ul style="list-style-type: none"> <li>Students lost eye contact frequently.</li> <li>Some members of the group were difficult to hear.</li> </ul>	<ul style="list-style-type: none"> <li>May have been some reference to notes, but students mostly maintained eye contact.</li> <li>Most members of the group were heard clearly.</li> </ul>	<ul style="list-style-type: none"> <li>Students made no reference to notes and maintained eye contact.</li> <li>Voices carried and everyone was clearly heard.</li> </ul>	<ul style="list-style-type: none"> <li>Eye contact was maintained at all times.</li> <li>Voices carried and everyone was clearly heard.</li> <li>Gestures effectively enhanced content.</li> </ul>
<b>Resources</b> (resources used in the research)	<ul style="list-style-type: none"> <li>No presentation of resources that could be used in researching the occupations was given.</li> </ul>	<ul style="list-style-type: none"> <li>Unclear presentation of resources that could be used in researching the occupations was given.</li> </ul>	<ul style="list-style-type: none"> <li>Clear presentation of resources that could be used in researching the occupations was given.</li> </ul>	<ul style="list-style-type: none"> <li>Very clear presentation of resources that could be used in researching the occupations was given.</li> </ul>	<ul style="list-style-type: none"> <li>Very clear and detailed presentation of resources that could be used in researching the occupations was given.</li> </ul>





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Rating Scale: Impact of Society and Economy on Careers

How well does the student

Identify a career that has been impacted by society	1 2 3 4 5
Describe how society has had an impact on the career	1 2 3 4 5
Explain how the career has changed	1 2 3 4 5
Identify how the qualifications for that career have changed	1 2 3 4 5

Total / 20

Comments:



## High Five Plus One

No matter what career path is chosen, there are some things that remain constant for all people. Canadian career development specialists originally called these constants the “High Five.” Some children have already learned about the High Five in school. A sixth principle has been recently added, giving us the “High Five Plus One.”

### **Change Is Constant**

We change constantly, and so does the world around us—including the working world. Chances are that a single occupation will no longer take workers from the beginning to the end of their working lives. Adaptability is an important skill to carry into the world of work.



### **Learning Is Ongoing**

Graduating from high school or a post-secondary program doesn't mean that your education is complete. Education is not limited to classrooms in a school. Opportunities to learn are everywhere! Learn to recognize them and make your learning a lifelong experience.

### **Focus on the Journey**

Travelling through life is like travelling down a road: having a destination gives direction, but most of the time is spent moving along. Pay attention to the journey, with all of its pitfalls, sidetracks, opportunities, and highways to new destinations.



### **Follow Your Heart**

Dreaming about your future can help you to understand what you really want in life. Knowing what you want and keeping it in mind can give you the motivation you need to deal with life's challenges. Listen to your inner voice.

### **Access Your Allies**

The journey of life is not taken alone. Life is like a team sport, and your team members are your friends, family, teachers, and neighbours. Any of them can be willing and helpful allies when it comes to judging what steps to take on life's path.



### **Know Yourself**

The career planning constant or principle “Know Yourself” is the latest addition to the High Five Plus One. Knowing your true self by examining your values, beliefs, and interests in as much detail as possible will help you with career decisions as you travel along your career path.



## Rubric for Assessing Interview Responses

	<b>Developing</b>	<b>Adequate</b>	<b>Accomplished</b>
<b>Clarity of Response</b>	The response was disjointed and difficult to follow.	The response was clear and organized.	The response used language that enhanced clarity and a format that was structured.
<b>Focus of Response</b>	There were some points made in the response, but they were not put into a framework.	The points used in the responses were specific to the questions.	The points were very specific and highly organized according to the questions.
<b>Elaboration of Points</b>	There was little elaboration used in each response.	Each response contained an elaboration using examples from experience or from Career Portfolio.	Each response contained an elaboration using examples from experience and from Career Portfolio.
<b>Thoughtfulness</b>	The response showed little thoughtfulness or reflection.	The response contained some personal reflections.	The response was appropriately reflective and contained some personal references.
<b>Body Language</b>	The interviewee seemed uncomfortable in the interview.	The interviewee was prepared and comfortable during the interview.	The interviewee seemed very self-confident throughout the interview process.




## Employability Skills 2000<sup>+</sup>

### Employability Skills 2000<sup>+</sup>

*The skills you need to enter, stay in, and progress in the world of work—whether you work on your own or as a part of a team.*

These skills can also be applied and used beyond the workplace in a range of daily activities.

<b>Fundamental Skills</b> The skills needed as a base for further development	<b>Personal Management Skills</b> The personal skills, attitudes and behaviours that drive one's potential for growth	<b>Teamwork Skills</b> The skills and attributes needed to contribute productively
<p><i>You will be better prepared to progress in the world of work when you can:</i></p> <p><b>Communicate</b></p> <ul style="list-style-type: none"> <li>• read and understand information presented in a variety of forms (e.g., words, graphs, charts, diagrams)</li> <li>• write and speak so others pay attention and understand</li> <li>• listen and ask questions to understand and appreciate the points of view of others</li> <li>• share information using a range of information and communications technologies (e.g., voice, e-mail, computers)</li> <li>• use relevant scientific, technological and mathematical knowledge and skills to explain or clarify ideas</li> </ul> <p><b>Manage Information</b></p> <ul style="list-style-type: none"> <li>• locate, gather and organize information using appropriate technology and information systems</li> <li>• access, analyze and apply knowledge and skills from various disciplines (e.g., the arts, languages, science, technology, mathematics, social sciences, and the humanities)</li> </ul> <p><b>Use Numbers</b></p> <ul style="list-style-type: none"> <li>• decide what needs to be measured or calculated</li> <li>• observe and record data using appropriate methods, tools and technology</li> <li>• make estimates and verify calculations</li> </ul> <p><b>Think &amp; Solve Problems</b></p> <ul style="list-style-type: none"> <li>• assess situations and identify problems</li> <li>• seek different points of view and evaluate them based on facts</li> <li>• recognize the human, interpersonal, technical, scientific and mathematical dimensions of a problem</li> <li>• identify the root cause of a problem</li> <li>• be creative and innovative in exploring possible solutions</li> <li>• readily use science, technology and mathematics as ways to think, gain and share knowledge, solve problems and make decisions</li> <li>• evaluate solutions to make recommendations or decisions</li> <li>• implement solutions</li> <li>• check to see if a solution works, and act on opportunities for improvement</li> </ul>	<p><i>You will be able to offer yourself greater possibilities for achievement when you can:</i></p> <p><b>Demonstrate Positive Attitudes &amp; Behaviours</b></p> <ul style="list-style-type: none"> <li>• feel good about yourself and be confident</li> <li>• deal with people, problems and situations with honesty, integrity and personal ethics</li> <li>• recognize your own and other people's good efforts</li> <li>• take care of your personal health</li> <li>• show interest, initiative and effort</li> </ul> <p><b>Be Responsible</b></p> <ul style="list-style-type: none"> <li>• set goals and priorities balancing work and personal life</li> <li>• plan and manage time, money and other resources to achieve goals</li> <li>• assess, weigh and manage risk</li> <li>• be accountable for your actions and the actions of your group</li> <li>• be socially responsible and contribute to your community</li> </ul> <p><b>Be Adaptable</b></p> <ul style="list-style-type: none"> <li>• work independently or as a part of a team</li> <li>• carry out multiple tasks or projects</li> <li>• be innovative and resourceful: identify and suggest alternative ways to achieve goals and get the job done</li> <li>• be open and respond constructively to change</li> <li>• learn from your mistakes and accept feedback</li> <li>• cope with uncertainty</li> </ul> <p><b>Learn Continuously</b></p> <ul style="list-style-type: none"> <li>• be willing to continuously learn and grow</li> <li>• assess personal strengths and areas for development</li> <li>• set your own learning goals</li> <li>• identify and access learning sources and opportunities</li> <li>• plan for and achieve your learning goals</li> </ul> <p><b>Work Safely</b></p> <ul style="list-style-type: none"> <li>• be aware of personal and group health and safety practices and procedures, and act in accordance with these</li> </ul>	<p><i>You will be better prepared to add value to the outcomes of a task, project or team when you can:</i></p> <p><b>Work with Others</b></p> <ul style="list-style-type: none"> <li>• understand and work within the dynamics of a group</li> <li>• ensure that a team's purpose and objectives are clear</li> <li>• be flexible: respect, be open to and supportive of the thoughts, opinions and contributions of others in a group</li> <li>• recognize and respect people's diversity, individual differences and perspectives</li> <li>• accept and provide feedback in a constructive and considerate manner</li> <li>• contribute to a team by sharing information and expertise</li> <li>• lead or support when appropriate, motivating a group for high performance</li> <li>• understand the role of conflict in a group to reach solutions</li> <li>• manage and resolve conflict when appropriate</li> </ul> <p><b>Participate in Projects &amp; Tasks</b></p> <ul style="list-style-type: none"> <li>• plan, design or carry out a project or task from start to finish with well-defined objectives and outcomes</li> <li>• develop a plan, seek feedback, test, revise and implement</li> <li>• work to agreed quality standards and specifications</li> <li>• select and use appropriate tools and technology for a task or project</li> <li>• adapt to changing requirements and information</li> <li>• continuously monitor the success of a project or task and identify ways to improve</li> </ul> <div style="text-align: right;">  <p>The Conference Board of Canada</p> <p>255 Smyth Road, Ottawa                      ON K1H 8M7 Canada                      Tel. (613) 526-3280                      Fax (613) 526-4857                      Internet: <a href="http://www.conferenceboard.ca/education">www.conferenceboard.ca/education</a></p> </div>





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## Essential Skills – The Foundation for Success

Industry Training Partnerships defines essential skills for the workplace in Manitoba as “the reading, writing, numeracy, communication, teamwork, thinking, learning and computer skills required to successfully perform in the workplace and to maximize the use of other types of training.”

Employees at all levels must be able to

- read and understand a range of text from written work orders to online and print-based technical and policy documents
- utilize complicated workplace documents including technical manuals, blueprints, and health and safety regulations
- fill out and compose forms, work orders, and reports
- clearly speak and carefully listen in one-on-one and group settings
- know when and how to use numbers accurately whether measuring, converting imperial measurements to metric, or developing budgets and reports
- navigate through print and online sources to find information specific to a task
- think through workplace problems and challenges
- work as a team, whether on the plant floor or in company or union meetings
- keep learning and adapting to changes such as introducing International Standards Organization (ISO) requirements, and new technology



## Transferable Skills and Knowledge

**Directions:** Choose three occupational areas and record the information gathered for three occupations in each.

Occupational Area	Occupations	Transferable Skills and Knowledge	Plan to Develop Skills and Knowledge
<b>Management Occupations</b>	1. 2. 3.		
<b>Business, Finance, and Administration Occupations</b>	1. 2. 3.		
<b>Natural and Applied Sciences and Related Occupations</b>	1. 2. 3.		
<b>Health Occupations</b>	1. 2. 3.		
<b>Occupations in Social Science, Education, Government Service, and Religion</b>	1. 2. 3.		
<b>Occupations in Art, Culture, Recreation, and Sport</b>	1. 2. 3.		
<b>Sales and Service Occupations</b>	1. 2. 3.		
<b>Trades, Transport, and Equipment Operators and Related Occupations</b>	1. 2. 3.		
<b>Occupations Unique to Primary Industry</b>	1. 2. 3.		
<b>Occupations Unique to Processing, Manufacturing, and Utilities</b>	1. 2. 3.		



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## Workplace Safety and Health Quiz

1. The three basic rights in the workplace that any employee has are
  - the right to \_\_\_\_\_
  - the right to \_\_\_\_\_
  - the right to \_\_\_\_\_
  
2. The four main types of hazards in a workplace are
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  
3. The three main types of ways to control hazards in a workplace are
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  
4. Employers are responsible for providing which of the following? (Check all that apply.)
  - safety training
  - personal protective equipment
  - meals during workday
  - clean safe working environment
  - supervision to ensure workers are following safety procedures
  
5. Employees are responsible for doing which of the following? (Check all that apply.)
  - following safety rules and procedures
  - supervising co-workers
  - reporting hazardous conditions
  - using required personal protective equipment
  - operating equipment safely

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## Workplace Safety and Health Quiz (2)

6. If injured on the job, the first thing an employee should do is
- tell the supervisor
  - get first aid
  - fill out a form for Workers Compensation
  - go to the hospital or a doctor if necessary
7. Workplace Hazardous Materials Information Systems (WHMIS) involves which of the following? (Check all that apply.)
- identifying biological and chemical hazards
  - the labelling of controlled products
  - the use of Material Safety Data Sheets (MSDS)
  - training workers to store, handle, and use controlled products
8. List three questions about workplace safety and health that a person should ask a potential employer.
- \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_

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## Workplace Safety and Health Quiz – Answers (3)

1. the right to know, the right to participate, the right to refuse
2. biological, chemical, physical, ergonomic
3. control hazards by making the equipment or environment safer, by following safety rules and procedures, and by wearing personal protective equipment
4. safety training, personal protective equipment, clean safe working environment, supervision to ensure workers are following safety procedures
5. following safety rules and procedures, reporting hazardous conditions, using required personal protective equipment, operating equipment safely
6. get first aid
7. identifying biological and chemical hazards, the labelling of controlled products, the use of Material Safety Data Sheets, training workers to store, handle, and use controlled products
8. any three of the following:
  - What are the hazards of my job?
  - What are the company's safety and health rules?
  - When will I receive training in job safety and the Workplace Hazardous Materials Information System (WHMIS)?
  - Is there a safety and health committee or a worker representative? Where is the safety and health bulletin board located?
  - Do I need to wear safety gear and when will I be shown how to use it?
  - When will I be trained in emergency procedures?
  - Where is the emergency equipment located?
  - What do I do if I get hurt? Who is the first aid person? Is this workplace covered by Workers Compensation?
  - Who do I ask if I have a health or safety question?
  - What are my safety and health responsibilities?





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## Cold Calling

A **cold call** is a telephone call made during a job search to a potential employer that did not advertise any positions. Many job opportunities are never advertised, so cold calls are an effective work-search strategy.

**Purposes** of a cold call can include asking for a job interview, asking for an informational interview, asking about internships, asking about freelance work, and obtaining the names of additional contacts or leads for other job openings.

### **Suggested Procedure**

1. Before calling a potential employer, research the company or organization to find out as much as you can about what it does, its philosophy, and its reputation in the community.
2. Find a contact person to talk to when you call the organization, preferably the manager of the area you are interested in. A quick phone call to the general receptionist can usually get you this information.
3. Prepare yourself to answer questions about why you are interested in working for that organization, what skills and experience you have, what your goals are, and so on.
4. When you call, be courteous and ask if this is a good time or if you can set a time to call back later.
5. When you talk to your contact, be sure to explain clearly and concisely why you are calling.
6. Be enthusiastic and professional throughout your conversation. Keep your questions clear and your responses focused and brief, and be sure to take notes so that you remember important details. Don't be afraid to ask for the correct spelling of names.
7. Follow up on your conversation, sending any materials that were requested.
8. Write a thank-you note, thanking the person for taking the time to provide you with information or an interview.

### **References:**

Carnegie Mellon University. "Cold Calling and Telephone Interviews." *Career Center*. [www.studentaffairs.cmu.edu/Career/CareerBriefs/calls.html](http://www.studentaffairs.cmu.edu/Career/CareerBriefs/calls.html) (8 July 2008).

Hansen, Randall S. "Cold Calling: A Time-Tested Method of Job-Hunting." *Quintessential Careers*. [www.quintcareers.com/cold\\_calling.html](http://www.quintcareers.com/cold_calling.html) (8 July 2008).



## Resumé Samples (1)

### **Arlene Kelly**

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145 Burrin Avenue  
Winnipeg, Manitoba R2X 0S3

(204) 555-8677

**Job Objective:** Work with troubled youth in residential youth care facility

#### **WORK HISTORY**

Waitress F/T                      Ciociara Pizzeria                      2013-2016  
Responsibilities: Serving customers, answering telephones, accurately handling cash and credit transactions, cleaning premises to meet health regulations

Waitress F/T                      Partners Restaurants                      2010-2013  
Responsibilities: Serving customers, answering telephones, accurately handling cash and credit transactions, cleaning premises to meet health regulations

Gas Attendant F/T                      Domo Gas Bar                      2008-2010  
Responsibilities: Serving customers, answering telephones, accurately handling cash and credit transactions, stocking shelves, checking fuel readings

Security Guard P/T                      Barnes Security                      2007-2008  
Responsibilities: Ensuring buildings and property were secure, writing up incident reports, contacting law enforcement personnel

#### **EDUCATION**

Residential Youth Worker Program                      Red River College                      2015  
Grade XII University Entrance                      Garden City Collegiate                      2008

#### **VOLUNTEER ACTIVITIES**

Three years as a part-time Activity Worker with children with exceptional needs at the St. Amant Centre.

#### **INTERESTS**

Tae Kwon Do, skiing and reading

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## Resumé Samples (2)

### **PAMELA BROCK**

*569 Talbot Avenue  
Winnipeg, Manitoba R3G 2K8*

*(204) 555-9636*

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#### **Job Objective: Housekeeping/Cleaning**

#### **HIGHLIGHTS OF QUALIFICATIONS**

- ◆ Experienced in general janitorial and housecleaning procedures
- ◆ Friendly, outgoing and able to work well independently and responsibly
- ◆ Follow directions well and like to keep workplaces clean and sanitary

**Hardworking**

**Fast Learner**

**Punctual**

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#### **RELEVANT EXPERIENCE**

##### **Cleaning Skills**

- Clean kennels, dog runs, and floors and take out the garbage
- Collect, sort, clean and organize laundry
- Sterilize medical and surgical tools, animal cages, dog runs and counter tops
- Change sterilizing fluid for cleaning the floors
- Experienced and knowledgeable in the following: vacuuming, dusting, floor washing, dish washing and cleaning bathrooms, kitchens and dining areas
- Perform custodial duties in a responsible and reliable manner

#### **WORK HISTORY**

Janitorial Cleaning (contract)	Seven Oaks Veterinary	2014-2015
Child Care Provider	Self-Employed	2010-Present
Gas Jockey	Domo Gas Bar	2010

#### **EDUCATION/TRAINING**

Grade 12 Diploma	Elmwood High School	2012
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#### **REFERENCES AVAILABLE UPON REQUEST**

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## Resumé Samples (3)

**BETSY DUECK**  
BOX 148 • LORETTE, MB • R0E 1J0  
PHONE (204) 555-4700 • EMAIL BETDUECK@HOTMAIL.COM

### OBJECTIVE

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To gain employment with a reputable company and work hard.

### EMPLOYMENT

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2015-2016      Camp Red Rock      Whiteshell, MB  
Interim Director of Operations  
✎ Served in an interim Director position. Served the year-round guests in a host capacity, making sure all their needs were met

2014-2015      Sears      Winnipeg, MB  
Sales Associate/Manager On Duty/Customer Service Manager  
✎ I began my time as an associate and worked my way up to Customer Service Manager.

2010-2014      Masters Players      Masters College  
Team Leader  
✎ Covenant Players is a drama and music company. I worked as a Team Leader and Drama Director.

2009-2010      Sears      Winnipeg, MB  
Sales Associate  
✎ Assisted Customers with their purchases.

### EDUCATION

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2009      Kildonan East Collegiate      Winnipeg, MB  
High School Diploma

## Resumé Samples (4)





### Thomas McBride

9 Brookshire Crescent  
Winnipeg, Manitoba R2P 1S9

(204) 555-5934

Job Objective: Park Attendant

#### HIGHLIGHTS OF QUALIFICATIONS

-  Active member of Scouts Canada 32<sup>nd</sup> St. Bernadettes Venturers
-  Certified 1<sup>st</sup> Level Blue Cross First Aid and Life Guard
-  Five years hiking/camping experience and knowledge
-  Extensive navigation and cartographical skills

#### RELEVANT EXPERIENCE

##### Camping/Hiking Skills

- Camping and hiking experience includes trips that were 2-5 days to Yellowstone National Park, Epinet Trail, Birds Hill, Adam Lake, Kenora, Grand Beach and Falcon Lake
- Exceptional knowledge of wildlife and wildlife behaviour, including the following wildlife:
  - Raccoons
  - Bears
  - Coyotes
  - Wolves
- Can effectively teach packing strategies that quickly and efficiently save space and waterproof backpacks

##### Navigational Skills

- Extremely accurate with a compass and map with the ability to pinpoint locations
- Extensive navigation and cartographical skills (including geographical maps)

##### Organizational Skills

- Strong group coordination and organizational skills (camp and hike coordinating)
- Capable of leading 10-20 person hikes
- Planned successful camps/hikes by
  - creating meal plans for up to 20 people
  - planning routes in advance
  - researching hiking/camping locations prior to leaving—checking fire hazards, local precipitation within the last two weeks of leaving and inquiring about bear activity levels

#### WORK HISTORY

Cook	McDonalds	2015-2016
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#### EDUCATION/TRAINING

Grade 11	JH Bruns Collegiate	2016
1 <sup>st</sup> Level First Aid	Blue Cross	2012

#### VOLUNTEER ACTIVITIES

MS Walkathon 2015 and 2016, GoldEyes Pancake Breakfast

REFERENCES AVAILABLE UPON REQUEST

## Resumé Samples (5)



**KOORA GARNEAU**  
Casino Dealer/Slot Machine Attendant



Fisher River Site #44, Manitoba R4M 0D9

(204) 555-1246

### HIGHLIGHTS OF QUALIFICATIONS

- ♣ Experienced as a **Casino Dealer/Slot Machine Attendant**
- ♦ Passed Effective Casino Dealer course through the Canadian Gaming Institute
- ♥ Excellent manual dexterity and able to stand for long periods of time
- ♠ Professional appearance and love to work evening shifts and weekends
- ♣ Amazing customer service and consistently tipped beyond house average

Trustworthy

Entertaining

Reliable

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### RELEVANT EXPERIENCE

#### Casino Dealer/Slot Machine Attendant Skills

- Developed thorough knowledge of rules of games of chance
- Dealt thousands of hands of: Keno, Blackjack, Baccarat, Texas Holdum, Seven Card Stud Poker and Pai Gow Poker
- Operated Roulette and Pai Gow Tiles gambling tables
- Determined winners, paid out winning bets and collected losing bets
- Handled large sums of money per shift and never had a cash flow discrepancy
- As a slot machine attendant, ensured over 60 slot machines were working correctly which includes
  - ✓ resetting them if they were "tilted"
  - ✓ dealing out payouts
  - ✓ machine readings and hopper fills
- Worked a variety of shifts but most were between 3 p.m. and 3 a.m. including weekends



**Customer Service Skills**

- Entertained customers with humour and upbeat, positive personality
- Well known for keeping bus tour and convention groups laughing and enjoying the gambling experience
- Experienced at calming patrons and diffusing situations when disagreements occurred

**WORK HISTORY**

Casino Dealer	South Beach Casino	2015-2016
Casino Dealer	White Bear Casino	2014-2016
Casino Dealer (part-time)	Northern Lights Casino	2013-2014
Serving Personnel (part-time)	Earl's Restaurant	2012-2014
Actor (part-time)	Thompson Theatre	2011-2013

**EDUCATION/TRAINING**

Effective Casino Dealer course (5 wks)	Peguis Gaming Commission Fisher River, Manitoba	2014
GED	Job Works	2011

**REFERENCES AVAILABLE UPON REQUEST**





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## Resumé Assessment

Ask the following questions when assessing your own resumé or the resúmes of others.

1. Are unique qualities, or personal accomplishments, clearly expressed?
2. Will the reader see and understand the accomplishments presented within the first few seconds of looking at the resumé?
3. Does the resumé address the needs of the target employers by showing that the applicant has solved problems similar to the ones the employers are experiencing?
4. Does the resumé convey the applicant's ability to make an impact by outlining accomplishments in a clear and compelling manner?
5. Does the resumé have a sense of action and movement? Are action verbs used wherever possible?
6. Does the resumé design draw the eye to key information? Is the page clean and uncluttered? Is the resumé easy on the eye?
7. When you read the resumé, are you impressed?



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## Career Research Interview Questionnaire

Student Name	
Employer/Mentor Name	
Name of Company	
Job Title	

### Suggested Questions

- What are the daily routines and responsibilities of this occupation? Could you describe a typical day on the job?
- Is every day basically the same or is there a lot of variety?
- How much of your day is spent working with other people?
- What specific education or employment experience is necessary to work in this occupation?
- Why did you choose this occupation? Why are you still in it?
- What changes have you seen in this occupation over the past five or ten years?
- Did you have experience in other occupations or volunteer positions that assisted you in advancing to your present position? Please explain.
- What opportunities for other positions or advancement are there in this occupation?
- What qualities and skills do you possess that make you successful in your present position?
- What other qualities and/or skills do you think will be necessary in the future?
- What are the working conditions and personal benefits in this position (e.g., salary scale, dress code, hours of work, pension plans, health care plans)?
- Are you required to travel? work evenings and weekends?
- Many occupations have mundane duties or some unpleasant working conditions. What are some if any of the duties and working conditions you dislike about this occupation?
- What procedures does this organization follow in the hiring of new employees for this position?
- What personal qualities and abilities is your organization looking for in someone starting out in this occupation?
- How do you see this occupation changing in the next five years? Will demand for workers increase or decrease?
- What advice do you have for a young person considering this occupation?

Please include at least **three** additional questions that you would like to ask.



## Sample Employer Confirmation Form

Employer Name	Business	Address
Contact Name	Telephone Number	Fax Number/Email

Student Name	Grade Level	School
Placement Dates	School Supervisor	Telephone Number

**Employer Responsibilities:**

1. The Employer will provide the Student with a safe and healthy workplace and include any special safety instruction required for participating at the site.
2. The Employer will provide the student with instruction and supervision in the areas agreed upon by the School Supervisor and the Employer.
3. The Employer will notify the School Supervisor if a Student is absent from the work site without prior notification/explanation.

**Student Responsibilities:**

1. The Student must notify the Employer and School Supervisor in advance if unable to attend the work site during the scheduled period.
2. The Student agrees to maintain in the strictest confidence information that comes to his/her knowledge during the community experience. If required, the Student signs an agreement of confidentiality.
3. The Student must fulfill all safety and health precautions as may be directed by the division in consultation with the community placement.
4. The Student will follow the work-site expectations as agreed upon by the Employer and the School Supervisor.

I agree to participate in the program upon the terms set out above.

\_\_\_\_\_  
(Employer's signature)

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(Student's signature)

\_\_\_\_\_  
(Date)



## Career and Community Experience Training Plan

Student Name:	School Contact Telephone Number:	Community Site Address:
Teacher/Monitor Name:	School Fax Number:	Community Site Telephone Number:
Community Site (Business Name):	School Address:	Community Site Fax Number:  Community Site Email Address:

Student Area of Interest: \_\_\_\_\_

Description of employer safety orientation provided: \_\_\_\_\_

Day/Hours to be worked: \_\_\_\_\_

General outline:

*[Description of nature of activities to be performed during the community experience placement (e.g., participate in all facets of working in a clothing retail store, including customer relations, money management, and store inventory)]*

### Community Placement Specific Skills/Duties/Tasks

The following duties will be observed or performed alone or with assistance, and these workplace skills will be developed. The student will also receive a rating on a scale of 1 to 5:

- 1 represents no exposure
- 2 indicates exposure only; general information provided but no opportunity to practise
- 3 indicates practised activities, but additional training and practice are required
- 4 represents proficient performance; activities were performed under supervision; however, additional training and practice will be beneficial
- 5 indicates superior performance; performs activity independently without supervision and has sound understanding of activity

<b>Skill/Duty</b>	<b>Observed</b>	<b>Performed with help</b>	<b>Performed alone</b>	<b>Rating</b>
Handle customer payments	—	—	—	—
Provide quality customer service	—	—	—	—
Stock shelves	—	—	—	—
Create displays	—	—	—	—
Handle customer complaints	—	—	—	—
Demonstrate knowledge of stock	—	—	—	—
Maintain displays	—	—	—	—
Price merchandise	—	—	—	—
Maintain general store	—	—	—	—
Inventory store stock	—	—	—	—
Order stock	—	—	—	—
Follow store policies	—	—	—	—

*The above list of duties for work site training competencies has been determined in consultation with three retail clothing stores: Swanson, Neroes, and the Den.*

Community Supervisor Comments:

## Career and Community Experience Training Plan (2)

<b>Employability Skills:</b>	<i>Performed with help</i>	<i>Performed alone</i>	<i>N/A</i>
The student recognizes and respects people's diversity, individual differences, and perspectives.	----	----	----
The student is willing to change preferred way of doing things.	----	----	----
The student is able to recognize when something needs to be done without being told.	----	----	----
The student is able to function effectively under pressure.	----	----	----
The student is able to act in accordance with personal and group health and safety practices.	----	----	----
The student is able to make difficult decisions in a timely manner.	----	----	----
The student is thorough (i.e., complete and accurate) in work.	----	----	----

Additional Community Supervisor Comments:
Teacher/Monitor Comments:

**Related Courses Taken/Planned:**

- a) in school \_\_\_\_\_
- b) \_\_\_\_\_
- c) in the community \_\_\_\_\_

By their signatures, the parties below signify their agreement with the terms of the Training Plan above:

School:	Student/Parent or Guardian:	Community Site:
Contact Name (print): _____	_____ (student signature)	Contact Name (print) : _____
_____ (signature)	_____ (parent/guardian signature)	_____ (signature)
Date:	Date:	Date:



## Career and Community Experience Student Log

Student name: \_\_\_\_\_ Community Site: \_\_\_\_\_

School: \_\_\_\_\_ Community Supervisor: \_\_\_\_\_

Teacher/Monitor: \_\_\_\_\_

<b>Date</b>	<b>Task(s)</b>	<b>Equipment used</b>	<b>Comments/Reflections (on attitudes, skills, procedures, and on my expectations and goals)</b>

Additional Comments:

Date \_\_\_\_\_ Student \_\_\_\_\_ Community Supervisor \_\_\_\_\_  
(signature) (signature)



Career and Community Experience Evaluation Form—General

Student: \_\_\_\_\_  
 Course: \_\_\_\_\_  
 Teacher: \_\_\_\_\_  
 School: \_\_\_\_\_

Dates of Placement—Evaluation Time Frame:  
 from: \_\_\_\_\_  
 to \_\_\_\_\_ 20\_\_\_\_  
 Community site:  
 \_\_\_\_\_  
 Tel: \_\_\_\_\_  
 Fax: \_\_\_\_\_  
 Supervisor:  
 \_\_\_\_\_  
 Type of Placement:  
 \_\_\_\_\_

Please evaluate this student in the sections that are applicable to this type of placement and discuss this evaluation with the student.

Please indicate your level of satisfaction with the student’s participation in the career and community placement experience by placing an (X) in the appropriate box.

	5	4	3	2	1	n/a
<b>Evaluation Criteria</b>	Strongly Agree	Agree	Ambivalent	Disagree	Strongly Disagree	
<b>Personal Management Skills</b>						
The student interacts well with others.						
The student demonstrates reliable behaviour patterns in attendance and punctuality.						
The student demonstrates a positive attitude toward the job and the organization.						
The student is able to determine when to ask for help and when to complete the task independently.						
The student is able to learn new skills.						
The student’s appearance, personal neatness, and grooming are appropriate.						
The student has demonstrated the ability to orally give and exchange thoughts and information about the on-site experiences.						
The student has demonstrated the ability to listen and clarify thoughts and information sent out by others.						

Career and Community Experience Evaluation Form—General (2)

Please indicate your level of satisfaction with the student’s participation in the career and community experience by placing an (x) in the appropriate box.

	5	4	3	2	1	n/a
<b>Evaluation Criteria</b> <b>Employability Skills</b>	Strongly Agree	Agree	Ambivalent	Disagree	Strongly Disagree	
The student is respectful of others.						
The student has demonstrated honesty and integrity at the community location.						
The student accepts constructive criticism.						
The student demonstrates the ability to adapt to new tasks/situations.						
The student shows initiative (is a self-starter) while learning and working on tasks.						
The student stays on task and completes assignments in a responsible way.						
The student demonstrates the ability to make difficult decisions in a timely manner.						
The student is able to function effectively under pressure and maintain self-control in the face of hostility or provocation.						
The student understands and follows safety procedures.						
The student has gained knowledge and technical expertise commensurate with the time spent at the work site.						

Strengths/Abilities	Areas Requiring Improvement
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Comments
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Career and Community Experience Evaluation Form—General (3)

	5	4	3	2	1	n/a
<b>Evaluation Criteria</b> <b>Other Essential Skills</b>	Strongly Agree	Agree	Ambivalent	Disagree	Strongly Disagree	
The student reads and understands information from print and digital sources.						
The student reads and uses information from a variety of displays (e.g., graphs, tables, schematics).						
The student demonstrates responsible use of technology and digital media.						
The student is able to use numbers and to apply, interpret, and communicate mathematical information.						
The student is able to use a computer and standard software packages (e.g., word processing, email, spreadsheets) to communicate.						
The student is able to convey information effectively using handwritten or typed/keyed text.						
The student demonstrates thinking skills such as problem-solving skills and decision-making skills.						
The student exchanges thoughts and information with others orally.						
The student is able to complete tasks independently.						
The student is able to plan, organize, and effectively implement tasks and projects.						
The student works as part of a team, accomplishing tasks through cooperative efforts.						
The student demonstrates the ongoing process of acquiring skills and knowledge.						
The student is aware of and sensitive to cultural differences.						

Note: Also use Career and Community Experience Evaluation Form—Specific Skills when students participate in longer term placements.

This evaluation has been discussed with the student participating in the program. Yes/No

**Community Supervisor** \_\_\_\_\_  
(signature) (date)

**Teacher/Monitor** \_\_\_\_\_  
(signature) (date)

**Student** \_\_\_\_\_  
(signature) (date)

**Parent/Guardian** \_\_\_\_\_  
(signature) (date)

Community Supervisor Comments:

Teacher/Monitor Comments:

Student Comments:

Sample

## Career and Community Experience Evaluation Form— Specific Skills

Student Name:	School Contact Telephone Number:	Community Site Address:
Teacher/Monitor Name:	School Fax Number:	Community Site Telephone Number:
Community Supervisor Name:	School Address:	Community Site Fax Number:  Community Site Email Address:

Student Area of Interest: \_\_\_\_\_

Evaluation Time Frame:

Starting from \_\_\_\_\_

until \_\_\_\_\_.

### Community Placement Specific Skills/Duties/Tasks

The list of duties/skills for this community site placement was developed in consultation with three clothing retail stores: Store A, Store B, and Store C. These duties were observed or performed alone or with assistance, and these workplace skills were developed. The student has been rated on a score of 1 to 5 to indicate skill proficiency:

- 1 represents no exposure
- 2 indicates exposure only; general information provided but no opportunity to practise
- 3 indicates practised activities, but additional training and practice are required
- 4 represents proficient performance; activities were performed under supervision; however, additional training and practice will be beneficial
- 5 indicates superior performance; performs activity independently without supervision and has sound understanding of activity

Skill/Duty	Observed	Performed with Help	Performed Alone	Rating
<i>Examples:</i>				
Handling customer payment	X	X	X	5
Stocking shelves	X	X	X	4
Providing quality customer service	X	X	X	3
Ordering stock				1

Career and Community Experience Evaluation Form—  
Specific Skills (2)

Community Supervisor Comments:

Teacher/Monitor Comments:

Student Reflections on the Experience:

Future Directions:

Community Supervisor \_\_\_\_\_  
(signature) (date)

Teacher/Monitor \_\_\_\_\_  
(signature) (date)

Student \_\_\_\_\_  
(signature) (date)

Parent/Guardian \_\_\_\_\_  
(signature) (date)