

# Ongoing Training for Literacy Tutors

Written by

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**October 2003**

**Hire Learning:  
Preparing for Job  
Search Success**

**Module 2 –  
The Paperwork**



**OTTAWA-CARLETON COALITION FOR LITERACY**

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Hire Learning: Preparing for Job Search Success

Module 2 – The Paperwork

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October 2003

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## Introduction to Ongoing Training Modules

These modules will help you deliver training to experienced literacy tutors. They provide the structure and materials for comprehensive ongoing training. They can be used by staff in individual literacy programs or by programs that combine to offer joint training. For all programs they will ensure a high standard of training, use of best practices, and consistency with other programs.

Tutors should have already completed introductory training to the standard described in the *Trainer's Manual* which is included in *Literacy Volunteer Resources*. We have assumed that the tutors will be familiar with the *Handbook for Literacy Tutors* which is written for tutors and provides reference information about working in adult literacy for both new and experienced tutors.

*Literacy Volunteer Resources* and *Handbook for Literacy Tutors* can be obtained from Grassroots Press, P.O. Box 52192, Edmonton, Alberta, T6G 2T5. More information can be found at their website: [www.literacyservices.com](http://www.literacyservices.com).

As a trainer, you can select information and training activities that are relevant to your needs and those of your tutors. There is a menu of activities to choose from in each module. The activities described in the modules will give tutors the information necessary to meet the outcomes of the training. Like the *Handbook for Literacy Tutors* these modules can be put into a three-ring binder to which you can add your own training agenda, activities and notes.

Take a few minutes to familiarize yourself with the structure and content of each module. Suggestions are offered as a guide and are not intended to be prescriptive.

We have used “you” or “the trainer” to refer to the person responsible for training literacy tutors. We have referred to the learner as “he” and the employer as “she.” The genders were chosen randomly by a coin toss and are not intended to exclude anyone. It has been a difficult task to clearly identify the many players in these modules. Trainers are teaching tutors to teach learners. Sometimes the trainers are role playing tutors while tutors are role playing learners. We hope we have not confused you!

Each module will use a variety of teaching methods to help tutors become more proficient at finding and adapting resources to meet their learners' needs. Tutors will also practise breaking work into manageable chunks and incorporating a variety of resources and strategies, including the development of demonstrations and the use of the computer to create and deliver materials that are relevant and help learners achieve their goals. There will be a lot of emphasis on encouraging learners to work on their speaking, listening, self-management and self-direction skills.

Throughout the modules tutors will use their own learners' personal circumstances to introduce literacy learning. Tutors will begin by using materials that have already been selected for their suitability. Often, available resources contain information that is useful but the material is not presented in a way that is suitable for using with an adult literacy learner. In these training sessions, tutors will improve their skills by adapting resources that contain useful information in order to make it meaningful for their learners. Often this involves simplifying the information, shortening it and creating an activity out of it. Tutors will also create their own materials. Resources will be evaluated and materials created during the training session will be published on this website and the tutors will be credited.

## The Modules

Each module has the following types of activity:

**Icebreakers** – used with tutors (later, tutors may wish to adapt them to use with their learners)

**Brainstorming** – elements relating to topics to be covered in this module

**Model Activities** – activities that tutors can use with their learners, including scenarios and computer-based activities

**Research** – guided discussions

Internet sites

- use key words to find new sites
- access tried and tested sites

Books

- become familiar with program's own resources, categories, etc.
- identify other borrowing sources including [AlphaPlus Centre](#) (in Ontario) and Public Libraries
- recommend books for the program's collection

Videos

- become familiar with program's own resources
- identify videos from other sources

**Evaluating Resources and Materials** – guided discussions

- use examples to evaluate level and applicability
- find own examples and sharing an evaluation with the group

**Adapting Resources**

- model adapting resources – best practices
- find resources
- adapt resources based on an evaluation of level and applicability

- develop activities based on the adapted resources
- identify and listing outcomes that the learner will meet

**Using Resources**

- role-play based on resources that have been developed during training
- evaluate tutoring activities

**Creating Lesson Plans**

- develop lesson plans, either in a group or individually, based on the materials that have been developed during the module

**Developing Demonstration Activities**

- develop demonstrations based on the topics covered in the module, either in a group or individually

**Learning Outcomes**

Learning outcomes can be found in Appendix A at the end of the module. These are the key outcomes a learner should achieve. Tutors and trainers can select from this list. Tutors are encouraged to consider outcomes in many of the activities. Only the most important outcomes are listed in the text. Please refer to [The Level Description Manual](#), published by Ontario Literacy Coalition (OLC), if you cannot find an appropriate outcome.

**Annotated Bibliography**

The titles of resources used in this module are credited in the text. On this website you will also find an annotated bibliography that has been created for each module. Where possible, contact information or ordering information has been included. Modules 1 – 3 share a bibliography because they all relate to job search. If you are considering purchasing additional resources for your program you might want to consider the materials with an asterisk beside them in the bibliography.

**Templates**

On this website you will find Microsoft Word templates for developing agendas and session activities. You may wish to create a template disk for each tutor. During the training tutors will develop their own resources. These can be collected in a binder for use in the program. Also, they can be sent to OCCL for publication on the Internet with appropriate credits.

## Your Resource Binder

Create a resource binder for your program as you deliver training. Include the handouts from the module, the activities that your tutors develop and relevant information that you have collected. You will then have a comprehensive collection of materials that can be used by tutors working on these topics. Make several copies of the binder; a reference copy and several that will be available for borrowing. Add to the binder as new activities are developed. Encourage tutors to give you materials as they develop them. If your binder has information about all the steps related to job search it won't matter that you can't cover each step in training.

## Sharing Your Resources

We would like to build on the resources offered in the modules by inviting you and your tutors to send us the resources you have developed during your training sessions. When sending us resources please take into account the following points:

### Preparing Resources for Publication

- Use the templates provided for activities. Include written directions and activity handouts.
- List the outcomes a learner would meet when working on an activity.
- If possible, include lesson plans.
- Provide demonstrations.
- Make sure that all materials are credited, including those developed by tutors, as we need to be able to credit authors.
- Send the materials on a disk or CD to Ottawa-Carleton Coalition for Literacy, 107-211 Bronson, Ottawa, Ontario, K1R 6H5 or as an email attachment to: [abcline@occl.ca](mailto:abcline@occl.ca).

## Ongoing Training Modules on this Website

Modules 1 to 3 are related to job search and are titled *Hire Learning: Preparing for Job Search Success*.

### Module 1 – Skills and Qualities

- Know the skills and qualities employers look for.
- Identify personal skills and qualities.
- Match skills and qualities to suitable jobs.

### Module 2 – The Paperwork

- Look for job opportunities.
- Create personal ad, personal information sheet, résumé, cover letter.
- Plan and organize job search.

### Module 3 – Talking About Yourself

- Create employer interest.
- Prepare for a job interview.
- Practise a job interview.
- Convince an employer that you are the right person for a job.
- Keep a job.

The model activities in Modules 1 to 3 have been taken from [\*Unlocking the Job Market\*](#), published by the Ottawa-Carleton Catholic School Board. We are very grateful that they were willing to share these materials with us. *Unlocking the Job Market* is an interactive workshop for learners in Literacy and Basic Skills Program. It is designed as a package for instructors to use with their learners. However it would be equally useful to organizations out in the community who want to deliver job-search workshops. It contains instructions for trainers and a participant package. It will be available in 2004 for download as a full-text document on NALD (<http://www.nald.ca/fulltext/search>).

## Introduction to Module 2

This module is a component of *Ongoing Training for Literacy Tutors*. Modules 1 to 3 are related to job search and are titled *Hire Learning: Preparing for Job Search Success*. They provide you, the trainer, with the information and materials needed to deliver workshops that will provide tutors with the tools they need to teach job search strategies.

### Module 2 – The Paperwork

- Look for job opportunities.
- Create personal ad, personal information sheet, résumé and cover letter.
- Plan and organize job search.

Many literacy learners have goals related to getting a job. It can take a lot of time and hard work to collect resources for this topic. Resources are not always at the appropriate level and learners often need a lot of support from their tutors. Not only do learners need reading and writing skills, but also self-management and interpersonal skills. These are all key components of effective job search and are incorporated into the activities in this module.

The activities that are described in this module will provide tutors with strategies for teaching job search. It will support them in their quest for resources and will increase their own knowledge of the topic so that they feel confident that they have the skills they need to be an effective tutor in this context. Often, learners will already have experience of job search workshops offered in the community. However, they may

need to work on various aspects of job search at a slower pace and with additional support. Tutors are not replacing skilled job search professionals but are providing tools for the learners to participate more actively in the process. Tutors will not necessarily work through all the job search topics with a learner, but will concentrate on individual needs.

As a trainer you might want to use materials from the other modules as well as the information covered in this module. As the modules are all presented in the same way, you can ‘mix and match’ to create the training that you think will be most useful.

A number of activities require tutors to have access to the Internet. It is helpful if they can work together in pairs or small groups in class on these activities to allow those with little on-line experience to learn from more experienced computer users. Alternatively, computer-based activities can be set as homework if all the tutors have access to the Internet.

### Modelling

From time to time you, the trainer, will model the role of a tutor, with the tutors assuming the role of learners. These modelling activities are indicated by this red bordered paragraph style. Use these activities to inspire tutors to try a range of methods for presenting information to their learners.

**We have used symbols to help you identify information in this module.**



Share this information with learners



Role play



Tips for trainer



Research



Writing



Cut out cards



Recording and listening



Handout



Brainstorming



Internet

## Getting Ready to Deliver Ongoing Training

As a trainer you will need to decide on the topics you wish to cover with your tutors and the length of the training. Although time consuming, it is important to give tutors the opportunity to discuss and develop activities. With this in mind, develop your agenda for the session or sessions. It may be useful to refer to the Appendices in *Literacy Volunteer Resources - [Trainer's Manual](#)* for general guidelines on planning and facilitating training.

The activities in the *Ongoing Training Modules* have been developed for face-to-face training. Dividing the training materials into several sessions will give tutors the opportunity to do some independent research and to adapt and create resources. This will make the training a more rewarding experience. The training sessions are an excellent way of rekindling enthusiasm. They encourage tutors to share successful strategies and different types of activities. The energy level should rise as tutors become engaged in the process.

## Opening the Session

- Welcome tutors.
- Introduce yourself and invite tutors to introduce themselves.
- Briefly describe the workshop:
  - Tutors will learn how to teach topics relating to job search.
  - Duration and times of workshop.
  - During the course tutors will learn by:
    - brainstorming and discussion
    - modelling activities they could do with a learner
    - researching resources
    - listening to presentations
    - listening to tapes and each other
    - watching videos
    - completing questionnaires
    - reviewing case studies
- Start the session by introducing the agenda.

# 1 Time Management – Icebreaker

## Purpose

- Show how to manage time effectively

## Materials

- Handout: *Scenario – Time Management* (p. 10), one for each tutor
- Agenda Pages – weekly plan (not included)

## Directions

Ask the participants to:

- Divide into small groups.
- Take turns reading the story aloud or read it silently.
- Tutors may want to read it as a dialogue with members of the group taking the parts of Ryan, Brian and the narrator.
- If tutors were doing this with their learners, they would need to:
  - explain the meaning of “narrator” and “dialogue.”
  - talk about quotation marks
  - explain that phrases like “Ryan asked” or “Brian smiled” are not spoken
- Discuss any words that might be new to their learners.
- In groups, help Ryan solve his time management problems:
  - Use agenda pages to help him plan his week.
  - What must he do?
  - Fill in those things first and then work down the list.
  - Is there anything that the children could do for themselves?
- In the large group, discuss your answers.
- What outcomes would the learners have worked on?



[\*Unlocking the Job Market\*](#) by Ottawa-Carleton Catholic School Board contains time management activities to use with learners.



A useful resource on this topic is [\*Personal Time Management – A Crisp Fifty-Minute Book\*](#). It includes information on time management principles and techniques. There are quizzes and worksheets. Setting priorities and planning is covered.



Self-help articles on organizing your life can be found at:  
<http://www.essortment.com/in/Lifestyles.Self-Help/>



The website: <http://www.workshopsinc.com/manual/Ch3L1.html> has a lesson plan for time management as part of their manual on Life Skills for Vocational Success.



The website: <http://www.plainsense.com/health/stress/change.htm> has a time management checklist and setting limits

### **Possible Answers**

#### **Actions for Ryan**

- Make a list of things he needs to do.
- Make a list of the things he is currently doing.
- Prioritize his activities.
- Write up a weekly and daily plan.
- Follow the plan.

#### **The learner would have worked on the following outcomes**

- Uses reasoning and logic skills.
- Skims to understand type of text and scans to find specific information.
- Makes judgments using evidence from the text.
- Writes lists, simple letters and simple paragraphs.
- Begins to take notes.
- Breaks problems into manageable parts.
- Thinks of possible solutions to problems.

**Scenario: Time Management**

Ryan O'Connell and his friend Brian met in the street. Ryan explained that he had just been laid off from his job as a landscaper and was looking for work. Brian knew how hard this was as the same thing had happened to him a few years back. Not only was it hard to be without the money but also it was hard to know where to get started looking for work.

Brian wondered if he could help. He asked Ryan how he was going about his job search. Ryan replied, "It's very hard to find time to look for jobs. Some days I don't even have time to look at the newspaper or make calls to potential employers because I have so many other things to do. I have to check on my mom. You remember my mom? Well, she just had knee replacement surgery. Then I have to collect the kids from the school bus at noon and take them to the babysitter until my wife can pick them up at 3 o'clock."

"Things must be very hard for you. Do you still get time to watch the hockey games on TV?" Brian asked.

"Sure. I always watch the hockey games and on Tuesday and Friday evening I coach my son's team."

"Really, that's interesting," said Brian, "Couldn't you do your job search in the morning?"

"Well, in the morning I have to get breakfast for the kids and take them to the bus. When I get back home I wash the dishes and clean the house. Most days I do the grocery shopping too. My wife is so tired when she gets home from her job at the hospital laundry that she hasn't the energy to clean the house. It takes all her energy just helping the kids with their homework and preparing supper."

"Do you still do your neighbour's yard work?"

"Yes, she likes to sit out but her arthritis is so bad she can't move about easily. I cut the grass and plant some annuals and keep everything neat and tidy. I usually go round for a couple of hours each week. More, when it's dry, because I need to water the plants.

"It sounds like you have a lot to do" said Brian, "What about your new computer? How are you getting along with that?"



"I'm so happy I bought it before I was laid off. I'd never be able to afford it now. It is working well. Of course the kids use it to play games. We have to limit their time on it; otherwise they would never do their homework."

"Do you use it?"

Ryan smiled, "I learned how to use the Internet to do a job search but I haven't got around to using it at home. I just check the weather forecast. That's about all I have time for."

"Have you thought about organizing and prioritizing the things you need to do each day?"

"No, not really."

"It might be a good idea to sit down this evening when the kids have gone to bed and think about what you do each day and compare it to what you would like to do. That way you will be able to plan your day so that you get round to the important things like job search as well as doing the other things that you have to do."

"You're right. I remember reading about that. To make any improvement you need to see what you are doing now and compare it to what you need to do. When you and I started in the literacy program we found out what we could do, looked at what we wanted to do and found the gaps between them that we needed to work on. We both worked on different things. I guess it is the same for time management. We all have different things that we need to do in our days, some are more important than others. I'm going to start working on your suggestion right away. Thanks! Now I must hurry or I'll be late getting the kids. Bye."

"Bye."

## 2 The Paperwork – Research

### Purpose

- To find relevant resources

### Materials

- Computers for use in small groups

### Directions



You may choose to ask tutors to do this as an independent homework assignment.

Alternatively, you could create a list of resources relating to this topic that are available in the program. Include information about other resources that you would like tutors to become familiar with and ask them to look at them briefly before starting the training.

If time permits it is useful to do this activity in a group.

In this activity we have only focused on the aspects of job search related to time management, personal ads, résumés, cover letter and sources of jobs.

- Ask tutors to divide into groups.
- Explain the activity:
  - This activity will be done in small groups.
  - Provide books and websites that deal with the aspects of job search related to time management, personal ads, résumés, cover letter and sources of jobs.
  - Ask tutors to review the books and websites and make a note of where there is specific information relating to these topics (see possible answers).
  - Ask tutors to discuss key words that could be used in an Internet search for these topics.
  - Ask the group to come up with one new website that would be useful.
  - Ask tutors to discuss places they can go for resources.
- Discuss the responses

### Possible Answers

#### Resources

time management, personal ads, résumés, cover letter and sources of jobs

(see bibliography for a description and information on how to obtain resources)

### Books

- *Looking for Work in Canada: Strategies for New Canadians* (An English as a Second Language interactive three-part resource). [Part 1: The Preparation](#) and [Part 2: The Search](#). Each part is accompanied by a video.
- [\*The Complete Get That Job!\*](#)
- [\*Working Skills for Immigrant Women\*](#)
- [\*Workforce: Building success, Personal Development\*](#)
- [\*Workforce: Building Success, Writing\*](#)
- [\*Good Day! How May I Help You?\*](#)
- [\*A Winning Attitude\*](#)
- [\*Résumé Workbook: For Adults Entering the Workforce\*](#)
- [\*Apply Yourself: English For Job Search and Success\*](#)
- [\*Contemporary's Edge On English: All Spelled Out, C\*](#)

### AlphaPlus

- see <http://alphaplus.ca/eng.asp> for a list of resources

### NALD

- see <http://www.nald.ca/search/library/start.htm> for a list of resources

### Videos

- *Looking for Work in Canada: Strategies for New Canadians* (An English as a Second Language interactive three-part resource.) [Part 1: The Preparation](#) (accompanied by instructor manual and handouts).
- [\*Job Interview: Strategies and Tactics\*](#)

### Websites



- <http://www.nald.ca>
- <http://www.conferenceboard.ca/education/learning-tools/employability-skills.htm>
- <http://www.careerccc.org>
- <http://www15.hrdc-drhc.gc.ca/english/es.asp>
- <http://portfolio.telecampus.com>
- <http://www.workandincome.govt.nz/pdf/brochures/starting-job-search.pdf>
- [www.brantjobs.on.ca](http://www.brantjobs.on.ca)
- [www.damngood.com/jobseekers/skills-adults.html](http://www.damngood.com/jobseekers/skills-adults.html)
- <http://www.thrall.org/interjob.htm>
- <http://www.essortment.com/in/Lifestyles.Self-Help/http://www.workshopsinc.com/manual/Ch3L1.html>
- <http://www.plainsense.com/health/stress/change.htm>

### Sources

- Literacy Program Library
- Public Library

- AlphaPlus Centre
- NALD
- Employment Resource Centre
- Internet



Make additions to the resource lists based on new information from tutors and give a copy to each tutor. Put copies in a binder so that all tutors in your program can access the information. You will be able to add other job-search related resources that the tutors create during this training. Publicize the existence of this resource with other tutors in your program.

### 3 Portfolio Builder Part 1 – Evaluation

#### Purpose

- To familiarize tutors with a career planner website that will help learners self-evaluate work-related skills
- To evaluate the website as a resource
- To adapt resources to meet the needs of learners

#### Materials

- Tutors will need access to a computer

#### Directions



- This could be a homework activity since it is time-consuming.
- Evaluate the following activity.

This activity builds on previous activities from <http://portfolio.telecampus.com/careerplanner/>



- Go to: <http://portfolio.telecampus.com/careerplanner/>
- Find the *Login* button and click it. Enter your username and password.
- Click on *Portfolio Builder* button at the top of the screen.
- Begin by clicking *Personal info* on the left of the screen.
- Fill out each field in the form.
- Do the same for:
  - ✓ *Education & Certificates*
  - ✓ *Job History*
  - ✓ *Life & Work*
- If you were teaching this topic, would you use the career planner website? If not, describe how you would develop an activity that would draw out this information from a learner?
- What outcomes would a learner meet when completing this activity?
- Be prepared to explain your decisions in the next training session.

#### Possible Answers

- Tutors will have used or adapted other resources that they think will meet the needs of their learners

**The learner would have worked on the following outcomes**

- Completes forms requiring more detailed personal information.
- Follows written instructions.
- Accesses information on the Internet.
- Uses reasoning and logic skills.
- Checks understanding by asking questions, asking for information to be repeated or asking for clarification.
- Focuses on one task at a time until it is finished.
- Builds computer skills.

Please Note:

The following activities use this site and deal with collecting information for use in résumés:

Module 1

- Activity 13, Job Readiness Using ESCORT – Evaluation
- Activity 14, Work Preferences – Research

Module 2

- Activity 3, Portfolio Builder Part 1 – Evaluation on page 15
- Activity 6, Career Planner: Portfolio Builder on page 24
- Activity 7, Résumé – Research on page 26
- Activity 14, Career Planner: Choose Occupation on page 54

These activities are cumulative. You cannot use later activities without first completing the earlier ones.

## 4 Creating a Personal Ad – Model Activity

### Purpose

- To create an activity in which the learner develops a clear summary of his skills
- To provide the learner with a personal advertisement that will help him promote himself with employers

### Materials

- A sample personal advertisement

### Directions

- Explain that you will model an approach for introducing this activity and then the tutors will work in small groups to develop the activity.

#### Model Approach

When you meet with an employer or someone who might be able to help you with your job search it is useful to have a brief summary of your skills, qualities and experience together with contact information that you can leave with that person. A personal advertisement card does just that. It tells employers at a glance why you should be given an interview.

Let's work on creating your own personal advertisement.

- The purpose of this activity is to have your learner create a clear written summary of his qualities, skills and experience to share with employers – a personal advertisement.
- Hand out the sample personal advertisement :



Liban Jama (613) 761-2649  
Food Server  
Skills: Experience preparing food and handling money  
Safe Food Handlers' Certificate  
Knowledge of computerized cash register  
Friendly, Polite, Calm, Honest, Reliable, Physically Fit

- How would you go about creating an activity that would enable your learner to create his own personal advertisement?
- What outcomes would your learner have worked on?



Making the personal advertisement is a good example of how to incorporate using the computer in everyday tasks.



A useful resource on this topic is [\*Workforce: Building Success, Writing\*](#).

## Possible Answers

### Steps in the activity

- Discuss the sample.
- Ask learner to get some ideas down on a piece of paper.
- Discuss.
- Practise different formats/wording. Include information from earlier sessions.
- Go over the drafts with the learner. If necessary, edit it together. If you have access to some cardstock that can be used for business cards it is a good idea to use that.
- Work through the steps that the learner needs to take to enter it in the computer:
  - open word-processing package e.g. Word, WordPerfect
  - create a table
  - type the information
  - proofread it together
  - save the file
  - print, using sheets of blank business cards
- Discuss why this version must be neat and free from errors.
- Print about 15 cards and ask the learner to carry a few of them at all times as job leads can come up at unexpected times.



The cards should be carefully stored and not look battered. It is better to only carry a few at a time and to replace them from a supply at home.



**Possible uses for personal advertisement cards:**

Use them as a guide when you make telephone calls to potential employers.

Leave them with employers when you make personal visits.

Use them when you network.

Use them with application forms.

Give them to your references to help them remember you.

Use them as your reminder before an interview.

Use them as a reminder for an employer with your follow-up thank you letter.

**The learner would have worked on the following outcomes**

- Shows awareness of the audience while presenting.
- Provides specific, detailed information.
- Understands strengths and weaknesses.
- Uses capital letters, apostrophes, commas and abbreviations.
- Builds computer skills.

## 5 Personal Information Sheet – Role Play

### Purpose

- To show how all the information your learner has collected can be written as a guide to help him complete a résumé, application forms, and a cover letter

### Materials

- Handout: *Personal Information*, (p. 22) one for each tutor

### Directions



- Ask tutors to get into pairs to role-play a tutor and a learner.
- Give each tutor the *Personal Information* handout.
- Ask them to role play delivering an activity on this topic.
- Tell the people who are role playing tutors that they must:
  - discuss why it is important to collect this information, i.e. it can be used for a résumé, application form, cover letter
  - set the scene by talking about what needs to be collected, i.e. the information on the handout
  - use the computer to set out the template for entering the information (only if you have enough computers available)
- Discuss the outcomes the learner will have worked on.

### Possible Answers

#### Introducing the Activity

- You have collected lots of information about the things you are good at:
  - qualities
  - work preferences (What I like doing)
  - skills (skills from home, work, volunteering)
  - personal advertisement
- Now it is time to put all that on paper for the employer
- You can use your personal information sheet to help you write:
  - Application forms
  - Résumés
  - Cover letters
- You have done all the preparation work. You know what kind of work you can do and what kind of work you would like. Now it is time to prepare the written information that employers will ask for.

- Employers will usually ask for a résumé and/or application form and a list of references. You need to be prepared.
- First gather all the information you'll need.
- Fill out a personal information sheet. The employer will not see this form. It is for your use only.
- It is a good idea to put everything down that you think might be useful.
- Let's type it on the computer; then it is easy to update it. (steps for doing this)
- Make sure all the information is correct.
- Check names, dates and phone numbers. If you're not sure, look them up.

### **The learner would have worked on the following outcomes**

- Transfers knowledge to new situations.
- Completes forms requiring more detailed personal information.
- Introduces words from reading into writing.
- Builds computer skills
- Uses notes to increase memory.
- Uses basic editing techniques.
- Checks spelling by using word knowledge, dictionary or computer.



Keep the personal information sheet for reference. It will help you write a résumé and fill out job application forms.

Make several copies. That way, you can keep one copy in a safe place.

You should carry one copy with you. Then, you can look at it if you are asked to fill out an application form.



Looking for a job?

Remember, the most important product you will ever sell is yourself.


**Handout: Personal Information**
**Personal Information**

Full Name

Address

Telephone Number

E-mail address

**Skills**

Reading	Can you read labels, instructions, manuals, charts, newspapers, reports, journals?
Thinking	Do you use your memory, plan and organize tasks, solve problems, make decisions?
Writing	Are you able to complete forms accurately, write a log, reports, letters?
Technical and Computer	Can you use a word processor, access the Internet, operate equipment, read meters?
Oral Communication	Can you listen to and follow instructions? Can you reassure people, answer queries, explain procedures?
Working with Others	Do you get along with supervisors, co-workers, the public, customers? Do you respect confidential information?
Numeracy	Can you measure and calculate, estimate, work out averages, percentages, fractions?

**Education and Training**

List the schools you have attended, with dates

List your favourite subjects, with reasons.

List your qualifications, with dates.

List any other training, with dates.

**Work Experience**

List them in order, with the most recent at the top.

Include volunteer experience.

For each employer write down:

- Name and address of company
- Job title
- Dates employed
- Duties and any skills you needed, machinery you operated, etc.
- Reason for leaving

**Personal Qualities**

List your qualities.

List your transferable skills.

### **References**

List three people who know your work well:

- ask for permission to use them as a reference
- ask them, “What would you say to an employer about me?”

Don't use relatives as references.

Give daytime phone numbers for your references, if possible.

## 6 Career Planner: Portfolio Builder – Computer

### Purpose

- To model creating a portfolio describing work history, education and specific skills
- To use the portfolio as the basis of a functional résumé

### Materials

- Tutors will need access to computers

### Directions



This could be a homework activity since it is time-consuming.

This activity builds on previous activities from <http://portfolio.telecampus.com/careerplanner/>



Go to: <http://portfolio.telecampus.com/careerplanner/>

- Find the *Login* button and click it. Enter your username and password.
- Click on *Portfolio Builder* button at the top of the screen.
- You have already used the *Portfolio Builder* to enter your personal information, education and certificates, job history, and life & work.
- Click on the *Sample Résumé* to see the kind of résumé you can create in this section.
- You can build a portfolio that shows how your skills match the skills required by that occupation.
- You can prepare a résumé to send to employers (You'll produce your own résumé soon.)
- **Begin by checking the information about yourself:**
  - ✓ *personal information*
  - ✓ *education history*
  - ✓ *job history*
- Then use *Life & Work* to show what you can do.

### Possible Answers

The learner would have worked on the following outcomes

- Completes forms requiring more detailed personal information.
- Follows written instructions.
- Accesses information on the Internet.

- Uses reasoning and logic skills.
- Checks understanding by asking questions, asking for information to be repeated or asking for clarification.
- Focuses on one task at a time until it is finished.
- Builds computer skills.

Please Note:

The following activities use this site and deal with collecting information for use in résumés:

Module 1

- Activity 13, Job Readiness Using ESCORT – Evaluation
- Activity 14, Work Preferences – Research

Module 2

- Activity 3, Portfolio Builder Part 1 – Evaluation on page 15
- Activity 6, Career Planner: Portfolio Builder on page 24
- Activity 7, Résumé – Research on page 26
- Activity 14, Career Planner: Choose Occupation on page 54

These activities are cumulative. You cannot use later activities without first completing the earlier ones.

## 7 Résumé – Research

### Purpose

- To help learners understand the importance of résumés
- To demonstrate to learners how to advertise their qualities and achievements to an employer

### Materials

- Handout: *Résumé – Content* (p. 29), one for each tutor
- Handout: *Résumé – Checklist* (p. 31), one for each tutor

### Directions



This could be a homework activity since it is time-consuming.

This activity builds on previous activities from <http://portfolio.telecampus.com/careerplanner/>



- Ask tutors to review resources for information on résumés. Ask them to look at application forms and cover letters too, as they will be developing activities for these later.
- Give each tutor the handouts: *Résumé – Content*, *Résumé – Checklist*.
- If you were teaching this topic, would you use the career planner website?
  - Go to: <http://portfolio.telecampus.com/careerplanner/>
  - Find the *Login* button and click it. Enter your username and password.
  - Click on *Portfolio Builder* button at the top of the screen.
  - You have already used the *Portfolio Builder* to enter your personal information, education and certificates, job history and life and work.
  - Now you will build a résumé to send to employers.
  - Review the entries you have made so far (in *Personal Info*, *Education and Certificates*, *Job History* and *Life and Work*) and add or change until you are very happy with the entries. Use the checklist below to make sure you get it right.
- If not, describe how you would develop an activity that could be used to prepare your learner for writing résumés.
- What outcomes would a learner meet when completing this activity?
- Be prepared to explain your decisions in the next training session.

## Possible Answers

### Sources

#### Books

- [\*The Complete Get That Job!\*](#) (Chapter 5)
- [\*Workforce: Building Success, Writing.\*](#)
- [\*Contemporary's Edge on English, All Spelled Out, C\*](#)
- [\*10 Essentials to Get That Job\*](#) (4<sup>th</sup> Essential)
- [\*Taking Aim: Job Search Strategies for People with Disabilities\*](#)
- NALD lists the following books:
  - *Looking for Work: Learning the Skills Workbook* (2000)
  - *The Job Seekers Handbook*
  - *You're Not Alone on your Job Search*
  - *Job Search*

#### Videos

- [\*Job Interview: Strategies and Tactics\*](#)
- [\*Looking for Work in Canada: Strategies for New Canadians Part 2\*](#) (Theme 3 – Part 6)
- [\*Job Search Video Series: Job Connection – Make the Interview Count: Six P's of Job Interviews\*](#)

### The learner would have worked on the following outcomes

- Gets main ideas and key points of oral communication.
- Transfers knowledge to new situations.
- Completes forms requiring more detailed personal information.
- Follows written instructions.
- Accesses information on the Internet.
- Uses reasoning and logic skills.
- Checks understanding by asking questions, asking for information to be repeated or asking for clarification.
- Focuses on one task at a time until it is finished.
- Builds computer skills.

### Please Note:

The following activities use this site and deal with collecting information for use in résumés:

#### Module 1

- Activity 13, Job Readiness Using ESCORT – Evaluation
- Activity 14, Work Preferences – Research

### Module 2

- Activity 3, Portfolio Builder Part 1 – Evaluation on page 15
- Activity 6, Career Planner: Portfolio Builder on page 24
- Activity 7, Résumé – Research on page 26
- Activity 14, Career Planner: Choose Occupation on page 54

These activities are cumulative. You cannot use later activities without first completing the earlier ones.



### Handout: Résumé – Content

#### Personal information

- name, address, telephone number, e-mail address

#### Skills

Reading	Can you read labels, instructions, manuals, charts, newspapers, reports, journals?
Thinking	Do you use your memory, plan and organize tasks, solve problems, make decisions?
Writing	Are you able to complete forms accurately, write a log, reports, letters?
Technical and Computer	Can you use a word processor, access the Internet, operate equipment, read meters?
Oral Communication	Can you listen to and follow instructions? Can you reassure people, answer queries, explain procedures?
Working with Others	Do you get along with supervisors, co-workers, the public, customers? Do you respect confidential information?
Numeracy	Can you measure and calculate, estimate, work out averages, percentages, fractions?

#### Work experience, including volunteer work and placements

- job title
- name and address of employer
- exact dates you were employed
- highlight the duties that are relevant to the job you want – use action verbs, such as: built, developed, prepared, sold, arranged, created, organized, planned, made, operated, constructed, handled, installed, maintained, scheduled, tested

#### Education

- names and addresses of schools attended
- certificates and diplomas
- additional courses
- special training, such as playing an instrument or fixing cars

### **Personal interests**

- include anything that would show that you have experience that would be useful when you do the job – e.g. first aid, associations you belong to, any awards and special recognition

### **Personal qualities**

- include the qualities you have that would make the employer want to hire you e.g. honest, reliable, polite

### **References**

- Write “References available on request.”



A résumé is the most important part of your information package.

It is a summary of your background and experience.

Give it to potential employers.

It tells the employer the type of job you want and why you are suitable.

Limit it to one or two pages.



**Handout: Résumé - Checklist**

Content	Yes
Have I got all the important information?	
Does it look professional?	
Is it attractive and easy to read?	
Is it error free?	
Do headings and key points stand out?	
Is it brief? Have unnecessary words been removed?	
Do the action words emphasize my skills?	
Am I <b>absolutely</b> sure I have got the spelling correct?	



## 8 Cover Letter – Create an Activity

### Purpose

- To explain the importance of cover letters and to create an activity that will help a learner to “sell” himself to an employer

### Materials

- Handout: *Cover Letter - Tips* (p. 34), one for each tutor
- Handout: *Cover Letter – Sample* (p. 35), one for each tutor
- Handout: *Cover Letter – Content* (p. 36), one for each tutor

### Directions

- Discuss the handouts on cover letters.
- Discuss how to use these handouts to teach a learner about cover letters.
- Discuss the information tutors have collected from other sources.
- What would the learner need to consider when editing a letter?
- What outcomes would the learner have worked on in writing a cover letter?

### Possible Answers

#### Editing

- See *Literacy Volunteer Resources - Trainer’s Manual*, pages 4 – 17 to 4 – 21, for information on: *The Writing Process, Thought Diagram, Planning a Paragraph, Proofreading Marks and Editing Checklist*.



You might want to draw tutors’ attention to [Contemporary’s Edge on English: All Spelled Out, C](#) as it deals with job letters and proofreading.



A useful resource on this topic is [Workforce: Building Success, Writing](#).

#### The learner would have worked on the following outcomes

- Understands strengths and weaknesses.
- Uses reasoning and logic skills.
- Describes experiences.
- Writes lists, simple letters and simple paragraphs.
- Organizes thoughts to convey a main idea in a paragraph.
- Uses common linking words, titles, basic parts of a letter and parts of a paragraph.
- Uses basic editing techniques.

- Introduces words from reading into writing.
- Uses capital letters, apostrophes, commas and abbreviations.
- Checks spelling by using word knowledge, dictionary or computer.



### Handout: Cover Letter - Tips

- Use a cover letter to introduce yourself to a potential employer.
- It is going to be read by a busy person, so keep it short and interesting.
- Use it to ask for an interview not a job.
- Use it to sell yourself.
- Attach your résumé and any letters of reference that are directly related to the job.



#### Tips

A cover letter must be:

- attractive
- short and to the point
- on white paper
- error free
- addressed to a specific person, where possible
- proofread by someone else, where possible
- signed

**Handout: Cover Letter - Sample**

332-552 Laker Avenue  
Ottawa, Ontario  
K3D 5S9

(613) 622-7890

August 22, 2003

Mr. Keele  
Manager  
Dominic's Restaurant  
Unit 12 – 1527 Merivale Road  
Ottawa, Ontario  
K2A 1P1

Dear Mr. Keele:

Thank you for giving me information about the job of assistant chef yesterday. I would like to apply. I enjoy eating in your restaurant and would love to become part of the team.

I have experience as a short order cook and other positions in restaurants as I have worked my way up from dishwasher.

I am enthusiastic and learn quickly. I have mastered many food preparation and cooking skills and I work quickly with few errors. I understand the importance of good hygiene in all aspects of food preparation.

I have summarized my skills in my résumé. I will call you next week to see if we can meet to discuss a job in your restaurant.

Yours truly,

*Alice N'Domba*



**Handout: Cover Letter - Template**

Your address:  
 Street  
 City, Province  
 Postal code

Your phone number

Today's date

Employer's name  
 Employer's title  
 Street  
 City, Province  
 Postal code

Greeting

First paragraph. Say why you are writing. Say what job you are applying for. Say how you heard about the job. Make a positive comment about the business if you can.

Second paragraph. Give your qualifications and experience, especially those that are important for the job.

Third paragraph. List the skills you have that match those required for the job. Give the employer a reason to hire you.

Final paragraph. Say what you want the employer to do next. Say that you will follow up and when.

Closing

Signature

## 9 References – Pair Work

### Purpose

- To explain the importance of references
- To show how learners can practise asking for a reference

### Materials

- Handout: *Sample Dialogue - Asking for References* (p. 39), one for each tutor

### Directions

- Discuss the topic of references. What should tutors tell learners? What would the learner need to consider when choosing references? How would you develop the topic into an activity?
- Discuss the handout: *Sample Dialogue - Asking for References*.
- What outcomes would the learner have worked on?

### Possible Answers

#### Possible activities – Choosing references

Explain:

- Employers want to know that what the interviewee tells them is true. To do this they ask for references.
- Try to find references who can give different information about you and can confirm that you have the necessary skills for the job.
- Each reference will have different things to say to an employer:
  - a previous employer could talk about your work skills and qualities,
  - a teacher could talk about your education,
  - someone you volunteer with could explain how well you get on with others,
  - a neighbour could explain that you are helpful, honest and reliable.
- Possible references could be: a former employer, a community leader, a leader in your place of worship, a volunteer manager, or a teacher.

#### Possible Activity – Role-play

- Read the sample dialogue below, taking turns being the reference.
- Practise without the dialogue.



**Possible Activity – Writing**

Ask your learner to:

- Write the names of three people he could ask to be references. Then explain why each person would be a good reference to have.



When you are ready to look for a job, find out if each person on your list is willing to be a reference.

When you contact your references, ask what they would say about you when the employer called.

Give each reference a copy of your personal ad.

If you get an interview, call your references to let them know that an employer might be contacting them. Let them know what position you have applied for. This way they will be prepared for the call.

Take your list of references with you when you are looking for jobs or going to an interview.

**Sample Dialogue**

- Are the tutors satisfied with the dialogue or would they like to make changes?

**The learner would have worked on the following outcomes**

- Transfers knowledge to new situations.
- Presents ideas clearly in a focused and organized way.
- Opens and closes conversations, asks questions, takes turns.
- Understands strengths and weaknesses.
- Provides specific, detailed information.
- Checks understanding by asking questions, asking for information to be repeated or asking for clarification.
- Uses notes to increase memory.
- Writes lists, simple letters and simple paragraphs.

**Handout: Sample Dialogue - Asking for References**

You: Hello Mr. Green. This is ..... I am applying for a job as a short order cook at Dominic's Restaurant. I have an interview with Mr. Keele. Can I give him your name as a reference?

Mr. Green: Yes, I would be happy to give you a reference.

You: What kinds of things would you say to an employer about me?

Mr. Green: I would tell an employer that you work hard as a volunteer in the Community Centre and that you are part of the team preparing lunches in the kitchen. We usually cook for 20 people. The food is always good and always ready on time and that you always help clean up. I would say that you volunteer every Friday and that you are always dependable.

You: Thank you, Mr. Green. What address and telephone number should I give Mr. Keele?

Mr. Green: Give them my work address and phone number:  
Welford Park Community Centre, 335 Welford Road, Ottawa,  
K3S 4R5. The phone number is 295-2342.

You: When would be the best time for Mr. Keele to call?

Mr. Green: Any time during the day is good.

You: Thank you for your help.

Mr. Green: You're welcome. Good luck!



Contact Information	Reason for choosing this person and what this person would say about me
Name Phone E-mail Fax Time to call	
Name Phone E-mail Fax Time to call	
Name Phone E-mail Fax Time to call	

## 10 Where to Look – Brainstorm

### Purpose

- To explain the different ways of looking for a job

### Materials

- Handout: *How Jobs are Found* (p. 42), one for each tutor

### Directions



- Brainstorm different ways of looking for a job:

Classified ads	Networking
Personal visits to employers	Job banks
Help Wanted signs	On-line
Yellow pages	Employment Resource Centres
Phone calls to employers	

- Discuss the pie chart. A lot of jobs aren't advertised. What are "hidden jobs?"
- What does your learner need to do next?
- What outcomes would the learners have worked on in this activity?

### Possible Answers

#### Hidden Jobs

- These jobs are not advertised – you hear about them from acquaintances and friends or by making cold calls.

#### Next Steps

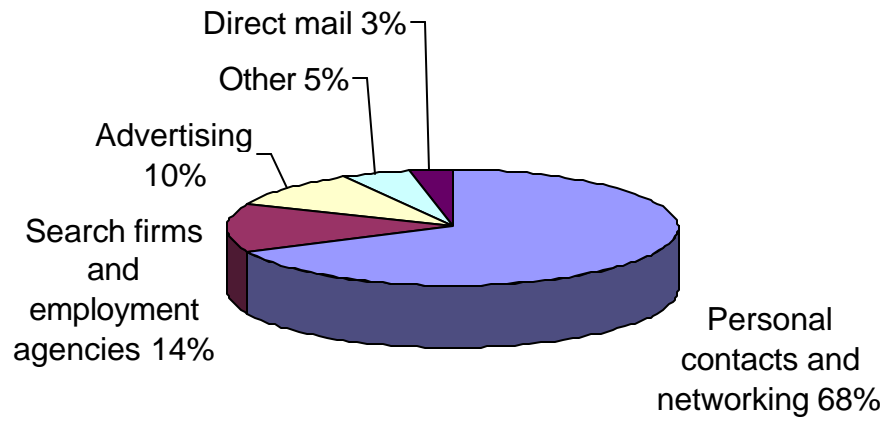
- Think about how to get started, what you need to get ready and what he needs to do. Learn about the different methods of job search.

#### The learner would have worked on the following outcomes

- Transfers knowledge to new situations.
- Plans activities in advance.
- Understands data from graphs.
- Relates real things to numbers on a graph.
- Uses reasoning and logic skills.



### How Jobs Are Found



Source: Richard H. Beatty, *Get the Right Job in 60 Days or Less*

## 11 Classified Ads – Create a Form

### Purpose

- To show how learners can use the newspaper to look for a job

### Materials

- Copies of the local newspaper
- Handout: *Tips for Using Classified Ads* (p. 44), one for each tutor

### Directions



- Brainstorm how to look for jobs using the newspaper.
- Write the instructions. Compare them to the information in *Tips for Using Classified Ads*. Discuss.
- What are the disadvantages of using a newspaper to look for a job?
- In small groups, using the newspaper, look for suitable jobs for your learner.
- How many abbreviations are there? What do they mean?
- Create a form for learners to complete when they find a job to apply for.
- Share the information with the other groups.

### Possible Answers

#### Disadvantages of using a newspaper to look for a job:

- Employers get hundreds of replies.
- Less than half of jobs are advertised.

#### Form

Job Title	Job location
Full or part time position	How to make contact
Qualifications	Name of contact
Abbreviations	Date contacted
Salary	Next steps

#### The learner would have worked on the following outcomes

- Transfers knowledge to new situations.
- Completes forms requiring more detailed personal information.
- Skims to understand type of text and scans to find specific information.
- Uses personal experience to get meaning from text.



### Handout: Tips for Using Classified Ads



Look through the local papers every day.

Each issue may have a different selection of jobs.

Use the index on the front page of the newspaper to find the classified ads. Turn to the section and page where the ads start. Look for "Employment" or "Jobs" and find the fields that interest you.

Jobs are listed in alphabetical order, but it may still take some searching to find the ones you want. A secretarial position could be listed under: Administrative Assistant, Office Clerk, Secretary, Typist.

Look for jobs that match your qualities, skills, interests and work preferences.

Know the short forms for jobs that interest you.

Contact the employer immediately - preferably by noon on the day they appear.

Call the number - arrange a personal visit or say you will send your résumé.

Drop off your résumé. Remember to dress smartly.

Keep records - get a notepad.

Write:

- contact information
- job title
- follow-up information



Follow up on an advertisement as soon as you see it. Tomorrow may be too late. Someone who did it today will have the job!

## 12 Networking – Write a Scenario

### Purpose

- To show how learners can develop networking skills

### Materials

- Handout: *Scenario – Networking* (p. 47), one for each tutor
- Handout: *Sample Networking List* (p. 48), one for each tutor
- Handout: *Networking Dialogues/Steps to Networking* (p. 49), one for each tutor
- Handout: *Contact List* (p. 51), one for each tutor

### Directions

- Discuss the reasons for networking.
- Divide into small groups.
- Ask one person in each group to read the story.
- Ask tutors to:
  - think of how they would approach this reading activity with their learner – ask them to review “During Reading Activities” on page 6-5 of *Handbook for Literacy Tutors*.
  - identify any words they think may be new to a learner.
  - identify strategies to find out what words the learner did/did not know.
  - identify strategies that could help the learner decode and learn new words.
  - consider this question - Are there some words that are more important for the learner to know than others?
- In the groups, ask the tutors to write their own scenarios.
- Ask tutors to read their scenarios to the whole group and make changes based on feedback.



Type up the scenarios and distribute them to the tutors so that they can use them with their learners. Add the dialogues to your job-search binder so it can be used by other tutors.

- What outcomes would the learner have worked on?
- Remind tutors that it is important to review the reason for doing an activity with the learner.
- How would tutors suggest that a learner decides who to put on a networking list? Hand out *Sample Networking List*.
- In pairs, practise what you might say to someone on your network list. Hand out *Networking Dialogues/Steps to Networking*.

## Possible Answers

### Reasons for Networking

- Because not all jobs are advertised, you have to **look** for prospective employers.
- Many employers use networking too.
  - They try to find reliable workers by getting recommendations from employees, clients and suppliers.
  - These kinds of jobs are called “hidden jobs.”
  - Networking is how most people find them.

### The learner would have worked on the following outcomes

- Transfers knowledge to new situations.
- Completes forms requiring more detailed personal information.
- Presents ideas clearly in a focused and organized way.
- Provides specific, detailed information.
- Uses notes to increase memory.
- Writes lists, simple letters and simple paragraphs.

### Making a Networking List

- List 10 people who could help you find a job: friends, relatives, neighbours, teachers, and employers can be very helpful.
  - Even if you don’t know these people very well, most people are willing to help if you ask them politely.
  - They are usually flattered that you took the trouble to ask them for their help.
  - Even if most of the people you contact can’t hire you themselves, they might know someone who can. Ask them if they have another name you can try. This way, your personal list of contacts just keeps on growing.
- Discuss your list with the other members of the group.
  - Say why you have chosen each contact.
- When you are ready to start your job search, make contact with people who might be able to help.
  - A sample dialogue can be found with the *Sample Networking List*.
  - The handout *Contact List* is a blank form the learner can use.

**Scenario: Networking**

Judy and Fatima are chatting as they watch their children play in the park. "Now that Wayne and Michael are in school all day I need to find myself a job," said Judy. "I want to get myself a job as a food server. I could work breakfast and lunch shifts but not evening as my husband isn't home in the evenings to mind the kids. He doesn't get home until 8:30 p.m."

"You know I work in the hospital laundry," said Fatima. "The hospital is looking for more counter staff. There was a long line-up when I went in yesterday. They said that some of the regular staff just quit so they could work in the new cafeteria at the Rehabilitation Centre."

"Really, that's interesting. Maybe I should drop by with my résumé."

"That sounds like a good idea. You will need to speak to Mary Miller. She will probably direct you to the Human Resources department, but it can't hurt to speak to her first. You can tell her all about the catering you have done for the church."

*This job lead gave Judy a head start over other applicants.*



**Handout: Sample Networking List**

Contact	Phone #	Comments
Maria Ferron	728-1486	Maria’s uncle, Fabio Bossio is a baker – his phone # is 828-9749
Nancy Whittaker	761-2645	Her friend’s husband is a baker – she will get back to me next week – call her on Wednesday if I don’t hear from her – marked in agenda to follow-up
Marc Boute	728-4002	Has a neighbour who is a baker – he is looking for another job – will get his number so I can call him (Etienne Charette)
Fabio Bossio	828-9749	No vacancies where he works but he suggested I call <i>Bake and Cakes</i> – 761-2386 – they are looking for a baker 4 mornings a week but they haven’t advertised yet
Jeff Smith <i>Bake &amp; Cakes</i>	761-2386	<b>Interview, 2:30 p.m. May 7</b>

You can see that your list keeps growing with each contact. Using this method, you can quickly build a network of people who are willing to help.

The best time to contact busy people is in the morning, after they have dealt with their urgent business, around 10:00 a.m.

If you find out about a job opening you can use your personal advertisement (Activity 4, Creating a Personal Ad – Model Activity on page 17) to ‘sell’ your qualities, skills and experience.

Bachir Alfadli (613) 828-7420

**Mechanic**

Skills: Experienced with power tools and tooling machines  
Safety conscious

Reliable, resourceful, methodical and organized

**Handout: Networking - Dialogues**

"You've probably heard I'm looking for work. I am interested in restaurant work and I .....

Do you know of any openings or do you know anyone who might be able to help me?"

or if you are calling an employer:

"Hello, my name is ..... , could you please tell me who is in charge of the maintenance department?"

It's Mr. Jones

Please may I speak to him.

Certainly, I'll put you through.

Hello Mr. Jones. I am ..... I have a background in heavy equipment maintenance and repair. I would like to speak to you about work in this area."

"Hello Mr. Miller. My name is Bachir Alfadli. May I have a moment of your time? I am an experienced mechanic, trained in using most power tools and tooling machines. Would you have any use for someone with my skills? I can come by with my résumé if that would be convenient for you."

Remember, always thank people for their help. Either call them or send them a short note, especially when you have been successful.



### **Steps for Networking**

Contact each person on your networking list.

Explain what kind of a job you are looking for.

Ask them if they have heard of any openings or if they can recommend at least one other person for you to call.

Don't be shy. People usually like to be helpful.

Give them your personal advertisement card in case they meet someone who could be helpful.

Keep a list in your job search notebook or in your manual.



## 13 Yellow Pages – Create a Dialogue

### Purpose

- To show learners how to use Yellow Pages for job search

### Materials

- Yellow Pages, enough to work in small groups
- Handout: *Using the Yellow Pages* (p. 53), one for each tutor

### Directions

#### Using the Yellow Pages

- In small groups:
  - Choose a job type from your earlier list of suitable occupations.
  - Look for companies in the Yellow Pages.
    - For example, a manicurist would want to look at: beauty schools, beauty shops, beauty supplies and skin care. It is most likely that you would find suitable employers under beauty shops since that is where a manicurist is most likely to be employed.
  - Write the contact information for those companies.
  - Write the search criteria that you used.
  - Develop a dialogue for talking to the employer based on the telephone conversations in an earlier activity.
- What outcomes would the learner have worked on?



Add the dialogues to your job-search binder so they can be used by other tutors.

### Possible Answers

#### The learner would have worked on the following outcomes

- Transfers knowledge to new situations.
- Completes forms requiring more detailed personal information.
- Uses formal texts to locate and interpret information.
- Uses reasoning and logic.
- Writes short summaries, reports and compositions to present factual information, opinions and experiences.
- Expresses his own ideas and opinions, responds to questions and comments, stays on topic.
- Writes lists, simple letters and simple paragraphs.



**Handout: Using the Yellow Pages**

Make a list of companies, within a comfortable travelling distance that might have suitable job openings.

Keep a list like the example for networking.

Contact each employer. Get to the person who can hire you.

Ask if there are any job openings.

If yes, ask when you can bring in your résumé or fill out an application form.

Write the name and position of every person you speak to.

## 14 Career Planner: Choose Occupation – Computer

### Purpose

- To use the ESCORT website to select one or more occupations that may suit your learner's skills and interests

### Materials

- Tutors will need access to a computer

### Directions

This activity builds on previous activities from <http://portfolio.telecampus.com/careerplanner/>



- Go to: <http://portfolio.telecampus.com/careerplanner/>
    - Find the *Login* button and click it. Enter your username and password.
  - Click on the *Choose an Occupation* button at the top of the screen.
  - Now you have two choices.
    - You already completed the *Interest Inventory* in an earlier lesson, now you can see the occupations that the program thinks may interest you by clicking the button on the left that says *Interest Inventory*.
    - Or you can click on *Select Occupation* and scan a listing of occupations and choose one or more without relying on the *Interest Inventory*.
  - In either case, the program will compare the results of your *Self-Assessment* with the skills required to do the jobs you are interested in. If your skills are less than required, the program will suggest what you need to do to improve them enough to enter the career you choose.
  - Once you choose an occupation, the program will be able to produce a résumé especially for employers in that field. For example, if you select Pet Groomer as an occupation, the program can build a special résumé just for Pet Salons.
- 
- If you were teaching this topic, would you use the career planner website? If not, describe how you would develop an activity that would draw out this information from a learner.
  - What outcomes would a learner meet when completing this activity?
  - Be prepared to explain your decisions in the next training session.

## Possible Answers

### The learner would have worked on the following outcomes

- Transfers knowledge to new situations.
- Completes forms requiring more detailed personal information.
- Uses formal texts to locate and interpret information.
- Checks understanding by asking questions, asking for information to be repeated or asking for clarification.
- Gets main ideas and lists key points of oral communication.
- Focuses on one task at a time until it is finished.
- Builds computer skills.
- Uses reasoning and logic skills.
- Follows written instructions.
- Accesses information on the Internet.

### Please Note:

The following activities use this site and deal with collecting information for use in résumés:

#### Module 1

- Activity 13, Job Readiness Using ESCORT – Evaluation
- Activity 14, Work Preferences – Research

#### Module 2

- Activity 3, Portfolio Builder Part 1 – Evaluation on page 15
- Activity 6, Career Planner: Portfolio Builder on page 24
- Activity 7, Résumé – Research on page 26
- Activity 14, Career Planner: Choose Occupation on page 54

These activities are cumulative. You cannot use later activities without first completing the earlier ones.

## 15 Note taking – Create an Activity

### Purpose

- To be able to explain how to take notes

### Materials

- Computers for small group work
- Handout: *Taking Notes* (p. 58), one for each tutor

### Directions

Ask tutors to:



- Divide into small groups.
- Decide on key words for an Internet search on note taking.
- Find websites and assess them for suitability.
- Decide how to introduce note taking to learners.
  - What topics in job search need note taking skills?
  - How would you present “note taking” relating to those topics?
  - Discuss suitable websites and activities in the whole group.
- What are other useful study skills?



The handout *Taking Notes* can be shared with your learner.



Sometimes a test is part of the interview process. Mention this to tutors and discuss the importance of being prepared for test-taking. Some websites are listed under possible answers.

### Possible Answers

#### Key words

*note taking* and one or all of the following words - *adult basic education literacy*  
repeat search using *note taking*

#### Websites

Note taking sites

This website has links to many sites dealing with note taking:

<http://www.chemistrycoach.com/linksto.htm#Note-taking>

- this site is from the list on the above site and it has some useful information and is clearly laid out: [http://www.how-to-study.com/tkng\\_notes.htm](http://www.how-to-study.com/tkng_notes.htm)

This site helps parents who want their child to learn how to take notes.

<http://news.fen.com/article/0,1120,23-27839-0,00.html>

This site has information on taking notes from texts and project work:

[http://www.bigchalk.com/cgi-bin/WebObjects/WOPortal.woa/Homework/Middle\\_School/Resource/Student\\_Resources/Study\\_Skills/Taking\\_Notes\\_34225.html](http://www.bigchalk.com/cgi-bin/WebObjects/WOPortal.woa/Homework/Middle_School/Resource/Student_Resources/Study_Skills/Taking_Notes_34225.html)

### Topics needing note taking

- “To Do” lists
- Networking lists
- Recording information given in phone calls
- Preparing possible interview answers (to be reviewed before an interview)
- Taking notes in interviews
- Evaluating interviews
- Learning new work responsibilities and procedures

### Note taking activities

- Role playing situations needing note taking - phone calls
- Audio tapes of employers talking

Check that the learner can still understand his notes the following week.



### Other useful study skills

- Skimming and scanning job ads
- Summarizing
- Main point and supporting details
- Visualization, an example can be found at:  
<http://www.pertinent.com/pertinfo/business/spilgrim20.html>
- Test-taking
- Memory techniques, examples can be found at:  
<http://www.psychwww.com/mtsite/memory.html>  
[http://www.brainspeaker.com/article\\_smart.html](http://www.brainspeaker.com/article_smart.html)



[\*Handbook for Literacy Tutors\*](#) has information about Visualization (pages 7-6 (visualize the story) and 8-6 (graphic organizers), Skim and Scan (pages 7-38, 7-39)



### Handout: Note Taking



#### Why take notes?

Notes make you concentrate on what you are learning.

Notes make you put ideas into your own words and so aid understanding.

Notes help you remember things better.

Notes are excellent for reviewing information.

Hearing something once is not enough to really learn it, and that is why note taking is so important. Clearly written, accurate notes help you to remember information for later action or review. "To Do" lists are a good example.

#### Job-Search:

Taking notes helps you to focus on your skills, qualities and qualifications.

Notes will help you to answer interview questions as you can review your notes before you go to an interview. Another use would be on the telephone while talking to people on your networking list, references or employers.

#### At Work:

Taking notes also helps you to focus and learn new work responsibilities and procedures, for example, what to do if there is a fire, or a chemical spill.

Another use would be on the telephone at work, where you might need to record an order for services or material.

#### Here are some tips on taking notes:

1. Make sure you are close enough to the speaker to hear clearly.
2. Keep your notes neat and organized. Collect all the notes on each subject in one place where you can find them. Use file folders and labels.
3. Start a fresh page for each note taking session. Write the date.
4. Don't try to write down everything the speaker says. Instead, write as many useful facts and ideas as you can. Mark important facts or main ideas by putting a star next to them, underlining them or highlighting them with a coloured marker.
5. Use key words, short sentences, phrases, abbreviations or symbols you know well.
6. Write clearly, and leave lots of blank space on one side of the page or between ideas in case you need to add information later.
7. Read over your notes as soon as you can after the session.

## 16 A Demonstration – Create an Activity

### Purpose

To develop a demonstration

### Materials



Sample demonstrations from your program or from the Demonstrations Ontario website at:

<http://alphaplus.windnetcs.com/whatdemoont.html>

<http://demonstrations.alphaplus.ca/DemonstrationBank/>

### Directions

- Explain the purpose of demonstrations. Share some examples developed in your program or from the above website
- Divide the tutors into small groups.
- Ask each group to develop a demonstration that will show that the learner has learned about matching skills and qualities to suitable jobs.
- Ask each group of tutors to present their demonstration to the whole group.



Add the demonstrations to your job-search binder so they can be used by other tutors.

## 17 Lesson Plan – Create an Activity

### Purpose

- To create lesson plans for the activities in this module

### Materials

- Binder created during the training in this module.
- Handout: *Sample Lesson Plan*, (p. 61)
- Handout: *Lesson Plan Template*, (p. 62) or ask tutors to do this activity on the computer. Check that the template for a *Lesson Plan* is on each of the computers they will be using.

### Directions

- Divide the tutors into small groups. If possible group the tutors according to the levels of their learners.
- Ask tutors to go through the binder and review the activities. The binder should now contain handouts from this module, activities developed by your tutors and relevant information that you have collected.
- Ask each group of tutors to develop lesson plans for a learner so that all the topics in this module are covered. They should use a variety of activities including scenarios, role-playing, quizzes, writing and videos. The activities should allow the learners the opportunity to work on speaking and listening skills, reading, writing and self-management and self-direction. Ask the tutors to include a demonstration or demonstrations.



Add the lesson plans to your job-search binder so they can be used by other tutors.

### Possible Answers

See sample lesson plan below.



**Sample Lesson Plan (2hr)**

Activity	Content	Duration	Reflections
Conversation	Catch up on the learner’s news. Has anything come up since the last lesson?	10 mins	
Review Go over homework	For example: <ul style="list-style-type: none"> <li>• review “tricky” sight words</li> <li>• review a new skill learned last week</li> <li>• review something that was a real accomplishment last week (e.g. reading a Language Experience story)</li> </ul>	15 mins	
Life Skills Literacy	Work on immediate literacy needs or Learner Writing	30 mins	
<b>Don’t forget!      BREAK (10 minutes)      Don’t forget!</b>			
New Skills Discuss the learning outcome	For example: <ul style="list-style-type: none"> <li>• learning new alphabet letters</li> <li>• learning to spell 4 - 5 new words</li> <li>• dictionary skills</li> </ul>	15 mins	
Workbook		10 mins	
Reading for Comprehension	For example: <ul style="list-style-type: none"> <li>• silent reading</li> <li>• summarizing</li> <li>• asking questions</li> <li>• discussion</li> </ul>	15 mins	
Oral Reading	This may be “echo” reading for a beginner	10 mins	
Something Fun	For example: <ul style="list-style-type: none"> <li>• word games (e.g. Scrabble)</li> <li>• crossword puzzles</li> <li>• Sightword Bingo</li> <li>• tutor reading to learner</li> </ul>	10 mins	
Summary and plan for next session	Discuss the learner’s achievements. Discuss possible content for next session.	5 mins	



**Lesson Plan Template**

Activity	Content	Duration	Reflections
<b>Don't forget!      BREAK (10 minutes)      Don't forget!</b>			

## Appendix – Learning Outcomes for Job Search

These are the key outcomes a learner should achieve when working on the topic of job search. Select from this list. If you cannot find a relevant outcome here, refer to [The Level Description Manual](#), published by Ontario Literacy Coalition, OLC.

<b>Speaking and Listening</b>	
Knows how non-verbal clues affect communication.	Level 2 – Interacting
Listens to and takes part in discussions on jobs and job skills.	Level 2-3 – Interacting
Expresses his own ideas and opinions, responds to questions and comments, stays on topic.	Level 2-3 – Interacting
Takes notes and reflects on conversations.	Level 3 – Listening
Checks understanding by asking questions, asking for information to be repeated or asking for clarification.	Level 2-3 – Listening / Interacting
Opens and closes conversations, asks questions, takes turns.	Level 2-3 – Listening / Interacting
Gets main ideas and lists key points of oral communication.	Level 3 – Listening
Provides specific, detailed information.	Level 3 - Presenting
Presents ideas clearly in a focused and organized way.	Level 2-3 - Presenting
Shows awareness of the audience while presenting.	Level 3 - Presenting
<b>Self-Management and Self-Direction</b>	
Focuses on one task at a time until it is finished.	Concentration
Uses notes to increase memory.	Memory
Builds computer skills	Organizational skills

Increases self-confidence.	Working with others
Develops strategies for dealing with interpersonal conflict and difficult situations.	Working with others
Breaks problems into manageable parts.	Problem solving
Thinks of possible solutions to problems.	Problem solving
Uses reasoning and logic skills.	Thinking
Transfers knowledge to new situations.	Thinking
Understands strengths and weaknesses.	Self-Assessment and Self-Reflection
Plans activities in advance.	Time management and Organizational skills
<b>Reading</b>	
Follows written instructions.	Level 3 – Comprehension
Identifies main idea and supporting details.	Level 3 – Comprehension
Skims to understand type of text and scans to find specific information.	Level 3 – Reading Strategies
Begins to take notes.	Level 3 – Reading Strategies
Uses personal experience to get meaning from text.	Level 2-3 – Reading Strategies
Uses a variety of strategies to decode and decide on the meaning of unfamiliar words.	Level 3 – Reading Strategies
Accesses information on the Internet.	Level 3 – Forms and Conventions
Uses formal texts to locate and interpret information.	Level 4 – Forms and Conventions
Makes judgments using evidence from the text.	Level 3 – Interpretation

<b>Writing</b>	
Completes forms requiring more detailed personal information.	Level 2 – Purpose and Form
Describes experiences.	Level 2 – Purpose and Form
Writes lists, simple letters and simple paragraphs.	Level 2-3 – Purpose and Form
Writes short summaries, reports and compositions to present factual information, opinions and experiences.	Level 3 – Purpose and Form
Organizes thoughts to convey a main idea in a paragraph.	Level 2 – Organization
Uses common linking words, titles, basic parts of a letter and parts of a paragraph.	Level 2 – Organization
Uses basic editing techniques.	Level 2 – Organization
Introduces words from reading into writing.	Level 2 – Style
Uses capital letters, apostrophes, commas and abbreviations.	Level 2-3 – Mechanics
Checks spelling by using word knowledge, dictionary or computer.	Level 2-3 – Mechanics
<b>Numeracy</b>	
Understands data from graphs.	Level 2 – Manage Data and Probability
Relates real things to numbers on a graph.	Level 2 – Manage Data and Probability