

# Ongoing Training for Literacy Tutors

Written by

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**October 2003**

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

**Module 3 –  
Talking About Yourself**



**OTTAWA-CARLETON COALITION FOR LITERACY**

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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 3

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 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.

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 an 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 Communication Across Cultures – Icebreaker

## Purpose

- To show the importance of personal space

## Materials

- Handout: *Personal Space* (p. 10), one for each tutor

## Directions

- Ask tutors to get into pairs (men with men, women with women).
- Ask them to follow instructions as you call them out.
- Ask them to start talking to each other about themselves.
- Start calling out your instructions – leaving enough time in between for them to start talking again.
  - Take a small step forward, carry on talking.
  - Take a step forward so that toes are touching, carry on talking.
  - Make eye contact, carry on talking.
  - Take hold of your partner with both hands, carry on talking.
  - Take a step back but maintain physical contact, carry on talking.
  - Take a large step back, resume a comfortable position, carry on talking.
  - FREEZE. Note your “culturally appropriate” position.
- Discuss people’s reactions and how they might deal with someone who invades their personal space.
- Ask tutors to write down their answers on the handout: *Personal Space*.
- What skills have they used during this activity?
- What outcomes would the learner have worked on?
- Discuss the possibility of doing the *Communication Across Cultures* activity in a one-on-one situation. Would it work with a learner?

This activity is taken from [Unlocking the Job Market](#), Ottawa-Carleton Catholic School Board, 2003



[Putting Your Best Self Forward](#) by Dryden Literacy Association is a useful resource to introduce. It covers: non-verbal communication, appearance, body language, body space, handshakes, posture, dress codes, making a good impression, knowing yourself, believing in yourself and appreciating who you are.



To find more about cultural barriers to job search you can go to:

[http://www.newschool.edu/studentaffairs/careerdocs/International\\_1\\_Students.pdf](http://www.newschool.edu/studentaffairs/careerdocs/International_1_Students.pdf)

#### **Expanding the Activity - Suggestions for Tutors**

Look at the handout: Personal Space. This is a writing activity. It clearly states what is expected. A blank piece of paper would be more intimidating for a learner. You can use this type of layout with your learner. Check that the learner understands the vocabulary. Pick out new words. Talk about their meaning or get your learner to look for the meaning in the dictionary. Work on decoding skills, if necessary.

To incorporate a grammar activity, you can talk about questions and the use of What as a question word and "?" to show that it is a question.

As an additional activity you could also look at the other journalist question words - Who, Where, What, Why and How. You might want to mention that, except How, they start all with Wh.... Often learners have problems knowing when to write Where and Were even though they are pronounced differently.

Use answers to discuss sentences. A sentence contains a complete thought.

### **Possible Answers**

#### **People's reactions:**

- Nervous
- Uncomfortable
- Threatened
- Not listening
- Angry

#### **Personal space:**

- People are more relaxed when they feel nobody is in their personal space.
- People can concentrate on listening more easily if they are not worrying about someone being in their personal space.
- People often feel anxious when someone gets too close.

#### **How to deal with the situation:**

- Say "I'd feel comfortable if you stood further back from me."
- Say "I don't feel comfortable when you stand so close to me."

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

- Increases self-confidence.
- Opens and closes conversations, asks questions, takes turns.
- Knows how non-verbal clues, e.g. body language, affect communication.
- Develops strategies for dealing with interpersonal conflict and difficult situations.



Handout: Personal Space



**Question: What distance gives you a comfortable personal space?**

**Answer:**

**Question: How would you deal with someone who invades your personal space? What would you say?**

**Answer:**



## 2 Tell Me About Yourself – Model Activity

### Purpose

- To model describing qualities and skills to a potential employer

### Directions



Employers often start an interview by saying “Tell me about yourself.” This activity is an opportunity to practise answering that question. It is not a difficult question but it needs thought. Before you start, review what you wrote on your personal advertisement.

#### **Tell me about yourself:**

Talk briefly about:

- Your experience related to this position.
- Your qualities, including your ability to get along with others.
- Some appropriate personal information that shows you are mature – you might want to mention some volunteering, community involvement or sport that you do.

Employers ask this question to put you at ease and learn a little bit about your background. They also use your answer to learn why they should or should not hire you. It helps them find out what you can offer.

- Ask tutors to practise in pairs giving that information to their partner.
- They can choose what position they are applying for.
- What outcomes would the learner have worked on during this activity?



[\*Working Skills for Immigrant Women\*](#) deals with socializing – introductions, interviews, small talk at work and beyond small talk.

### Possible Answers

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

- Opens and closes conversations, asks questions, takes turns.
- Listens to and takes part in discussions on jobs and job skills.
- Expresses his own ideas and opinions, responds to questions and comments, stays on topic.
- Checks understanding by asking questions, asking for information to be repeated or asking for clarification.
- Provides specific, detailed information.
- Presents ideas clearly in a focused and organized way.

### 3 First Impressions – Discussion

#### Purpose

- To show learners the importance of making a good first impression

#### Materials

- Handout: *First Impressions* (p. 13), one for each tutor

#### Directions

- Discuss the importance of appearance. What would tutors want to discuss with their learners?



Tutors might want to watch the videos: [Looking for Work in Canada, Job Interview: Strategies and Tactics](#) and [Make the Interview Count: Six P's of Job Interviews](#)

[Putting Your Best Self Forward](#) by Dryden Literacy Association is a useful resource that covers: non-verbal communication, appearance, body language, body space, handshakes, posture, dress codes, making a good impression, knowing yourself, believing in yourself and appreciating who you are.



You may want to draw tutors' attention to <http://interview.monster.ca/rehearsal/lookthepart/> as it deals with the importance of appearance. There is a scenario: *Shoeless Joe* that shows that, to be taken seriously, you must look the part.



### Handout: First Impressions



An employer will judge you first of all by your appearance because that is the first thing she sees. Most, if not all, people, are influenced by what they see.

Are they seeing you at your best? You might make some other mistakes in the interview, but you can control your appearance.

What do they see when "YOU" walk through the door?

Think about:

- Clothes and shoes.
- Hair.
- Face and hands.
- Body language.
- Facial expression.

A neat appearance shows that you are sufficiently interested in the job to dress carefully.

Also, before the interview or meeting:

- Don't smoke
- Avoid eating foods that produce a strong odor, e.g. garlic.
- Use deodorant but don't use scented products - many people have allergies.

## 4 Body Language – Icebreaker

### Purpose

- To recognize appropriate and inappropriate body language

### Materials

- Handout: *Body Language* (p. 16), one for each tutor
- *Body Language Skits* (p. 17), one skit for each pair
- Handouts: *Inappropriate and Appropriate Body Language* (pp. 27 - 28), one for each tutor

### Directions

- Discuss body language:
  - It is what you tell others without even opening your mouth.
  - It is also what others tell you without saying anything.
  - It can be positive (good) or negative (bad).
  - It can show interest or boredom, confidence or anxiety and many other emotions.
- Hand out *Body Language*.
- Discuss the handout.
- Start the role play:
  - Ask participants to get into pairs.
  - Give each pair an interviewer and an interviewee card.
  - Set the scene – an interview.
  - Ask each pair to work through the instructions together.
  - Ask for a volunteer pair to perform their skit.
  - Discuss the inappropriate body language.
  - Repeat with other pairs.
- Divide participants into small groups:
  - Hand out the *Appropriate and Inappropriate Body Language* handouts.
  - Ask each group to add to the lists.
- What outcomes would the learner have worked on?

## Possible Answers

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

- Knows how non-verbal clues, e.g. body language, affect communication.
- Follows written instructions.
- Increases self-confidence.
- Expresses his own ideas and opinions, responds to questions and comments, stays on topic.
- Uses notes to increase memory.



After this activity you may want to review [\*Putting Your Best Self Forward\*](#) with your tutors. Section 1 deals with the importance of communication. It focuses on exercises related to non-verbal communication, appearance, feelings and body language.



## Handout: Body Language

**Communication is:**

7%	words
55%	body language
38%	tone of voice

We need to be very careful that our body language sends a positive message to a potential employer and to the people we work with.

The way you use your body, particularly your head, eyes and face gives important information about how you are feeling. It can show that you are paying attention and are interested in what the other person has to say. Or it can show negative feelings, such as anxiety, guilt or boredom.

Body language can be different in each culture. Discuss your experience of body language.

On the next page are some common body postures that you will see in Canada. When you have done the role play, add more to the list.

**Handout: Body Language Skits**

Interviewer:	<p>Ask the applicant's name.</p> <p>Ask the applicant how he/she travelled to class today.</p> <p>Ask the applicant why he/she wanted to take this workshop.</p> <p>Ask the applicant to talk about something that interests him/her, such as a sport, hobby, pet or TV program.</p> <p><b>(during the conversation, lean back or slouch)</b></p>
Applicant:	Answer the questions.



Interviewer:	<p>Ask the applicant's name.</p> <p>Ask the applicant how he/she travelled to class today.</p> <p>Ask the applicant why he/she wanted to take this workshop.</p> <p>Ask the applicant to talk about something that interests him/her, such as a sport, hobby, pet or TV program.</p> <p><b>(during the conversation, search through papers on the desk)</b></p>
Applicant:	Answer the questions.



Interviewer:	<p>Ask the applicant's name.</p> <p>Ask the applicant how he/she travelled to class today.</p> <p>Ask the applicant why he/she wanted to take this workshop.</p> <p>Ask the applicant to talk about something that interests him/her, such as a sport, hobby, pet or TV program.</p> <p><b>(during the conversation, stare at the applicant)</b></p>
Applicant:	Answer the questions.



<p>Interviewer:</p>	<p>Ask the applicant’s name.</p> <p>Ask the applicant how he/she travelled to class today.</p> <p>Ask the applicant why he/she wanted to take this workshop.</p> <p>Ask the applicant to talk about something that interests him/her, such as a sport, hobby, pet or TV program.</p> <p><b>(during the conversation, keep looking at your watch)</b></p>
<p>Applicant:</p>	<p>Answer the questions.</p>



Interviewer:	<p>Ask the applicant's name.</p> <p>Ask the applicant how he/she travelled to class today.</p> <p>Ask the applicant why he/she wanted to take this workshop.</p> <p>Ask the applicant to talk about something that interests him/her, such as a sport, hobby, pet or TV program.</p> <p><b>(during the conversation, doodle – draw little pictures on a scrap of paper)</b></p>
Applicant:	Answer the questions.



<p>Interviewer:</p>	<p>Ask the applicant's name.</p> <p>Ask the applicant how he/she travelled to class today.</p> <p>Ask the applicant why he/she wanted to take this workshop.</p> <p>Ask the applicant to talk about something that interests him/her, such as a sport, hobby, pet or TV program.</p> <p><b>(during the conversation, do <u>not</u> smile)</b></p>
<p>Applicant:</p>	<p>Answer the questions.</p>



Interviewer:	<p>Ask the applicant's name.</p> <p>Ask the applicant how he/she travelled to class today.</p> <p>Ask the applicant why he/she wanted to take this workshop.</p> <p>Ask the applicant to talk about something that interests him/her, such as a sport, hobby, pet or TV program.</p>
Applicant:	<p>Answer the questions.</p> <p><b>(during the conversation, look around but don't look at the interviewer)</b></p>



Interviewer:	<p>Ask the applicant's name.</p> <p>Ask the applicant how he/she travelled to class today.</p> <p>Ask the applicant why he/she wanted to take this workshop.</p> <p>Ask the applicant to talk about something that interests him/her, such as a sport, hobby, pet or TV program.</p>
Applicant:	<p>Answer the questions.</p> <p><b>(during the conversation, don't sit still - fidget)</b></p>



Interviewer:	<p>Ask the applicant's name.</p> <p>Ask the applicant how he/she travelled to class today.</p> <p>Ask the applicant why he/she wanted to take this workshop.</p> <p>Ask the applicant to talk about something that interests him/her, such as a sport, hobby, pet or TV program.</p>
Applicant:	<p>Answer the questions.</p> <p><b>(during the conversation, keep moving your chair closer to the interviewer)</b></p>



Interviewer:	<p>Ask the applicant's name.</p> <p>Ask the applicant how he/she travelled to class today.</p> <p>Ask the applicant why he/she wanted to take this workshop.</p> <p>Ask the applicant to talk about something that interests him/her, such as a sport, hobby, pet or TV program.</p>
Applicant:	<p>Answer the questions.</p> <p><b>(during the conversation, look down at your knees, never look up)</b></p>



Handout: Inappropriate Body Language

Inappropriate Body Language	The impression it gives
crossed arms and legs	not open to what you are saying
darting eyes	anxious / no confidence
staring	not hearing you
hands on hips	challenging
slouch	not interested



### Appropriate Body Language

Appropriate Body Language	The impression it gives
hands at side / on lap	relaxed and interested, paying attention
smile naturally	friendly, relaxed, in tune with the other person

The best body language in an interview is leaning slightly forward with your hands on your lap. Be relaxed but not slouching. Don't forget to look at the interviewer, but don't stare. Remember to smile.



## 5 Non-Verbal Communication – Create an Activity

### Purpose

- To develop a writing activity

### Materials

- Computers, if available
- Pens and paper

### Directions

Ask tutors to:

- Write an article about non-verbal communication.
- Turn it into a cloze exercise that you could use with your learner.
- Swap your exercise with another tutor.
- Have that person complete the cloze.
  - Were the answers obvious or could they have been ambiguous?
  - Does your partner have any other comments about the passage?
- What would you do before you presented your learner with this passage?
- What would you work on after the learner had completed the cloze exercise?
- Discuss whether it is necessary to list the words needed to fill in the blanks.



Collect the articles and add to the job search binder.

### Possible Answers

See article and cloze exercise on following pages.

**Non-Verbal Communication - Article**

Communication is how we share information with others. Most of us spend 75% of the time we are awake sharing our knowledge, thoughts and ideas with others. However, most of us don't realize that a lot of our communication isn't spoken. It is non-verbal. Non-verbal communication includes facial expression, eye contact, tone of voice, body posture and movement. It may also include the way we wear our clothes or the silence we keep.

There are two parts to non-verbal communication:

- your non-verbal communication - what you tell others.
- their non-verbal communication - what they tell you.

Facial expression usually communicates emotions. The expressions show what the person is thinking. It is much easier to talk to people who show their emotions. If your face is expressionless people may think that you are not really listening. Watch people on TV, especially game show hosts. What do you notice about their facial expressions?

In North American culture, eye contact is important. Have you ever started talking to someone and then seen that person look away? Did this make you stop talking? Not making eye contact sends the message, "I'm not listening," or worse "I don't care." Eye contact makes people trust you more. Try to have eye-contact for 70 to 80% of the time you are talking and listening to someone. More than that can make people uncomfortable. There are also large cultural variations in the amount of eye contact. When you break eye contact don't look all about the room or make rapid eye movement. This can make you look tense or anxious.

Tone of voice can also tell your feelings. You can use your tone of voice to show that you are calm, enthusiastic, bored or angry. When you are looking for a job make sure that your tone of voice is positive.

Posture is the way we sit, stand or move. We can use it to show interest or boredom. If you lean forward in a chair and look relaxed, people will know that you are interested. If you slouch or lean back people will think you are bored. How are you sitting now?

Movement is important too. How do you look when you are walking into an office? Discuss how you move with your tutor. Do you look confident, calm and self-assured?

**Non-Verbal Communication - Cloze Exercise**

Communication is how we share information with others. Most of us spend 75% of the time we \_\_\_\_ awake sharing our knowledge, thoughts and ideas with others. However, most \_\_\_\_ us don't realize that a lot of our communication isn't spoken. It \_\_\_\_ non-verbal. Non-verbal communication includes facial expression, eye contact, tone of voice, body posture and movement. It may also include the way we wear our clothes or the silence we keep.

There are two parts to non-verbal communication:

- your non-verbal communication - what you tell others.
- their non-verbal communication - what they tell you.

Facial expression usually communicates emotions. The expressions show what the person \_\_\_\_ thinking. It is much easier to talk to people who show their emotions. If your face is expressionless people may think that you \_\_\_\_ not really listening. Watch people on TV, especially game show hosts. What do you notice about their facial expressions?

In North American culture, eye contact \_\_\_\_ important. Have you ever started talking to someone and then seen that person look away? Did this make you stop talking? Not making eye contact sends the message, "I'm not listening," or worse "I don't care." Eye contact makes people trust you more. Try to have eye-contact for 70 to 80% of the time you \_\_\_\_ talking and listening to someone. More than that can make people uncomfortable. There \_\_\_\_ also large cultural variations in the amount of eye contact. When you break eye contact don't look all about the room or make rapid eye movement. This can make you look tense or anxious.

Tone of voice can also tell your feelings. You can use \_\_\_\_ tone of voice to show that you are calm, enthusiastic, bored or angry. When you \_\_\_\_ looking for a job make sure that your tone of voice \_\_\_\_ positive.

Posture \_\_\_\_ the way we sit, stand or move. We can use it to show interest or boredom. If you lean forward in a chair and look relaxed, people will know that you \_\_\_\_ interested. If you slouch or lean back people will think you \_\_\_\_ bored. How are you sitting now?

Movement \_\_\_\_ important too. How do you look when you \_\_\_\_ walking into an office? Discuss how you move with your tutor. Do you look confident, calm and self-assured?

## 6 Presenting Information – Create an Activity

### Purpose

- To help learners examine the process of presenting information clearly

### Directions

- Discuss the importance of giving information that is relevant. Ask tutors to consider the people their learners will talk to during their job search.
- Learners need to think about their audience before they decide what to say.
  - Who is your audience?
  - What do you know about them?
  - What features will appeal to them?
  - What are you trying to accomplish?
  - What is essential if you are to accomplish your purpose?
- Work with participants to ensure that they understand the criteria for effective oral and written communication. Some criteria vary from one format to another; however, effective informative presentations include explanations, instructions, and descriptions. What features do they share?
- Discuss the activities that learners will need to do when looking for a job. When is it important to express oneself clearly in writing or verbally?
- Tutors can incorporate clear presentation into any activity where the outcome is to communicate effectively.

### Possible Answers

#### Contacts

- employers
- personnel department staff
- receptionists
- secretaries
- friends and neighbours
- librarians

#### Features of effective communication

- clear - easy to understand the key points

- organized - easy to follow, each key point has specific and relevant details, examples, and explanations
- efficient - all information is relevant
- accurate : information is carefully researched
- thorough - information is complete; relevant and interesting details are included to clarify meaning and engage the reader, listener, or viewer

### **Job search activities where clear communication is important**

- Writing
  - personal ads
  - résumés
  - cover letters
- Speaking
  - calling employers
  - answering interview questions

## 7 Telephoning and Listening – Role Play

### Purpose

- To create role play activities
- To encourage the learner to use the phone effectively as part of his job search
- To demonstrate how to give employers useful information
- To demonstrate how to practise active listening and note taking

### Materials



- Tape Recorder – optional
  - Handout: *Making Phone Calls* (p. 39), one for each tutor
  - Handout: *Phone Call Scenarios* (p. 40), one for each tutor
  - Handout: *Phone Call Feedback Sheet* (p. 41), one for each tutor
- You may also choose to hand out: *Sample Conversations* (pp. 36 - 38).

### Directions



- Divide into pairs. Take turns being the employer and the applicant. Create the following sample dialogues:
  - Is there still a job opening? (Yes, there is.)
  - Is there still a job opening? (No, there isn't.)
  - Referral from a networking contact
  - Making a “cold contact” call.
- Write the dialogues for each conversation.
- Discuss the conversations and make any necessary changes.
- Discuss the outcomes the learner would have worked on if he was working on these dialogues with his tutor.
- Have each pair read their dialogues to the group. Get tutors to give feedback.
- Discuss what activities could follow from this.



Type up the dialogues and distribute them to the tutors so that they can use them with their learners. Alternatively, you may choose to ask the tutors to record the dialogues on one tape and make it available for them to use with their learners.



You might want to refer tutors to <http://interview.monster.ca/rehearsal/phonestrategies/>



You might want to mention that information on *Mastering the Phone Interview* can be found at <http://interview.monster.ca/stage/phone/>

### Possible Answers

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

- 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.
- Provides specific, detailed information.
- Presents ideas clearly in a focused and organized way.
- Builds computer skills.
- Takes notes and reflects on conversations.
- Uses notes to increase memory.

**Next Activity**

- Talk about what you need to do *before* making a call – see handout: *Making Phone Calls*.
- Talk about the importance of presenting a good image when using the phone.
- Creating a calendar using the computer.



Creating a calendar is a good example of how to incorporate using the computer in everyday tasks.



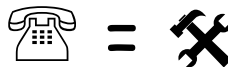
**Communication Skills Survey**

140 out of 180 employers said they wanted employees with effective listening skills.

They wanted people who listened carefully to customers, other staff and supervisors.



The telephone is a really important tool in your job search.



It can save you a lot of time.



Many jobs are not advertised. Making calls can put you ahead of the people who wait for an advertisement.



**Sample Conversations**

<b>Is there still a job opening? - Yes</b>	
A	Hello, my name is <i>(give your name)</i> . I am calling about your advertisement in the Ottawa Citizen for an electronic component assembler. Can you tell me who is responsible for hiring for that position?
E	I am. My name is <i>(give your name)</i> .
A	Hello, <i>(partner's name)</i> . Is this a convenient time for me to call?
E	Yes it is. <i>(If it isn't convenient, ask, "When would be a better time to call?" and ask the name of the person you need to speak to.)</i>
A	Is the position still open?
E	Yes, it is.
A	I am really interested in this position. I am skilled at manipulating small objects. I used to make models and recently I have been helping a friend with computer hard drive assembly. I have repaired our VCR. My neighbours always ask me to fix their small appliances.  Are you making appointments for job interviews?
E	No, we would like to see your résumé first. Then we will contact you if we would like to interview you.
A	I can bring my résumé. What time would be convenient for you?
E	Tuesday afternoon.
A	Could you tell me how to spell your name, please.
E	<i>Spell your name</i>
A	Could you repeat your last name?
E	<i>Repeat your last name and spell it.</i>
A	Thank you.  Will I need to complete an application form?
E	Yes, I can let you have it when you come by.
A	Thank you for your time, <i>(employer's name.)</i>

<b>Is there still a job opening?</b>	
<b>No opening – someone has already been hired</b>	
A	Hello, my name is <i>(give your name)</i> . I am calling about your advertisement in the Ottawa Citizen for an electronic assembler. Is this a convenient time for me to call?
E	Yes it is, but we have filled the opening.
A	If I send you my résumé, will you keep it on file?
E	Yes.
A	How long will you keep it?
E	Six months.
A	Could you tell me the name of the person I should send it to?
E	<i>Give your name.</i>
A	How do you spell that?
E	<i>Spell your name.</i>
A	Thank you for your time. I shall send my résumé.

<b>If an employer is not in or is busy</b>	
A	Could you please tell me the best time to call back?

<b>Referral from a networking contact</b>	
A	May I speak to <i>(partner's name)</i> , please?
E	<i>(Give your name)</i> speaking.
A	Hello, My name is <i>(give your name)</i> . Ahmed Hussein, who works in your upholstery department, told me that you need a new driver. I'm very interested in the job. May I come in this week to talk to you about it?
E	I'm rather busy. Why don't you send in your résumé?
A	Could I deliver it in person and drop in to introduce myself?
E	All right. Do you know how to find our company?
A	Yes, can you tell me a good time to come?
E	Tomorrow afternoon, at around two p.m.
A	Thank you for your time <i>(partner's name)</i> . I look forward to meeting you.

<b>Making a "cold contact" call</b> <b>Try to get through to the person who has the power to select and hire you. Receptionists can be excellent sources of information.</b>	
A	Hello my name is <i>(give your name)</i> . I would appreciate your help. What is the name and title of the person in charge of water treatment operators?
E	It's Ken Smith. Is this about employment?
A	Yes, I'm very interested in learning more about the position of water treatment operator. I believe I have the skills and qualities necessary for this position.
E	Hold the line please, I'll put you through.
A	Thank you for your help. ....

**Handout: Making Phone Calls****Preparation -** What do you need to have ready?

- Paper and pen
- Personal information sheet – review it
- Personal advertisement – review it
- Résumé – review it
- Calendar
- Organize your thoughts:
  - Think of the questions the employer might ask.
  - Write down your ideas.
  - Practise what you want to say.

**Making the call**

- Use a friendly tone of voice.
- Be business-like, pleasant and respectful.
- Ask if it is a convenient time to call. If not, ask “When may I call back?”
- If it is a convenient time, state your name and reason for calling.
- Be brief.
- If you need to mail your résumé, ask for the name of the person you need to address it to.
- It’s OK to say “Please can you spell that for me?”
- If the employer has no job openings, show interest in future openings and ask if you can drop off your résumé.

**Leaving a message**

- Speak clearly and directly into the phone.
- Say your name and then spell it.
- Give the date and time of the call.
- Give your phone number, **speak slowly**.
- State the reason for your call.
- Repeat your name and number.

**Handout: Phone Call Scenarios**

Use an audio tape player to record the phone calls. Use this outline to make an appointment for a job interview, with your tutor playing the part of the receptionist and employer. Make the call three times. After each call complete the *Phone Call Feedback Sheet* (p. 41). Practise until you feel confident.

**Scenario One**

- Identify yourself.
- Ask if it is a good time to call; if not find out when it would be convenient.
- Ask if the position is still open.
- If the position is open,
  - Ask who makes appointments for interviews or if you should drop off your résumé.
- If the position has been filled,
  - Ask if they keep résumés on file.
- Thank the person.

The tutor **represents the company** and uses each of these responses:

- 1 Yes, there is a job opening. (first call)
  - 2 I am very busy at the moment. This is not a convenient time to speak. (second call)
  - 3 The position has been filled. (third call)
- Listen to yourself and evaluate your phone techniques using the same feedback sheet.
  - As a group, discuss the answers, tone of voice, rate of delivery, enthusiasm, and so on.



Handout: Phone Call Feedback Sheet



Name of caller:			
Skill	Fair	Good	Excellent
Introduction			
Complete sentences			
Clear explanation			
Positive answers			
Volume			
Tone of voice			
Rate of delivery			
Enthusiasm			
Energy level			
Closing			
Comments			

## 8 Personal Visits – Model Activity

### Purpose

- To show learners the importance of making a good first impression

### Materials

- Handout: *Common Mistakes* (p. 43), one for each tutor

### Directions

Tell tutors that you are assuming the role of a tutor and that they are learners. Model giving the following information to a learner.

Some ads will ask you to apply in person. Sometimes you will want to visit the employer and talk about the types of jobs that might be available.

If you are replying to an ad, take your personal information sheet, résumé and references with you. It's important to prepare for the meeting and to practise answering interview questions before you go.

Take some time to think of the reasons you think employers may choose **not** to hire someone.

- Ask tutors to divide into small groups, and consider their learners.
  - Ask them to list the reasons they or their learners think employers may choose **not** to hire someone.
  - Compare your group's list to handout: *Common Mistakes*. Is it different?
  - Are you surprised by what is on the list?
  - Do you think your learner would make any of those mistakes?
  - Discuss how your learner could avoid making those mistakes.
- In the large group, discuss what outcomes the learner would have worked on.

### Possible Answers

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

- Uses reasoning and logic skills.
- Listens to and takes part in discussions on jobs and job skills.
- Expresses his own ideas and opinions, responds to questions and comments, stays on topic.
- Knows how non-verbal clues, e.g. personal appearance, affect communication.
- Understands strengths and weaknesses.
- Thinks of possible solutions to problems.



### Handout: Common Mistakes

Mistakes	I might make this mistake
poor personal appearance	
arrogant, know-it-all	
difficulty expressing myself clearly	
too soft spoken	
indifferent	
lack of interest and enthusiasm	
lack of confidence	
no participation in activities	
interested only in money	
lack of tact	
lack of maturity	
bad manners	
no eye contact	
a weak handshake	
indecisive	
little or no sense of humour	
lazy	
no interest in community activities	
late for the interview	
fierce	
evasive (something to hide)	

## 9 *Help Wanted* Signs – Discussion

### Purpose

- To show learners the importance of making a good first impression
- To show learners how to use *Help Wanted* ads for job search

### Materials

- Scenario: *Help Wanted* (p. 46), one for each tutor

### Directions

Tell the tutors that you are going to explain the steps in this activity but then they are to get into groups and discuss alternative activities that they could develop to teach this topic.

If you were working with your learner you could follow these steps:

- Read the scenario together or read paragraphs in turn.
- Discuss the topic:
  - Have you ever noticed Help Wanted signs in windows?
  - This is a common way for many stores, restaurants and other small businesses to advertise job openings.
- Ask your learner to look around his neighbourhood for Help Wanted signs.
- Find a Help Wanted ad and report back.

- What outcomes would a learner meet when completing this activity?
- Discuss other methods that could be used to teach this topic.
- Ask each group to choose one method and develop the activity.



Write up the activities and give a copy to each tutor. Put copies with the other job-search related resources that the tutors have created.



### Remember

You never get a second chance to make a first impression.

**Possible answers****Other Activities**

- Watch the video: [\*Looking for Work in Canada, Part 2: The Search\*](#) (Responding to ads in windows).  
or
- Watch the video [\*Job Interview: Strategies and Tactics\*](#) (deals with knocking on doors, making a good impression and selling yourself).

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

- Listens to and takes part in discussions on jobs and job skills.
- Expresses his own ideas and opinions, responds to questions and comments, stays on topic.
- Transfers knowledge to new situations.

**Scenario: Help Wanted**

Tony walked into the flower shop. He had seen the Help Wanted sign in the window. Luckily he was dressed smartly in casual pants and a shirt. He was pleased he wasn't wearing jeans. As he walked in, he saw a woman working at the cash register. "May I help you?" she asked.

"Yes, I want to apply for the driver position that is advertised in the window. My name is Tony Bossio."

"Just a moment," she replied. She picked up the phone. Tony looked around the shop while she talked on the phone.

After she finished she asked Tony to fill out an application form. She explained that the manager was busy at the moment but that he would be available in about 15 minutes.

She gave Tony a seat and went to put some newly delivered flowers in buckets.

Tony looked at both sides of the application form. There didn't seem to be anything too complicated. Nevertheless, he was relieved he had brought his personal information sheet with him. He pulled it from his pocket, together with a pen. He steadily worked through it. When he finished, he checked it over. Good. No mistakes. Just as he was satisfied, he looked up to see the manager coming through the door at the back of the shop. The manager walked up to Tony and shook his hand. "Hi, I'm John Hughes, the manager here. I understand you are interested in a delivery job."

Tony said that he was and introduced himself. He remembered to shake hands firmly, with confidence.

John invited him to come through to the office so he could read Tony's application form and talk about why he would be a suitable person for the job. Tony knew just what to say. He had done a quick rehearsal in the coffee shop across the road after he had seen the Help Wanted sign in the window. He could present information about himself clearly and concisely. He was confident he knew what questions John was likely to ask. The staff seemed friendly and he felt he would fit right in.



**Ask yourself these questions when you see a Help Wanted sign:**

Am I dressed well enough to go in and ask for a job?

Have I got my personal information sheet with me?

Can I remember the information from my "personal information sheet?"

Have I got a pen?

Will I miss this opportunity if I wait?

If I don't drop in now, when could I come back?

If you don't feel comfortable about dropping in because you are not prepared, it is probably better to return later.

## 10 Looking for a Job On-line – Computer

### Purpose

- To show learners how to use a computer for job search
- To show learners sites that are useful for job search

### Materials

- Computers for small group work

### Directions



- In small groups, try these sites. Have your learner in mind when you look at them. Which of these sites would you recommend and why?
- Discuss your opinions in the whole group.

### Possible Answers

#### Websites

- [www.jobbank.gc.ca](http://www.jobbank.gc.ca)
  - click on *English*
  - click on *Job Search*

Comment: good site, a wide variety of part-time temporary and permanent jobs

- [www.careerclick.com](http://www.careerclick.com)
  - click on *Advanced Search*
  - or
  - click on *Now hiring*

Comment: good site, also advice for writing résumés, doing interviews

- [www.jobshark.ca](http://www.jobshark.ca)
  - click on *Job Search*

Comment: mostly careers, professions

- [www.monster.ca](http://www.monster.ca)
  - click on *English*
  - click on *Search Jobs*

Comment: mostly careers, professions, some quizzes

## 11 Getting an Interview – Group Work

### Purpose

- To prepare learners for an interview

### Materials

- Scenario: *Getting an Interview* (p. 51), one for each tutor

### Directions

Tell the tutors that you are going to explain the steps in this activity and then they are going to get into groups and discuss alternative activities that they could develop to teach this topic.

If you were working with your learner you could follow these steps

Read the scenario together or read paragraphs in turn.

Discuss:

- What questions might Ms. Johnstone ask Khaled?
- What qualities would she be looking for?
- What skills and qualities does Khaled use?

*By the way, Khaled got the job!* 😊

- What outcomes would a learner meet when completing this activity?
- Discuss other methods that could be used to teach this topic.
- Ask each group to choose one method and develop the activity.



Write up the activities and give a copy to each tutor. Put copies with the other job-search related resources that the tutors have created.

### Possible Answers

#### Other Activities

- Read Chapter 12 – The Job Interview in [The Complete Get That Job!](#)
- Watch the video: [Looking for Work in Canada, Part 3: The Interview](#)
- Watch the video: [Job Connection – Make the Interview Count: Six P's of Job Interviews](#)

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

- Transfers knowledge to new situations.
- Uses reasoning and logic skills.
- Listens to and takes part in discussions on jobs and job skills.
- Expresses his own ideas and opinions, responds to questions and comments, stays on topic.
- Checks understanding by asking questions, asking for information to be repeated or asking for clarification.
- Increases self confidence.
- Identifies main idea and supporting details.
- Skims to understand type of text and scans to find specific information.

**Scenario: Getting an Interview****Getting an Interview**

Khaled waited outside the library. He was anxious for it to open so that he could read the local newspaper to see if there were any suitable jobs being advertised. This was now part of his daily weekday routine. He got the kids ready for school and saw them safely onto the school bus. His next task was to visit the library and then go home and make some calls about jobs.

It was chilly as he waited and he decided that tomorrow he would wear something warmer. There was no point in going home first as he only had a five minute wait. Opening time, at last! Here was the janitor opening the doors. Khaled said hello. He was beginning to feel he knew the janitor because of his regular visits to the library. They chatted for a few minutes about last night's game and then Khaled made his way up to the comfortable armchairs in the newspaper section. On his way up he thought that maybe tomorrow he would explain the reason for his daily visits to the janitor. "Who can tell? Maybe he knows someone who might be able to offer me a job." thought Khaled.

Khaled got out his Job Search notebook and put it on the table in front of him. Next he picked up the local newspaper and opened it at the jobs section. As he read, his eyes lit up. There had been nothing worth applying for on Monday and Tuesday but here was something that might suit him very well. He made a note of all the information in the advertisement and finished scanning the jobs. There was nothing else.

He put the newspaper back where he found it and hurried home. He was no longer cold but felt excited about the prospect of calling about the job.

When Khaled got home he made himself coffee and collected his personal advertisement, information sheet and a pen. He got his Job Search notebook out of his back pack and opened it at the last entry. "All set," he thought to himself, "I just need to think about what I am going to say." He thought of the questions he might be asked and thought about how he would reply. "Okay, I think I'm ready. Here goes!"

He dialed the number and waited nervously for a reply. A lady called Ms. Johnstone answered the phone. Khaled jotted her name down. "My name is Khaled Webbe," he said, "I'm calling about the ad in today's paper for a maintenance helper."

"Do you have any experience?" asked Ms. Johnstone, who worked in the office.

"Yes, I worked as janitor in my apartment building while the regular janitor was off sick with a bad back."



Ms. Johnstone asked him some more questions about his experience. Khaled was able to answer fluently. He was glad he had practised before making the call. It made things go much more smoothly. Ms. Johnstone asked if he could come for an interview the next day at 2:00 p.m. "Great!" thought Khaled. He thanked her for her time and checked the spelling of her name. Then he told her that he was looking forward to meeting her tomorrow and put the phone down.

Khaled felt nervous and excited at the same time. He had been looking for a job for over a month now and this one looked good. Now he would need to prepare for the interview. He tried to remember all the things he had learned about in his Job Search Workshop. He started to think of possible questions he might be asked. While he was doing that, he checked his closet to make sure his smart pants were clean and that his favourite shirt was ironed.

The interview was in the afternoon so Khaled knew he would have time to go to the library first and then get ready later in the morning. He made up his mind to have a shower just before he got changed for the interview. He made a mental note to collect all the information he would need into a pile. He didn't want to forget his résumé and he decided he would write a cover letter to explain why he would be an ideal person for the maintenance helper job. He was pleased he had checked the spelling of Ms. Johnstone's name. That was one less thing to worry about.

Khaled was still nervous but he knew the steps he needed to go through to prepare for the interview. Having an idea of what to expect calmed his nerves a little.

## 12 Preparing for an Interview – Discussion

### Purpose

- To help learners prepare for an interview

### Materials

- Handout: *Purpose of the Interview* (p. 54 - 55), one set for each tutor

### Directions

- Ask tutors to take this quiz to check that they understand the exact purpose of the interview.
- Ask them to think of other times during the job-search process when it might be useful for their learners to work on a quiz.
- In small groups, develop a quiz for one of these topics, use existing resources to pull together the information you need. Look for examples on the Internet.



Write up the quizzes and give a copy to each tutor. Put copies with the other job-search related resources that the tutors have created.

### Possible Answers

#### Quiz topics

- Skills
- Qualities
- Matching Skills and Qualities to Jobs
- Personality
- Body Language
- Time Management
- Working with Others



<b>Handout: Purpose of the interview</b>	Yes	No
The interview is an opportunity to convince the employer to hire you.	<input type="checkbox"/>	<input type="checkbox"/>
The interview is an opportunity to find out more about the job, the company and the employer.	<input type="checkbox"/>	<input type="checkbox"/>
The interview is a chance to see if you like the company and the employer.	<input type="checkbox"/>	<input type="checkbox"/>
The interview is a chance to decide if you would really enjoy working for the company.	<input type="checkbox"/>	<input type="checkbox"/>
The interview is a chance for the employer to get to know you as a person.	<input type="checkbox"/>	<input type="checkbox"/>
The interview is a chance for the employer to find out what you can do for her company.	<input type="checkbox"/>	<input type="checkbox"/>
The interview is a chance for the employer to find out about your attitude.	<input type="checkbox"/>	<input type="checkbox"/>
The interview is an opportunity for the employer to find out if you are suitable for the job.	<input type="checkbox"/>	<input type="checkbox"/>
The interview is an opportunity for the employer to decide if you would work well with the company's other employees.	<input type="checkbox"/>	<input type="checkbox"/>
The interview is an opportunity for the employer to check the information on your application form and résumé.	<input type="checkbox"/>	<input type="checkbox"/>



The answer to all these questions is YES. A good interview is an opportunity to do all these things. One way to make sure you have a good interview is to be prepared.



An employer who asks you for an interview has usually read your application form or cover letter and résumé. You might have spoken to the employer on the phone. She will know that it is worthwhile interviewing you. You should feel confident because you have passed the first hurdle.

An interview is a conversation with a purpose. Both you and the employer can use the interview to find out important information. The employer wants to find out if you are the right person for the vacancy. He wants to know if you can do the job and if you'll fit in.

You'll want to find out if the job will suit you.

## 13 Interview Questions – Discussion

### Purpose

- To help learners predict possible interview questions and develop appropriate answers

### Materials

- Handout: *Sample Interview Question* (p 58), one for each tutor
- Handout: *Interview Questions* (pp. 59 to 62), one for each tutor
- Handout: *Interview Question Quiz* (pp. 63 to 70), one for each tutor

### Directions

- Despite never knowing exactly what will happen in an interview, you can help prepare your learner for questions that you think will be asked.
- Talk about the sample interview question.
- In pairs, work through the other *Interview Questions*. Discuss your answers.
- What outcomes would your learner have worked on?
- Think of another activity that would reinforce this topic.
- In pairs, do the *Interview Question Quiz*.
- Ask tutors how they would deal with a question about salary.

### Possible Answers

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

- Thinks of possible solutions to problems.
- Transfers knowledge to new situations.
- Provides specific, detailed information.
- Presents ideas clearly in a focused and organized way.
- Describes experiences.
- Organizes thoughts to convey a main idea in a paragraph.
- Introduces words from reading into writing.

#### Alternative Activity

- Choose a Help Wanted advertisement and ask your learner to practise answering questions clearly and in a way that will emphasize his qualities, skills and achievements.



- Tell him to provide concrete examples to back up his statements and be very positive. Explain that he needn't apologize for anything in his background; he has learned something from *all* of his experiences.
- Record the conversation.
- Ask your learner to do a self-assessment.
  - What does he need to think about?
  - Give him feedback.

### Alternative Activity

- Take turns with your learner to play an employer and a job applicant. Ask and answer questions as if it were a job interview.
  - The job is to be a cashier at a small fruit and vegetable store.
- The employer should ask these questions:
  - Why do you want to work here?
  - What experience do you have that would help you at this job?
  - What skills do you have that would help you at this job?
  - Have you ever worked with money before?
  - What personal qualities do you have that would make me want to employ you?
- After the interview, change roles and ask the same questions.
- Give feedback to your partner:
  - Would you hire your partner?
  - What are your reasons?

### How to deal with a question about salary

- If you are asked
  - “How much do you expect to earn?”
- Answer like this:
  - “I believe most people earn \$8 - \$10 an hour for this type of work. How much is your company offering?”
- This way, you find out the information without giving an amount that is too high or too low.”



### Handout: Sample Interview Question

**You are applying for the position of maintenance helper.**  
Check the best answer and explain the reason you chose it.

**Purpose of question:** *To find out if you need training to do the job safely.*

**Question:** “**Have you ever operated any industrial equipment?**”

**Answer:** “Yes, I’ve operated a floor polisher in the apartment building. As it was getting old I often needed to do repairs.”



**Answer:** “Yes, lots.”



Explain the reason for choosing your answer.

The first answer gives details and shows that you have the skills needed for the position.

The second answer does not give any details so the interviewer would not know if you had the experience to do the job.



### Handout: Interview Questions

**You are applying for the position of .....**  
 Check the best answer and explain the reason you chose it.

**Purpose of question:** *To find out your attitude to work.*

**Question:** “**Why did you leave your school before you graduated?**”

Answer: “Because I was bored. It was a complete waste of time.”	<input type="checkbox"/>
---	--------------------------

Answer: “I had to get a job to help support my family.”	<input type="checkbox"/>
---	--------------------------

Explain the reason for choosing your answer.

What would you answer?



**Handout: Interview Questions**

**You are applying for the position of .....**

Check the best answer and explain the reason you chose it.

**Purpose of question:** *To find out if you will stay in this job.*

**Question: “Why did you leave your last job?”**

Answer: “The company downsized and I was laid off.”	<input type="checkbox"/>
---	--------------------------

Answer: “I wanted to find a job where my skills and qualities would be better used.”	<input type="checkbox"/>
--	--------------------------

Answer: “I couldn’t stand my boss.”	<input type="checkbox"/>
-------------------------------------	--------------------------

Explain the reason for choosing your answer.

What would you answer?



### Handout: Interview Questions

**You are applying for the position of .....**  
 Check the best answer and explain the reason you chose it.

**Purpose of question:** *To find out if you will like this job.*

**Question:** “**What did you dislike about your last job?**”

Answer: “They didn’t have enough work to keep me busy.”	<input type="checkbox"/>
---	--------------------------

Answer: “I was bored.”	<input type="checkbox"/>
------------------------	--------------------------

Answer: “The work was too hard.”	<input type="checkbox"/>
----------------------------------	--------------------------

Explain the reason for choosing your answer.

What would you answer?



### Handout: Interview Questions

**You are applying for the position of .....**  
 Check the best answer and explain the reason you chose it.

**Purpose of question:** *To find out if you can recognize skills you need to work on. To see if your weaknesses will affect your ability to do the job.*

**Question: “What are your weaknesses?”**

Answer: “I like to make sure everything is done properly so I am sometimes too fussy about details. But my boss could always be sure the work was carefully done.”	<input type="checkbox"/>
--	--------------------------

Answer: “I make lots of mistakes.”	<input type="checkbox"/>
------------------------------------	--------------------------

Explain the reason for choosing your answer.

What would you answer?



### Interview Question Quiz

Write your answers to these interview questions

**Tell me about yourself.**

*Reason for question: To find out why they should or should not hire you. To listen to your communication skills.*

**Why are you applying for this job?**

*Reason for question: To find out why they should or should not hire you.*

**Why should I hire you?**

*Reason for question: To learn why they should or should not hire you.*

**What can you do for us?**

*Reason for question: To learn why they should or should not hire you and to check on your skills.*



### Interview Question Quiz

Write your answers to these interview questions

**Why do you want to work for us?**

*Reason for question: To find out what you know about the company and to see if your qualities and skills fit their requirements.*

**Why do you think you are suited for this opening?**

*Reason for question: To see if your qualities and skills fit their requirements.*

**Describe your ideal working environment.**

*Reason for question: To find out what work preferences you have.*

**What kind of work interests you?**

*Reason for question: To find out what work preferences you have.*



## Interview Question Quiz

Write your answers to these interview questions

**What are your strengths?**

*Reason for question: To find out how well you know yourself and to find out if you believe in yourself and are confident that you are the right person for the job.*

**What are your weaknesses?** (Try to mention a weakness that is also a strength.)

*Reason for question: To find out if you are wrong for the job because of reasons such as lack of experience, poor attitude, poor people skills or inability to cope with pressure.*

**How dependable are you?** (Try to answer with an example.)

*Reason for question: To find out if they can rely on you to do a good job and to be there every day.*

**Tell me about your experience with this type of work.**

*Reason for question: To find out if you can do the job.*



### Interview Question Quiz

Write your answers to these interview questions

**What were your duties in your last job?**

*Reason for question: To find out what experience you have.*

**Why did you leave your last job?**

*Reason for question: To find out if any problems you have would be a reason not to hire you and to assess your attitude towards employers, supervisors and difficult situations.*

**How much were you absent from your last job?**

*Reason for question: To find out if they can depend on you to be at work.*

**How is your health?** (Interviewers should not ask this but often do!)

*Reason for question: To find out if you will miss work and cost them time and money.*



### Interview Question Quiz

Write your answers to these interview questions

**How do you feel about your previous employer?**

*Reason for question: To find out if any problems you had would be a reason not to hire you and to assess your attitude towards employers, supervisors and difficult situations.*

**Why did you leave school before you graduated?**

*Reason: To find out if you have a bad attitude or if any problems you have would be a reason not to hire you, such as your attitude towards people in authority and difficult situations.*

**Did you like school? What was your best subject?**

*Reason: To find out if you have a work-ready attitude.*

**What did you like most about your last job?**

*Reason for question: To find out what work preferences you have.*



### Interview Question Quiz

Write your answers to these interview questions

**What did you like least about your last job?**

*Reason for question: To find out what work preferences you have.*

**Did you have any problems with the other workers in your last job?**

*Reason for question: To find out if any problems you have would be a reason not to hire you and to assess your attitude towards others.*

**How long have you been out of work?**

*Reason for question: To find out if you have a work-ready attitude.*

**Tell me of a time when you have worked with little supervision.**

*Reason for question: To find out if you can work independently.*



### Interview Question Quiz

Write your answers to these interview questions

What kinds of things do you find stressful in a job?

*Reason for question: To find out if you would find this job stressful.*

How would other people describe you?

*Reason for question: To find out if you relate well to others. To check for consistency with your other answers.*

Do you prefer working with people or machines?

*Reason: To find out if you will work effectively in this job.*

How do you feel about working extra hours when needed?

*Reason: To find out if you are flexible and willing to do extra work when required.*



### Interview Question Quiz

Write your answers to these interview questions

**How do you feel about shift work?**

*Reason: To find out if you are open to flexible working hours.*

**What are your plans for the future?**

*Reason: To find out how long you might stay in the job. To check for consistency with your other answers.*

**What do you like to do in your spare time?**

*Reason: To give you a chance to talk, to help you relax, to check your communication skills. To check for consistency with your other answers.*

**What questions do you have about this job?**

*Reason: To give you a chance to find out other information that you need. To see if you are really interested.*

## 14 Prohibited Questions – Discussion

### Purpose

- To help learners research strategies for responding to prohibited questions

### Materials

- Copies of Ontario Human Rights Commission’s [Hiring? A Human Rights Guide](http://www.ohrc.on.ca/english/publications/hiring-guide.pdf), one for each tutor (it can be downloaded from <http://www.ohrc.on.ca/english/publications/hiring-guide.pdf>)

### Directions

- Discuss the *Human Rights Guide* with the tutors.
- How will they introduce this topic with their learners?
- Ask tutors to discuss strategies that learners could use to respond to illegal questions.



[Working Skills for Immigrant Women](#) deals with recognizing discriminatory attitudes in a job interview. It also deals with the *Ontario Human Rights Code* relating to illegal questions and sexual harassment.

### Possible Answers

#### Introducing the Topic

- Use the *Human Rights Guide* as a reading resource.
- Use some of the questions in practice interviews.

#### Strategies

- Say, “Can you tell me how that question relates to my ability to do the job?”
- Address the concern, e.g. “Are you concerned that I’ll need time off if my children are sick?”
- Answer the question.
- Ask the interviewer if the question is in breach of Human Rights legislation.

## 15 Pre-interview Checklist – Discussion

### Purpose

- To help learners prepare for an interview
- To help learners work on time management and organizational skills

### Materials

- Handout: *Last Minute Checklist* (p. 73), one for each tutor

### Directions

- Look at the handout and then discuss how you might develop this into an activity.
- What outcomes would the learner have worked on?

### Possible Answers

#### Activity

- Discuss the importance of:
  - having a special place to keep all the information
  - organizing job-related materials so that they are easy to find
  - using binders and tabs

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

- Plans activities in advance.
- Transfers knowledge to new situations.



## Handout: Last Minute Checklist

Congratulations! You are going to an interview, you've impressed the employer.

Here is some last minute advice. Check these items off before you set off for the interview.

<b>Do I know where I am going?</b>	
<input type="checkbox"/>	Do I have the address and the room number?
<input type="checkbox"/>	Do I know who I am going to see?
<input type="checkbox"/>	Do I know how long it will take me to get there?
<input type="checkbox"/>	Do I have enough gas? / Have I checked the bus schedule?
<b>Do I have these items?</b>	
<input type="checkbox"/>	My résumé
<input type="checkbox"/>	My personal reference list
<input type="checkbox"/>	My personal information sheet (in case I need to complete an application form)
<input type="checkbox"/>	A pen and notebook
<b>Have I reviewed the following information?</b>	
<input type="checkbox"/>	My résumé
<input type="checkbox"/>	My personal information sheet
<input type="checkbox"/>	My personal advertisement
<input type="checkbox"/>	Company products and services (company website, public library, Better Business Bureau)
<input type="checkbox"/>	Requirements of the job
<input type="checkbox"/>	Possible answers to questions
<b>Will I make a good first impression?</b>	
<input type="checkbox"/>	Is my appearance neat and tidy?

## 16 Make the Interview Count: Six P's of Job Interviews – Video

### Purpose

- To help learners prepare, practise and answer questions in a job interview

### Materials

- Video: [\*Make the Interview Count: Six P's of Job Interviews\*](#)

### Directions

- Watch the video
- Discuss it section by section
  - preparation
  - practise
  - presentation
  - powerful interview
  - post-interview
  - ponder the position
- What would tutors want to discuss with a learner?
- What outcomes would the learner have worked on?

### Possible Answers

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

- Takes notes and reflects on conversations.
- Opens and closes conversations, asks questions, takes turns.
- Presents ideas clearly in a focused and organized way.
- Knows how non-verbal clues, e.g. body language, facial expression, tone of voice and volume, affect communication.
- Uses notes to increase memory.
- Checks understanding by asking questions, asking for information to be repeated or asking for clarification.

## 17 Interview Do's and Don'ts – Discussion

### Purpose

- To develop learners' communication skills in interviews

### Materials

- Handout: *Interview Tips* (p. 76), one for each tutor

### Directions



#### Remember

Employers want to know that:

- your qualities will match the job
- you can communicate clearly
- you prepared for the interview
- you are mature
- you are enthusiastic and dependable

- In small groups, discuss the things that you consider are important in an interview. Write a list. Discuss the things you should not do in an interview. Write a list.
- Share your list with the large group.
- Compare your lists with the one in the handout.
- What outcomes would the learner have worked on?

### Possible Answers

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

- Knows how non-verbal clues, e.g. body language, facial expression, tone of voice and volume affect communication.
- Opens and closes conversations, asks questions, takes turns.
- Presents ideas clearly in a focused and organized way.
- Listens to and takes part in discussions on jobs and job skills.
- Uses reasoning and logic skills.
- Writes lists, simple letters and simple paragraphs.

**Handout: Interview Tips****Interview Do's**

- Be 10 minutes early.
- Be courteous to everyone you meet.
- If you are shaking hands, do it firmly.
- Look relaxed, interested and alert.
- Keep calm.
- Listen carefully to the interviewer.
- Think about the answer before you say anything.
- Ask for clarification if you don't understand something.
- Express yourself clearly.
- Keep on topic.
- Provide concrete examples of what you can do.
- Be honest.
- Smile.
- Have good eye contact – look at the employer.
- Watch the interviewer's facial expression and body language – respond accordingly.

**Interview Don'ts**

- Don't smoke or chew gum.
- Don't answer a question by saying "That's explained in my résumé."
- Don't talk about your personal circumstances. She doesn't need to know that.
- Don't criticize any of your past employers. It will make you look immature.
- Don't apologize for lack of experience or education.
- Don't make salary your main interest.
- Don't say anything negative – instead of problems, talk about challenges and opportunities.

## 18 Questions You Might Ask – Pair Work

### Purpose

- To help a learner to prepare questions to ask at an interview

### Materials

- Handouts: *Asking Questions at an Interview* (p. 78), one for each tutor

### Directions

- Divide into pairs.
- Look at today's newspaper.
- Find a *Help Wanted* advertisement that would suit your learner.
- Imagine he has been invited for an interview.
- Make a list of three questions he could ask during the interview.
- List the questions in the order he would ask them.
- Discuss them with your partner.
- When you are satisfied with the questions, read out the advertisement and present your questions to the whole group.
- Get feedback.
- Review the list in the handout. Do you want to add any more questions to the list?
- Brainstorm questions the applicant should NOT ask in an interview.
- What outcomes would your learner have worked on?

### Possible Answers

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

- Thinks of possible solutions to problems.
- Transfers knowledge to new situations.
- Uses reasoning and logic skills.
- Listens to and takes part in discussions on jobs and job skills.
- Presents ideas clearly in a focused and organized way.
- Writes lists, simple letters and simple paragraphs.
- Organizes thoughts to convey a main idea in a paragraph.

**Handout: Asking Questions at an Interview****Questions to ask at an Interview**

If you are applying for almost any job:

- Is this a new position or would I be replacing someone?
- What exactly are the job duties?
- What would my working hours be?
- Will there be overtime?
- Who would my supervisor be?
- Can I do anything to prepare myself for the job before starting?
- Will I have to travel?
- What is the dress code?
- Are there opportunities for promotion?
- Is there any training?
- Would I be working independently, or as part of a team?

If you are applying for a restaurant job:

- Which days are the busiest?
- Who manages the different shifts?

If you are applying for a job as a delivery driver:

- How many deliveries are required each day?
- In which neighbourhoods would deliveries be made?

**Questions NOT to ask at an Interview**

- What does your company do?
- The job description mentions weekend work. Would I actually have to do that?
- Do you offer free parking?
- How many sick days a year do I get?
- Would anyone notice if I came in a little late due to missing the bus?



**Questions to Ask**

#	Question	Reason
1		
2		
3		

## 19 Ending the Interview – Discussion

### Purpose

- To help learners become more aware of clues employers give that the interview is ending

### Materials

- Handout: *Ending the Interview* (p. 81), one for each tutor

### Directions

- In small groups discuss the clues an employer will give that an interview is coming to an end.
- In the large group, compare your answers.
- Review the information in the handout and see if your answers are similar.
- What outcomes would the learner have worked on?

### Possible Answers

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

- Knows how non-verbal clues, e.g. body language, facial expression, tone of voice and volume, affect communication.
- Listens to and takes part in discussions on jobs and job skills.
- Opens and closes conversations, asks questions, takes turns.
- Gets main ideas and lists key points of oral communication.

**Handout: Ending the interview**

Be aware of when the interview is coming to an end. Usually the employer will:

- start summarizing.
- tell you what will happen after the interview.
- close her folder.
- push back her chair.

End the interview by stating an interest in the job. Thank the interviewer for her time.

If the employer tells you at the end of the interview that you won't be offered the job, try to find out why. You may learn about something you did wrong. This information can help you when you go for other interviews in the future.

If the employer ends the interview by offering you the job, you may want to ask for a day or two to make a decision. However, if you are absolutely certain, you may want to accept the job immediately or turn it down.

More often than not a decision is not made at the end of the interview. If the employer doesn't tell you when a hiring decision will be made, ask about it.

## 20 Evaluating the Interview – Discussion

### Purpose

- To enable learners to complete a self-assessment
- To help the learners understand their strengths and weaknesses

### Materials

- Handout: *Evaluating the Interview* (p. 83), one for each tutor

### Directions

- In the whole group discuss the importance of evaluating the interview.
- What questions do you think your learner should ask himself after the interview?
- How should he use the answers?
- Compare your questions to those in the handout.
- What outcomes would the learner have worked on?

### Possible Answers

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

- Understands strengths and weaknesses.
- Transfers knowledge to new situations.
- Uses reasoning and logic skills.
- Listens to and takes part in discussions on jobs and job skills.
- Expresses his own ideas and opinions, responds to questions and comments, stays on topic.
- Plans activities in advance.

**Handout: Evaluating the Interview**

**After the interview you may be tempted to sit back and wait for the phone to ring. However, following up on an interview is just as important as preparing for one.**

Immediately after the interview, ask yourself these questions:

- Was I on time? If not, how could I have avoided being late? What questions did the interviewer ask that I was not prepared for? How could I be better prepared for those questions next time?
- What is one reason I might not get hired for the job?
- What did I do really well?
- Did I describe my qualities and experience clearly?
- What else could I have said?
- Did I say anything negative about myself? If so, how could I have avoided it?
- Did I find out everything I needed to know about the job? If not, what else should I have found out?
- What impression did the employer seem to have of me at the end of the interview?
- How might I have made a better impression?
- How could I have improved the interview?

After you have been for an interview, write your answers in your *Job Search* notebook. Use them to help you do a better interview next time.

## 21 Following up on the Interview – Model Activity

### Purpose

- To help learners show interest in a job
- To show how to write a follow-up letter

### Materials

- Handout: *Sample Follow-Up Letter* (p. 86), one for each tutor

### Directions

- Now is a good opportunity to show the tutors how they might introduce the topic of thank-you letters to their learners.

Always send a thank-you letter. The employer may take several days to make a decision. Your letter will make sure you are remembered as a good applicant with a real interest in the job.

- In the whole group discuss the importance of following up on the interview.
- What do you think your learner should include in the letter?
- As a group, write a sample letter.
- Compare your sample letter with the one in the handout. The letter should state your interest in the job. Use the letter to emphasize why you would be good at the job.
- Discuss follow-up calls.
- What outcomes would the learner have worked on?

### Possible Answers

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

- Understands strengths and weaknesses.
- Transfers knowledge to new situations.
- Uses reasoning and logic skills.
- Listens to and takes part in discussions on jobs and job skills.
- Expresses his own ideas and opinions, responds to questions and comments, stays on topic.
- Plans activities in advance.
- 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: Sample Follow-up Letter**

	My address
	My phone number
	Date
Name of interviewer	
Title	
Company address	
Dear Ms. ....	
I would like to thank you for taking the time to talk with me about the ..... position today.	
I was pleased to see how I'd be able to fit into ..... My experience in ..... should be useful to such a busy company. I feel confident I could handle the responsibilities of the job and feel sure I could be an asset to ..... Please consider me as a serious applicant.	
You mentioned that you expect to make a decision next week. I look forward to speaking with you then. Please feel free to call me if you have any questions.	
Sincerely,	
Khaled Webbe	

**Follow up call**

If you don't hear from the company, follow up with a phone call. Be friendly and businesslike. Say something like:

"My name is Khaled Webbe. I spoke to you last week about the ..... job. I wanted to check to see if you have made a decision as I'm still really interested in the job and feel that I would be good at it."

If the company hasn't decided yet, ask when they expect to decide. Follow up again immediately after that date if you haven't heard.

## 22 Is This Job Right For You? – Group Work

### Purpose

- To help learners consider what working conditions are important

### Materials

- Scenario: *Hanan and Marlis* (p. 88), one for each tutor
- Handout: *The Right Job* (p. 90), one for each tutor

### Directions

- In small groups, read the scenario: *Hanan and Marlis*. Discuss.
- If your learner got a job, what questions would he need to ask himself about: location, hours, costs, pay, and working conditions? Compare answers with those on the handout: *The Right Job*.
- What outcomes would the learner have worked on?

### Possible Answers

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

- Thinks of possible solutions to problems.
- Uses reasoning and logic skills.
- Opens and closes conversations, asks questions, takes turns.
- Expresses his own ideas and opinions, responds to questions and comments, stays on topic.
- Increases self confidence.

**Scenario: Hanan and Marlis**

Hanan was happy. She had been to two interviews and got two job offers. Now she had a decision to make. Instead of going home she went to see her friend Marlis. She trusted Marlis to help her make the decision.

When Hanan arrived Marlis was just about to make coffee. Hanan couldn't wait to share her good news with Marlis. She explained that she had been offered two jobs, both in toy stores. One was in a large store on the outskirts of town and one was in a small store in the local shopping mall. Marlis was delighted for Hanan as she knew how much Hanan needed the money. They sat down in the kitchen and Marlis asked "Do you know which one you are going to take?"

"No," said Hanan. "I've been thinking about it but I'm not sure yet. I was hoping you could give me some advice."

"Which one do you think you would like better?" Marlis asked.

"I like both of them the same. That's what makes it so hard; they both pay the same."

"It sounds like a hard choice," Marlis said. "Maybe you need to think about some other points too."

"Such as?" Hanan asked.

"How would you get to each of the jobs? How much would your transportation cost?" Marlis asked.

"Well," Hanan said, "I could walk or take the bus to the local mall but the other store is not so easy to get to. I would have to take two buses. So I guess the local one is easier to get to."

"Yes, but that's not the only thing to consider. What hours would you have to work?"

"In the local mall I'd have to work three evenings and one weekend a month but for the other job it would only be one evening but I'd have to work three weekends out of four."

"What about benefits?" Marlis asked.

"I forgot to ask about that but they gave me some written information. I'll have to check"

"Why don't you do that now. I've got to go and pick up the kids. I'll be back in half-an-hour. That will give you time to think about what you would like to do. We can discuss it some more when I get back if you are still not sure which one to take."



"Thanks, Marlis. You've been a big help. I hadn't thought about all those points. Silly of me!"

"No, not at all. But you know the points to think about now and that's what's important. I'm glad you dropped by. See you in a little while. Bye." Marlis said.

Marlis helped Hanan to recognize important differences between the jobs she was offered. Now Hanan can make an informed decision based on her values and preferences.

Hanan chose to work in the local mall. Her husband was happy to look after their children three nights a week. Hanan was glad she only had to work one weekend a month, as she liked to spend the weekend doing things with the children. Also, she thought it would be very time-consuming to take two buses to and from work. This would be really hard when she was working the evening and weekend shifts, since the buses were less frequent.

Consider your values and job preferences. Similar jobs may seem the same on the surface but may be different when you think about all the facts. Few jobs will meet all your job preferences.

**Handout: The Right Job****Is the job right for me?****Where is the job located?**

- How will I get to and from work?
- How much will it cost?

**What hours would I have to work?**

- Will I work regular hours?
- Will I work overtime?
- Will I work shifts?
- Will I work nights?
- Will I work weekends?

**How much does the job pay?**

- Will the job pay enough to cover my expenses?
- What benefits come with the job?
- Do I get paid holidays?
- Do I get medical insurance?
- Do I get a dental plan?
- Do I get a staff discount?

**How much money would the job cost me?**

- What will I have to spend on transportation?
- What will I have to spend on clothes?
- Will there be other costs?

**What are the working conditions?**

- Would I be working indoors or outdoors?
- Would I be working alone or with people?
- What future does the job offer?
- Are there chances for learning, training or advancement?

## 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