

WORK EXPERIENCE 12A – WRITTEN ASSIGNMENTS

Work Experience 12A is a completion course. All assignments must be completed in order to pass and receive credits for this course. A mark will be issued after all assignments and work placement hours are completed.

This package includes reference materials to assist you with the assignments, as well as a list of the required assignments for Work Experience 12A.

Assignments for Work Experience 12A:

- Submit a current employment **resume**. Include your present work experience placement.
- Submit a **cover letter** for a job you are interested in.
- Student **Reflection and Self Evaluation** – see attached.
- Workplace Ethics and Etiquette** – assignment attached.

Student Name: _____

Date received: _____

Student Reflection and Self-Evaluation

Reflect on your work experience. Rate yourself by circling the number which best describes your performance for each of the criteria:

4 – Outstanding 3 – Good 2 – Fair 1 – Needs Improvement N/A – Not Applicable

PERSONAL & SOCIAL APTITUDES					
❖ Cooperative Abilities (teamwork)	4	3	2	1	N/A
❖ Acceptance of constructive criticism	4	3	2	1	N/A
❖ Appearance	4	3	2	1	N/A
❖ Punctuality	4	3	2	1	N/A
❖ Attendance	4	3	2	1	N/A
❖ Courtesy (with public and coworkers)	4	3	2	1	N/A
❖ Dependability and responsibility	4	3	2	1	N/A

WORK QUALITIES & HABITS					
❖ Effort (initiative, eagerness, effectiveness)	4	3	2	1	N/A
❖ Dexterity (speed, accuracy, organization)	4	3	2	1	N/A
❖ Follow through (completing tasks, projects)	4	3	2	1	N/A

COMMUNICATION SKILLS					
❖ Verbal (speaking clearly)	4	3	2	1	N/A
❖ Listening (able to follow directions)	4	3	2	1	N/A
❖ Questioning (asking appropriate questions)	4	3	2	1	N/A
❖ Non-verbal (eye contact, body language)	4	3	2	1	N/A
❖ Written (writing clearly, concisely & legibly)	4	3	2	1	N/A

1. What courses/programs have you taken or plan to take that relate to your career goals?

2. Describe the most important lesson/skill that you have learned from this experience, and explain how it will help you in your future career goals.

3. Describe a problem at your workplace and explain how it was resolved.

4. Read through the Employability Skills on the attached page. Highlight **four** employability skills that were essential for success during your work placement, and describe why each of these employability skills is important to you.

EMPLOYABILITY SKILLS 2000+

The Conference Board of Canada surveyed 1,000 employers and compiled a list of skills needed in the workforce. These are skills that you need to enter, stay in, and progress in the world of work - whether you work on your own or as a part of a team. These skills can also be applied and used beyond the workplace in a range of daily activities.

FUNDAMENTAL SKILLS

The skills needed as a base for further development

You will be better prepared to progress in the world of work when you can:

COMMUNICATE

- read and understand information presented in a variety of forms (e.g., words, graphs, charts, diagrams)
- write and speak so others pay attention and understand
- listen and ask questions to understand and appreciate the points of view of others
- share information using a range of information and communications technologies (e.g., voice, e-mail, computers)
- use relevant scientific, technological and mathematical knowledge and skills to explain or clarify ideas

MANAGE INFORMATION

- locate, gather and organize information using appropriate technology and information systems
- access, analyze and apply knowledge and skills from various disciplines (e.g., the arts, languages, science, technology mathematics, social sciences, and the humanities)

USE NUMBERS

- decide what needs to be measured or calculated
- observe and record data using appropriate methods, tools and technology
- make estimates and verify calculations

THINK AND SOLVE PROBLEMS

- assess situations and identify problems
- seek different points of view and evaluate them based on facts
- recognize the human, interpersonal, technical, scientific and mathematical dimensions of a problem
- identify the root cause of a problem
- be creative and innovative in exploring possible solutions
- readily use science, technology and mathematics as ways to think, gain and share knowledge, solve problems and make decisions
- evaluate solutions to make recommendations or decisions
- implement solutions
- check to see if a solution works, and act on opportunities for improvement

PERSONAL MANAGEMENT SKILLS

The personal skills, attitudes and behaviours that drive one's potential for growth

You will be able to offer yourself greater possibilities for achievement when you can:

DEMONSTRATE POSITIVE ATTITUDES & BEHAVIOURS

- feel good about yourself and be confident
- deal with people, problems and situations with honesty, integrity and personal ethics
- recognize your own and other people's good efforts
- take care of your personal health
- show interest, initiative and effort

BE RESPONSIBLE

- set goals and priorities balancing work and personal life
- plan and manage time, money and other resources to achieve goals
- assess, weigh and manage risk
- be accountable for your actions and the actions of you group
- be socially responsible and contribute to your community

BE ADAPTABLE

- work independently or as a part of a team
- carry out multiple tasks or projects
- be innovative and resourceful: identify and suggest alternative ways to achieve goals and get the job done
- be open and respond constructively to change
- learn from your mistakes and accept feedback
- cope with uncertainty

LEARN CONTINUOUSLY

- be willing to continuously learn and grow
- assess personal strengths and areas of development
- set your own learning goals
- identify and access learning sources and opportunities
- plan for and achieve your learning goals

WORK SAFELY

- be aware of personal and group health and safety practices and procedures, and act in accordance with these

TEAMWORK SKILLS

The skills and attributes needed to contribute productively

You will be better prepared to add value to the outcomes of a task, project or team when you can:

WORK WITH OTHERS

- understand and work within the dynamics of a group
- ensure that a team's purpose and objectives are clear
- be flexible: respect, be open to and supportive of the thoughts, opinions and contributions of others in a group
- recognize and respect people's diversity, individual differences and perspectives
- accept and provide feedback in a constructive and considerate manner
- contribute to a team by sharing information and expertise
- lead or support when appropriate, motivating a group for high performance
- understand the role of conflict in a group to reach solutions
- manage and resolve conflict when appropriate

PARTICIPATE IN PROJECTS AND TASKS

- plan, design or carry out a project or task from start to finish with well-defined objectives and outcomes
- develop a plan, seek feedback, test, revise and implement
- work to agreed quality standards and specifications
- select and use appropriate tools and technology for a task or project
- adapt to changing requirements and information
- continuously monitor the success of a project or task and identify ways to improve



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WORKPLACE ETHICS AND ETIQUETTE

Ethics are the rules of right or wrong that form a system of behaviour. They can apply to an individual, a company, or a society. Ethics form the basis for the kind of person you are, as well as the organization you represent.

Employee Ethics - employees have certain ethical responsibilities towards their employer, customers, and community. Employees are expected to act with:

- Honesty – refusing to steal, cheat, lie, or misrepresent something.
- Integrity – having high ethical standards, respecting company time, following company policies.
- Confidentiality – respecting privacy of information.

Assignment: Read the four case studies below. For only **two** of the case studies, answer the accompanying question and explain your response on the attached sheet.

Case Study 1

Lisa works for a screw and bolt manufacturer that works closely with the Air Force. Lisa knows that the bolts being made for the Air Force are not up to the required standards. She talked with her supervisor and he said not to worry about it. He said it was up to management to correct the problem. If you were Lisa, what would you do? Explain your response.

Case Study 2

Jane works in a jewelry store. A customer left two rings for cleaning, but Jane accidentally gave her a receipt for just one ring. The customer didn't notice the mistake and left the store before Jane realized what she had done. One of the rings is quite beautiful. Jane thought about how nice it would look on her. She began to think about keeping the ring for herself and telling the manager the customer left only one ring. After all, the customer was very wealthy and could afford the loss. What do you think Jane should do? Explain your response.

Case Study 3

Justine works in a donut shop. Some of her friends stop by late at night. She spends a lot of time with them, but there aren't any customers in the shop. A customer comes in and Justine immediately asks if she can help him. She then returns to her friends' table and starts talking with them. Do you think Justine is doing the right thing by spending so much time talking with her friends? Explain your response.

Case Study 4

Lance works for a fast food restaurant. He comes from a very poor family. The restaurant has a policy of throwing out any hot sandwiches that are not sold within 15 minutes. The policy also states that employees are not to take any of the sandwiches for themselves. Lance is told by his supervisor to throw away about 10 cheeseburgers. He thinks about how much his family could use the sandwiches. Instead of throwing them in the dumpster, he hides them in the back of the store and takes them home when he leaves work. Should lance have done this? Explain your response.

TIPS FOR WRITING RESUMES

Your resume is your first impression, therefore it is important that you write it well! Here are some tips:

- Make an outline – a quick list of all possible experiences.
- Keep it short – one page is ideal for youth.
- Proofread! Proofread! Proofread!** – remember it is your first impression.
- Do not include: birth date, political or religious beliefs, and personal photos.
- Make sure your contact information is current and appropriate.
- Use dynamic words – see **Action Verbs List** and **Skills I Have Learned**.
- Use good quality paper.

Include All Your Activities

You may not have much actual work experience yet, so it is important to draw upon all aspects of your life:

- school activities.
- volunteer work.
- academic, artistic, and athletic pursuits.
- hobbies and interests.
- people who can provide a reference.

These aspects of your life will demonstrate your character, work ethic, skills, and personality, all of which will help you succeed in your search for employment.

Formatting Tips:

- Contact information:** should be at the top of your resume and should include your name, address, phone number(s), and email address (professional please).
- Objective:** you may want to use this heading when targeting your resume to a specific industry (culinary, retail, etc.) or employer/organization. You may wish to identify specific skills you have to offer. Keep it brief and succinct.
- Education:** this will most likely be your next heading as you may not have acquired much work experience at this point in your life. Highlight specific courses taken inside and outside of school, academic achievements, leadership skills and roles, etc.
- Experience:** include both volunteer and work experiences (paid and unpaid). List the employer/organization, dates of experience, supervisor and job title, and duties and responsibilities. List your experiences in order beginning with the most recent experience. Use dynamic active words – see *Action Verbs List and Skills Learned List*
- Other Possible Headings:** Skills, Awards and Achievements, Interests/Hobbies, Languages Studied and Spoken, Certifications, Personal Attributes.
- References:** a reference is someone who agrees to speak to a potential employer about you and your abilities in a positive way. Identify two people who could provide information about you and your skills. One of your references should be able to speak about your personal skills and abilities. The second reference should be able to speak about your work ethic and your work experience, volunteer work, or community service. Possible references may include a teacher, coach, employer, volunteer coordinator, community group leader, or family friend. Be sure that you have identified and spoken to your references prior to submitting your resume. Provide the name and contact information for each of your references.

Use the following to assist you in writing your resume.

Action Verbs

<p>Management Skills</p> <p>Administered Analyzed Assigned Chaired Consolidated Contracted Coordinated Developed Directed Evaluated Executed Improved Increased Organized Oversaw Planned Prioritized Produced Recommended Reviewed Scheduled Strengthened Supervised</p> <p>Communication Skills</p> <p>Arranged Authored Collaborated Convinced Developed Directed Drafted/edited Formulated Interpreted Mediated Moderated Negotiated Persuaded Promoted Publicized Reconciled Recruited Translated Wrote</p>	<p>Research Skills</p> <p>Clarified Collected Critiqued Diagnosed Evaluated Examined Extracted Identified Inspected Interpreted Interviewed Investigated Organized Reviewed Summarized Surveyed</p> <p>Technical Skills</p> <p>Assembled Built/Calculated Computed Designed Devised Engineered Fabricated Maintained Operated Overhauled Programmed Remodeled Repaired Solved Upgraded</p> <p>Technical Skills</p> <p>Adapted Advised Clarified Coached Communicated Coordinated Demystified Development</p>	<p>Enabled Encouraged Evaluated Explained Guided Informed Instructed Persuaded Set goals Stimulated Trained</p> <p>Financial Skills</p> <p>Allocated Analyzed Appraised Audited Balanced Budgeted Calculated Computed Developed Forecasted Managed Marketed Planned Projected Researched</p> <p>Creative Skills</p> <p>Acted Created Customized Designed Developed Directed Established Founded Illustrated Initiated Instituted Integrated Introduced</p>	<p>Invented Originated Performed Planned Revitalized Shaped</p> <p>Helped Skills</p> <p>Assessed Assisted Clarified Coached Counseled Demonstrated Diagnosed Educated Expedited Facilitated Familiarized Guided Motivated Referred Rehabilitated Represented</p> <p>Clerical or Detail Skills</p> <p>Approved Arranged Catalogued Classified Collected Compiled Dispatched Executed Generated Implemented Inspected Monitored Operated Organized Prepared Processes Purchased Recorded</p>
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Summary of Skills

- Possess valid Foodsafe Certificate, Basic Level 1.
- Personable and enthusiastic, willing and able to learn.
- Proven record of dependability with increasing responsibility.
- Work well under pressure, able to prioritize orders with ease.
- Excellent communication skills, both written and oral.

Work Experience

McDonald's Restaurant, Colwood: January 2014 – present

Crew Chief

- Supervised cooking crews while on shift.
- Maintained open communication channels among crew.
- Demonstrated diplomacy when challenged by conflict.

Grill Cook

- Prepared sandwiches and breakfasts in a busy restaurant environment.
- Operated grill and deep fryer.
- Responsible for maintaining high food safety standards in the grill area.

Education

Royal Bay Secondary School, currently in Grade 11

Special classes: Food Studies, Business Education, and Drama

Certificates

FoodSafe, Basic Level 1 (2014)

- Course content included: food borne illnesses, prevention techniques, personal hygiene, and maintaining a sanitary environment.

Basic First Aid, St. Johns Ambulance (2015)

- Learned basic first aid techniques: artificial respiration, CPR, and accident management.

References Available on Request

Cover Letter Format and Tips

Why write a cover letter?

- To explain why you are sending your resume and for which job you are applying for.
- To tell the employer why you are the right person for the job.
- To describe your interest in the company.
- To request an interview.

TIPS

1. Address an individual in authority. Use the correct spelling of that person's name and include their job title.
2. Tailor the letter to match the duties and qualifications specified for the job. Show that you have done your "homework" by addressing the employer's priorities and concerns. Be specific about why you are writing. When responding to an advertised job vacancy, your letter should refer, either directly or indirectly, to each qualification stated in the advertisement. For example, if the ad states that you "must be able to work weekends", you should respond by identifying that you are willing and available to work during the weekends.
3. Write a different letter for each application.
4. Convey your enthusiasm and commitment. Balance warmth and professionalism.
5. Present something unique about yourself.
6. **Highlight what you may be able to contribute to the organization.**
7. Remain brief and focused – keep it to one page. See example on the following page.
8. Double-check the spelling, punctuation, and grammar.

Cover Letter Format

Your Street Address
City, Province
Postal Code

Date of Writing

Employers Name (if you do not know the name, phone and find out)
Employers Title
Company Name
Address

Dear Mr. / Mrs. (Name of Employer)

Re: Position of.....

INTRODUCTION

TELL WHY YOU ARE WRITING

- The first sentence is the most important one in your cover letter, therefore make it catchy in order to grab the reader's attention.
- Name the position for which you are applying and how you heard about the opening.

BODY OF THE LETTER

TELL THE EMPLOYER WHAT YOU CAN DO FOR HIM/HER

- Write about one or two paragraphs.
- **Outline your skills as they relate to the job.**
- Use action words, i.e. planned, organized, or completed.
- Include responses to all the qualifications listed in the advertisement.
- Mention that your resume is attached to ensure that it does not get lost in the shuffle, yet avoid duplicating information. Find a new way to highlight the most important aspects of your resume.

CLOSING

TELL THE EMPLOYER WHAT HAPPENS NEXT

- Use an appropriate closing to pave the way to an interview, i.e. ask for an application form, enclose a return envelope, or include your phone number and the times you are available.
- If you take responsibility for the next action, i.e. "I will contact you by.....to inquire about the status of my application", then you will avoid the frustration of waiting for a reply.

Yours truly,

(Sign your name here)

Your Name (typewritten)