

Grade 11 Credit for Employment (30G)

A Course for Independent Study

Field Validation Version



GRADE 11 CREDIT FOR
EMPLOYMENT (30G)

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Manitoba Education Cataloguing in Publication Data

Grade 11 credit for employment (30G) : a course for independent study—Field validation version

Includes bibliographical references.

This resource is available in print and electronic formats.

ISBN: 978-0-7711-7633-3 (print)

ISBN: 978-0-7711-7634-0 (pdf)

1. Career education (Secondary).
2. Vocational guidance (Secondary)—Manitoba.
3. Career development (Secondary)—Programmed instruction.
4. Youth employment—Manitoba.
5. Distance education—Manitoba.
6. Correspondence schools and courses—Manitoba.

I. Manitoba. Manitoba Education.

371.425

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Manitoba Education
Winnipeg, Manitoba, Canada

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This resource was published in 2017 and updated in 2020.

Available in alternate formats upon request.

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ACKNOWLEDGEMENTS

Manitoba Education gratefully acknowledges the contributions of the following individuals in the development of *Grade 11 Credit for Employment (30G): A Course for Independent Study, Field Validation Version*.

Writer	Nicole Belanger	Dakota Collegiate Louis Riel School Division
Manitoba Education Staff	Louise Boissonneault Coordinator	Document Production Services Unit Instruction, Curriculum and Assessment Branch
	John Finch Coordinator	Learning Support and Technology Unit Instruction, Curriculum and Assessment Branch
	Lynn Harrison Desktop Publisher	Document Production Services Unit Instruction, Curriculum and Assessment Branch
	Myrna Klassen Acting Coordinator	Distance Learning Unit Instruction, Curriculum and Assessment Branch
	Gilles Landry Project Manager	Learning Support and Technology Unit Instruction, Curriculum and Assessment Branch
	Susan Letkemann Publications Editor	Document Production Services Unit Instruction, Curriculum and Assessment Branch
	Ruth Stargardter Project Leader	Learning Support and Technology Unit Instruction, Curriculum and Assessment Branch



GRADE 11 CREDIT FOR
EMPLOYMENT (30G)

Introduction

INTRODUCTION

Overview

Welcome to Grade 11 Credit for Employment (30G): A Course for Independent Study. This credit for employment (CFE) course will allow you to earn a high school credit for paid employment. The course is intended to encourage and recognize the skills development and experience gained through employment.

The CFE option will help you to gain the self-knowledge and the knowledge about the world of work that is required to be successful in the workplace. You will gain a greater understanding of how to apply and refine the knowledge and skills you acquire in the CFE course as you explore current and future career opportunities.

As a student enrolled in an independent study course, you have taken on a dual role—that of a student and a teacher. As a student, you are responsible for mastering the lessons and completing the learning activities and assignments. As a teacher, you are responsible for checking your work carefully, noting areas in which you need to improve, and motivating yourself to succeed.

What Are the Course Requirements?

To be eligible for and to register for this CFE course, you must meet the following requirements:

- You must be a **minimum of 16 years old**.
- You must be **employed at a workplace**. If you do not have a **paid job**, then you need to find one. The Distance Learning Unit will not be able to find a job for you; you must find it yourself, or with the help of family or friends. However, it is recommended that you not be allowed to work for your family or at your current school so that you can benefit from exposure to new people and new experiences.
- You must ensure that you will be working for a company, business, or organization that provides workers compensation coverage for its employees through the **Workers Compensation Board (WCB) of Manitoba**.
- You must be prepared to participate in paid employment for **110 hours**. You will need to work at your job for at least 110 hours from the time you start this course until the time you finish it.

- You must be enrolled in or have completed one of the following **career development courses**:
 - Grade 9 Career Development: Life/Work Exploration
 - Grade 10 Career Development: Life/Work Planning
 - Grade 11 Career Development: Life/Work Building
 - Grade 12 Career Development: Life/Work Transitioning

These courses are offered as either half-credit or full-credit courses.

Workers Compensation Board Coverage

Make sure you will be working at a site where the employees have workers compensation coverage through the WCB. **Workers compensation** is an injury and disability insurance system for workers and employers, paid for by employers. According to its website, the WCB “insures over 34,000 employers and 76 percent of the Manitoba workforce” (WCB, *About Us*). This means that approximately 24 percent of Manitoba workers are not covered by workers compensation.

The CFE employer bears the greatest responsibility for ensuring safety and health in the workplace. This includes providing the proper tools, equipment, instruction, and training, as required by the *Workplace Safety and Health Regulation (The Workplace Safety and Health Act, Manitoba)* applicable to the work duties and tasks performed.



Workers compensation for any paid work experience must be covered by the employer, and will not be covered by Manitoba Education.

Resources



If you have access to the Internet, see:

Manitoba. *The Workplace Safety and Health Act*. C.C.S.M. c. W210. Winnipeg, MB: Queen’s Printer—Statutory Publications, 1987. Available online at <http://web2.gov.mb.ca/laws/statutes/ccsm/w210e.php> (12 May 2017). The *Workplace Safety and Health Regulation* is available at <https://web2.gov.mb.ca/laws/regs/current/217.06.pdf> (31 July 2017).

Workers Compensation Board of Manitoba. Home Page. www.wcb.mb.ca/ (5 May 2017).

What Will You Learn in This Course?

In this course, you will learn about the different skills you already have, how to identify and strengthen them, how to develop new skills, and how to showcase your employability, essential, and transferable skills and your personal attributes when applying for jobs. You will also learn about the qualities and skills required to be an effective member of a team so that you can be successful in the workplace.

This course will take you through the job application process, which includes writing resumés and cover letters, networking, and participating in interviews. In addition, you will learn about workers' rights and responsibilities in ensuring a safe and healthy workplace.

Finally, you will have an opportunity to learn about yourself as a worker by reviewing your employer's feedback about the work characteristics you demonstrated at your place of employment while taking this course. You will also have a conversation with your tutor/marker about the skills you have developed at your workplace since you started this course.

How Is This Course Organized?

This Grade 11 Credit for Employment course consists of the following six modules:

- Module 1: Getting Started in This Course
- Module 2: Adapting to the Workplace
- Module 3: Interpersonal and Intrapersonal Dynamics
- Module 4: Preparing for the Workplace
- Module 5: Safety and Health
- Module 6: Wrapping up This Course

Each module in this course consists of lessons, which contain the following components:

- **Introduction:** Each lesson begins with an explanation of what you will be doing and learning in that lesson.
- **Lesson:** The main body of the lesson is made up of the content that you need to learn.
- **Learning activities:** Some lessons include learning activities that will help you review what you have learned. You will **not** submit completed learning activities to the Distance Learning Unit.





- **Assignments:** Assignments are found at the end of most lessons. You **will** mail or electronically submit all your completed assignments to the Distance Learning Unit for assessment when instructed to do so. In total, the assignments are worth **100 percent** of your final course mark.

Each module ends with a brief summary of what you learned in the lessons from that module.

This course also includes a bibliography of resources used to write the course.

What Resources Will You Need for This Course?

You do not need a textbook for this course. All the content is provided directly within the course. You will, however, need access to a variety of resources.

You will require access to an email account if you plan to

- communicate with your tutor/marker by email
- use the learning management system (LMS) to submit your completed assignments

Optional Resources

It would be helpful if you had access to the following resources:

- **Photocopier/scanner:** With access to a photocopier/scanner, you could make a copy of your assignments before submitting them so that if your tutor/marker wants to discuss an assignment with you over the phone, each of you will have a copy. It would also allow you to continue studying or to complete further lessons while your original work is with the tutor/marker. Photocopying or scanning your assignments will also ensure that you keep a copy in case the originals are lost.
- **Resource people:** Access to resource people, such as teachers, school counsellors, and librarians, would help you complete the course.
- **A computer with word processing software:** Access to word processing software (e.g., Microsoft Word) would help you complete some assignments.
- **A computer with Internet access:** Some lessons suggest website links as sources of information or for supplementary reference and reading. If you do not have Internet access, you will still be able to complete the course, but you will need to find different ways of accessing information.



Internet Safety

If you choose to use the Internet to do research, be safe. The Internet is a valuable source of information and should be used responsibly. Talk to your parents/guardians about Internet safety, and use the following guidelines when going online:

- Choose a username that does not tell your name, gender, age, or other personal details.
- Never give anyone private information.
- Do not answer emails from strangers.
- If someone asks you to keep your relationship with him or her a secret, stop talking to the person and immediately tell your parent/guardian.
- Do not email or post pictures or files.

The above is **not** a complete list because no list can possibly cover all dangerous situations. Use your common sense and be careful.

Who Can Help You with This Course?

Taking an independent study course is different from taking a course in a classroom. Instead of relying on the teacher to tell you to complete a learning activity or an assignment, you must tell yourself to be responsible for your learning and for meeting deadlines. There are, however, two people who can help you be successful in your course: your tutor/marker and your learning partner.

Your Tutor/Marker



Tutor/markers are experienced educators who tutor Independent Study Option (ISO) students and mark assignments and examinations. When you are having difficulty with something in this course, be sure to contact your tutor/marker, who is there to help you. Your tutor/marker's name and contact information were sent to you with this course. You can also obtain this information in the learning management system (LMS).

Your Learning Partner



A learning partner is someone **you choose** who will help you learn. It may be someone who knows something about careers and job searches, but it doesn't have to be. A learning partner could be someone else who is taking this course, a teacher, a parent or guardian, a sibling, a friend, or anybody else who can help you. Most importantly, a learning partner should be someone with whom you feel comfortable, and who will support you as you work through this course.

Your learning partner can help you keep on schedule with your coursework, read the course with you, check your work, look at and respond to your learning activities, or help you make sense of assignments. If you and your learning partner are taking the same course, however, your assignment work should not be identical.

Plagiarism

Plagiarism IS a big deal with serious consequences, so it's important that you understand what it is and how to avoid it.

What is plagiarism?

In brief, plagiarism is taking someone's ideas or words and presenting them as if they are your own.

How can you avoid plagiarism?

- Begin early. Research takes time. Allow enough time to search for, evaluate, and read sources, and to get help if you need it. Always document your sources immediately.
- Present your research by quoting and paraphrasing.
 - When you use a quote, you use the exact same words with quotation marks, and you indicate exactly where it came from.
 - When you paraphrase, you rewrite an author's idea using your own words and you do not use quotation marks (but you also make sure to state clearly whose idea it is).
- Learn how to use different citation styles.
- Give credit where credit is due. Never pretend someone else's idea is your own.

How Will You Know How Well You Are Learning?

You will know how well you are learning in this course by how well you complete the learning activities and assignments.

Learning Activities



The two learning activities in this course will help you to review and practise what you have learned in the lessons. You will **not** submit the completed learning activities to the Distance Learning Unit. Instead, you will complete the learning activities and compare your responses to those provided in the Learning Activity Answer Key found at the end of the applicable modules.

Assignments



Each module in this course contains assignments, which you **will** complete and submit to the Distance Learning Unit for assessment. The assignments are worth a total of **100 percent** of your final course mark.

Your tutor/marker will assess your assignments and return them to you. Remember to keep all marked assignments until you have finished the course.

All assignments are reported in one of two ways:

- **Assignments Reported as Complete or Incomplete**

Some of the assignments are assessed either as **complete** or **incomplete** (designated as CO / INC). No marks are given for these assignments. If your tutor/marker concludes that an assignment is incomplete, then you will have to redo it.

- **Assignments Reported with Marks**

Some assignments are assessed using an assessment rubric and are assigned marks. These assignments will be marked out of a total score.

Quality of Your Writing

All your assignments need to be well written. You will need to use all the skills you have learned in your English language arts courses to write at a level that is appropriate for a Grade 11 student. If you need help understanding what that means for each assignment, contact your tutor/marker, or, if you are attending school, ask your English language arts teacher.



How Much Time Will You Need to Complete This Course?

Learning through independent study has several advantages over learning in the classroom. You are in charge of how you learn and you can choose how quickly you will complete the course. You can complete as many lessons as you wish in a single session. You do not have to wait for your teacher or classmates.

From the date of your registration, you have a maximum of **12 months** to complete this course, but the pace at which you proceed is up to you. Read the following suggestions on how to pace yourself.

Chart A: Semester 1

If you want to start the course in September and complete it in January, you can follow the timeline suggested below.

Module	Completion Date
Module 1	Middle of September
Module 2	End of September
Module 3	End of October
Module 4	End of November
Module 5	End of December
Module 6	End of January

Chart B: Semester 2

If you want to start the course in February and complete it in May, you can follow the timeline suggested below.

Module	Completion Date
Module 1	Middle of February
Module 2	Beginning of March
Module 3	Middle of March
Module 4	End of March
Module 5	Middle of April
Module 6	Beginning of May

Chart C: Full School Year (Not Semestered)

If you want to start the course in September and complete it in May, you can follow the timeline suggested below.

Module	Completion Date
Module 1	End of September
Module 2	End of October
Module 3	End of December
Module 4	Middle of February
Module 5	Middle of March
Module 6	Beginning of May

Timelines

Do not wait until the last minute to complete your work, since your tutor/ marker may not be available to mark it immediately. It may take a few weeks for your tutor/marker to assess your work and return it to you.



If you need this course to graduate this school year, all coursework must be received by the Distance Learning Unit on or before the first Friday in May, and all examinations must be received by the Distance Learning Unit on or before the last Friday in May. Any coursework or examinations received after these deadlines may not be processed in time for a June graduation. Assignments or examinations submitted after these recommended deadlines will be processed and marked as they are received.

When and How Will You Submit Completed Assignments?

When to Submit Assignments

While working on this course, you will submit completed assignments to your tutor/marker **eight** times. The following chart shows exactly when you will be submitting your assignments.

Submission of Assignments			
Module	Submission	Assignments You Will Submit	Assessment
1	1	Module 1: Getting Started in This Course Module 1 Cover Sheet Assignment 1.1: Employer Information Form Assignment 1.2: My Safety and Health Checklist: First Thoughts	CO / INC* CO / INC
2	2	Module 2: Adapting to the Workplace Module 2 Cover Sheet Assignment 2.1: Workplace Essential Skills: Work Ready Checklist	CO / INC
3	3	Module 3: Interpersonal and Intrapersonal Dynamics Module 3 Cover Sheet Assignment 3.1: Teamwork Assignment 3.2: Workplace Scenarios	13 marks 26 marks
4	4	Module 4: Preparing for the Workplace Module 4 Cover Sheet Assignment 4.1: Two Resumés <ul style="list-style-type: none"> ■ Chronological or Functional Resumé ■ Combination Resumé Assignment 4.2: Cover Letter (Including Job Posting)	13 marks 15 marks 13 marks
	5	Module 4: Preparing for the Workplace Module 4 Cover Sheet Assignment 4.3: Mock Job Interview by Telephone (with Your Tutor/Marker) <ul style="list-style-type: none"> ■ Part A: Mock Job Interview: Preparation and Participation ■ Part B: Mock Job Interview: Reflection 	CO / INC 15 marks

* CO = complete / INC = incomplete

continued

Submission of Assignments (continued)			
Module	Submission	Assignments You Will Submit	Assessment
5	6	Module 5: Safety and Health Module 5 Cover Sheet Assignment 5.1: My Safety and Health Checklist: Reflection	CO / INC
6	7	Module 6: Wrapping up This Course Module 6 Cover Sheet Assignment 6.1: Employer Feedback <ul style="list-style-type: none"> ■ Hours Worked Form ■ Employer Feedback Form 	CO / INC
	8	Module 6: Wrapping up This Course Module 6 Cover Sheet Assignment 6.2: Reflecting on Your Skills (with Your Tutor/Marker) <ul style="list-style-type: none"> ■ Workplace Essential Skills: Work Ready Checklist 	CO / INC

* CO = complete / INC = incomplete

How to Submit Assignments

In this course, you have the choice of submitting your assignments either by mail or electronically.

- **Mail:** Each time you **mail** something, you must include the print version of the applicable Cover Sheet (found at the end of this Introduction). Complete the information at the top of each Cover Sheet before submitting it along with your assignments.
- **Electronic submission:** You do not need to include a cover sheet when submitting assignments electronically.

Submitting Your Assignments by Mail



If you choose to mail your completed assignments, please photocopy all the materials first so that you will have a copy of your work in case your package goes missing. You will need to place the applicable module Cover Sheet and assignment(s) in an envelope, and address it to

Distance Learning Unit
 500-555 Main Street
 P.O. Box 2020
 Winkler MB R6W 4B8

Your tutor/marker will mark your work and return it to you by mail.

Submitting Your Assignments Electronically

Assignment submission options vary by course. Sometimes assignments can be submitted electronically and sometimes they must be submitted by mail. Specific instructions on how to submit assignments were sent to you with this course. In addition, this information is available in the learning management system (LMS).

If you are submitting assignments electronically, make sure you have saved copies of them before you send them. That way, you can refer to your assignments when you discuss them with your tutor/marker. Also, if the original hand-in assignments are lost, you are able to resubmit them.

Your tutor/marker will mark your work and return it to you electronically.



The Distance Learning Unit does not provide technical support for hardware-related issues. If troubleshooting is required, consult a professional computer technician.

How Will You Learn about Changes to Policies and Procedures?

The Distance Learning Unit strives to ensure that materials are current. Nevertheless, in light of continually evolving technology, some policies and procedures related to contacting your tutor/marker, submitting assignments, registering for courses, dealing with course expiration, and paying for courses may have changed since this course was produced. Please refer to the learning management system (LMS) for the most current policies and procedures.

What Are the Guide Graphics For?

Guide graphics are used throughout this course to identify and guide you in specific tasks. Each graphic has a specific purpose, as described below.



Note/Reminder: Take note of and remember this important information or reminder.



Phone or Email: Telephone or email your tutor/marker.



Learning Partner: Ask your learning partner to help you with this task.



Internet: Use the Internet, if you have access to it, to obtain more information. Internet access is optional for this course.



Lesson Introduction: The introduction sets the stage for the lesson. It briefly describes the focus of the lesson and identifies what you will learn.



Learning Activity: Complete a learning activity. This will help you to review or practise what you have learned and to prepare for an assignment. You will not submit learning activities to the Distance Learning Unit.



Assignment: Complete an assignment. You will submit your completed assignments to the Distance Learning Unit for assessment when instructed to do so.



Reflection: Take a moment to reflect on a topic that has been discussed in the lesson.



Check Your Learning: Review the lesson introduction(s) to check whether you learned the things you were supposed to learn.



Mail or Electronic Submission: Mail or electronically submit your completed assignment(s) to the Distance Learning Unit for assessment at this time.

Remember: If you have questions or need help at any point during this course, contact your tutor/marker or ask your learning partner for help.

Good luck with the course!

GRADE 11 CREDIT FOR EMPLOYMENT (30G)

Module 1 Cover Sheet

Please complete this sheet and place it on top of your assignments to assist in proper recording of your work. Submit the package to:

Drop-off/Courier Address

Distance Learning Unit
555 Main Street
Winkler MB R6W 1C4

Mailing Address

Distance Learning Unit
500-555 Main Street
PO Box 2020
Winkler MB R6W 4B8

Contact Information

Legal Name: _____ Preferred Name: _____

Phone: _____ Email: _____

Mailing Address: _____

City/Town: _____ Postal Code: _____

Attending School: No Yes

School Name: _____

Has your contact information changed since you registered for this course? No Yes

Note: Please keep a copy of your assignments so that you can refer to them when you discuss them with your tutor/marker.

For Student Use	For Office Use Only	
<p>Module 1—Assignments 1.1 and 1.2</p> <p>Which of the following are completed and enclosed? Please check (✓) all applicable boxes below.</p> <p><input type="checkbox"/> Assignment 1.1: Employer Information Form</p> <p><input type="checkbox"/> Assignment 1.2: My Safety and Health Checklist: First Thoughts</p>	<p>Attempt 1</p> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <p>Date Received</p> <p><input type="checkbox"/> CO / <input type="checkbox"/> INC</p> <p><input type="checkbox"/> CO / <input type="checkbox"/> INC</p>	<p>Attempt 2</p> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <p>Date Received</p> <p><input type="checkbox"/> CO / <input type="checkbox"/> INC</p> <p><input type="checkbox"/> CO / <input type="checkbox"/> INC</p>
For Tutor/Marker Use		
<p>Remarks:</p> <div style="border: 1px solid black; height: 150px; margin-top: 5px;"></div>		

GRADE 11 CREDIT FOR EMPLOYMENT (30G)

Module 3 Cover Sheet

Please complete this sheet and place it on top of your assignments to assist in proper recording of your work. Submit the package to:

Drop-off/Courier Address

Distance Learning Unit
555 Main Street
Winkler MB R6W 1C4

Mailing Address

Distance Learning Unit
500-555 Main Street
PO Box 2020
Winkler MB R6W 4B8

Contact Information

Legal Name: _____ Preferred Name: _____

Phone: _____ Email: _____

Mailing Address: _____

City/Town: _____ Postal Code: _____

Attending School: No Yes

School Name: _____

Has your contact information changed since you registered for this course? No Yes

Note: Please keep a copy of your assignments so that you can refer to them when you discuss them with your tutor/marker

For Student Use	For Office Use Only	
Module 3—Assignments 3.1 and 3.2	Attempt 1	Attempt 2
Which of the following are completed and enclosed? Please check (✓) all applicable boxes below.	_____	_____
	Date Received	Date Received
<input type="checkbox"/> Assignment 3.1: Teamwork	_____ /13	_____ /13
<input type="checkbox"/> Assignment 3.2: Workplace Scenarios		
<input type="checkbox"/> Scenario Selection 1	_____ /13	_____ /13
<input type="checkbox"/> Scenario Selection 2	_____ /13	_____ /13
	Total: _____ /39	Total: _____ /39
For Tutor/Marker Use		
Remarks: 		

Assessment Rubric for Assignment 3.1: Teamwork (13 Marks)				
Assessment Category	Assessment Criteria			
In general terms, you need to demonstrate the following to receive the specified marks.				
	3 Marks	2 Marks	0–1 Mark	Marks
1. Definition of teamwork in the workplace	<p>The student</p> <ul style="list-style-type: none"> ■ defines teamwork thoroughly ■ applies definition effectively to own workplace 	<ul style="list-style-type: none"> ■ defines teamwork ■ makes limited application of definition to own workplace 	<ul style="list-style-type: none"> ■ does not define teamwork ■ makes no application to own workplace 	____ /3
	3 Marks	2 Marks	0–1 Mark	
2. Explanation of importance of teamwork, including examples	<ul style="list-style-type: none"> ■ explains the importance of teamwork in own workplace ■ provides effective supporting examples 	<ul style="list-style-type: none"> ■ explains the importance of teamwork in own workplace ■ provides limited supporting examples 	<ul style="list-style-type: none"> ■ does not explain the importance of teamwork in own workplace ■ does not provide examples 	____ /3
	4 Marks	2–3 Marks	0–1 Mark	
3. Connections to personal experiences of teamwork and understanding of how to use and improve teamwork skills	<ul style="list-style-type: none"> ■ makes multiple relevant connections to own teamwork experiences ■ demonstrates a clear understanding of how to use teamwork skills effectively and how to improve contributions to a team 	<ul style="list-style-type: none"> ■ makes some connections to own teamwork experiences ■ demonstrates a basic awareness of how to use teamwork skills effectively and how to improve contributions to a team 	<ul style="list-style-type: none"> ■ makes minimal connections to own teamwork experiences ■ demonstrates minimal awareness of how to use teamwork skills effectively or how to improve contributions to a team 	____ /4
	3 Marks	2 Marks	0–1 Mark	
4. Quality of writing (format, grammar, spelling, punctuation)	<ul style="list-style-type: none"> ■ writes responses in own words in paragraph form ■ makes 1 or no error 	<ul style="list-style-type: none"> ■ writes responses in paragraph form, but not in own words ■ makes 2 to 4 errors 	<ul style="list-style-type: none"> ■ does not write responses in own words or in paragraph form ■ makes 5 or more errors 	____ /3
Total Marks				____ /13

**Assessment Rubric for Assignment 3.2: Workplace Scenarios
(Scenario Selection 1) (13 Marks)**

Assessment Category	Assessment Criteria			
In general terms, you need to demonstrate the following to receive the specified marks.				
	3 Marks	2 Marks	0–1 Mark	Marks
1. Description of initial reaction	<ul style="list-style-type: none"> ■ Description of own feelings and actions is clear and thorough. 	<ul style="list-style-type: none"> ■ Description of own feelings and actions is not clear or not thorough. 	<ul style="list-style-type: none"> ■ Description of own feelings and actions is inadequate or missing. 	____ /3
	3 Marks	2 Marks	0–1 Mark	
2. Reflection on consequences of own actions	<ul style="list-style-type: none"> ■ Reflection on the consequences of own actions is clear and thorough. 	<ul style="list-style-type: none"> ■ Reflection on the consequences of own actions is not clear or not thorough. 	<ul style="list-style-type: none"> ■ Reflection on the consequences of own actions is inadequate or missing. 	____ /3
	4 Marks	2–3 Marks	0–1 Mark	
3. Evaluation of initial reaction to the scenario	<ul style="list-style-type: none"> ■ Evaluation of the initial reaction to the scenario is clear and thorough. 	<ul style="list-style-type: none"> ■ Evaluation of the initial reaction to the scenario is not clear or not thorough. 	<ul style="list-style-type: none"> ■ Evaluation of the initial reaction to the scenario is inadequate or missing. 	____ /4
	3 Marks	2 Marks	0–1 Mark	
4. Quality of writing (format, grammar, spelling, punctuation)	<ul style="list-style-type: none"> ■ Response is written in own words in paragraph form. ■ Response includes 1 or no error. 	<ul style="list-style-type: none"> ■ Response is written in paragraph form, but not in own words. ■ Response includes 2 to 4 errors. 	<ul style="list-style-type: none"> ■ Response is not written in own words or in paragraph form. ■ Response includes 5 or more errors. 	____ /3
Total Marks				____ /13

**Assessment Rubric for Assignment 3.2: Workplace Scenarios
(Scenario Selection 2) (13 Marks)**

Assessment Category	Assessment Criteria			
In general terms, you need to demonstrate the following to receive the specified marks.				
	3 Marks	2 Marks	0–1 Mark	Marks
1. Description of initial reaction	<ul style="list-style-type: none"> ■ Description of own feelings and actions is clear and thorough. 	<ul style="list-style-type: none"> ■ Description of own feelings and actions is not clear or not thorough. 	<ul style="list-style-type: none"> ■ Description of own feelings and actions is inadequate or missing. 	____ /3
	3 Marks	2 Marks	0–1 Mark	
2. Reflection on consequences of own actions	<ul style="list-style-type: none"> ■ Reflection on the consequences of own actions is clear and thorough. 	<ul style="list-style-type: none"> ■ Reflection on the consequences of own actions is not clear or not thorough. 	<ul style="list-style-type: none"> ■ Reflection on the consequences of own actions is inadequate or missing. 	____ /3
	4 Marks	2–3 Marks	0–1 Mark	
3. Evaluation of initial reaction to the scenario	<ul style="list-style-type: none"> ■ Evaluation of the initial reaction to the scenario is clear and thorough. 	<ul style="list-style-type: none"> ■ Evaluation of the initial reaction to the scenario is not clear or not thorough. 	<ul style="list-style-type: none"> ■ Evaluation of the initial reaction to the scenario is inadequate or missing. 	____ /4
	3 Marks	2 Marks	0–1 Mark	
4. Quality of writing (format, grammar, spelling, punctuation)	<ul style="list-style-type: none"> ■ Response is written in own words in paragraph form. ■ Response includes 1 or no error. 	<ul style="list-style-type: none"> ■ Response is written in paragraph form, but not in own words. ■ Response includes 2 to 4 errors. 	<ul style="list-style-type: none"> ■ Response is not written in own words or in paragraph form. ■ Response includes 5 or more errors. 	____ /3
Total Marks				____ /13

GRADE 11 CREDIT FOR EMPLOYMENT (30G)

Module 4 Cover Sheet

Please complete this sheet and place it on top of your assignments to assist in proper recording of your work. Submit the package to:

Drop-off/Courier Address

Distance Learning Unit
555 Main Street
Winkler MB R6W 1C4

Mailing Address

Distance Learning Unit
500-555 Main Street
PO Box 2020
Winkler MB R6W 4B8

Contact Information

Legal Name: _____ Preferred Name: _____

Phone: _____ Email: _____

Mailing Address: _____

City/Town: _____ Postal Code: _____

Attending School: No Yes

School Name: _____

Has your contact information changed since you registered for this course? No Yes

Note: Please keep a copy of your assignments so that you can refer to them when you discuss them with your tutor/marker

For Student Use	For Office Use Only	
<p>Module 4—Assignments 4.1 and 4.2</p> <p>Which of the following are completed and enclosed? Please check (✓) all applicable boxes below.</p> <p><input type="checkbox"/> Assignment 4.1: Two Resumés</p> <p style="padding-left: 20px;"><input type="checkbox"/> Chronological or Functional Resumé</p> <p style="padding-left: 20px;"><input type="checkbox"/> Combination Resumé</p> <p><input type="checkbox"/> Assignment 4.2: Cover Letter (Including Job Posting)</p>	<p>Attempt 1</p> <hr style="border: 0; border-top: 1px solid black;"/> <p>Date Received</p> <p>_____ /13</p> <p>_____ /15</p> <p>_____ /13</p> <p>Total: _____ /41</p>	<p>Attempt 2</p> <hr style="border: 0; border-top: 1px solid black;"/> <p>Date Received</p> <p>_____ /13</p> <p>_____ /15</p> <p>_____ /13</p> <p>Total: _____ /41</p>
For Tutor/Marker Use		
<p>Remarks:</p> 		

Assessment Rubric for Assignment 4.1: Resumé 1: Chronological or Functional Resumé (13 Marks)				
Assessment Category	Assessment Criteria			
In general terms, you need to demonstrate the following to receive the specified marks.				
	3 Marks	2 Marks	0–1 Mark	Marks
1. Layout and readability	<ul style="list-style-type: none"> ■ The layout of the resumé resembles the samples in the course. ■ The resumé is straightforward and easy to understand. 	<ul style="list-style-type: none"> ■ The layout of the resumé somewhat resembles the samples in the course. ■ The resumé takes effort to understand. 	<ul style="list-style-type: none"> ■ The layout of the resumé does not resemble the samples in the course. ■ The resumé is difficult to understand. 	____ /3
	3 Marks	2 Marks	0–1 Mark	
2. Content	<ul style="list-style-type: none"> ■ All resumé sections are present, and each contains sufficient information. 	<ul style="list-style-type: none"> ■ One resumé section is missing and/or some sections lack sufficient details. 	<ul style="list-style-type: none"> ■ More than one resumé section is missing and/or some sections lack important information. 	____ /3
	4 Marks	2–3 Marks	0–1 Mark	
3. Effectiveness	<ul style="list-style-type: none"> ■ The resumé is effective for a realistic position. ■ The student’s experiences and qualifications are clearly described. 	<ul style="list-style-type: none"> ■ The resumé is somewhat effective for a position. ■ The student’s experiences and qualifications are vaguely described. 	<ul style="list-style-type: none"> ■ The resumé is not effective for a position. ■ The student’s experiences and qualifications are poorly described. 	____ /4
	3 Marks	2 Marks	0–1 Mark	
4. Quality of writing (organization, clarity, grammar, spelling, punctuation)	<ul style="list-style-type: none"> ■ The text is well organized and clear. ■ The resumé contains 1 or no error. 	<ul style="list-style-type: none"> ■ The text is not well organized and/or unclear. ■ The resumé contains 2 to 4 errors. 	<ul style="list-style-type: none"> ■ The text lacks organization and clarity. ■ The resumé contains 5 or more errors. 	____ /3
Total Marks				____ /13

**Assessment Rubric for Assignment 4.1: Resumé 2:
Combination Resumé (15 Marks)**

Assessment Category	Assessment Criteria			
In general terms, you need to demonstrate the following to receive the specified marks.				
	2 Marks	1 Mark	0 Mark	Marks
1. Targeting	<ul style="list-style-type: none"> ■ The resumé clearly targets a specific sector or a specific position. 	<ul style="list-style-type: none"> ■ The resumé vaguely targets a specific sector or position. 	<ul style="list-style-type: none"> ■ The resumé does not target a specific sector or position. 	____ /2
	3 Marks	2 Marks	0-1 Mark	
2. Layout and readability	<ul style="list-style-type: none"> ■ The layout of the resumé resembles the sample in the course. ■ The resumé is straightforward and easy to understand. 	<ul style="list-style-type: none"> ■ The layout of the resumé somewhat resembles the sample in the course. ■ The resumé takes effort to understand. 	<ul style="list-style-type: none"> ■ The layout of the resumé does not resemble the sample in the course. ■ The resumé is difficult to understand. 	____ /3
	3 Marks	2 Marks	0-1 Mark	
3. Content	<ul style="list-style-type: none"> ■ All resumé sections are present, and each contains sufficient information. 	<ul style="list-style-type: none"> ■ One resumé section is missing and/or some sections lack sufficient details. 	<ul style="list-style-type: none"> ■ More than one resumé section is missing and/or some sections lack important information. 	____ /3
	4 Marks	2-3 Marks	0-1 Mark	
4. Effectiveness	<ul style="list-style-type: none"> ■ The resumé is effective for the sector or position. ■ The student's experiences and qualifications are clearly described and appropriate for the position. 	<ul style="list-style-type: none"> ■ The resumé is somewhat effective for the sector or position. ■ The student's experiences and qualifications are vaguely described and/or somewhat appropriate for the position. 	<ul style="list-style-type: none"> ■ The resumé is not effective for the sector or position. ■ The student's experiences and qualifications are not clearly described and/or not appropriate for the position. 	____ /4
	3 Marks	2 Marks	0-1 Mark	
5. Quality of writing (organization, clarity, grammar, spelling, punctuation)	<ul style="list-style-type: none"> ■ The text is well organized and clear. ■ The resumé contains 1 or no error. 	<ul style="list-style-type: none"> ■ The text is not well organized and/or unclear. ■ The resumé contains 2 to 4 errors. 	<ul style="list-style-type: none"> ■ The text lacks organization and clarity. ■ The resumé contains 5 or more errors. 	____ /3
Total Marks				____ /15

Assessment Rubric for Assignment 4.2: Cover Letter (13 Marks)				
Assessment Category	Assessment Criteria			
In general terms, you need to demonstrate the following to receive the specified marks.				
	3 Marks	2 Marks	0–1 Mark	Marks
1. Purpose	<ul style="list-style-type: none"> The purpose of the letter is clearly stated and immediately obvious to the reader. 	<ul style="list-style-type: none"> The purpose of the letter is stated and somewhat obvious to the reader. 	<ul style="list-style-type: none"> The purpose of the letter is not stated, nor is it obvious to the reader. 	____ /3
	3 Marks	2 Marks	0–1 Mark	
2. Content	<ul style="list-style-type: none"> All sections and paragraphs are present, and each contains the required information. 	<ul style="list-style-type: none"> One section and/or paragraph is missing or lacks sufficient details. 	<ul style="list-style-type: none"> Some sections and/or paragraphs are missing, or they lack important information. 	____ /3
	4 Marks	2–3 Marks	0–1 Mark	
3. Effectiveness	<ul style="list-style-type: none"> The letter is effective for the attached job posting. The student’s experiences and qualifications are clearly described. 	<ul style="list-style-type: none"> The letter is effective for the attached job posting. The student’s experiences and qualifications are vaguely described. 	<ul style="list-style-type: none"> The letter is not effective for the attached job posting. The student’s experiences and qualifications are poorly described. 	____ /4
	3 Marks	2 Marks	0–1 Mark	
4. Quality of writing (organization, clarity, grammar, spelling, punctuation)	<ul style="list-style-type: none"> Sentences and paragraphs are well organized and clear. The letter contains 1 or no error. 	<ul style="list-style-type: none"> Sentences and paragraphs are not well organized and/or unclear. The letter contains 2 to 4 errors. 	<ul style="list-style-type: none"> The letter is hard to understand. The letter contains 5 or more errors. 	____ /3
Total Marks				____ /13

GRADE 11 CREDIT FOR EMPLOYMENT (30G)

Module 4 Cover Sheet

Please complete this sheet and place it on top of your assignments to assist in proper recording of your work. Submit the package to:

Drop-off/Courier Address

Distance Learning Unit
555 Main Street
Winkler MB R6W 1C4

Mailing Address

Distance Learning Unit
500-555 Main Street
PO Box 2020
Winkler MB R6W 4B8

Contact Information

Legal Name: _____ Preferred Name: _____

Phone: _____ Email: _____

Mailing Address: _____

City/Town: _____ Postal Code: _____

Attending School: No Yes

School Name: _____

Has your contact information changed since you registered for this course? No Yes

Note: Please keep a copy of your assignments so that you can refer to them when you discuss them with your tutor/marker

For Student Use	For Office Use Only	
<p>Module 4—Assignment 4.3</p> <p>Which of the following are completed and enclosed? Please check (✓) all applicable boxes below.</p> <p><input type="checkbox"/> Assignment 4.3: Mock Job Interview by Telephone (with Your Tutor/Marker)</p> <p><input type="checkbox"/> Part A: Mock Job Interview: Preparation and Participation</p> <p><input type="checkbox"/> Part B: Mock Job Interview: Reflection</p>	<p>Attempt 1</p> <p>_____</p> <p>Date Received</p> <p><input type="checkbox"/> CO / <input type="checkbox"/> INC</p> <p>_____ /15</p>	<p>Attempt 2</p> <p>_____</p> <p>Date Received</p> <p><input type="checkbox"/> CO / <input type="checkbox"/> INC</p> <p>_____ /15</p>
For Tutor/Marker Use		
<p>Remarks:</p> 		

GRADE 11 CREDIT FOR EMPLOYMENT (30G)

Module 6 Cover Sheet

Please complete this sheet and place it on top of your assignments to assist in proper recording of your work. Submit the package to:

Drop-off/Courier Address

Distance Learning Unit
555 Main Street
Winkler MB R6W 1C4

Mailing Address

Distance Learning Unit
500-555 Main Street
PO Box 2020
Winkler MB R6W 4B8

Contact Information

Legal Name: _____ Preferred Name: _____

Phone: _____ Email: _____

Mailing Address: _____

City/Town: _____ Postal Code: _____

Attending School: No Yes

School Name: _____

Has your contact information changed since you registered for this course? No Yes

Note: Please keep a copy of your assignments so that you can refer to them when you discuss them with your tutor/marker

For Student Use	For Office Use Only	
Module 6—Assignment 6.1	Attempt 1	Attempt 2
Which of the following are completed and enclosed? Please check (✓) all applicable boxes below.		
<input type="checkbox"/> Assignment 6.1: Employer Feedback	_____	_____
<input type="checkbox"/> Hours Worked Form	Date Received	Date Received
<input type="checkbox"/> Employer Feedback Form	<input type="checkbox"/> CO / <input type="checkbox"/> INC	<input type="checkbox"/> CO / <input type="checkbox"/> INC
For Tutor/Marker Use		
Remarks:		

GRADE 11 CREDIT FOR EMPLOYMENT (30G)

Module 6 Cover Sheet

Please complete this sheet and place it on top of your assignments to assist in proper recording of your work. Submit the package to:

Drop-off/Courier Address

Distance Learning Unit
555 Main Street
Winkler MB R6W 1C4

Mailing Address

Distance Learning Unit
500–555 Main Street
PO Box 2020
Winkler MB R6W 4B8

Contact Information

Legal Name: _____ Preferred Name: _____

Phone: _____ Email: _____

Mailing Address: _____

City/Town: _____ Postal Code: _____

Attending School: No Yes

School Name: _____

Has your contact information changed since you registered for this course? No Yes

Note: Please keep a copy of your assignments so that you can refer to them when you discuss them with your tutor/marker

For Student Use	For Office Use Only	
<p>Module 6—Assignment 6.2</p> <p>Which of the following are completed and enclosed? Please check (✓) all applicable boxes below.</p> <p><input type="checkbox"/> Assignment 6.2: Reflecting on Your Skills (with Your Tutor/Marker)</p> <p><input type="checkbox"/> Workplace Essential Skills: Work Ready Checklist</p>	<p>Attempt 1</p> <hr/> <p>Date Received</p> <p><input type="checkbox"/> CO / <input type="checkbox"/> INC</p>	<p>Attempt 2</p> <hr/> <p>Date Received</p> <p><input type="checkbox"/> CO / <input type="checkbox"/> INC</p>
<p style="text-align: center;">For Tutor/Marker Use</p>		
<p>Remarks:</p> 		

Released 2020



Printed in Canada
Imprimé au Canada



GRADE 11 CREDIT FOR
EMPLOYMENT (30G)

Module 1

Getting Started in This Course

MODULE 1: GETTING STARTED IN THIS COURSE

Overview

Welcome to Module 1 of the Grade 11 Credit for Employment (CFE) course.

The first module of this course consists of two lessons. In Lesson 1, you will learn more about the requirements for and the purpose of this course. Lesson 2 will introduce you to the importance of workplace safety and health.

Module 1 Assignments



When you have completed the assignments for Module 1, submit your completed assignments to the Distance Learning Unit either by mail or electronically through the learning management system (LMS). The staff will forward your work to your tutor/marker.

Lesson	Assignment Number	Assignment Title
1	Assignment 1.1	Employer Information Form
2	Assignment 1.2	My Safety and Health Checklist: First Thoughts

Notes

LESSON 1: COURSE REQUIREMENTS AND PURPOSE

Introduction



This CFE course will provide you with a good foundation for making decisions about your job and profession. The knowledge you acquire and the assignments you complete in this course, combined with the knowledge and skills you apply at your place of employment, will provide you with an opportunity to earn a high school credit.

In this lesson, you will learn about

- the requirements for this course
- the purpose of this course
- the forms you and/or your employer will need to complete
- how to get started in this course

Course Requirements

Please read the course Introduction carefully to make sure that you are eligible to take this course and that you have everything you need to succeed in it.

Once you have met the eligibility requirements for a CFE course, you must do the following to earn a credit for paid employment:

- Successfully complete this entire course, including all the assignments.
- Work for a company, business, or organization that provides workers compensation coverage for its employees through the **Workers Compensation Board (WCB) of Manitoba**. Workers compensation for any paid work experience must be covered by the employer, and will not be covered by Manitoba Education and Training.
- Successfully complete **110 hours** of paid work at the worksite.
- **Keep a log of the hours you work** at the worksite and have your employer
 - verify your work hours
 - assess your work characteristics at the end of the required work hours for a CFE
 - be available to your tutor/marker

Purpose of the Course

By taking this CFE course, you will have the opportunity to

- be introduced to the world of work
- increase your knowledge of your personal management skills
- gain knowledge about the relevance of your school courses to the world of work
- develop an understanding of what skills and attitudes employers are looking for in their employees
- learn how to evaluate your skills at a worksite
- gain valuable experience at a worksite
- learn how to accept feedback from your employer
- earn a credit for paid employment

Forms to Be Completed by You and/or Your Employer



You and/or your employer will need to complete several forms at different points in this course to provide information about your work responsibilities and work performance.

In the first assignment (Assignment 1.1), you will be required to complete the following form, found after the assignment description:

Employer Information Form

You will need to

- complete this form to provide your tutor/marker with information about your employer and your work responsibilities
- submit the completed form to the Distance Learning Unit at the end of Module 1 (when instructed to do so)

Immediately after the Employer Information Form, you will find the following two forms:

Hours Worked Form

You will need to

- use this form to record the hours you work at your place of employment throughout this course, and add information about your work duties and tasks
- ask your employer to verify the hours you work
- submit the completed and verified form to the Distance Learning Unit in Module 6 of this course* (when instructed to do so)

Employer Feedback Form

Your employer will

- receive this form from the Distance Learning Unit
- use this form to provide you with feedback on the work characteristics you demonstrate during your employment
- provide you with a copy of the completed form when you have finished the 110 hours of paid work required for your CFE course
- submit a copy of the completed form to the Distance Learning Unit in Module 6 of this course*



* Note that you and your tutor/marker will need to refer to the completed forms when you complete Assignments 6.1 and 6.2 in Module 6.

The completed forms will need to be submitted to

Distance Learning Unit
500-550 Main Street
PO Box 2020
Winkler MB R6W 4B8
Fax: 204-325-1719
Toll-Free Telephone: 1-800-465-9915
Email: distance.learning@gov.mb.ca

You will now get started in this course by completing your first assignment.

Notes



Assignment 1.1

Employer Information Form

Your first assignment is to complete the **Employer Information Form**, found on the following page. This form will give your tutor/marker important information about your employer and your work responsibilities. You will submit the form to the Distance Learning Unit at the end of Module 1. In the meantime, keep your completed form in a safe place.

Although some assignments in this course will be assigned marks, this assignment will be assessed as **complete** or **incomplete** (CO or INC). All sections of this form must be completed satisfactorily for it to be considered complete. If you do not complete the entire form, your tutor/marker will send it back to you, and you will have to complete it later.

Notes

Employer Information Form

Credit for Employment (CFE)

(This form is to be completed by the student and verified by the employer.)

Name of Student (please print) _____

Employment Information

Name of Company/Business/Organization _____

Address _____

Name of Employer (please print) _____

Telephone _____

Email _____

Start Date for Employment _____

Position Title _____

Work Duties (provide brief list) _____

Signatures

Student's Signature _____ Date _____

Employer's Signature _____ Date _____

Hours Worked Form

Credit for Employment (CFE)

(This form is to be completed by the student and verified by the employer.)

Name of Student/Employee (please print) _____

Name of Employer (please print) _____

Name of Company/Business/Organization _____

Type of Employment _____

The employee will use this form to record the hours worked. The employer must verify the employee's recorded hours of work. To earn a CFE, a student is required to participate in at least **110 hours** of paid employment. Once the employee has completed the required hours of work, the employer will need to verify the information. The employer is asked to return the verified form to the employee and send a copy to the Distance Learning Unit.

Date	Hours Worked	Employer's Verification (Initials)	Tasks or Duties Performed

continued

Hours Worked Form (*continued*)

Date	Hours Worked	Employer's Verification (Initials)	Tasks or Duties Performed

Total Hours Worked _____

Employer's Signature _____

Date _____

Student's Signature _____

Date _____

Employer Feedback Form

Credit for Employment (CFE)

(This form is to be completed by the employer.)

Name of Student/Employee (please print) _____ Date _____

Name of School (if applicable) _____

Name of Employer (please print) _____

Name of Company/Business/Organization _____

Please use this form to provide your feedback on the characteristics the employee demonstrated while employed at your worksite. For each characteristic listed below, rate the employee's performance on a scale of 1 to 5, with 1 being unacceptable, and 5 being exceptional. If the characteristic is not applicable (N/A) to the employee's position/duties, indicate this in the final column. Place a check mark (✓) in the applicable boxes. Once the employee has completed at least 110 hours of paid employment, please return the completed form to the employee. Also send a copy of the completed form to the Distance Learning Unit.

Employee Characteristics	Unacceptable	Needs Improvement	Average	Above Average	Exceptional	Not Applicable
	1	2	3	4	5	N/A
Dependability						
Attendance						
Completion of projects						
Quality of work						
Ability to communicate—oral						
Ability to communicate—written						
Courtesy with staff and customers/clients						
Ability to work on a team						
Cooperation and willingness to follow directions						
Safety awareness and procedures						
Problem-solving skills						
Use of good judgment						
Appropriate dress and appearance for work						
Initiative/self-direction						
Motivation						
Ability to accept criticism						
Work ethic						
Use of technology						
Skills related to this worksite						

continued

Employer Feedback Form *(continued)*

What do you perceive to be this employee's greatest strengths?

In what area(s) does this employee need to improve?

Employer's Signature _____ Date _____

LESSON 2: INTRODUCTION TO WORKPLACE SAFETY AND HEALTH

Introduction



According to SAFE Work Manitoba, fewer Manitoba workers become injured on the job today than they did a few years ago (*The Manitoba Workplace Injury Statistics Report 2000–2014*). In recent years, organizations have been working hard to reduce workplace injuries and illness. Hopefully, that trend will continue.

If you are a young worker, you may not have the experience and training you need to keep yourself and others from becoming injured or ill at your workplace. In this lesson, you will be introduced to workplace safety and health so that you can apply it at your job. This will help you to stay safe and healthy.

By the end of this lesson, you should

- be aware of workers' rights, according to *The Workplace Safety and Health Act* (Manitoba)
- reflect on the state of safety and health at your workplace

What Is Workplace Safety and Health?

In Manitoba, all employees are protected by *The Workplace Safety and Health Act* (Manitoba). All employees have the right to work in a safe environment. Worker rights and responsibilities include the right to know, to participate, to refuse, and to receive protection, as explained on the following page.

Worker Rights and Responsibilities*

When it comes to safety and health at the workplace, every worker in Manitoba has basic rights that are protected by law:

- **Right to Know** about hazards in the workplace, and what precautions must be taken to prevent injuries or illness from these hazards
- **Right to Participate** in safety and health activities at the workplace, including involvement in the Workplace Safety and Health Committee, or as a worker representative
- **Right to Refuse** any task that the worker has reasonable grounds to believe will cause immediate and serious, or long-term effects to his/her safety and health or the safety and health of others
- **Right to Protection** from discriminatory action for carrying out duties or exercising rights as set out under the *WSH Act* [*Workplace Safety and Health Act*]

* Source: SAFE Work Manitoba. "Worker Rights and Responsibilities." *Everyone's Responsibility*. Winnipeg, MB: SAFE Work Manitoba, 2015. 4. Available online at <https://www.safemanitoba.com/Resources/Pages/brochure-triangle-long.aspx> (12 May 2017). Reproduced with permission.

It is important that you know you have the right to speak out and use your voice. Your employer cannot penalize you for bringing up safety and health concerns. Remember, if there is a safety concern at your workplace, nothing will change unless somebody speaks up.

Resource



If you have access to the Internet, see:

Manitoba. *The Workplace Safety and Health Act*. C.C.S.M. c. W210. Winnipeg, MB: Queen's Printer—Statutory Publications, 1987. Available online at <http://web2.gov.mb.ca/laws/statutes/ccsm/w210e.php> (12 May 2017).

SAFE Work Manitoba

SAFE Work Manitoba is a public organization dedicated to the prevention of workplace injury and illness in Manitoba.

SAFE Work Manitoba has created a Safety and Health Checklist for new workers, which you will use in Assignment 1.2. It will help you to understand your safety and health rights and responsibilities.

Resource



If you have access to the Internet, see:

SAFE Work Manitoba. Home Page. <https://www.safemanitoba.com/> (12 May 2017).



Assignment 1.2

My Safety and Health Checklist: First Thoughts

In this assignment, you will complete a checklist. Please note that you will be asked to go to your place of employment to get answers to some questions.

This assignment will be assessed as **complete** or **incomplete**. All parts of this assignment must be completed satisfactorily for it to be considered complete. You will submit this assignment to the Distance Learning Unit at the end of this lesson.

1. Carefully read **My Safety and Health Checklist** found on the following pages.
2. On the checklist, circle or place a check mark (✓) in **all** the boxes next to the items that are **true** for your **current job**. For example, the first box reads, "I received a safety and health orientation when:" and then includes four choices. If you have never received a safety and health orientation, then do not check the box.
3. Select **three** (3) of the points you did **not** circle or check that you either don't understand or that you are not sure whether it applies to your workplace. Write these three points below, along with any concerns you have about them.
 - a) _____

 - b) _____

 - c) _____

4. Make a copy of the completed checklist and your responses to #3 above. When you go to work, ask your supervisor or co-workers whether they could answer some of the concerns that you identified in your responses.



You will be referring to your completed checklist and your responses to Assignment 1.2 when you complete Assignment 5.1.

Notes

My Safety and Health Checklist*

- I received a safety and health orientation when:
 - I was first hired.
 - I was moved to a new area of the same workplace with different tasks.
 - I was moved to a different workplace.
 - I returned to the workplace and the tasks and hazards have changed while I was away.

- I know my legal workplace safety and health rights as a worker, including my:
 - Right to know about hazards in the workplace and how to protect myself.
 - Right to participate in safety and health activities in the workplace.
 - Right to refuse dangerous work.
 - Right to exercise my safety and health rights, free from discriminatory action.

- I know that my employer has the responsibility to:
 - Provide and maintain a safe workplace, safe equipment, tools and systems.
 - Provide workers with competent supervision.
 - Take precautions to ensure other persons are not exposed to safety or health risks due to workplace activities.

- I know that my supervisor has the responsibility to ensure workers:
 - Follow safe work procedures and safety and health laws.
 - Use all safety devices and wear all personal protective equipment required for their job tasks.
 - Receive appropriate training if moved to another area and are made aware of the hazards before beginning work.

- I know my legal workplace safety and health responsibilities as a worker, including my responsibility to:
 - Take reasonable care to protect myself and others who may be affected by my actions or omissions.
 - Make proper use of safety equipment, clothing and devices.
 - Co-operate with my workplace's safety and health committee or representative.
 - Co-operate with others on workplace safety and health matters.

continued

* Source: SAFE Work Manitoba. "My Safety and Health Checklist." *Resources*. Winnipeg, MB: SAFE Work Manitoba, n.d. Available online at <https://www.safemanitoba.com/Resources/Pages/my-safety-and-health-checklist.aspx> (11 May 2017). Reproduced with permission.

My Safety and Health Checklist (*continued*)

- I know how to exercise my safety and health rights and responsibilities, including:
 - How to look out for hazards.
 - How to refuse dangerous work.
 - How to report dangerous or unsafe conditions and actions.
- I know who my supervisor is and I have their contact number.
- My workplace has a joint safety and health committee or a safety and health representative. I know who the committee members are or who the representative is.
- I have been made aware of and understand the workplace safety and health policies and rules at my workplace.
- I received information on the hazards specific to my job.
- I received training on how to do my job safely and understand the specific safe work procedures for the tools, equipment and materials I use in my job.
- I work with a WHMIS-controlled substance and received WHMIS [Workplace Hazardous Materials Information System] training, including where to find the MSDSs (Material Safety Data Sheets) and how to review an MSDS before handling a WHMIS-controlled substance.
- I received training on the personal protective equipment (PPE) I need to wear and how to use it properly.
- I received training on emergency procedures including where the exits and first aid stations are located.
- I am aware of any activities I am prohibited from doing, and any areas that I am prohibited from entering in my workplace.

MODULE 1 SUMMARY

In Module 1, you learned more about the purpose and expectations of the CFE course and about safety and health in the workplace. You also completed your first two assignments.

In the next module, you will learn about qualities employers value in employees. You will also reflect on the skills you already have, and on skills you need to develop.

End-of-Module Checklist



Go back to the lesson introductions for Lessons 1 and 2 of Module 1, and read the things you were supposed to learn in this module. Did you learn them? If not, please review the relevant parts of the lessons.



Submitting Your Assignments

It is now time for you to submit Assignments 1.1 and 1.2 to the Distance Learning Unit so that you can receive some feedback on how you are doing in this course. Remember that you must submit all the assignments in this course before you can receive your credit.

Make sure you have completed all parts of your Module 1 assignments and organize your material in the following order:

- Module 1 Cover Sheet (found at the end of the course Introduction)
- Assignment 1.1: Employer Information Form
- Assignment 1.2: My Safety and Health Checklist: First Thoughts

For instructions on submitting your assignments, refer to How to Submit Assignments in the course Introduction.

Notes

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Notes

My Safety and Health Checklist*

- I received a safety and health orientation when:
 - I was first hired.
 - I was moved to a new area of the same workplace with different tasks.
 - I was moved to a different workplace.
 - I returned to the workplace and the tasks and hazards have changed while I was away.

- I know my legal workplace safety and health rights as a worker, including my:
 - Right to know about hazards in the workplace and how to protect myself.
 - Right to participate in safety and health activities in the workplace.
 - Right to refuse dangerous work.
 - Right to exercise my safety and health rights, free from discriminatory action.

- I know that my employer has the responsibility to:
 - Provide and maintain a safe workplace, safe equipment, tools and systems.
 - Provide workers with competent supervision.
 - Take precautions to ensure other persons are not exposed to safety or health risks due to workplace activities.

- I know that my supervisor has the responsibility to ensure workers:
 - Follow safe work procedures and safety and health laws.
 - Use all safety devices and wear all personal protective equipment required for their job tasks.
 - Receive appropriate training if moved to another area and are made aware of the hazards before beginning work.

- I know my legal workplace safety and health responsibilities as a worker, including my responsibility to:
 - Take reasonable care to protect myself and others who may be affected by my actions or omissions.
 - Make proper use of safety equipment, clothing and devices.
 - Co-operate with my workplace's safety and health committee or representative.
 - Co-operate with others on workplace safety and health matters.

continued

* Source: SAFE Work Manitoba. "My Safety and Health Checklist." *Resources*. Winnipeg, MB: SAFE Work Manitoba, n.d. Available online at <https://www.safemanitoba.com/Resources/Pages/my-safety-and-health-checklist.aspx> (11 May 2017). Reproduced with permission.

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- I received training on how to do my job safely and understand the specific safe work procedures for the tools, equipment and materials I use in my job.
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- I received training on emergency procedures including where the exits and first aid stations are located.
- I am aware of any activities I am prohibited from doing, and any areas that I am prohibited from entering in my workplace.

Hours Worked Form

Credit for Employment (CFE)

(This form is to be completed by the student and verified by the employer.)

Name of Student/Employee (please print) _____

Name of Employer (please print) _____

Name of Company/Business/Organization _____

Type of Employment _____

The employee will use this form to record the hours worked. The employer must verify the employee's recorded hours of work. To earn a CFE, a student is required to participate in at least **110 hours** of paid employment. Once the employee has completed the required hours of work, the employer will need to verify the information. The employer is asked to return the verified form to the employee and send a copy to the Distance Learning Unit.

Date	Hours Worked	Employer's Verification (Initials)	Tasks or Duties Performed

continued

Hours Worked Form *(continued)*

Date	Hours Worked	Employer's Verification (Initials)	Tasks or Duties Performed

Total Hours Worked _____

Employer’s Signature _____

Date _____

Student’s Signature _____

Date _____

Employer Feedback Form

Credit for Employment (CFE)

(This form is to be completed by the employer.)

Name of Student/Employee (please print) _____ Date _____

Name of School (if applicable) _____

Name of Employer (please print) _____

Name of Company/Business/Organization _____

Please use this form to provide your feedback on the characteristics the employee demonstrated while employed at your worksite. For each characteristic listed below, rate the employee's performance on a scale of 1 to 5, with 1 being unacceptable, and 5 being exceptional. If the characteristic is not applicable (N/A) to the employee's position/duties, indicate this in the final column. Place a check mark (✓) in the applicable boxes. Once the employee has completed at least 110 hours of paid employment, please return the completed form to the employee. Also send a copy of the completed form to the Distance Learning Unit.

Employee Characteristics	Unacceptable	Needs Improvement	Average	Above Average	Exceptional	Not Applicable
	1	2	3	4	5	N/A
Dependability						
Attendance						
Completion of projects						
Quality of work						
Ability to communicate—oral						
Ability to communicate—written						
Courtesy with staff and customers/clients						
Ability to work on a team						
Cooperation and willingness to follow directions						
Safety awareness and procedures						
Problem-solving skills						
Use of good judgment						
Appropriate dress and appearance for work						
Initiative/self-direction						
Motivation						
Ability to accept criticism						
Work ethic						
Use of technology						
Skills related to this worksite						

continued

Employer Feedback Form *(continued)*

What do you perceive to be this employee's greatest strengths?

In what area(s) does this employee need to improve?

Employer's Signature _____ Date _____

Employer Information Form

Credit for Employment (CFE)

(This form is to be completed by the student and verified by the employer.)

Name of Student (please print) _____

Employment Information

Name of Company/Business/Organization _____

Address _____

Name of Employer (please print) _____

Telephone _____

Email _____

Start Date for Employment _____

Position Title _____

Work Duties (provide brief list)

Signatures

Student's Signature _____ Date _____

Employer's Signature _____ Date _____



GRADE 11 CREDIT FOR
EMPLOYMENT (30G)

Module 2
Adapting to the Workplace

MODULE 2: ADAPTING TO THE WORKPLACE

Overview

Module 2 consists of two lessons. In Lesson 1, you will learn what qualities employers are looking for in their employees. In Lesson 2, you will learn about the different skill sets that you already have and that you need for life and for your profession. You will have the opportunity to identify and reflect on your skill set, as well as decide what skills you wish to build and may need to improve upon.

Module 2 Assignment



When you have completed the assignment for Module 2, submit your completed assignment to the Distance Learning Unit either by mail or electronically through the learning management system (LMS). The staff will forward your work to your tutor/marker.

Lesson	Assignment Number	Assignment Title
1		No assignment
2	Assignment 2.1	Workplace Essential Skills: Work Ready Checklist

Notes

LESSON 1: QUALITIES VALUED BY EMPLOYERS

Introduction



People are changing jobs more frequently today than they did in the past: “Today, the average person changes jobs ten to fifteen times (with an average of 12 job changes) during his or her career” (Doyle). That is why it is important to learn about the skills employers value and to develop skills you can take with you from one job to the next.

By the end of this lesson, you should

- understand the qualities employers are looking for in their employees
- understand the value of certain qualities in the current workplace
- understand the value of developing qualities that benefit both employers and employees

Qualities Employers Look for in Employees

Qualities are personal characteristics. When hiring an employee, an employer looks for many qualities, such as the following:

- determination
- enthusiasm
- energy
- drive and initiative
- honesty
- leadership
- flexibility
- innovation
- creativity
- desire to learn



Take a moment to reflect on the above qualities and how they could be demonstrated in the workplace.

Key Qualities of Employees

While employers value various qualities in their employees, they frequently look for employees who demonstrate the following **key qualities**:

1. **Interpersonal Communication Skills**

People who have strong interpersonal skills know how to interact and work with others in a positive way. They are able to relate well with others, know how to resolve conflicts effectively, communicate clearly, and collaborate with their colleagues.

They make good employees because they make an effort to get along with their co-workers and are able to contribute positively in a team setting.

When conflicts do occur, people with strong interpersonal communication skills make an effort to resolve the conflicts quickly and effectively. This quality contributes to making the workplace a positive environment.

2. **Self-direction**

Self-directed people are people with initiative. Once they are aware of what needs to be accomplished, they do not need to be told or reminded about what to do. They understand what the goals of their jobs are, what their roles are, and what the corresponding responsibilities are, and they work to accomplish their tasks.

To be competitive in a global market, many workplaces are downsizing. This means they are hiring fewer people to do the same amount of work. Businesses do this to save money and to attempt to be more productive and competitive, placing self-directed people in high demand.

Managers and supervisors do not have the time to sit with all employees and give explicit instructions. Instead, they want to be able to tell their staff what they want, what the goals are, and it is up to the staff to figure out how to accomplish tasks and goals.

3. **Adaptability**

Adaptable employees are flexible and can handle change. They can also work well under pressure and handle unpredictable circumstances.

Anything can happen on the job: deadline changes, work interruptions, and changes in management. Employees who can quickly adapt to these changes can keep the workflow going almost seamlessly, which needs to happen so that the work can still be completed.

People who are adaptable also appear to handle stress more effectively, since they have experienced transitions and feel more competent and confident that they will be able to cope effectively.

4. **Personal Work Ethic**

Employees who have a strong work ethic know that the job has to be done, it has to be done well, and it is up to them to make it happen. When employees have a good work ethic, they work hard to do their best and to complete a task on time. If they need help, they ask for it, but they don't simply pass off the task to someone else.

Employees with a strong work ethic take pride in their work. Employers value people with a strong work ethic since they can be more confident that the employees are motivated to do their best for the company, business, or organization.

Employers need employees with a good work ethic to save time while still getting quality work done. Employees who have a good work ethic usually enable the business to save money, as there is little need to redo work or start again.



Reflect on how these key qualities of employees are beneficial in the workplace and how some of these qualities may also be beneficial in relationships and experiences outside of work.

Notes

LESSON 2: SKILLS

Introduction



Many people misunderstand the concept of skills. When they are asked about skills, they often talk about duties. In this lesson, you will learn the differences between duties and skills and how they are related. You will look at what skills you currently have and how you can improve them, and you will learn how to develop skills you are lacking.

It is very important to be able to identify the skills you have to assist you in getting a job and/or in transitioning to a new job. In addition, you need to know the areas in which you are strong and the areas you may want to work on to develop improved skills.

By the end of this lesson, you should

- understand the differences between duties and skills
- understand the differences between employability skills, essential skills, transferable skills, and personal attributes
- identify and assess your current skill set
- develop a plan and strategies to improve your skill set

Duties versus Skills

When people are asked “What do you do at your job?” they often give a list of the day-to-day **duties** they complete. Let’s say you have a part-time job working at a gas station/convenience store. You would probably answer the question by telling people that you pump gas, clean windows, check oil, stock shelves, operate the cash register, and clean and tidy the store. This is a list of **duties**, which is often what people include on a resumé.

Your **skills** and **abilities** describe what you can do. It is really important to know yourself and appreciate what you have to offer an organization. Knowing what your skills are allows you to develop a stronger sense of who you are, what you can contribute, what you need to learn, and how you can develop.

If you were working at a gas station/convenience store, you would be working with the public, you would have to be polite and friendly to customers, and you would be able to handle and attempt to resolve complaints. Since you would be working with vehicles, you would have to understand how to be safe, and how to work with the customers' vehicles. You would have taken WHMIS (workplace hazardous materials information system) training, and POS (point of sale) training. In this job, you would use skills and abilities such as the following:

- oral communication skills
- ability to work with people
- numeracy skills—handling purchase transactions, as well as performing opening and closing duties
- efficiency—promptly assisting customers and vendors
- ability to use basic automotive knowledge when helping customers
- problem-solving skills
- decision-making skills
- literacy skills

Skills are learned. For example, you may have been born with mechanical abilities, but you still have to learn specific skills to become a competent mechanic.

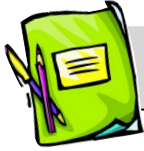
If you were a computer programmer, you would need to have the computer knowledge and technological training required to complete the jobs assigned to you. In addition, you would have to have excellent listening skills, as you would need to understand what clients are asking for when you are writing programs for them. Other skills would include

- problem-solving skills
- reading comprehension skills
- decision-making skills
- time-management skills
- continuous learning skills
- thinking skills

A list of skills gives a future employer a better idea of what you can offer other than a simple list of duties.



Take a moment to reflect on how the above skills could assist an employee and be valuable to an employer.



Learning Activity 2.1

Differentiating between Duties and Skills

You will now have an opportunity to check your understanding of the differences between duties and skills. For each description below, indicate whether you think it is a duty or a skill.

Duty or Skill		
Description	Duty	Skill
1. Cleaning washrooms		
2. Working as part of a team		
3. Being a leader		
4. Operating the cash register		
5. Communicating with others		
6. Assisting customers		
7. Entering data		
8. Managing time well		
9. Giving attention to detail		
10. Thinking creatively		

Once you have completed this learning activity, compare your responses to those provided in the Learning Activity Answer Key found at the end of Module 2. You will **not** submit your completed learning activity to the Distance Learning Unit.

Exploring Skills

Knowing what skills are and being able to identify your own skills will help you as you prepare to apply for jobs, both now and in the future. Learning about skills involves exploring and learning about your talents, the things you do well and can share in a job interview. Being career ready means identifying your skills, developing them through various experiences, and applying them to your learning, life, and community.

You will now learn about three different types of skills: **employability skills**, **essential skills**, and **transferable skills**. In addition, you will learn about **personal attributes** and how they can complement your skills. You will notice some overlap between the various skills and attributes.

Employability Skills

You need employability skills in order to enter, stay in, and progress in the world of work, regardless of whether you work on your own or as part of a team. These skills can also be used beyond the workplace in a wide range of daily activities.

Employability skills are the skills that you must have **before you start working at most jobs**—skills that **all employers will expect you to have**, and that **you will continue to develop in various jobs throughout your career**.

Employability skills are the skills you will need as you start working in any occupation, and will continue to develop in various jobs throughout your career.

Employability skills are general job skills (rather than job-specific skills) that cut across all industries, businesses, companies, and organizations, regardless of their size, and they apply to any job levels, from the entry-level position to the most senior position.

You will require employability skills to enter the workforce, regardless of whether you plan to work as an entrepreneur in your own company or for an organization with other employees. The employability skills you need will vary, depending on the job you are doing.

The employability skills that employers request most often include

- ability to work on a team
- communication skills (written and verbal)
- problem-solving skills
- technical skills
- computer skills
- analytical/computational skills
- observation and analysis skills
- entrepreneurial/risk-taking skills
- strategic planning skills
- organizational ability
- initiative and enterprise
- strong work ethic
- flexibility/adaptability
- interpersonal skills
- learning skills
- attention to detail
- friendly/outgoing personality
- tactfulness
- creativity
- situation-awareness skills

Although the employability skills required for specific positions may vary slightly, employers value all the skills noted above. In Assignment 2.1, you will find out which skills you already possess, and which skills you need to work on improving.

Essential Skills

Essential skills are the fundamental skills that make it possible to learn all other skills, such as employability skills, and they help people participate fully in the workplace and in their daily lives.

Essential skills are required for all aspects of your career. Essential skills are the skills you need **to be successful at school, at work, and in your personal life**. Everyone must have certain skills, whether one is vacationing, studying for a test, or working on an assigned project at work. Essential skills can also help people transition from one role in the workplace to another and from one workplace to another.

Essential skills are the skills you need to be successful at school, at work, and in your personal life.

Examples of essential skills are

- communication skills
- literacy skills
- numeracy skills
- thinking skills
- technology skills
- skills in working with others
- continuous learning skills
- problem-solving skills
- financial skills



Think about how some of these essential skills could assist you in developing employability skills, as well as in applying for a job.

Workplace Essential Skills

The **Workplace Essential Skills: Work Ready Checklist** in Assignment 2.1 highlights the essential skills that employers are looking for in workers. You will notice that these skills are transferable from life to the workplace, from one position or job in a workplace to another, and from one workplace to another.

Assignment 2.1 will help you to know yourself better. You will identify the workplace skills you already have and the ones you still need to improve upon or develop. You will then explore strategies and resources that can help you develop or strengthen the identified skills.

Being able to identify your essential skills is an important part of preparing for the workplace. Identifying your essential skills will assist you in writing your resumé and cover letter and help you to perform well in interviews where you are expected to highlight your skills, as you will learn in Module 4.



Assignment 2.1

Workplace Essential Skills: Work Ready Checklist

In this assignment, you will compare your skill set to a checklist of essential skills to see which skills you already possess, and which skills you need to improve or develop. Your assignment will be assessed as **complete** or **incomplete**. All parts of this assignment must be completed satisfactorily for it to be considered complete.



Ask your learning partner to help you with this assignment, especially as you review your responses to the checklist.

1. Complete the **Workplace Essential Skills: Work Ready Checklist** found on the following pages. Also read The 9 Essential Skills found at the end of the checklist.
2. Once you have completed the checklist, review your responses.
 - a) Select **three** of the skills for which you checked either the **Yellow Light** or the **Red Light**. Record these three skills in column A of the following table.
 - b) Refer to The 9 Essential Skills found at the end of the checklist and to your responses on the checklist. Think about why you need to improve on or develop each of the three skills you identified. For example, is it the kind of thing that you don't like to do, or has somebody told you that you need to work on that skill? Write your response in column B of the following table.
 - c) Now that you have identified three skills that need improvement or further development, work with your learning partner to find ways you could improve or develop these skills. For example, can you think of a person who could help you? Is there a course you could take at school or somewhere else? Could you volunteer at an organization where you could learn this skill? Write your response in column C of the following table.

continued

Assignment 2.1: Workplace Essential Skills: Work Ready Checklist (continued)

Skills to Improve or Develop		
Column A	Column B	Column C
Skills I need to improve upon (Yellow Light) or develop (Red Light).	Why do I think I need to improve or develop this skill?	How can I strengthen or develop this skill? Which resources or people can help me?
■		
■		
■		



You will be referring to your completed checklist and your responses to Assignment 2.1 when you complete the checklist again in Assignment 6.2.

Workplace Essential Skills: Work Ready Checklist

Employers say they are looking for workers who have the following essential skills:

- Communicate and collaborate effectively
(*Oral Communication, Writing, Working with Others*)
- Apply needed thinking strategies
(*Thinking Skills: Job Task Planning and Organizing, Critical Thinking, Problem Solving, Decision Making, Finding Information, Significant Use of Memory*)
- Use digital technology responsibly and confidently
(*Digital Technology*)
- Learn for work and adapt to change
(*Continuous Learning*)
- Use workplace literacy and numeracy skills to complete workplace tasks accurately
(*Reading, Document Use, Numeracy*)

For more information about each skill, refer to The 9 Essential Skills found at the end of the following checklist.

Identifying Your Workplace Essential Skills

The statements in the following checklist describe the workplace essential skills in more detail. They are intended to help you identify your own essential skills. The three different coloured lights in the checklist are meant to indicate how confident you are with a statement that refers to you. Please read each statement and then check off the light you think applies to you.

Green Light	I am ready for the workplace.
Yellow Light	I need to improve on this skill.
Red Light	I need to develop this skill.

Workplace Essential Skills: Work Ready Checklist	Green Light	Yellow Light	Red Light
Oral Communication			
I speak clearly and directly, using words and body language appropriate for the workplace.			
I monitor and assess comprehension and, when needed, adjust how I present my message for better understanding.			
I have all the listening skills I need and, when required, use strategies such as questioning, paraphrasing, and summarizing to confirm my understanding of a message.			
I am confident in communicating with others to coordinate work, share information, or discuss issues.			
I am able to keep conversations moving forward in a positive and results-oriented way.			
Writing			
I can communicate clearly in writing using correct grammar, spelling, and punctuation.			
I use language, style, and structure appropriate for purpose and audience.			

continued

Source: © Workplace Education Manitoba, 2017. Adapted with permission. For more information about essential skills, visit www.wem.mb.ca.

Workplace Essential Skills: Work Ready Checklist (continued)

Workplace Essential Skills: Work Ready Checklist	Green Light	Yellow Light	Red Light
Working with Others			
I am comfortable working on my own and can also work collaboratively as a contributing team member.			
I am comfortable working in a diverse workplace, building positive and productive working relationships.			
I interact with others in a way that is considerate, is respectful of the roles of others, and contributes to positive and productive outcomes.			
I follow through on commitments.			
I deal with interpersonal conflict positively and appropriately.			
Thinking Skills			
I feel in control of my time and can maintain focus and effectiveness in a busy workplace environment.			
I can sequence my tasks and use of materials and equipment to be efficient.			
I take responsibility for ensuring tasks are completed to the quality required and within the timeline/deadline set.			
I use an analytical process to logically think through situations in order to come up with appropriate and timely decisions and to stay safe at work.			
I am comfortable taking initiative to resolve potential problems and am able to recognize when additional support is required.			
I listen and observe actively so I can decide the best way to act on what I've heard and seen.			
I can explain my thinking to others in a way that is clear, accurate, logical, and complete.			
I am confident I know how and where to find information I need to get my work done.			
I can accurately remember information and work processes and procedures.			

continued

Workplace Essential Skills: Work Ready Checklist (continued)

Workplace Essential Skills: Work Ready Checklist	Green Light	Yellow Light	Red Light
Digital Technology			
I have the basic skills for operating digital technology devices and software.			
I use digital technology in a responsible manner.			
I am able to adapt easily to the introduction of new digital technology and software.			
Continuous Learning			
I have a clear understanding of my skills and abilities and take responsibility for learning what I need to learn to carry out my work.			
I take initiative to learn what I need to learn in order to adapt to change.			
I am comfortable I can adapt and transfer my knowledge, skills, and abilities to new situations.			
Reading			
I can read and understand workplace documents such as work instructions, safety materials, and policy and procedure manuals.			
I match the appropriate reading strategy to the task: skimming, scanning, and reading for detail.			
Document Use			
I am able to locate and use information found in lists, tables, graphs, diagrams, etc.			
I am able to record numbers accurately and fill in information needed for checklists, forms, receipts, etc.			
Numeracy			
I can use basic measurement tools to take correct measurements.			
I have the numeracy skills I need to make workplace calculations.			
I can analyze numbers to identify trends and potential problems.			
I can make reasonable estimates for size, weight, quantities, time for tasks, etc.			
I am confident I have the math skills I need to make informed and effective decisions about financial matters.			

The 9 Essential Skills

Oral Communication @ Work	Talking with others to give and exchange information and ideas, such as to provide explanations, ask and answer questions, clarify, coordinate, make requests, persuade, negotiate, etc. This can be done in person, by telephone, and with other communication devices.
Writing @ Work	Using the written word to create a clear message, whether it's a short note, a few paragraphs, or a longer written piece.
Working with Others @ Work	Leading, coordinating, or collaborating with others on work activities.
Thinking @ Work	Using a thinking process to solve problems, organize and plan, find needed information, be logical, remember things, and make decisions. Thinking skills include: job task planning and organizing, critical thinking, problem solving, decision making, finding information, and significant use of memory.
Digital Technology @ Work	Using information and communication technology.
Continuous Learning @ Work	Applying strategies that support workplace learning and the ability to adapt to change.
Reading @ Work	Reading and understanding written information in the many different types of workplace documents, such as work instructions, emails, safety and health bulletins, and policy and procedure manuals.
Document Use @ Work	Finding and using the information you need and putting in information where it is needed. Icons, labels, lists, tables, forms, graphs, signs, maps, gauges, images, schedules, touch screens, and technical drawings are examples of documents or information displays used in a workplace.
Numeracy @ Work	Using numbers and thinking mathematically to measure and make calculations, estimate, work with money, analyze trends, and create schedules and budgets.

Transferable Skills

If you are not sure which of your skills would be of interest to a potential employer, you are not alone. You may have difficulty thinking about how the skills you have developed at home, in school, or in the community would transfer to the workplace. Remember that you have been developing skills since childhood, whether you were learning how to swim, dance, or participate in teamwork in sports. Every time you have a new experience you apply or transfer your skills and lay the foundation for building additional skills.

Transferable skills are skills that **move with you from life to the workplace and from workplace to workplace**. They are called transferable skills because they can be used in a variety of settings. They are “the abilities you use to perform your job duties” (MacKay), but they are not associated with a specific position; instead, they are skills you acquire that will always help you in life and in jobs.

Transferable skills are the abilities you use to perform your work, and will move with you from life to the workplace and from workplace to workplace.

Transferable skills are skills that you **deliberately** take with you to other life experiences. However, you may not notice them because you have not yet identified that you have them.

You acquire many transferable skills through

- classes (e.g., participating in a chemistry lab, learning how to analyze data)
- experiences (e.g., volunteering at a hospital, learning how to work with others as part of a team and how to assist patients)

We all develop skills when we

- organize ourselves
- complete schoolwork
- act in a dramatic play or production
- write and edit for a school newspaper
- communicate with and care for siblings
- build and paint a fence

Remember that as a student you are always acquiring transferable skills. Class assignments, course projects, athletic activities, community activities, and paid or unpaid jobs have provided you with countless valuable experiences where you have acquired a variety of skills, many of which you may take for granted.

How Can Identifying Transferable Skills Help You?

Once you can identify your transferable skills, you can provide an employer with concrete evidence of your readiness and qualifications for a position. Identifying transferable skills and communicating them to potential employers will greatly increase your success during a job search.

Transferable skills can be divided into three areas: working with **people**, working with **things**, and working with **information/data**. The following are examples of transferable skills practised in each of these three areas:

- **working with people**
 - selling, training, teaching, supervising
 - organizing, soliciting, motivating, mediating
 - advising, delegating, entertaining
- **working with things**
 - repairing, assembling parts, designing
 - operating machinery, driving
 - maintaining equipment, constructing, building
 - sketching, working with computer-aided design (CAD), keyboarding
 - drafting, surveying, troubleshooting
- **working with information/data**
 - calculating, developing databases
 - working with spreadsheets, accounting, writing
 - researching, computing, testing, filing, sorting
 - editing, gathering data, analyzing, budgeting

These skills are often gained through classroom learning experiences, jobs, athletics, and other activities. For example, some transferable skills can be used in every workplace setting (e.g., organizing or teaching), while others are more applicable to specific settings (e.g., repairing or designing).



How Can You Identify Your Transferable Skills?

Use the previous examples to help you reflect on and develop a list of the transferable skills you have developed through your life, learning, and work experiences.



You may want to work with a friend or a learning partner to help you identify your transferable skills, using the following steps:

1. Make a list of every job title you have ever had (part-time paid positions, unpaid jobs, internships), along with sports, volunteer, and community experiences. Consider the times you took on a leadership position or were actively involved in helping someone to accomplish a task.
2. Make a list of courses you have successfully completed at school. For each course and class you have taken or extra-curricular activity in which you have participated, write a sentence about your experience and what you learned, and underline the action verbs. Try not to use “I learned” or “I experienced.” Present the skills directly (e.g., “While taking Grade 10 Visual Arts, I **organized** and **coordinated** the Spring Art Show.”).
3. Make a list of the skills/experiences you have identified for future reference during your job searches.

You can learn to identify your transferable skills in a variety of ways:

- Review your list of transferable skills with a friend, family member, or learning partner who is working at a job in your area of interest. This can help you identify any additional skills you may want to include.
- Read job postings and descriptions of jobs that interest you to help you identify skills employers are looking for. Using these skills can help you identify helpful terminology.
- Attend career fairs and symposiums to learn about the skills that different companies and industries value.

Being able to identify your transferable skills will be important as you try to find the right position in the workplace. In Module 4, you will have opportunities to highlight your skills and talents and demonstrate how you can **apply** them to a specific position at an employer’s worksite as you write resumés and cover letters, prepare for and participate in an interview, review the requirements for a job, and research a company, business, or organization to which you are applying for a position.

Personal Attributes and the World of Work

You have learned that employability, essential, and transferable skills all contribute to life and work situations. There are also **personal attributes** that contribute to overall employability and help employees to be happy and successful in the world of work.

Personal attributes contribute to a greater feeling of engagement when completing tasks that are important in your profession and help you to understand the importance of keeping up a life-work balance.

Personal attributes include qualities such as

- loyalty
- reliability
- common sense
- motivation
- ability to deal with pressure
- commitment
- enthusiasm
- positive self-esteem
- adaptability
- a balanced attitude to work and home life
- honesty and integrity
- personal presentation
- a sense of humour



Reflect on the above list of personal attributes and how they could be demonstrated in the workplace. Also consider your own personal attributes and how they could contribute to employability and to an overall sense of well-being. Reflect on how you could benefit a company, business, or organization with your personal attributes. Share your responses with your learning partner.

MODULE 2 SUMMARY

In Module 2, you learned what qualities employers look for in employees. You also learned about the differences between employability skills, essential skills, transferable skills, and personal attributes. Finally, you learned that you already have various types of skills and that they are transferrable from one job to another. The Workplace Essential Skills: Work Ready Checklist gave you an idea of what skills you still need to improve upon or develop.

In the next module, you will learn about the dynamics of working with others in a job setting and why teamwork is important. You will also learn how to make the most of your job so that you can feel confident and successful.

End-of-Module Checklist



Go back to the lesson introductions for Lessons 1 and 2 of Module 2, and read the things you were supposed to learn in this module. Did you learn them? If not, please review the relevant parts of the lessons.



Submitting Your Assignment

It is now time for you to submit Assignment 2.1 to the Distance Learning Unit so that you can receive some feedback on how you are doing in this course. Remember that you must submit all the assignments in this course before you can receive your credit.

Make sure you have completed all parts of your Module 2 assignment and organize your material in the following order:

- Module 2 Cover Sheet (found at the end of the course Introduction)
- Assignment 2.1: Workplace Essential Skills: Work Ready Checklist

For instructions on submitting your assignment, refer to How to Submit Assignments in the course Introduction.

Notes



GRADE 11 CREDIT FOR
EMPLOYMENT (30G)

Module 2
Adapting to the Workplace

Learning Activity Answer Key

MODULE 2:
ADAPTING TO THE WORKPLACE
LEARNING ACTIVITY ANSWER KEY

Learning Activity 2.1: Differentiating between Duties and Skills

You will now have an opportunity to check your understanding of the differences between duties and skills. For each description below, indicate whether you think it is a duty or a skill.

Duty or Skill		
Description	Duty	Skill
1. Cleaning washrooms	✓	
2. Working as part of a team		✓
3. Being a leader		✓
4. Operating the cash register	✓	
5. Communicating with others		✓
6. Assisting customers	✓	
7. Entering data	✓	
8. Managing time well		✓
9. Giving attention to detail		✓
10. Thinking creatively		✓

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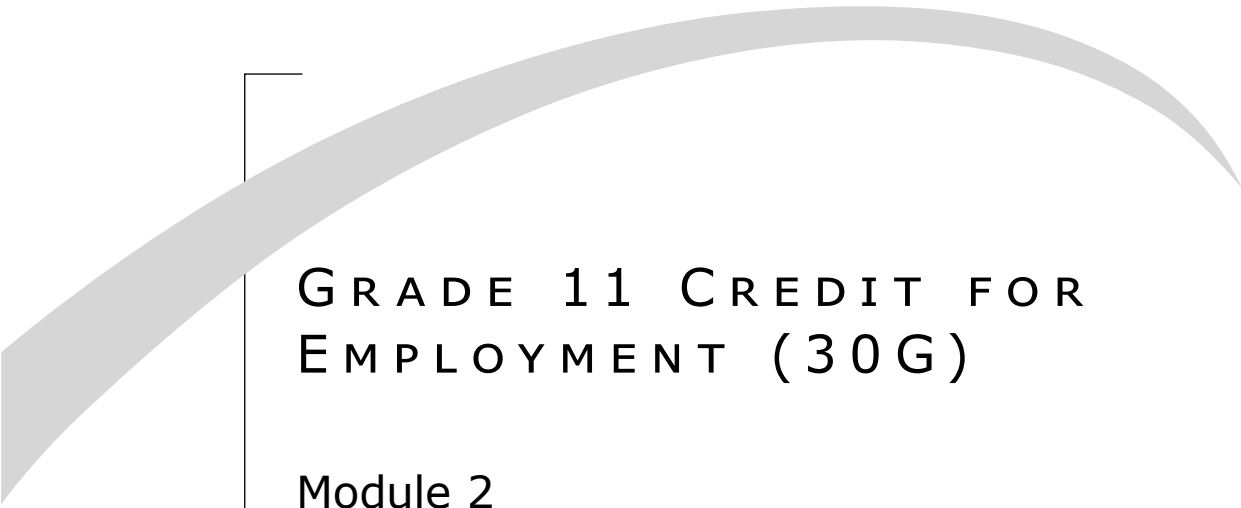
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8. Managing time well		✓
9. Giving attention to detail		✓
10. Thinking creatively		✓

Notes



GRADE 11 CREDIT FOR
EMPLOYMENT (30G)

Module 3
Interpersonal and Intrapersonal
Dynamics

MODULE 3: INTERPERSONAL AND INTRAPERSONAL DYNAMICS

Overview

Module 3 consists of two lessons, which focus on the dynamics of working well with people and understanding your characteristics as a worker. In Lesson 1, you will learn about the importance of teamwork. You will almost always have to work with others at your job, including supervisors, co-workers, colleagues, and customers. Since you do not get to choose with whom you work, you need to learn to work with all types of people. Lesson 2 will help you to learn about yourself, so that you can be happy, confident, and successful at your job.

Module 3 Assignments



When you have completed the assignments for Module 3, submit your completed assignments to the Distance Learning Unit either by mail or electronically through the learning management system (LMS). The staff will forward your work to your tutor/marker.

Lesson	Assignment Number	Assignment Title
1	Assignment 3.1	Teamwork
2	Assignment 3.2	Workplace Scenarios

Notes

LESSON 1: INTERPERSONAL DYNAMICS

Introduction



The term **interpersonal dynamics** refers to relationships between people. (The prefix *inter-* means “between.”) Having a good relationship with the people you work with is important, as you will probably rarely work all by yourself.

By the end of this lesson, you should

- understand why teamwork is important
- understand what makes a good team player
- be able to explain how you contribute to a team, both positively and negatively

Teamwork

Teamwork is the combined effort of a group to complete a task or reach a goal. Teamwork means not only being able to work with others, but also being able to work with others to accomplish a task successfully.

The Importance of Working as a Team

Were you aware that one of the main reasons people don't like their jobs is that they don't get along with others? Teamwork is important in a work setting because tasks can be completed more effectively and efficiently and with a higher quality of results when co-workers collaborate, problem solve together, and help each other out. Teamwork also makes the workplace more pleasant and rewarding.

Teamwork benefits not only an organization, but all employees as well. In an article written for small business owners, effective teamwork is described as follows:

The most effective teamwork happens when individual contributors harmonize their efforts and work toward a common goal. Good teams don't typically happen by accident; hard work, commitment and some amount of struggle are usually involved in creating successful teams. But teams that go through the rigors of creating a cohesive group are rewarded with higher productivity, fewer internal struggles and a more enjoyable work experience. (Schatz)*

* Source: Schatz, Traci. "What Makes Teamwork Effective?" 2016. *Chron*. <http://smallbusiness.chron.com/teamwork-effective-694.html> (29 Sept. 2016).

How to Be an Effective Team Member

What can you do to make sure you can be a productive team member?

Effective team members practise attributes such as the following:

- **Willingness to listen:** Good team members listen. You must be open to listening to the opinions and suggestions of others, learn from others, and make appropriate suggestions when needed to solve problems and make effective decisions. Other people's ideas can help stimulate your thinking and help with effective team problem solving.
- **Openness and honesty:** A good team member has to be open and honest. Your opinions are valuable, so make sure you express them. The team may or may not always agree with your opinions, but you will never know unless you speak up. It is always important to think before stating your opinion.
- **Helpfulness:** Being helpful is so important for a team. Everyone has to contribute. In a perfect world, each team would allow everyone to do the work he or she does best, but in reality, that won't always happen. Some teams will have people with multiple and varied skills, while others may be lacking members who have the necessary skills to accomplish a task. However, being able to take on tasks you may not be comfortable with, or being willing to learn something new for the sake of the team, will help you accomplish tasks and achieve final workplace goals.
- **Respect:** It is important to be respectful toward all team members. There will always be team members you don't agree with. There will always be team members who are not open to sharing their thoughts, or who are open only to their own thoughts. It is important to be open to learning and attempt to understand all people. No matter how challenging you believe some personalities are, you must always remain respectful. You can question someone, you can point out an error, and you can disagree with someone, as long as you do so in a respectful manner. After all, you have to keep working with your team members even after a difficult discussion has ended.



Think about the benefits of working as a team and the contributions you can make to a team.

You have been reading about the importance of teamwork and how you can be an effective team member. You will reflect on and write about teamwork in the next assignment.



Assignment 3.1

Teamwork (13 marks)

In this assignment, you will reflect on teamwork and write two or three paragraphs about your past experience with teamwork. The following questions will help you to organize your thoughts. Write your responses **in your own words** in paragraph form. Read all the questions before starting to organize your paragraphs.

1. How would you **define teamwork** as it applies in your workplace?
2. Why is teamwork **important** in your workplace? Provide examples.
3. Now you will **connect** what you have learned about teamwork with your own experiences. Think about times when you had to work as part of a team, whether at work, at school, or through extracurricular activities.
 - a) How did you contribute **positively** to the team?
 - b) Did you do anything that **negatively** affected the team? Explain.
 - c) Were there certain people who naturally took the **lead** on the team? Why do you think they did that? Did it help the team? Explain.
 - d) Were there certain people who did **not help** the team? What sorts of things did they do or not do that negatively affected the team?
 - e) In the future, what could you **do differently** to help the team?

Assessment Rubric

Use the following assessment rubric to prepare for this assignment and to work toward the mark you wish to earn. Your tutor/marker will use the same rubric to assess your work.



Because this assignment involves reflection, there are no correct or incorrect responses. However, as you answer the questions, make sure you provide enough detail. For example, if a question is worth 3 marks, you need to **write at least three clear, distinct points** in order to earn all 3 marks. If you have any questions about this assignment, including how to use the assessment rubric, contact your tutor/marker.

continued

Assignment 3.1: Teamwork (continued)

Your paragraphs will be assessed using the following four categories:

1. Definition of teamwork in the workplace
2. Explanation of the importance of teamwork, including examples
3. Connections to your own experience as a team member and understanding of how to use and improve teamwork skills
4. Quality of your writing (e.g., format, grammar, spelling, punctuation)

The assessment criteria for these four categories are further defined in the rubric.

continued

Assignment 3.1: Teamwork (continued)

Assessment Rubric for Assignment 3.1: Teamwork (13 Marks)				
Assessment Category	Assessment Criteria			
In general terms, you need to demonstrate the following to receive the specified marks.				
	3 Marks	2 Marks	0–1 Mark	Marks
1. Definition of teamwork in the workplace	<p>The student</p> <ul style="list-style-type: none"> defines teamwork thoroughly applies definition effectively to own workplace 	<ul style="list-style-type: none"> defines teamwork makes limited application of definition to own workplace 	<ul style="list-style-type: none"> does not define teamwork makes no application to own workplace 	____ /3
	3 Marks	2 Marks	0–1 Mark	
2. Explanation of importance of teamwork, including examples	<ul style="list-style-type: none"> explains the importance of teamwork in own workplace provides effective supporting examples 	<ul style="list-style-type: none"> explains the importance of teamwork in own workplace provides limited supporting examples 	<ul style="list-style-type: none"> does not explain the importance of teamwork in own workplace does not provide examples 	____ /3
	4 Marks	2–3 Marks	0–1 Mark	
3. Connections to personal experiences of teamwork and understanding of how to use and improve teamwork skills	<ul style="list-style-type: none"> makes multiple relevant connections to own teamwork experiences demonstrates a clear understanding of how to use teamwork skills effectively and how to improve contributions to a team 	<ul style="list-style-type: none"> makes some connections to own teamwork experiences demonstrates a basic awareness of how to use teamwork skills effectively and how to improve contributions to a team 	<ul style="list-style-type: none"> makes minimal connections to own teamwork experiences demonstrates minimal awareness of how to use teamwork skills effectively or how to improve contributions to a team 	____ /4
	3 Marks	2 Marks	0–1 Mark	
4. Quality of writing (format, grammar, spelling, punctuation)	<ul style="list-style-type: none"> writes responses in own words in paragraph form makes 1 or no error 	<ul style="list-style-type: none"> writes responses in paragraph form, but not in own words makes 2 to 4 errors 	<ul style="list-style-type: none"> does not write responses in own words or in paragraph form makes 5 or more errors 	____ /3
Total Marks				____ /13

Notes

LESSON 2: INTRAPERSONAL DYNAMICS

Introduction



The term **intrapersonal dynamics** refers to how you think and feel about yourself. (The prefix *intra-* means “inside.”) In this lesson, you will focus on understanding and accepting what is unique about you. Because every human being is unique, every worker is as well. A major part of having a rewarding work life is to understand yourself, and how you fit into your particular workplace.

The assignment for this lesson will give you an opportunity to think about some typical workplace scenarios that may cause conflict and make the workplace feel like a challenging environment.

By the end of this lesson, you should

- have a greater understanding of yourself as an employee
- understand the importance of having a voice at your workplace
- know what it means to be successful at work and how to attain that success
- explore your reactions to typical workplace scenarios that may cause conflict

Enjoying Your Work

People’s work life is a very large part of their days and, therefore, their lives. Finding a job you enjoy is very important. You may like your job because the work you do is satisfying and appreciated. You may also like your job because you are doing something that positively affects the world and/or because you enjoy your co-workers.

You are far more likely to find a job you are passionate about if you have a greater understanding of yourself and the types of activities you enjoy and the environments in which you enjoy working. You are far more likely to enjoy your job if you consider these factors when planning your career pathway.

You will be more open to developing new skills and competence when you are already interested in an activity. Identifying your passions allows you to see opportunities in the world of work. You can see options that are relevant and meaningful to you.

To find a job that you will enjoy you need to know what you value, who you are as a person, and who you are as an employee. You also need to think about how you define success at your job. You will benefit a great deal by devoting time and effort into discovering work and work situations that will engage your passion.

Working with passion and satisfaction can also take place outside the business or organizational environment. Many individuals do volunteer work or have hobbies that allow them to grow and develop in areas they are passionate about.

Your Unique Identity

Even if you have the same responsibilities as your co-workers (e.g., if you are part of a large crew in a fast-food restaurant), the way you work and the way you interact with others will be unique, and your unique contributions will help your organization. Organizations that understand the uniqueness of each worker are more productive and have more satisfied employees than those that don't.

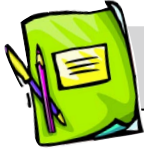


Before exploring how you are unique as an employee, think about how you are unique as a person. Here are a few questions that you can ask yourself to help you understand your uniqueness. Discuss them with your learning partner.

1. What kinds of things do you like to do? What don't you like to do?
2. What kinds of things are you interested in? What do you find boring?
3. What gives you energy? What kinds of things drain your energy?
4. What gives you feelings of satisfaction and success?
5. Do you prefer to work with people, data, or things?
6. How do you feel you can make your greatest contribution?
7. What kinds of things come naturally to you?
8. What makes you feel confident?
9. What skills and talents do you have that most people don't possess?

As you can see, there are many factors that make you unique. To feel good at your job, you need to have a job that allows you to express yourself, to be yourself, and to do the things you like to do. Of course, that goes only so far. Even people who love their jobs have to do some things that are unpleasant.

Now that you have thought about your uniqueness as a person, you will explore how your unique personality can influence your workplace by completing Learning Activity 3.1.



Learning Activity 3.1

Your Uniqueness as an Employee



Do you think you are the type of employee who would likely do the following, even if it is **not part of your job responsibilities**? Check (✓) the appropriate box for each action, and discuss your answers with your learning partner. There are no right or wrong answers.

How Likely Would You Do the Following?	Always	Probably	Maybe	Probably Not	Never
1. Help resolve conflicts.					
2. Think of a better way to do things.					
3. Mentor new employees.					
4. Help out with a computer problem.					
5. Comfort a co-worker in distress.					
6. Arrive extra early to prepare things.					
7. Stay a little later than everybody else.					
8. Organize a staff party.					
9. Give somebody a ride.					
10. Take the initiative to resolve an issue.					
11. Work faster than most other employees.					
12. Work more carefully than most other employees.					
13. Enjoy working with people more than working with things.					
14. Enjoy working with things more than working with people.					

Since there are no right or wrong answers, there is no answer key for this learning activity. Remember that you do not need to submit learning activities to the Distance Learning Unit.

Making Unique Contributions to the Workplace

The previous learning activity addresses only a few of the important kinds of things employees do to express their uniqueness and contribute to developing an effective workplace. As you can imagine, some people answer that they would do certain things, and some answer that they would not do the same things, but would do others. All workplaces need different types of employees because every employee brings something unique and valuable to the organization.

Your employer may not know all the ways you can contribute to your organization. You should share ideas about your potential contributions with your employer when you get the chance to do so. Developing an understanding of your unique identity as an employee will help both you and your organization. Understanding how you can make a contribution to a workplace is very important when you are going for job interviews and looking to apply for other positions within your organization.

Having a Voice

Regardless of your identity as an employee, it is important that you have a voice in your organization. Having a voice is also about sharing ideas that have a positive impact on your workplace. This can benefit you as well as the organization. Your thoughts and ideas are important, and you can work toward feeling comfortable and confident in sharing them to benefit your place of work.

Having a Voice Regarding Safety

You have the right to a safe workplace. You have the right not only to be physically safe, but also to be emotionally safe. You should never feel you are being bullied, harassed, or discriminated against. It is important to know the safety and health policies of your workplace and your rights and responsibilities as a worker. For an introduction to safety and health in the workplace, see Module 1, Lesson 2.

Achieving Success and Satisfaction in the Workplace

On what scale do you rate success? How do you decide whether you are successful? Some people measure success based on money, while others base it on happiness. Maybe success is about life-work balance. There are many ways to measure success, and for you, these might change over time.

So, how do you make sure you are achieving success? For now, you will look at job satisfaction. Job satisfaction varies depending on the individual and his or her values. We each value different things, and this affects how we define our success.

Factors That Affect Job Satisfaction

Job satisfaction is based on many things, including the following factors:

■ Working Conditions

The environment in which you work has a great effect on how happy you are in your position. Having positive working conditions means you are working in a safe, pleasant, and respectful environment. Good working conditions can include things as simple as having a comfortable chair or having a fan in the hot summer months.

■ Compensation

When you feel appreciated at work, you are more likely to enjoy your position. One way employees know they are appreciated is by being fairly compensated based on the work they do. Employers will pay minimum wage for many starting jobs; however, they will pay more than minimum wage for higher skilled positions so they can attract the most skilled people. At the time this course was written, the minimum wage in Manitoba was \$11.00 an hour.

Employees must be paid for the time they worked, and employers must respect laws and regulations with regard to pay for time worked.

Resource

If you have access to the Internet, see:



Manitoba Growth, Enterprise and Trade. "What Is Minimum Wage?" *Employment Standards*. <https://www.gov.mb.ca/labour/standards/doc,minimum-wage,factsheet.html> (10 May 2017).

■ Respect

When you feel respected at work, you are more likely to feel satisfied with your position. A respectful work environment includes respect for co-workers, as well as customers or clients. Respect goes both ways in the workplace. You need to treat others respectfully if you expect others to treat you with respect. A great way to show respect is to treat all employees, volunteers, and customers with dignity, kindness, and professionalism.

- **Relationship with Supervisors**

Employees who have a good working relationship with their supervisors are more likely to enjoy their position than those who do not. Good supervisors are encouraging and open with their employees. Most importantly, good supervisors have clear boundaries and remain professional with all employees.

- **Workload**

Workload is the amount of work you are expected to complete in a certain time period. Your workload is often a direct link to your stress level at work. If you are given enough time to complete tasks and to produce high quality work, you are less likely to be stressed.

- **Identity in the Workplace**

When you are allowed to express your ideas and contribute positively to the working team, you know you are in control of your identity at the workplace. This is satisfying because you are in control of what you accomplish.

- **Moving within the Organization**

If you are interested in moving to different positions, it is important to know whether there is room for you to advance in your organization. The skills you develop will determine the opportunities for advancement in your organization. Sometimes people have to look at other companies for a chance to advance in the same industry.

- **Sense of Accomplishment**

One of the purposes of having a job is to help people. When you know the work you do makes a difference in people's lives, it becomes natural to work hard and to do a good job. You feel you are not simply fulfilling meaningless tasks to make money.

- **Sense of Belonging**

Satisfied employees feel they are part of the organization they are working for. They feel they belong there and are part of a team that is contributing to the betterment of the organization, and to society as a whole.

You will have the chance to reflect on your reaction to common workplace scenarios that deal with job security and satisfaction by completing Assignment 3.2. How would you handle each situation?



Assignment 3.2

Workplace Scenarios (26 marks)

In this assignment, you will select **two** of the following four scenarios and write, **in your own words**, a paragraph on each selected scenario. You will write about how you would react if the scenario happened to you.

Scenarios

Read the following four scenarios, and select **two** of them.

A. Others Take Credit for Your Ideas

You are working in an office at a marketing company with a co-worker who was recently hired. You enjoy your job, and your employer often involves you in conversations and appreciates the ideas you share regarding how to promote new products.

Your new co-worker asked to go out for lunch with you. While at lunch, he asked what your thoughts were about the new product your company was asked to market. You shared your ideas with him and returned to work.

The next day you saw your employer thanking your new co-worker for his fabulous idea that was going to be shared at the next meeting. You discover that the idea your co-worker shared was your idea. How do you handle the situation?

B. Provocative Uniform

You were hired to work at a restaurant that just opened. You are very excited and have told all your friends about it. You were hired to be a hostess. On your first day of work you are told you must wear a uniform that you feel is inappropriate for work and that you would be embarrassed to wear. You are told you must wear this uniform or you will be fired. How do you handle the situation?

C. Unsafe Conditions

You work for a movie theatre located close to your home. Even though labour laws state that employers must provide their employees with transportation home when a shift ends after 12:00 a.m. (midnight), you always walk home after every shift, which ends at 1:00 a.m. When you were walking home after your most recent weekend shift, you were approached by a stranger and you felt unsafe. Although you were not harmed, you are apprehensive about walking home again. How do you handle the situation?

continued

Assignment 3.2: Workplace Scenarios (continued)

D. Missing Hours

You have a summer job at an accounting firm. You really like the job, and hope they keep you on part-time in the fall. On your most recent pay stub you notice that two work hours are missing and you have not been paid for that time. How do you handle the situation?

Response to Two Selected Scenarios

You will now reflect on your response to the **each** of the **two** scenarios you selected. The following questions will help you to organize your thoughts. Write your responses **in your own words** in paragraph form. Read all the questions before starting to organize your paragraph.

1. Describe your **first reaction** to the scenario, without thinking too much.
 - a) How would you **feel** if you were the employee in this scenario?
 - b) What might you **do** if you were the employee in this scenario?
2. What do you think would be the **consequences** if you did what you wrote in response to question 1(b)?
 - a) How would it affect **you**?
 - b) How would it affect **others**?
3. Evaluate your responses to the previous questions. In other words, do you think your initial reaction was the best one?
 - a) If so, explain why.
 - b) If not, explain why not **and** describe a more appropriate reaction.

continued

Assignment 3.2: Workplace Scenarios (continued)

Assessment Rubric

Use the following assessment rubric to prepare for this assignment and to work toward the mark you wish to earn. Your tutor/marker will use the same rubric to assess your work.



Because this assignment involves reflection, there are no right or wrong answers. However, as you answer the questions, make sure you provide enough detail. For example, if a question is worth 3 marks, you need to **write at least three clear, distinct points** to earn all 3 marks. If you have any questions about this assignment, including how to use the assessment rubric, contact your tutor/marker.

Your paragraphs (one for **each** of the **two** selected scenarios) will be assessed using the following four categories:

1. Description of your initial reaction to the scenario
2. Reflection on the consequences of your reaction
3. Evaluation of your initial reaction to the scenario
4. Quality of your writing (e.g., format, grammar, spelling, punctuation)

The assessment criteria for these four categories are further defined in the rubric.

continued

Assignment 3.2: Workplace Scenarios (continued)

Assessment Rubric for Assignment 3.2: Workplace Scenarios (Scenario Selection 1) (13 Marks)				
Assessment Category	Assessment Criteria			
In general terms, you need to demonstrate the following to receive the specified marks.				
	3 Marks	2 Marks	0–1 Mark	Marks
1. Description of initial reaction	<ul style="list-style-type: none"> ■ Description of own feelings and actions is clear and thorough. 	<ul style="list-style-type: none"> ■ Description of own feelings and actions is not clear or not thorough. 	<ul style="list-style-type: none"> ■ Description of own feelings and actions is inadequate or missing. 	____ /3
	3 Marks	2 Marks	0–1 Mark	
2. Reflection on consequences of own actions	<ul style="list-style-type: none"> ■ Reflection on the consequences of own actions is clear and thorough. 	<ul style="list-style-type: none"> ■ Reflection on the consequences of own actions is not clear or not thorough. 	<ul style="list-style-type: none"> ■ Reflection on the consequences of own actions is inadequate or missing. 	____ /3
	4 Marks	2–3 Marks	0–1 Mark	
3. Evaluation of initial reaction to the scenario	<ul style="list-style-type: none"> ■ Evaluation of the initial reaction to the scenario is clear and thorough. 	<ul style="list-style-type: none"> ■ Evaluation of the initial reaction to the scenario is not clear or not thorough. 	<ul style="list-style-type: none"> ■ Evaluation of the initial reaction to the scenario is inadequate or missing. 	____ /4
	3 Marks	2 Marks	0–1 Mark	
4. Quality of writing (format, grammar, spelling, punctuation)	<ul style="list-style-type: none"> ■ Response is written in own words in paragraph form. ■ Response includes 1 or no error. 	<ul style="list-style-type: none"> ■ Response is written in paragraph form, but not in own words. ■ Response includes 2 to 4 errors. 	<ul style="list-style-type: none"> ■ Response is not written in own words or in paragraph form. ■ Response includes 5 or more errors. 	____ /3
Total Marks				____ /13

Assessment Rubric for Assignment 3.2: Workplace Scenarios (Scenario Selection 2) (13 Marks)				
Assessment Category	Assessment Criteria			
In general terms, you need to demonstrate the following to receive the specified marks.				
	3 Marks	2 Marks	0–1 Mark	Marks
1. Description of initial reaction	<ul style="list-style-type: none"> ■ Description of own feelings and actions is clear and thorough. 	<ul style="list-style-type: none"> ■ Description of own feelings and actions is not clear or not thorough. 	<ul style="list-style-type: none"> ■ Description of own feelings and actions is inadequate or missing. 	____ /3
	3 Marks	2 Marks	0–1 Mark	
2. Reflection on consequences of own actions	<ul style="list-style-type: none"> ■ Reflection on the consequences of own actions is clear and thorough. 	<ul style="list-style-type: none"> ■ Reflection on the consequences of own actions is not clear or not thorough. 	<ul style="list-style-type: none"> ■ Reflection on the consequences of own actions is inadequate or missing. 	____ /3
	4 Marks	2–3 Marks	0–1 Mark	
3. Evaluation of initial reaction to the scenario	<ul style="list-style-type: none"> ■ Evaluation of the initial reaction to the scenario is clear and thorough. 	<ul style="list-style-type: none"> ■ Evaluation of the initial reaction to the scenario is not clear or not thorough. 	<ul style="list-style-type: none"> ■ Evaluation of the initial reaction to the scenario is inadequate or missing. 	____ /4
	3 Marks	2 Marks	0–1 Mark	
4. Quality of writing (format, grammar, spelling, punctuation)	<ul style="list-style-type: none"> ■ Response is written in own words in paragraph form. ■ Response includes 1 or no error. 	<ul style="list-style-type: none"> ■ Response is written in paragraph form, but not in own words. ■ Response includes 2 to 4 errors. 	<ul style="list-style-type: none"> ■ Response is not written in own words or in paragraph form. ■ Response includes 5 or more errors. 	____ /3
Total Marks				____ /13

Notes

MODULE 3 SUMMARY

In Module 3, you learned about why teamwork is important and how to be helpful to a team. You learned about your identity as an employee and about the importance of having a voice and being successful at work.

In the next module, you will go through the steps needed in a job search.

End-of-Module Checklist



Go back to the lesson introductions for Lessons 1 and 2 of Module 3, and read the things you were supposed to learn in this module. Did you learn them? If not, please review the relevant parts of the lessons.



Submitting Your Assignments

It is now time for you to submit Assignments 3.1 and 3.2 to the Distance Learning Unit so that you can receive some feedback on how you are doing in this course. Remember that you must submit all the assignments in this course before you can receive your credit.

Make sure you have completed all parts of your Module 3 assignments and organize your material in the following order:

- Module 3 Cover Sheet (found at the end of the course Introduction)
- Assignment 3.1: Teamwork
- Assignment 3.2: Workplace Scenarios
 - Scenario Selection 1
 - Scenario Selection 2

For instructions on submitting your assignments, refer to How to Submit Assignments in the course Introduction.

Notes



GRADE 11 CREDIT FOR
EMPLOYMENT (30G)

Module 3
Interpersonal and Intrapersonal
Dynamics

Learning Activity Answer Key

MODULE 3:
INTERPERSONAL AND INTRAPERSONAL DYNAMICS
LEARNING ACTIVITY ANSWER KEY

Learning Activity 3.1: Your Uniqueness as an Employee

Since there are no right or wrong answers, there is no answer key for this learning activity.

Notes

MODULE 3 SUMMARY

In Module 3, you learned about why teamwork is important and how to be helpful to a team. You learned about your identity as an employee and about the importance of having a voice and being successful at work.

In the next module, you will go through the steps needed in a job search.

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Go back to the lesson introductions for Lessons 1 and 2 of Module 3, and read the things you were supposed to learn in this module. Did you learn them? If not, please review the relevant parts of the lessons.



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GRADE 11 CREDIT FOR
EMPLOYMENT (30G)

Module 3
Interpersonal and Intrapersonal
Dynamics

Learning Activity Answer Key

MODULE 3:
INTERPERSONAL AND INTRAPERSONAL DYNAMICS
LEARNING ACTIVITY ANSWER KEY

Learning Activity 3.1: Your Uniqueness as an Employee

Since there are no right or wrong answers, there is no answer key for this learning activity.

Notes



GRADE 11 CREDIT FOR
EMPLOYMENT (30G)

Module 4
Preparing for the Workplace

MODULE 4: PREPARING FOR THE WORKPLACE

Overview

Module 4 consists of four lessons, which focus on preparing for the workplace. In Lessons 1 and 2, you will learn how to create effective documents needed to apply for a job and to be considered for a job interview: a resumé and a cover letter. You will learn about networking in Lesson 3, and about what to expect when preparing for a job interview in Lesson 4.

Module 4 Assignments



When you have completed the assignments for Module 4, submit your completed assignments to the Distance Learning Unit either by mail or electronically through the learning management system (LMS). The staff will forward your work to your tutor/marker.

Lesson	Assignment Number	Assignment Title
1	Assignment 4.1	Two Resumés <ul style="list-style-type: none">■ Resumé 1: Chronological or Functional Resumé■ Resumé 2: Combination Resumé
2	Assignment 4.2	Cover Letter (Including Job Posting)
3		No assignment
4	Assignment 4.3	Mock Job Interview by Telephone (with Your Tutor/Marker) <ul style="list-style-type: none">■ Part A: Mock Job Interview: Preparation and Participation■ Part B: Mock Job Interview: Reflection



Please note that you will need to submit assignments twice in Module 4:

- Submit Assignments 4.1 and 4.2 at the end of Lesson 2.
- Submit Assignment 4.3 at the end of Lesson 4.

For Assignment 4.3, your tutor/marker will ask you to submit a current resumé. If you wish to use one of the resumés you completed in Assignment 4.1 (which you will already have submitted to the Distance Learning Unit), you will need to resend it, as the tutor/marker will not have kept a copy.

Notes

LESSON 1: RESUMÉS

Introduction



Resumé preparation is a very important step in the process of helping you prepare to apply for a job. To prepare an effective resumé, you need to consider many things, including the time required to create a resumé that is suited to the specific job for which you are applying. A resumé is often the determining factor in whether someone is invited for an interview.

By the end of this lesson, you should

- understand the different types of resumé and when to use which type
- be able to create two different resumé

Job Search Overview

Before focusing on resumé, it is helpful to review the main steps in searching for a job. Here is a quick overview of the steps people typically take.

Steps in Searching for a Job

1. Research job opportunities.
2. Find references.
3. Complete a resumé.
4. Complete a cover letter.
5. Prepare for interview(s).

Why You Need a Resumé

Your resumé provides you with an opportunity to let a prospective employer know about your career goals, education and training, work history, volunteer and community service experience, and skills and traits. The resumé paints a picture of your past experiences, how they relate to the job you are applying for, and the qualifications and skills you could bring to a specific job and organization. A resumé is an introduction of you; if it impresses the person reviewing it, you increase your chance of being asked for an interview.

What to Include on a Resumé

Resumés should be concise and to the point. The bulk of your resumé should feature your talents, skills, strengths, and abilities. This information will assist your potential new employer in determining whether you have the job requirements. This means you need to customize your resumé for the job you are applying for. You should not create one all-purpose resumé and send it out every time you apply for a job; instead, you should adjust your resumé every time you send it out to fit the actual job requirements.

You will now learn about several different sections of a resumé. You will be using this information to help you create two resumés in Assignment 4.1. So, read the following information carefully, and think about how you can put this information into your own resumé.

Sections of a Resumé

Resumés commonly include the following sections:

■ **Name and Contact Information**

In this section, you will simply include your name, address, phone number(s), and email address. Make sure you have an appropriate email address to include. If you are currently using an email address with a name that is inappropriate, it is recommended that you create a new one that sounds more professional for use during your job search.

You are not required to include information about your gender, age, religion, or sexual preference/orientation in your resumé. It is illegal to base a hiring decision on these factors, so you are not required to disclose this information. Also, you do not have to provide a picture of yourself.

Make sure your name is at the top of the page, and that it stands out compared to the rest of the information. You want to make sure whoever is looking at your resumé remembers your name.

■ **Education and Training**

When providing information about your education and training, show where you graduated from (whether high school or a post-secondary institution) and where you took your specific training. There is no need to mention your earlier education.

Identify your high school and the year you graduated or expect to graduate. Specify any programs you have specialized or majored in. It is also recommended that you list any courses you took whose learning outcomes match the criteria of the job for which you are applying. For example, if you are applying for a job at your local grocery store and you recently took a business course, such as marketing or entrepreneurship, add this information to your resumé. Most people reading your resumé will expect you to have taken the core academic courses. Listing your optional or elective credits is a great way to show a future employer about your areas of interest and your skills, abilities, and strengths.

■ **Work History or Volunteer Experience**

List all your job experiences, regardless of whether or not you were paid for the work. For example, if you were part of the 4-H program, include this information in this section of the resumé, as you would have developed a variety of skills that may transfer to the job for which you are applying. Describe where you worked, when you worked there, what your duties were, and what your skills are.

Many young people don't create a resumé because they say they have never had a regular job. Even if you have not had a regular job, this doesn't mean you haven't worked or developed skills. For example, if you have taken care of your younger siblings, put this on your resumé. Consider all the skills you have developed in providing child care. Experience in babysitting shows you are responsible and reliable, and you have skills that will help a future employer.

■ **Skills, Traits, and Personal Attributes**

Highlight things you may not have mentioned so far, including your unique strengths and abilities. Employers may be looking for certain strengths and abilities they believe will benefit their organization. If you have certain skills that an employer may be looking for, identify these skills to call attention to your resumé. For example, if you are applying to work at a store that sells auto parts and you have an interest and some experience in working with cars, this information could be included. If you are applying to be an apprentice mechanic, make sure you list skills related to working with automobiles. In addition, list other essential skills related to working with others, working with money, reading manuals, and following instructions.

You also want to mention any aspects of your personality or personal attributes that will be beneficial to the employer. If you are an outgoing person, mention that you work well with others. If you are successful at school and have an easy time learning new things, state that you are a quick learner.

This section should contain any of your positive qualities that would be of interest to the employer.

■ **References**

References are people who know you and who will be able to provide positive feedback about you regarding your qualifications, work ethic, personality, demeanour, and so on, and who will support your application for a job. When employers are interested in hiring someone, they usually contact the candidate's references after the interview, in order to get more information about the candidate.

You should have approximately three references. You can ask a former supervisor or employer, teacher, coach, or even a family friend to serve as a reference for you. It is not recommended that you use personal friends or family members as references, because they will be perceived as being biased toward you.

It is important to ask permission before listing somebody's name as your reference. Select your references and ask the individuals whether they are comfortable saying something positive about you. If they say they do not believe they would be able to provide you with a positive reference, do not list their names. Remember to notify your references when you give their names to an employer so they can prepare to speak on your behalf.

If the job posting asks for references, make sure you list them in the references section of your resumé. If the job posting does not ask for references, state that they will be made available upon request. Because the employer will likely want to speak to the people listed in the references, make sure you include as many of their phone numbers as possible, including their work number, home number, and cell number.

Once individuals have agreed to act as a reference for you, it is a good idea to provide them with the applicable job description and a copy of your resumé. They can then mention your abilities related to the job for which you are applying. If you are interviewed for the position, contact your references as soon as possible to notify them that the employer might contact them.

Resumé Presentation Style

Your resumé should stand out, but it also needs to look professional. You should always have your name near the top of the page in large font.

■ **Format and Layout**

Be consistent with the format and layout of your resumé. If you are using bold type for one heading, use it for all headings.

The font should be easy to read. Use the default setting in your word processing program. If you do change the font, never use a font smaller than 10 points, and always use a professional looking font. Even though many jobs can be applied for online, you never know how your resumé will show up for those who receive it, so it is always best to use black font on a white background. That way, when the employers print the resumé, they won't have any trouble printing it.

Adding colour is, however, a great way to make your resumé look different from that of the competition, but keep it minimal. For example, use colour in headings, but not throughout the document. Do not use brightly coloured paper. If you want your resumé to stand out, you can use resumé paper that has texture and subtle colours and patterns.

■ **Length of Resumés**

When you write a resumé, you need to be **concise**. A concise resumé is short and to the point. There is no unnecessary information; everything is important and relevant. Try to keep your resumé to one page. That way, your prospective employer can read it at one glance. Employers appreciate concise resumés because they are pressed for time. It also shows them that you are an effective person, and a good communicator. To write a good resumé, you will have to use the writing and editing skills you have learned in your English language arts courses.

■ **Reviewing and Editing Resumés**

Once you have written a draft of your resumé, ensure that it is of appropriate length and check whether you have used

- action verbs
- specific examples
- reverse chronological order (listing the most recent experience first)
- a clean visual design (that does not make your resumé look too busy)
- a spell-checker

Carefully edit your resumé. This is the time to use the skills you have learned in your English language arts classes. Write in a clear, straightforward way. Check your grammar, spelling, and punctuation. Ask somebody else to read your resumé and give you feedback on it. Remember to proofread your resumé to eliminate any last-minute errors. One or two mistakes might not be noticed. However, employers are looking for people who demonstrate skills such as accuracy, and inaccuracies in your resumé could lead to someone else getting the job. If you don't take the time to proofread your own resumé, you are not sending a message that you will take the time to do a good job if you are hired.

■ **Emailing Resumés**

If you are emailing your resumé, make sure you attach the document. It is surprising how many emails get sent without their attachments. Save your resumé as a pdf; that way, you know the recipient will be able to open it, and will be unable to change your resumé without your knowledge.

Types of Resumés

All resumés should have the applicant's name and contact information at the beginning.

There are three main types of resumé formats: **chronological**, **functional**, and **combination**. The three resumé formats differ in the information that is included and highlighted.

1. **Chronological Resumé**

The chronological resumé lists all the experiences the job applicant has had, starting with the most recent and going back in time. This format is ideal for people who have had a steady career path in the same field for a long time or who are applying for jobs in similar fields and have few, if any, gaps in their employment history. It is also great for students starting out in their careers. It is not the best resumé for someone who has been out of work for an extended period of time.

Suggested Order of Sections of Chronological Resumé

- Career Objective
- Work Experience
- Extracurricular Activities
- Education and Training

2. Functional Resumé

The functional resumé specifically targets the job or position the applicant is interested in. It highlights skills and abilities of the applicant that relate specifically to the particular job or position. Functional resúmes are great for people who have started and stopped their careers and who have gaps in their work history. They are also effective for people who want to highlight skills and abilities that are related to a particular job or position. Students can benefit from a functional resumé since it focuses more on skills than on work history. You want the employer to see what you can accomplish for the organization, rather than focusing on what you have done in the past. The functional resumé also highlights skills and talents that have been well developed through education, training, and experiences.

Suggested Order of Sections of Functional Resumé

- Career Objective
- Skills and Experience
- OR
- Achievements/Accomplishments
- Work Experience/Qualifications
- Extracurricular Activities
- Education and Training

3. Combination Resumé

The combination resumé format is excellent for people who wish to make a career change and move from one industry to another. The combination resumé format includes the best parts of the functional resumé (relevant skills, experience, qualifications, education, and specifically targeted information) and combines it with the chronological resumé (everything that the job applicant has done to this point). It can be recommended for students, since it can cover several areas, including the student's career profile/highlights, demonstrated skills, work and volunteer history, and hobbies or interests.

Suggested Order of Sections of Combination Resumé

- Objective/Summary Statement
(applicable to a specific job or position in a specific company or business)
- OR
- Career Profile/Highlights
(highlights special and relevant skills for a particular job or position within a specific organization or employment environment)

- Achievements/Accomplishments
OR
Demonstrated Skills
OR
Skills and Experience
- Experience/Qualifications
OR
Work/Employment History and Volunteer Experience (if applicable)
- Education and Training
- Community Involvement
- Hobbies and Interests

No matter which resumé format you choose, you must remember that the resumé is your chance to convince future employers that you meet the requirements they are looking for.

It is recommended that high school students use the **chronological format** for their resúmes.

Resumé Samples

A sample of each of the three types of resúmes (chronological, functional, and combination) follows. Each sample includes the main sections of a resumé.

Chronological Resumé

Marina Santos

1000 Main Street South
Dauphin MB R7N 2L3

Phone: 204-555-1234
Email: marina.santos@mailhelp.ca

Career Objective

To gain experience in the retail industry and advance to a management position

Work Experience

Sales Associate Happy Home Store February 2016 to present

Duties: assisting customers, operating sales software, displaying products

Skills Developed: verbal communication, problem solving, visual presentation

Team Member Dauphin Cinema 4 July 2012 to February 2016

Duties: food and concession handling, selling admission tickets, cleaning theatres

Skills Developed: customer service, safety awareness, ability to work under pressure

Extracurricular Activities

Student Council Secretary Dauphin Regional
Comprehensive Secondary School September 2013 to June 2014

Duties: recording meeting minutes, creating meeting agendas, planning school spirit events

Skills Developed: event planning, attention to detail, transcribing and recording information

4-H Member 4-H Canada July 2004 to June 2014

Activities: agriculture and alternative energy programs, science and technology outreach, community and citizenship activities

Skills Developed: leadership, stewardship, citizenship

Education

Grade 12 Diploma June 2014

Certificate in Business Education

Dauphin Regional Comprehensive Secondary School

References

Available upon request

Functional Resumé

Marina Santos

1000 Main Street South
Dauphin MB R7N 2L3

Phone: 204-555-1234
Email: marina.santos@mailhelp.ca

Career Objective

To gain experience in the retail industry and advance to a management position

Skills and Experience

Communication Skills

- Strong interpersonal and oral communication skills
- Active listener, able to understand and effectively respond to customer needs
- Able to record detailed information accurately

Teamwork Skills

- Proactively respond to workplace safety and health concerns
- Able to maintain sales goals and quality customer service in high-pressure environments
- Capable of acting as a team member to problem solve and overcome challenges

Leadership Skills

- Strong understanding of citizenship and the importance of community involvement
- Passionate about creating a welcoming community environment
- Experience in organizing events while working toward meeting a goal and within a budget

Work Experience

Sales Associate	Happy Home Store	February 2016 to present
Team Member	Dauphin Cinema 4	July 2012 to February 2016

Extracurricular Activities

Student Council Secretary	Dauphin Regional Comprehensive Secondary School	September 2013 to June 2014
4-H Member	4-H Canada	July 2004 to June 2014

Education

Grade 12 Diploma	June 2014
Certificate in Business Education	
Dauphin Regional Comprehensive Secondary School	

References

Available upon request

Combination Resumé

Marina Santos

1000 Main Street South
Dauphin MB R7N 2L3

Phone: 204-555-1234
Email: marina.santos@mailhelp.ca

Career Profile

- Experience in providing consistent quality customer service
- Proficient in operating a variety of sales software and managing inventory
- Experience in creating product displays and cleaning workplaces
- Passionate about the environment supporting the community

Skills and Experience

Communication Skills

- Strong interpersonal and oral communication skills
- Active listener, able to understand and effectively respond to customer needs
- Able to record detailed information accurately

Teamwork Skills

- Proactively respond to workplace safety and health concerns
- Able to maintain sales goals and quality customer service in high-pressure environments
- Capable of acting as a team member to problem solve and overcome challenges

Leadership Skills

- Strong understanding of citizenship and the importance of community involvement
- Passionate about creating a welcoming community environment
- Experience in organizing events while working toward meeting a goal and within a budget

Employment History

Sales Associate	Happy Home Store	February 2016 to present
Team Member	Dauphin Cinema 4	July 2012 to February 2016

Volunteer Experience

Student Council Secretary	Dauphin Regional Comprehensive Secondary School	September 2013 to June 2014
4-H Member	4-H Canada	July 2004 to June 2014

Education

Grade 12 Diploma	June 2014
Certificate in Business Education	
Dauphin Regional Comprehensive Secondary School	

References

Available upon request

Now that you have learned about different types of resumés, you will create two resumés in the following assignment.



Assignment 4.1

Two Resumés (28 marks)

Your task in this assignment is to create **two** resumés. The first resumé format can be either **chronological** or **functional**. The second must be a **combination** resumé.

Resumé 1: Chronological or Functional Resumé (13 marks)

Write a **general** resumé (either **chronological** or **functional**) that you can use for any realistic job that you might apply for. Therefore, **it must be an accurate reflection of your education, training, and work experience to date.**

Assessment Rubric

Use the assessment rubric for **Resumé 1** (provided after the assignment description) to prepare for this assignment and to guide you as you work toward the mark you wish to earn. Your tutor/marker will use the same rubric to assess your assignment.

The assessment rubric focuses on whether your resumé demonstrates the following:

1. **Layout and readability:** The layout of the resumé resembles the sample chronological or functional resumé presented in this lesson. The resumé is straightforward and easy to understand.
2. **Content:** The resumé contains all the required sections, and the sections contain sufficient information.
3. **Effectiveness:** The resumé is effective in helping a job applicant to be considered for an interview, and clearly describes the person's experiences and qualifications.
4. **Quality of writing:** The resumé is well organized, clear, and free of grammatical, spelling, and punctuation errors.



Use the skills you have learned in your English language arts courses to write at a level that is appropriate for a Grade 11 student. If you need help understanding what that means, contact your tutor/marker. If you are attending school, ask your English language arts teacher.

Make sure you clearly label the resumé format you have selected.

continued

Assignment 4.1: Two Resumés (continued)

Resumé 2: Combination Resumé (15 marks)

The second resumé will be a **combination** resumé for your dream job. At this time you probably don't have the experience or education needed for your dream job, so you can be creative as you provide the information required for the resumé. You may wish to include relevant research on a particular profession and a possible organization you would like to work for. Let your imagination run wild. Think of it as a resumé for your future. Where do you want to be in 10 years?

Assessment Rubric

Use the assessment rubric for **Resumé 2** (provided after the assignment description) to prepare for this assignment and to guide you as you work toward the mark you wish to earn. Your tutor/marker will use the same rubric to assess your assignment.

The assessment rubric focuses on whether your resumé demonstrates the following:

1. **Targeting:** The resumé targets a specific sector (e.g., sports, entertainment) or a specific position (e.g., a professional athlete, an actor). A **sector** is a distinct part of an economy. Examples of sectors are retail, agriculture, manufacturing, education, sports, entertainment, and so on.

To review some possible careers in Manitoba Sector Councils, you may wish to refer to:



Manitoba Career Prospects. *Explore Career Opportunities in Manitoba.*
<http://manitobacareerprospects.ca/career-opportunities.asp>
(12 May 2017).

2. **Layout and readability:** The layout of the resumé resembles the sample combination resumé presented in this lesson. The resumé is straightforward and easy to understand.
3. **Content:** The resumé contains all the required sections, and the sections contain sufficient information.
4. **Effectiveness:** The resumé is effective in helping a job applicant to be considered for an interview, and clearly describes the person's experiences and qualifications. Even though this resumé is for dream job, and you will be making up much of the information, it still needs to be realistic and effective. For example, if you are applying for a position as an astronaut, you need to list the experiences and qualifications required to become one.
5. **Quality of writing:** The resumé is well organized, clear, and free of grammatical, spelling, and punctuation errors.

continued

Assignment 4.1: Two Resumés (continued)



Use the skills you have learned in your English language arts courses to write at a level that is appropriate for a Grade 11 student. If you need help understanding what that means for each assignment, contact your tutor/ marker. If you are attending school, ask your English language arts teacher.

continued

Assignment 4.1: Two Resumés (continued)

Assessment Rubric for Assignment 4.1: Resumé 1: Chronological or Functional Resumé (13 Marks)				
Assessment Category	Assessment Criteria			
In general terms, you need to demonstrate the following to receive the specified marks.				
	3 Marks	2 Marks	0–1 Mark	Marks
1. Layout and readability	<ul style="list-style-type: none"> The layout of the resumé resembles the samples in the course. The resumé is straightforward and easy to understand. 	<ul style="list-style-type: none"> The layout of the resumé somewhat resembles the samples in the course. The resumé takes effort to understand. 	<ul style="list-style-type: none"> The layout of the resumé does not resemble the samples in the course. The resumé is difficult to understand. 	____ /3
	3 Marks	2 Marks	0–1 Mark	
2. Content	<ul style="list-style-type: none"> All resumé sections are present, and each contains sufficient information. 	<ul style="list-style-type: none"> One resumé section is missing and/or some sections lack sufficient details. 	<ul style="list-style-type: none"> More than one resumé section is missing and/or some sections lack important information. 	____ /3
	4 Marks	2–3 Marks	0–1 Mark	
3. Effectiveness	<ul style="list-style-type: none"> The resumé is effective for a realistic position. The student's experiences and qualifications are clearly described. 	<ul style="list-style-type: none"> The resumé is somewhat effective for a position. The student's experiences and qualifications are vaguely described. 	<ul style="list-style-type: none"> The resumé is not effective for a position. The student's experiences and qualifications are poorly described. 	____ /4
	3 Marks	2 Marks	0–1 Mark	
4. Quality of writing (organization, clarity, grammar, spelling, punctuation)	<ul style="list-style-type: none"> The text is well organized and clear. The resumé contains 1 or no error. 	<ul style="list-style-type: none"> The text is not well organized and/or unclear. The resumé contains 2 to 4 errors. 	<ul style="list-style-type: none"> The text lacks organization and clarity. The resumé contains 5 or more errors. 	____ /3
Total Marks				____ /13

continued

Assignment 4.1: Two Resumés (continued)

Assessment Rubric for Assignment 4.1: Resumé 2: Combination Resumé (15 Marks)				
Assessment Category	Assessment Criteria			
In general terms, you need to demonstrate the following to receive the specified marks.				
	2 Marks	1 Mark	0 Mark	Marks
1. Targeting	<ul style="list-style-type: none"> The resumé clearly targets a specific sector or a specific position. 	<ul style="list-style-type: none"> The resumé vaguely targets a specific sector or position. 	<ul style="list-style-type: none"> The resumé does not target a specific sector or position. 	___ /2
	3 Marks	2 Marks	0–1 Mark	
2. Layout and readability	<ul style="list-style-type: none"> The layout of the resumé resembles the sample in the course. The resumé is straightforward and easy to understand. 	<ul style="list-style-type: none"> The layout of the resumé somewhat resembles the sample in the course. The resumé takes effort to understand. 	<ul style="list-style-type: none"> The layout of the resumé does not resemble the sample in the course. The resumé is difficult to understand. 	___ /3
	3 Marks	2 Marks	0–1 Mark	
3. Content	<ul style="list-style-type: none"> All resumé sections are present, and each contains sufficient information. 	<ul style="list-style-type: none"> One resumé section is missing and/or some sections lack sufficient details. 	<ul style="list-style-type: none"> More than one resumé section is missing and/or some sections lack important information. 	___ /3
	4 Marks	2–3 Marks	0–1 Mark	
4. Effectiveness	<ul style="list-style-type: none"> The resumé is effective for the sector or position. The student's experiences and qualifications are clearly described and appropriate for the position. 	<ul style="list-style-type: none"> The resumé is somewhat effective for the sector or position. The student's experiences and qualifications are vaguely described and/or somewhat appropriate for the position. 	<ul style="list-style-type: none"> The resumé is not effective for the sector or position. The student's experiences and qualifications are not clearly described and/or not appropriate for the position. 	___ /4
	3 Marks	2 Marks	0–1 Mark	
5. Quality of writing (organization, clarity, grammar, spelling, punctuation)	<ul style="list-style-type: none"> The text is well organized and clear. The resumé contains 1 or no error. 	<ul style="list-style-type: none"> The text is not well organized and/or unclear. The resumé contains 2 to 4 errors. 	<ul style="list-style-type: none"> The text lacks organization and clarity. The resumé contains 5 or more errors. 	___ /3
Total Marks				___ /15

Notes

LESSON 2: COVER LETTERS

Introduction



The cover letter, also known as a letter of introduction, is the first thing an employer will see that represents you. It is important to make a positive impression.

A cover letter is a quick way to introduce the job applicant, state what position is being applied for, and highlight the skills and knowledge the job applicant has that may not be included in the resumé.

By the end of this lesson, you should

- understand why a cover letter is needed
- be able to create a cover letter

Why You Need a Cover Letter

Before learning how to write a cover letter, you need to know how the hiring process works. In many cases, prospective employers are flooded with dozens, and in some cases hundreds, of resúmes for each position they need to fill. Employers are also very busy and will not have time to read lengthy cover letters. The employer or the person in human resources reviewing the resúmes may only skim them for a few seconds, selecting the applicants to be interviewed, perhaps three to five candidates. An effective cover letter and resumé can help you to be considered for an interview.

A cover letter is a letter to which you attach your resumé. A cover letter is important because it describes the work you want to do. It tells the employer the type of position you are looking for and how you are qualified for that position. It can reinforce why you believe you are a perfect fit for the job. If your cover letter impresses your prospective employer, then he or she is more likely to read your resumé. And, if the employer reads your resumé, you are more likely to get an interview. A cover letter is always focused on your audience, so always write for the individual who makes hiring decisions. The employer's time is valuable, so make every word count.

It is important that you use the cover letter to address the requirements of the job directly. Before writing the cover letter, examine the job description and the required qualifications stated in the advertisement. Use the cover letter to highlight the types of experiences you have had that are most useful to the potential employer. An employer will be impressed if you know what skills, talents, and experience the company, business, or organization is looking for and which aspects you can bring to a position. Try to explain **how** you meet the requirements of the position.

If necessary, a cover letter can also explain in a positive way any gaps you may have in your education or employment history.

A cover letter may serve the same function as a job objective on your resumé and provide additional information to support why you are interested in a specific position.

Here are some other tips for writing cover letters:



- Try to address the cover letter to a specific person. You may need to research who the most appropriate person may be. For example, you could search for a contact online by researching the human resources department of a company, business, or organization.
- Prepare an original letter for each employer.
- Avoid phrases such as “Enclosed please find my resumé.”
- Keep your cover letter brief—no longer than one page.
- If you plan to attach your cover letter and resumé to an email, keep the email short and to the point.
- Avoid negativity.
- Use action verbs.
- Explain that you will be following up with the employer.
- Remember to sign the letter.
- Make sure there are no spelling errors.

What to Include in Your Cover Letter

You must lay out your cover letter according to the conventions of a traditional letter. Cover letters are professional documents, and should not look like emails, text messages, or other informal communication.

The components of a cover letter include the writer's name and contact information, the current date, the intended recipient's name and contact information (inside address), a salutation, a subject line, the body of the letter (typically consisting of three paragraphs), a closing line, a signature, and one or more enclosures. A cover letter should be no longer than one page.

An overview of the various components of a target letter follows.

Cover Letter Components and Format

Job Applicant's Name
Address (Town/City, Province, Postal Code)
Phone Number
Email
Date
Employer's Name
Organization
Address (Town/City, Province, Postal Code)
Phone Number
Email
Salutation
Regarding Line
Paragraph 1
Paragraph 2
Paragraph 3
Closing
Signature
Job Applicant's Name
Enclosure(s)

Sender's Name and Contact Information

Make sure you include your first and last names, followed by your specific address or postal box number, with the town or city and a two-letter province abbreviation and the postal code on the third line. Also add your phone number and email address so that the employer can reach you to schedule an interview.

Example

Marina Santos
1000 Main Street South
Dauphin MB R7N 2L3
Phone: 204-555-1234
Email: marina.santos@mailhelp.ca

Date

Provide the current date (the date you are submitting your application).

Inside Address

For the inside address, include the intended recipient's name and the name and address of the company, business, or organization to which you are applying. Also include the recipient's phone number and email address (if available).

Example

Alicia Ross
The Harrison Company
1000 Portage Avenue
Winnipeg MB R3C 3P7
Phone: 204-555-5544, ext. 002
Email: alicia.ross@harrison.net

Salutation

The salutation or greeting is where you are first “speaking” to the intended recipient of the letter (the employer). Cover letters are usually formal, so it is recommended that the term “Dear” is used. Whenever possible, use a proper title (e.g., Ms., Mrs., Mr., Dr.) and the recipient's last name.

Example

Dear Ms. Ross,



If you do not know the name of the person to whom you are sending the letter, try to research the company, business, or organization online. Perhaps you can find the name of an appropriate contact person in the human resources department.

Example

Dear Madam/Sir:

Notice that a comma (,) is used in the first example, and a colon (:) is used in the second example. Both are acceptable punctuation marks to follow the salutation.

Regarding Line

The regarding line is like a subject line. It informs the recipient of the job or position for which you are applying. This way, if the person reading the letter is actually hiring for more than one position, he or she can organize the letters and resumés.

Example

RE: Department Manager, Bed and Bathroom

Notice the use of capital letters. In some circumstances, the position may also include a reference number; if so, remember to include it.

Body

The body text forms the bulk of the letter. It should have a minimum of three paragraphs.

- **First paragraph:** In the first paragraph, you introduce yourself and indicate the position you are interested in, explaining your interest in the specific position and the company, business, or organization, and the possible alignment between the position and your career goals. You may also wish to note how you heard about the position.
- **Second paragraph:** The second paragraph (which can be longer than the first) is where you “sell” yourself. Explain the qualifications you bring to the particular position and how you think you can make a contribution to the company, business, or organization. Refer to specific skills, experiences, or knowledge you have identified on your resumé. Make sure you reference skills that relate to the job description, using words from the job advertisement. Give specific examples from your previous work/volunteer experience. You can also mention anything else that helps you meet the criteria of the position. Try to make at least five points about why you would do well in this position.

When writing the body of the letter, use language that models the organization’s mission statement, values, and ethics. The **mission statement** is the goal or purpose of the organization; it is what the organization is trying to accomplish as a team. The **values and ethics** relate to the ways in which the organization goes about meeting its mission. For example, look at the beginning of the mission and values statement for Mountain Equipment Co-op (MEC), a Canadian retail cooperative that sells only to its members. If you are applying to work at a store like MEC, use the kind of words that you see on their website, such as *active*, *passion*, and *enthusiasm*.

Mission and Values*

We inspire and enable everyone to lead active outdoor lifestyles. We do that by selling outdoor gear, clothing and services. We match our members with gear that suits their needs. But we offer more than products, we offer passion. We love to share our expertise, experience, and enthusiasm.

* Source: Mountain Equipment Co-op. *Mission and Values*. 2017. <https://www.mec.ca/en/explore/mission-and-values/> (7 Apr. 2017).

- **Third paragraph:** In the third paragraph of the cover letter, thank the employer for considering your application for the position and request an interview. Explain the best way the employer can contact you, and the best time to reach you. It is important that you are available at that time. Indicate that you plan to follow up on the application.

Be Available for Follow-up

An employer is likely to call you to set up an interview, so it is very important that you have an appropriate outgoing message on your phone. You don’t want to make a negative impression that may affect whether you are considered for an interview.

Closing

The closing should appear at the end of your letter. Most formal letters end with “Sincerely” or “Regards.” Ensure you remain professional.

Signature

You may think a signature is straightforward, but surprisingly it is often missed on a letter, or put in the wrong spot. Your signature should always go after the closing, and before your typed name. Leave enough space after your closing to sign your printed letter. If you are emailing your cover letter or uploading it to a website, you can do one of the following: omit the signature, insert an electronic image of your signature, or scan a printed copy of your signed letter. Make sure you type your first and last names after the signature.

Enclosure(s)

If you are enclosing your resumé with the cover letter, type “Enclosure” two lines after the signature.

Sample Cover Letter

In the following sample cover letter, Marina is applying for a department manager position in a large department store.

Marina Santos

1000 Main Street South
Dauphin MB R7N 2L3
Phone: 204-555-1234
Email: marina.santos@mailhelp.ca

November 22, 2018

Alicia Ross
The Harrison Company
1000 Portage Avenue
Winnipeg MB R3C 3P7
Phone: 204-555-5544, ext. 002
Email: alicia.ross@harrison.net

Dear Ms. Ross:

RE: Department Manager, Bed and Bathroom

I am applying for the position of Department Manager, Bed and Bathroom with The Harrison Company. I am extremely interested in becoming a member of The Harrison Company team and providing Winnipeg residents with excellent customer service and quality home decor and appliances.

My customer service experience, strong teamwork skills, and verbal communication skills can greatly benefit The Harrison Company. Beneficial qualities of mine include customer service, attention to detail, problem solving, and leadership. I have developed these qualities through my work experience at the Happy Home Store and Dauphin Cinema 4. Moreover, through my volunteer experience with 4-H Canada, I have developed my personal belief in supporting local organizations, such as The Harrison Company.

Thank you for taking the time to review my cover letter and resumé for this exciting opportunity with the Winnipeg-owned and -operated Harrison Company. I would be pleased to meet with you to further discuss my qualifications for the position of Department Manager, Bed and Bathroom. I will also contact you with a phone call in five business days.

Regards,

Marina Santos

Enclosure

Now that you know more about cover letters and how to write them, you will have an opportunity to write a cover letter in the next assignment.



Assignment 4.2

Cover Letter (13 marks)

For this assignment, you will write your own cover letter for a real job opening. **Find a job posting** that you would like to apply for and write a cover letter applying for the position. Make sure you include all the standard sections of a cover letter. Attach the job posting to your assignment when you submit it to the Distance Learning Unit.

Assessment Rubric

Use the assessment rubric provided on the following page to prepare for this assignment and to guide you as you work toward the mark you wish to earn. Your tutor/marker will use the same rubric to assess your assignment.

The assessment rubric focuses on whether your cover letter demonstrates the following:

1. **Purpose:** The letter clearly states that the writer is applying for the position described in the enclosed job posting.
2. **Content:** The letter contains all the required sections, and each section contains the required information.
3. **Effectiveness:** The letter would be effective in helping the writer get the position, and the writer's experiences and qualifications are clearly described.
4. **Quality of writing:** The letter is well organized, clear, and free of grammatical, spelling, and punctuation errors.



Use the skills you have learned in your English language arts courses to write at a level that is appropriate for a Grade 11 student. If you need help understanding what that means for this assignment, contact your tutor/marker. If you are attending school, ask your English language arts teacher.

continued

Assignment 4.2: Cover Letter (continued)

Assessment Rubric for Assignment 4.2: Cover Letter (13 Marks)				
Assessment Category	Assessment Criteria			
In general terms, you need to demonstrate the following to receive the specified marks.				
	3 Marks	2 Marks	0–1 Mark	Marks
1. Purpose	<ul style="list-style-type: none"> The purpose of the letter is clearly stated and immediately obvious to the reader. 	<ul style="list-style-type: none"> The purpose of the letter is stated and somewhat obvious to the reader. 	<ul style="list-style-type: none"> The purpose of the letter is not stated, nor is it obvious to the reader. 	____ /3
	3 Marks	2 Marks	0–1 Mark	
2. Content	<ul style="list-style-type: none"> All sections and paragraphs are present, and each contains the required information. 	<ul style="list-style-type: none"> One section and/or paragraph is missing or lacks sufficient details. 	<ul style="list-style-type: none"> Some sections and/or paragraphs are missing, or they lack important information. 	____ /3
	4 Marks	2–3 Marks	0–1 Mark	
3. Effectiveness	<ul style="list-style-type: none"> The letter is effective for the attached job posting. The student's experiences and qualifications are clearly described. 	<ul style="list-style-type: none"> The letter is effective for the attached job posting. The student's experiences and qualifications are vaguely described. 	<ul style="list-style-type: none"> The letter is not effective for the attached job posting. The student's experiences and qualifications are poorly described. 	____ /4
	3 Marks	2 Marks	0–1 Mark	
4. Quality of writing (organization, clarity, grammar, spelling, punctuation)	<ul style="list-style-type: none"> Sentences and paragraphs are well organized and clear. The letter contains 1 or no error. 	<ul style="list-style-type: none"> Sentences and paragraphs are not well organized and/or unclear. The letter contains 2 to 4 errors. 	<ul style="list-style-type: none"> The letter is hard to understand. The letter contains 5 or more errors. 	____ /3
Total Marks				____ /13



Submitting Your Assignments

It is now time for you to submit Assignments 4.1 and 4.2 to the Distance Learning Unit so that you can receive some feedback on how you are doing in this course. Remember that you must submit all the assignments in this course before you can receive your credit.

Make sure you have completed all parts of your Module 4 assignments and organize your material in the following order:

- Module 4 Cover Sheet Part 1 (found at the end of the course Introduction)
- Assignment 4.1: Two Resumés
 - Résumé 1: Chronological or Functional Résumé
 - Résumé 2: Combination Résumé
- Assignment 4.2: Cover Letter (Including Job Posting)

Please make sure you attach the **job posting**.

For instructions on submitting your assignments, refer to How to Submit Assignments in the course Introduction.

Notes

LESSON 3: NETWORKING

Introduction



Networking is an important way to find out about jobs and let people know you are interested in applying for certain opportunities. You can ask people you know about different opportunities.

By the end of this lesson, you should

- know how to network
- understand the benefits of networking

Ways of Networking

Networking is the process of talking to people you know and meeting new people in order to broaden your contacts. This process can be highly beneficial when searching for a job. The more you network, the more you will hear about job opportunities. Networking can be done in person and online.

Social Networking

Networking can be as simple as telling family and friends that you are looking for a job, and asking if anyone knows of an organization or business that is hiring. If you are looking for a job in a certain sector, it may be beneficial to join an organization related to the field. For example, if you are looking for a job as a computer teacher, you can become a member of an organization that supports computer teachers. You could then attend meetings and networking events offered by the organization.

Social Media Networking

Social media networking is a great way to find a job. Various social media sites, such as LinkedIn, can assist in job searches. **LinkedIn** is a social media site that specifically caters to professionals to help with online networking to improve job searches and increase awareness of employment opportunities and possibilities.

LinkedIn

This social media site was popular at the time this course was developed. Other similar sites may have become available since that time.

Your Personal Profile

LinkedIn lets you get in touch with colleagues, find new contacts, join groups, and perform job searches. When you create a personal profile on LinkedIn, the site keeps track of your information so that it can send job postings that are tailored to your profile. Your **profile** is basically an online resumé that many job-search sites can connect to so that your information automatically uploads to those sites.

Just as you need to update your resumé periodically, so it is important to update your online profile. As you gain new skills, experience new positions, and take more classes, remember to update your LinkedIn profile.

Pay attention to the words you use in your profile. You want to reflect your knowledge and experience accurately, while remaining positive. You want to make sure the action words you use fit the industry to which you are looking for a position.

Respecting Privacy and Copyright

As with any social media platform, it is very important to be mindful of pictures and comments you post with your online profile. Any picture or comment you post on social media can show up in an Internet search under your name. Many human resources departments (which manage hiring employees, among other things) regularly search the names of job candidates online. You must ensure that your professional life does not become negatively affected by your social media posts. Always think twice before you click Send. Once something is online, you can never take it off.

It is also important to consider the privacy, confidentiality, and intellectual property rights of others when you post information and pictures.

Benefits of Networking

When you incorporate networking into your job search, you will benefit in many ways. First, you might find a job to apply for faster through networking than simply by relying on job-search sites. You will also improve your communication skills. Chatting with new people and learning the art of networking can be beneficial. Learning how to represent yourself in a public forum is an excellent way to strengthen and further develop your communication skills, which will benefit you in many ways. It is very important to learn how to represent yourself positively and appropriately in the technology-supported world we live in.

LESSON 4: INTERVIEWS

Introduction



A job interview can provide you with an opportunity to convince an employer that you have the required skills for a job, that you fit into an organization's culture, and that you will get along with other staff members.

By the end of this lesson, you should

- understand the purpose of a job interview
- learn how to prepare for an interview
- participate in a telephone interview with your tutor/marker

Purpose of a Job Interview

The cover letter and resumé are the means of getting your “foot in the door” for a job interview. The interview is the last step for most employers who wish to hire an employee. A manager goes through many cover letters and resúmes before asking a limited number of applicants for an interview. The interview can be conducted in person, over the phone, or via video conferencing. It could be done one-on-one or by a panel or group.

You want to be your best when going for an interview. You want to showcase your best qualities, explain how you fit into the organization, and let the employer know who you are as an individual. You need to be able to communicate clearly how you will benefit the organization, how you can handle the job requirements, and that you are able to grow and keep learning.

What to Expect in an Interview

Every interviewer is different, and every job is different, so it is best not to have specific expectations of an interview. Depending on the organization, the interview can be regimented or relaxed. In a regimented interview, the interviewer asks specific questions that are laid out ahead of time, and there is little room for improvisation. A relaxed interview may feel more like a conversation. You likely won't know ahead of time what kind of interview you will have, so you need to be prepared for all situations.

How to Prepare for an Interview

Preparing for an interview can help you gain confidence and increase your chances of getting the job you applied for. The following are some things you can do before an interview.

- **Research the organization.**

Before you go for your interview, make sure you research the organization. Is it large or small? What is its mission and what are its values or ethics? How could you meet the organization's values or goals? (The mission statement and values and ethics were discussed in Module 4, Lesson 2, so you could go back to that lesson to refresh your memory.)

- **Research the position.**

Knowing about the position for which you are being interviewed is also valuable. What duties, skills, or expectations does the position require? Do you meet all these requirements? If so, how do you meet them? If you don't, how do you plan on gaining those requirements?

- **Prepare questions.**

You will get a chance to ask questions during the interview. Anything you don't know about the job position or the organization should be asked in the interview. To demonstrate your interest in the organization and your desire to learn, prepare questions in advance. You can learn more about the organization by researching and reading using the Internet.

- **Anticipate questions.**

Try to prepare for possible interview questions. This can be hard, as you never know what you'll be asked; however, practising how to answer questions will help you become more competent and confident.

Some interviews will take you through very specific questions that ask how you would respond in certain situations. These types of questions are used to see how you would handle job-specific issues.

Example

You are applying for a position as a store clerk. If a customer showed you a scratch on one of our picture frames and asked for a discount, what would you do in your position as a store clerk?

Sometimes you will be asked questions that relate to your personal qualities and your decision-making and problem-solving skills. This is done when the employer is wondering how you will get along with other employees, managers, customers, and clients.

Example



Tell us about a time when you were really frustrated. How did you handle the situation?

Since most jobs require you to work with others (colleagues, managers, customers), you may be asked questions to determine how you will get along with other people and how you would handle difficult situations.

By the end of the interview you should have an understanding of what happens at the organization. Always keep in mind that preparing for an interview helps reduce the stress you will feel during the interview.

Tips for Preparing for a Job Interview

- Research the organization that has asked you for an interview.
- Research the position for which you will be interviewed.
- Prepare questions you can ask during the interview.
- Anticipate questions that you may be asked.
- Review the resumé you submitted with your job application.
- Go to the interview on your own, not with a friend or a family member.
- Arrive for the interview early.
- If you bring your cell phone to the interview, make sure it is turned off and is not a distraction in any way.
- Bring extra copies of your resumé with you.
- Be scent conscious, since most companies and organizations now have scent-free policies for health reasons.
- Dress appropriately so that you do not call attention to yourself in a way that would distract from the purpose of the interview. Your attire should be clean, tidy, and appropriate for the position—one level above the dress code for the job you have applied for.
- If the interviewer puts out his or her hand, shake it.
- Be enthusiastic in the interview and attempt to be confident even if you feel nervous.
- Present yourself in a positive fashion.
- Avoid negative non-verbal behaviours such as chewing gum or fidgeting in your chair.
- If necessary, take a few seconds to consider your responses to questions.
- Remember to thank the interviewer for the interview.

In the next assignment, you will prepare for and take part in a mock job interview by telephone with your tutor/marker.

Notes



Assignment 4.3

Mock Job Interview by Telephone (with Your Tutor/Marker)

In this two-part assignment, you will prepare for and take part in a mock telephone interview with your tutor/marker and then reflect on the interview. The interview will be formal and structured.



You need to prepare for this interview like you would for a real job interview. You will research a selected organization and a fictitious job position, and reflect on your own skill set and how it relates to the position.

The **interview preparation and participation** portion of this assignment will be assessed as **complete** or **incomplete**. Your **reflection on the interview** will be marked using the specified assessment criteria.

Part A: Mock Job Interview: Preparation and Participation

You and your tutor/marker will choose a fictitious job or position, which will give you an idea of how to prepare for the mock interview. To find out what the position is, you must telephone your tutor/marker. When you talk to your tutor/marker, you will decide on a day and a time that works for both of you to complete the interview. This scheduled time must be taken seriously. If something comes up that prevents you from doing the telephone interview, you must let your tutor/marker know **as soon as possible** so that personal time is not inconvenienced. Likewise, your tutor/marker will let you know if the interview needs to be rescheduled so that your time is not wasted.



Your tutor/marker will ask you to submit a current resumé. If you wish to use one of the resúmes you completed in Assignment 4.1 (which you have already submitted to the Distance Learning Unit), you will need to resend it, as the tutor/marker will not have kept a copy.

Steps for Completing the Mock Job Interview



1. Call your tutor/marker to arrange the mock telephone interview. When you call your tutor/marker, the two of you will decide the following:
 - the position you are applying for (four to choose from)
 - the company, business, or organization you are applying to (based on above)
 - the date and time of your interview
 - the phone number you prefer to be called at

continued

Assignment 4.3: Mock Job Interview by Telephone (with Your Tutor/Marker) (continued)

2. Send your current resumé to the Distance Learning Unit.
3. Prepare for your interview:
 - a) Research the company, business, or organization.
 - b) Research the position.
 - c) Review your own resumé.
4. Wait for your tutor/marker to call you at the scheduled time.
 - a) Make sure you have sufficient time for the interview.
 - b) Make sure you have an appropriate place for the interview and that you will not be interrupted or distracted.
5. Participate in the interview.
 - a) Remember to stay calm and be yourself during the interview.

After your interview, your tutor/marker will give you some feedback. You can use this feedback to perfect your interviewing technique, but also to complete the reflection part of this assignment.

Part B: Mock Job Interview: Reflection (15 marks)

You will now write a reflection on the interview that just took place. Use the following assessment questions to help you write your reflection. Make sure you explain yourself by referring to specific parts of the interview.

Assessment Criteria

This assignment will be assessed for marks, but it will not be assessed with a rubric. Instead, each question will be assigned marks. To receive all the marks, make sure you write enough information. For example, if a question is worth **4 marks**, you will have to write **four clear, distinct points**.

1. List **three** of the interview questions that were the **most challenging** for you to respond to. Explain why. (3 marks)
2. How did you **share** your skill set with your tutor/marker? (2 marks)
3. What was the **best feedback** your tutor/marker gave you? Explain why it was helpful. (4 marks)
4. Describe **two** things you will do the **same** the next time you have an interview. (2 marks)
5. Describe **two** things you will do **differently** the next time you have an interview. (2 marks) Explain **why** you would do those differently. (2 marks)

MODULE 4 SUMMARY

Module 4 taught you how to create effective resumés and cover letters, and gave you an opportunity to practise a job interview by telephone. You also learned how important networking is, and how you can use the social media in your job search.

In the next module, you will learn about working in a safe environment. As an employee, you have the right to make your work environment safe.

End-of-Module Checklist



Go back to the lesson introductions for Lessons 1 to 4 of Module 4, and read the things you were supposed to learn in this module. Did you learn them? If not, please review the relevant parts of the lessons.



Submitting Your Assignment

It is now time for you to submit Assignment 4.3 to the Distance Learning Unit so that you can receive some feedback on how you are doing in this course. Remember that you must submit all the assignments in this course before you can receive your credit.

Make sure you have completed all parts of your Module 4 assignment and organize your material in the following order:

- Module 4 Cover Sheet Part 2 (found at the end of the course Introduction)
- Assignment 4.3: Mock Job Interview by Telephone (with Your Tutor/Marker)
 - Part A: Mock Job Interview: Preparation and Participation
 - Part B: Mock Job Interview: Reflection

For instructions on submitting your assignment, refer to How to Submit Assignments in the course Introduction.

Notes

MODULE 4 SUMMARY

Module 4 taught you how to create effective resumés and cover letters, and gave you an opportunity to practise a job interview by telephone. You also learned how important networking is, and how you can use the social media in your job search.

In the next module, you will learn about working in a safe environment. As an employee, you have the right to make your work environment safe.

End-of-Module Checklist



Go back to the lesson introductions for Lessons 1 to 4 of Module 4, and read the things you were supposed to learn in this module. Did you learn them? If not, please review the relevant parts of the lessons.



Submitting Your Assignment

It is now time for you to submit Assignment 4.3 to the Distance Learning Unit so that you can receive some feedback on how you are doing in this course. Remember that you must submit all the assignments in this course before you can receive your credit.

Make sure you have completed all parts of your Module 4 assignment and organize your material in the following order:

- Module 4 Cover Sheet Part 2 (found at the end of the course Introduction)
- Assignment 4.3: Mock Job Interview by Telephone (with Your Tutor/Marker)
 - Part A: Mock Job Interview: Preparation and Participation
 - Part B: Mock Job Interview: Reflection

For instructions on submitting your assignment, refer to How to Submit Assignments in the course Introduction.

Notes



GRADE 11 CREDIT FOR
EMPLOYMENT (30G)

Module 5
Safety and Health

MODULE 5: SAFETY AND HEALTH

Overview

Module 5 consists of one lesson, in which you will learn more about safety and health in the workplace.

Module 5 Assignment



When you have completed the assignment for Module 5, submit your completed assignment to the Distance Learning Unit either by mail or electronically through the learning management system (LMS). The staff will forward your work to your tutor/marker.

Lesson	Assignment Number	Assignment Title
1	Assignment 5.1	My Safety and Health Checklist: Reflection

Notes

LESSON 1: SAFETY AND HEALTH IN THE WORKPLACE

Introduction



Workplace safety and health is an important issue for all employers and employees. Employers must provide a safe work environment. Employees must help to ensure the workplace remains safe.

By the end of this lesson, you should

- reflect on the safety and health conditions at your workplace

This lesson consists of an assignment that will require you to reflect on Assignment 1.2: My Safety and Health Checklist: First Thoughts, which you completed in Module 1, Lesson 2. This reflection is important since safety and health in the workplace should be a priority for all workers and employers. You need to be able to assess whether the working conditions in your workplace are safe, and what to do if they are not safe. You will need to apply what you learn about safety and health for the remainder of your working life.

Notes



Assignment 5.1

My Safety and Health Checklist: Reflection

In this assignment, you will reflect on **Assignment 1.2: My Safety and Health Checklist: First Thoughts**, which you completed in Module 1, Lesson 2. Assignment 5.1 will be assessed as **complete** or **incomplete**. You need to complete all parts of the assignment.

First, find your responses to My Safety and Health Checklist: First Thoughts and the questions you answered in Assignment 1.2. Refer to the checklist as you complete this assignment. If you can't find it, refer to the one at the end of this assignment. Then answer the following questions.

1. Did you apply what you learned from Assignment 1.2 at your workplace? Did you need to address safety or health issues? If so, what were those issues?

2. Refer to your response to question #3 of Assignment 1.2, where you selected three points that you did not understand or for which you needed further clarification.
 - a) Did you ask someone at your workplace about those points? Or, were you able to get more information about them in some other way? Explain.

- b) Do you understand the points now? Explain.

continued

Assignment 5.1: My Safety and Health Checklist: Reflection (continued)

- c) If you have any more questions or concerns about those points, write them here.

3. Describe at least one thing you have learned about workplace safety and health since you started taking this course.

4. Why do you think young workers are more likely to become injured or ill on the job than older workers?

5. Besides following safety guidelines at their workplace, what can young people do to help other workers be safe?

My Safety and Health Checklist*

- I received a safety and health orientation when:
 - I was first hired.
 - I was moved to a new area of the same workplace with different tasks.
 - I was moved to a different workplace.
 - I returned to the workplace and the tasks and hazards have changed while I was away.

- I know my legal workplace safety and health rights as a worker, including my:
 - Right to know about hazards in the workplace and how to protect myself.
 - Right to participate in safety and health activities in the workplace.
 - Right to refuse dangerous work.
 - Right to exercise my safety and health rights, free from discriminatory action.

- I know that my employer has the responsibility to:
 - Provide and maintain a safe workplace, safe equipment, tools and systems.
 - Provide workers with competent supervision.
 - Take precautions to ensure other persons are not exposed to safety or health risks due to workplace activities.

- I know that my supervisor has the responsibility to ensure workers:
 - Follow safe work procedures and safety and health laws.
 - Use all safety devices and wear all personal protective equipment required for their job tasks.
 - Receive appropriate training if moved to another area and are made aware of the hazards before beginning work.

- I know my legal workplace safety and health responsibilities as a worker, including my responsibility to:
 - Take reasonable care to protect myself and others who may be affected by my actions or omissions.
 - Make proper use of safety equipment, clothing and devices.
 - Co-operate with my workplace's safety and health committee or representative.
 - Co-operate with others on workplace safety and health matters.

continued

* Source: SAFE Work Manitoba. "My Safety and Health Checklist." *Resources*. Winnipeg, MB: SAFE Work Manitoba, n.d. Available online at <https://www.safemanitoba.com/Resources/Pages/my-safety-and-health-checklist.aspx> (11 May 2017). Reproduced with permission.

My Safety and Health Checklist (*continued*)

- I know how to exercise my safety and health rights and responsibilities, including:
 - How to look out for hazards.
 - How to refuse dangerous work.
 - How to report dangerous or unsafe conditions and actions.
- I know who my supervisor is and I have their contact number.
- My workplace has a joint safety and health committee or a safety and health representative. I know who the committee members are or who the representative is.
- I have been made aware of and understand the workplace safety and health policies and rules at my workplace.
- I received information on the hazards specific to my job.
- I received training on how to do my job safely and understand the specific safe work procedures for the tools, equipment and materials I use in my job.
- I work with a WHMIS-controlled substance and received WHMIS [Workplace Hazardous Materials Information System] training, including where to find the MSDSs (Material Safety Data Sheets) and how to review an MSDS before handling a WHMIS-controlled substance.
- I received training on the personal protective equipment (PPE) I need to wear and how to use it properly.
- I received training on emergency procedures including where the exits and first aid stations are located.
- I am aware of any activities I am prohibited from doing, and any areas that I am prohibited from entering in my workplace.

MODULE 5 SUMMARY

In Module 5, you reflected on your experience in applying your safety and health knowledge in the workplace. It is important to remember that all workers have the right to a safe work environment. Employers are responsible to ensure that workers receive safety training specific to their tasks before they start working. All workers must take responsibility to ask questions and advocate for their own safety and health.

In the next module, which is the final one in this course, you will reflect on the feedback you receive from your employer, and have a conversation with your tutor/marker about your skills.

End-of-Module Checklist



Go back to the lesson introduction for Lesson 1 of Module 5, and read what you were supposed to learn in this module. Did you learn it? If not, please review the relevant parts of the lesson.



Submitting Your Assignment

It is now time for you to submit Assignment 5.1 to the Distance Learning Unit so that you can receive some feedback on how you are doing in this course. Remember that you must submit all the assignments in this course before you can receive your credit.

Make sure you have completed all parts of your Module 5 assignment and organize your material in the following order:

- Module 5 Cover Sheet (found at the end of the course Introduction)
- Assignment 5.1: My Safety and Health Checklist: Reflection

For instructions on submitting your assignment, refer to How to Submit Assignments in the course Introduction.

Notes

MODULE 5 SUMMARY

In Module 5, you reflected on your experience in applying your safety and health knowledge in the workplace. It is important to remember that all workers have the right to a safe work environment. Employers are responsible to ensure that workers receive safety training specific to their tasks before they start working. All workers must take responsibility to ask questions and advocate for their own safety and health.

In the next module, which is the final one in this course, you will reflect on the feedback you receive from your employer, and have a conversation with your tutor/marker about your skills.

End-of-Module Checklist



Go back to the lesson introduction for Lesson 1 of Module 5, and read what you were supposed to learn in this module. Did you learn it? If not, please review the relevant parts of the lesson.



Submitting Your Assignment

It is now time for you to submit Assignment 5.1 to the Distance Learning Unit so that you can receive some feedback on how you are doing in this course. Remember that you must submit all the assignments in this course before you can receive your credit.

Make sure you have completed all parts of your Module 5 assignment and organize your material in the following order:

- Module 5 Cover Sheet (found at the end of the course Introduction)
- Assignment 5.1: My Safety and Health Checklist: Reflection

For instructions on submitting your assignment, refer to How to Submit Assignments in the course Introduction.

Notes



GRADE 11 CREDIT FOR
EMPLOYMENT (30G)

Module 6
Wrapping up This Course

MODULE 6: WRAPPING UP THIS COURSE

Overview

Congratulations! You have reached the final module of this course.

Module 6 consists of two lessons. In Lesson 1, you will reflect on the feedback you receive from your employer about your work characteristics. In Lesson 2, you will have a conversation with your tutor/marker about your skills.

Module 6 Assignments



When you have completed the assignments for Module 6, submit your completed assignments to the Distance Learning Unit either by mail or electronically through the learning management system (LMS). The staff will forward your work to your tutor/marker.

Lesson	Assignment Number	Assignment Title
1	Assignment 6.1	Employer Feedback <ul style="list-style-type: none">Hours Worked FormEmployer Feedback Form
2	Assignment 6.2	Reflecting on Your Skills (with Your Tutor/Marker) <ul style="list-style-type: none">Workplace Essential Skills: Work Ready Checklist



Please note that you will need to submit assignments twice in Module 6:

- Submit Assignment 6.1 at the end of Lesson 1. Your tutor/marker will want to refer to the forms completed for this assignment when you complete Assignment 6.2.
- Submit Assignment 6.2 at the end of Lesson 2.

Preparing for Assignment 6.2



In Lesson 2 (Assignment 6.2), you will have a telephone conversation with your tutor/marker. Contact your tutor/marker as soon as possible to arrange a date and a time for the conversation. If something comes up that prevents you from doing the telephone interview at the scheduled time, you must let your tutor/marker know **as soon as possible**. Likewise, your tutor/marker will let you know if the interview needs to be rescheduled.

LESSON 1: EMPLOYER FEEDBACK

Introduction

Forms to Be Submitted by You and/or Your Employer



In Module 1, Lesson 1, of this CFE course, you were provided with copies of the following two forms (which are also available at the end of Module 6, Lesson 1):

Hours Worked Form

You were asked to

- use this form to record the hours you work at your place of employment as part of the requirements for this course
- have your employer verify the hours you work
- submit the completed and verified form to the Distance Learning Unit in Module 6 of this course

Employer Feedback Form

Your employer was asked to

- use this form to provide you with feedback on the work characteristics you demonstrate during your employment
- provide you with a copy of the completed form when you have finished the 110 hours of paid work required for this course
- submit a copy of the completed form to the Distance Learning Unit in Module 6 of this course



At this point in the course, you should have completed at least **110 hours** of paid employment required for this course. You should also have received the verified **Hours of Work Form** and the completed **Employer Feedback Form** from your employer. If you have not yet received the forms, please request them at this time.

You and your tutor/marker will need to refer to both completed forms when you complete Assignments 6.1 and 6.2 in Module 6.

At the end of Assignment 6.1, you will send a copy of the verified **Hours of Work Form** to

Distance Learning Unit
500-550 Main Street
PO Box 2020
Winkler MB R6W 4B8
Fax: 204-325-1719
Toll-Free Telephone: 1-800-465-9915
Email: distance.learning@gov.mb.ca

In addition to providing you with a copy of the completed **Employer Feedback Form**, your employer will send a copy directly to the Distance Learning Unit. Please ensure that your employer has the address and contact information provided above.

By the end of this lesson, you should

- reflect on the feedback provided by your employer



Assignment 6.1

Employer Feedback

This assignment will be assessed as **complete** or **incomplete**. All sections of the following two forms must be completed.

In this assignment, you will review the two forms that your employer has verified or completed:

- Hours Worked Form
- Employer Feedback Form

Carefully read through the completed forms when your employer gives them to you.

- Look at the **Hours Worked Form** and compare your record of the hours you worked with your employer's verification to make sure you and your employer have accurately reported your work hours. People sometimes make mistakes, so it is important to check.
- Read the **Employer Feedback Form** carefully, and learn as much as you can about what your employer says about you and your work characteristics. Since many employees do not receive much feedback, this is a valuable opportunity to learn about yourself as a worker.



You and your tutor/marker will need to refer to **both forms** as you complete Assignment 6.2 in the next lesson, when you will discuss your employer's feedback with your tutor/marker.

Notes

Hours Worked Form

Credit for Employment (CFE)

(This form is to be completed by the student and verified by the employer.)

Name of Student/Employee (please print) _____

Name of Employer (please print) _____

Name of Company/Business/Organization _____

Type of Employment _____

The employee will use this form to record the hours worked. The employer must verify the employee's recorded hours of work. To earn a CFE, a student is required to participate in at least **110 hours** of paid employment. Once the employee has completed the required hours of work, the employer will need to verify the information. The employer is asked to return the verified form to the employee and send a copy to the Distance Learning Unit.

Date	Hours Worked	Employer's Verification (Initials)	Tasks or Duties Performed

continued

Hours Worked Form (continued)

Date	Hours Worked	Employer's Verification (Initials)	Tasks or Duties Performed

Total Hours Worked _____

Employer's Signature _____ Date _____

Student's Signature _____ Date _____

Employer Feedback Form

Credit for Employment (CFE)

(This form is to be completed by the employer.)

Name of Student/Employee (please print) _____ Date _____

Name of School (if applicable) _____

Name of Employer (please print) _____

Name of Company/Business/Organization _____

Please use this form to provide your feedback on the characteristics the employee demonstrated while employed at your worksite. For each characteristic listed below, rate the employee's performance on a scale of 1 to 5, with 1 being unacceptable, and 5 being exceptional. If the characteristic is not applicable (N/A) to the employee's position/duties, indicate this in the final column. Place a check mark (✓) in the applicable boxes. Once the employee has completed at least 110 hours of paid employment, please return the completed form to the employee. Also send a copy of the completed form to the Distance Learning Unit.

Employee Characteristics	Unacceptable	Needs Improvement	Average	Above Average	Exceptional	Not Applicable
	1	2	3	4	5	N/A
Dependability						
Attendance						
Completion of projects						
Quality of work						
Ability to communicate—oral						
Ability to communicate—written						
Courtesy with staff and customers/clients						
Ability to work on a team						
Cooperation and willingness to follow directions						
Safety awareness and procedures						
Problem-solving skills						
Use of good judgment						
Appropriate dress and appearance for work						
Initiative/self-direction						
Motivation						
Ability to accept criticism						
Work ethic						
Use of technology						
Skills related to this worksite						

continued

Employer Feedback Form *(continued)*

What do you perceive to be this employee's greatest strengths?

In what area(s) does this employee need to improve?

Employer's Signature _____ Date _____



Submitting Your Assignment

It is now time for you to submit Assignment 6.1 to the Distance Learning Unit so that you can receive some feedback on how you are doing in this course. Remember that you must submit all the assignments in this course before you can receive your credit.

Make sure you have completed all parts of your Module 6 assignment and organize your material in the following order:

- Module 6 Cover Sheet Part 1 (found at the end of the course Introduction)
- Assignment 6.1: Employer Feedback
 - Hours Worked Form
 - Employer Feedback Form (to be submitted by employer)

You and your tutor/marker will need to refer to both forms when you complete Assignment 6.2, so remember to keep copies.

For instructions on submitting your assignment, refer to How to Submit Assignments in the course Introduction.

Notes

LESSON 2: REFLECTING ON YOUR SKILLS

Introduction



In the previous lesson, you reviewed the feedback you received from your employer regarding the work characteristics you demonstrated during your paid employment. In this lesson (the final one in this course), you will reflect on the skills you have developed at your workplace since you started this course.

By the end of this lesson, you should

- understand your workplace skills

Reflecting on Your Skills

Over the last few months, you have improved on some of your existing skills and acquired some new ones. In this lesson, you will reflect on how your skills have evolved. This will give you the confidence you need to continue developing new skills.

In Assignment 6.2, you will do the following:

- Complete the same Workplace Essential Skills: Work Ready Checklist that you completed in Assignment 2.1 (Module 2, Lesson 2).
- Compare your new responses with those you originally gave in Assignment 2.1.
- Take part in a telephone conversation with your tutor/marker to discuss how your skills have developed. Your conversation will focus on two things:
 - the Workplace Essential Skills: Work Ready Checklist that you completed at the beginning of this course (Assignment 2.1) and again at the end of this course (Assignment 6.2)
 - your employer's comments on the Employer Feedback Form (Assignment 6.1)



You will be referring to both the checklists and to the form during your phone conversation with your tutor/marker, so make sure you have them handy.



If you have not yet made arrangements to schedule a phone conversation with your tutor/marker, then do so now.

Notes



Assignment 6.2

Reflecting on Your Skills (with Your Tutor/Marker)

This assignment will be assessed as **complete** or **incomplete**. You will need to complete all parts of the assignment.

1. Complete the **Workplace Essential Skills Checklist: Work Ready Checklist** found on the following pages.
2. Refer to the Workplace Essential Skills Checklist: Work Ready Checklist that you completed in Assignment 2.1 and the one you just completed. Compare your responses to **both** checklists. Write down answers to the following questions and **be prepared to discuss your responses with your tutor/marker**.
 - a) Did you discover any new skills that you did not know you had? If so, which ones? How did you discover them?

- b) Did you improve on any existing skills or develop any new ones? If so, which ones? How did you improve on or develop them?

continued

Assignment 6.2: Reflecting on Your Skills (with Your Tutor/Marker) (continued)

3. Refer to the completed **Employer Feedback Form** that you reviewed in Assignment 6.1. Write down answers to the following questions and **be prepared to discuss your responses with your tutor/marker.**

a) What surprised or concerned you about your employer's feedback?

b) What could you have done differently to get a more positive assessment?



4. Phone your tutor/marker at the scheduled time to take part in the conversation about your workplace skills.

Workplace Essential Skills: Work Ready Checklist

Employers say they are looking for workers who have the following essential skills:

- Communicate and collaborate effectively
(*Oral Communication, Writing, Working with Others*)
- Apply needed thinking strategies
(*Thinking Skills: Job Task Planning and Organizing, Critical Thinking, Problem Solving, Decision Making, Finding Information, Significant Use of Memory*)
- Use digital technology responsibly and confidently
(*Digital Technology*)
- Learn for work and adapt to change
(*Continuous Learning*)
- Use workplace literacy and numeracy skills to complete workplace tasks accurately
(*Reading, Document Use, Numeracy*)

For more information about each skill, refer to The 9 Essential Skills found at the end of the following checklist.

Identifying Your Workplace Essential Skills

The statements in the following checklist describe the workplace essential skills in more detail. They are intended to help you identify your own essential skills. The three different coloured lights in the checklist are meant to indicate how confident you are with a statement that refers to you. Please read each statement and then check off the light you think applies to you.

Green Light	I am ready for the workplace.
Yellow Light	I need to improve on this skill.
Red Light	I need to develop this skill.

Workplace Essential Skills: Work Ready Checklist	Green Light	Yellow Light	Red Light
Oral Communication			
I speak clearly and directly, using words and body language appropriate for the workplace.			
I monitor and assess comprehension and, when needed, adjust how I present my message for better understanding.			
I have all the listening skills I need and, when required, use strategies such as questioning, paraphrasing, and summarizing to confirm my understanding of a message.			
I am confident in communicating with others to coordinate work, share information, or discuss issues.			
I am able to keep conversations moving forward in a positive and results-oriented way.			
Writing			
I can communicate clearly in writing using correct grammar, spelling, and punctuation.			
I use language, style, and structure appropriate for purpose and audience.			

continued

Source: © Workplace Education Manitoba, 2017. Adapted with permission. For more information about essential skills, visit www.wem.mb.ca.

Workplace Essential Skills: Work Ready Checklist (continued)

Workplace Essential Skills: Work Ready Checklist	Green Light	Yellow Light	Red Light
Working with Others			
I am comfortable working on my own and can also work collaboratively as a contributing team member.			
I am comfortable working in a diverse workplace, building positive and productive working relationships.			
I interact with others in a way that is considerate, is respectful of the roles of others, and contributes to positive and productive outcomes.			
I follow through on commitments.			
I deal with interpersonal conflict positively and appropriately.			
Thinking Skills			
I feel in control of my time and can maintain focus and effectiveness in a busy workplace environment.			
I can sequence my tasks and use of materials and equipment to be efficient.			
I take responsibility for ensuring tasks are completed to the quality required and within the timeline/deadline set.			
I use an analytical process to logically think through situations in order to come up with appropriate and timely decisions and to stay safe at work.			
I am comfortable taking initiative to resolve potential problems and am able to recognize when additional support is required.			
I listen and observe actively so I can decide the best way to act on what I've heard and seen.			
I can explain my thinking to others in a way that is clear, accurate, logical, and complete.			
I am confident I know how and where to find information I need to get my work done.			
I can accurately remember information and work processes and procedures.			

continued

Workplace Essential Skills: Work Ready Checklist (continued)

Workplace Essential Skills: Work Ready Checklist	Green Light	Yellow Light	Red Light
Digital Technology			
I have the basic skills for operating digital technology devices and software.			
I use digital technology in a responsible manner.			
I am able to adapt easily to the introduction of new digital technology and software.			
Continuous Learning			
I have a clear understanding of my skills and abilities and take responsibility for learning what I need to learn to carry out my work.			
I take initiative to learn what I need to learn in order to adapt to change.			
I am comfortable I can adapt and transfer my knowledge, skills, and abilities to new situations.			
Reading			
I can read and understand workplace documents such as work instructions, safety materials, and policy and procedure manuals.			
I match the appropriate reading strategy to the task: skimming, scanning, and reading for detail.			
Document Use			
I am able to locate and use information found in lists, tables, graphs, diagrams, etc.			
I am able to record numbers accurately and fill in information needed for checklists, forms, receipts, etc.			
Numeracy			
I can use basic measurement tools to take correct measurements.			
I have the numeracy skills I need to make workplace calculations.			
I can analyze numbers to identify trends and potential problems.			
I can make reasonable estimates for size, weight, quantities, time for tasks, etc.			
I am confident I have the math skills I need to make informed and effective decisions about financial matters.			

The 9 Essential Skills

Oral Communication @ Work	Talking with others to give and exchange information and ideas, such as to provide explanations, ask and answer questions, clarify, coordinate, make requests, persuade, negotiate, etc. This can be done in person, by telephone, and with other communication devices.
Writing @ Work	Using the written word to create a clear message, whether it's a short note, a few paragraphs, or a longer written piece.
Working with Others @ Work	Leading, coordinating, or collaborating with others on work activities.
Thinking @ Work	Using a thinking process to solve problems, organize and plan, find needed information, be logical, remember things, and make decisions. Thinking skills include: job task planning and organizing, critical thinking, problem solving, decision making, finding information, and significant use of memory.
Digital Technology @ Work	Using information and communication technology.
Continuous Learning @ Work	Applying strategies that support workplace learning and the ability to adapt to change.
Reading @ Work	Reading and understanding written information in the many different types of workplace documents, such as work instructions, emails, safety and health bulletins, and policy and procedure manuals.
Document Use @ Work	Finding and using the information you need and putting in information where it is needed. Icons, labels, lists, tables, forms, graphs, signs, maps, gauges, images, schedules, touch screens, and technical drawings are examples of documents or information displays used in a workplace.
Numeracy @ Work	Using numbers and thinking mathematically to measure and make calculations, estimate, work with money, analyze trends, and create schedules and budgets.

MODULE 6 SUMMARY

In Module 6, you reviewed the feedback you received from your employer about the work characteristics you demonstrated at your place of employment while taking this course. You also reflected on and talked to your tutor/ marker about the skills you developed while earning your credit for paid employment.

End-of-Module Checklist



Go back to the lesson introductions for Lessons 1 and 2 of Module 6, and read the things you were supposed to learn in this module. Did you learn them? If not, please review the relevant parts of the lessons.

Congratulations! You have completed the Grade 11 Credit for Employment course. All you need to do is submit Assignment 6.2.



Submitting Your Assignment

It is now time for you to submit Assignment 6.2 to the Distance Learning Unit so that you can receive some feedback on how you are doing in this course. Remember that you must submit all the assignments in this course before you can receive your credit.

Make sure you have completed all parts of your Module 6 assignment and organize your material in the following order:

- Module 6 Cover Sheet Part 2 (found at the end of the course Introduction)
- Assignment 6.2: Reflecting on Your Skills (with Your Tutor/Marker)
 - Workplace Essential Skills: Work Ready Checklist

When submitting Assignment 6.2 to the Distance Learning Unit, please make sure you send **My Workplace Essential Skills: Work Ready Checklist**, along with your responses to the assignment questions.

For instructions on submitting your assignment, refer to How to Submit Assignments in the course Introduction.

Notes

MODULE 6 SUMMARY

In Module 6, you reviewed the feedback you received from your employer about the work characteristics you demonstrated at your place of employment while taking this course. You also reflected on and talked to your tutor/ marker about the skills you developed while earning your credit for paid employment.

End-of-Module Checklist



Go back to the lesson introductions for Lessons 1 and 2 of Module 6, and read the things you were supposed to learn in this module. Did you learn them? If not, please review the relevant parts of the lessons.

Congratulations! You have completed the Grade 11 Credit for Employment course. All you need to do is submit Assignment 6.2.



Submitting Your Assignment

It is now time for you to submit Assignment 6.2 to the Distance Learning Unit so that you can receive some feedback on how you are doing in this course. Remember that you must submit all the assignments in this course before you can receive your credit.

Make sure you have completed all parts of your Module 6 assignment and organize your material in the following order:

- Module 6 Cover Sheet Part 2 (found at the end of the course Introduction)
- Assignment 6.2: Reflecting on Your Skills (with Your Tutor/Marker)
 - Workplace Essential Skills: Work Ready Checklist

When submitting Assignment 6.2 to the Distance Learning Unit, please make sure you send **My Workplace Essential Skills: Work Ready Checklist**, along with your responses to the assignment questions.

For instructions on submitting your assignment, refer to How to Submit Assignments in the course Introduction.

Notes

Workplace Essential Skills: Work Ready Checklist

Employers say they are looking for workers who have the following essential skills:

- Communicate and collaborate effectively
(*Oral Communication, Writing, Working with Others*)
- Apply needed thinking strategies
(*Thinking Skills: Job Task Planning and Organizing, Critical Thinking, Problem Solving, Decision Making, Finding Information, Significant Use of Memory*)
- Use digital technology responsibly and confidently
(*Digital Technology*)
- Learn for work and adapt to change
(*Continuous Learning*)
- Use workplace literacy and numeracy skills to complete workplace tasks accurately
(*Reading, Document Use, Numeracy*)

For more information about each skill, refer to The 9 Essential Skills found at the end of the following checklist.

Identifying Your Workplace Essential Skills

The statements in the following checklist describe the workplace essential skills in more detail. They are intended to help you identify your own essential skills. The three different coloured lights in the checklist are meant to indicate how confident you are with a statement that refers to you. Please read each statement and then check off the light you think applies to you.

Green Light	I am ready for the workplace.
Yellow Light	I need to improve on this skill.
Red Light	I need to develop this skill.

Workplace Essential Skills: Work Ready Checklist	Green Light	Yellow Light	Red Light
Oral Communication			
I speak clearly and directly, using words and body language appropriate for the workplace.			
I monitor and assess comprehension and, when needed, adjust how I present my message for better understanding.			
I have all the listening skills I need and, when required, use strategies such as questioning, paraphrasing, and summarizing to confirm my understanding of a message.			
I am confident in communicating with others to coordinate work, share information, or discuss issues.			
I am able to keep conversations moving forward in a positive and results-oriented way.			
Writing			
I can communicate clearly in writing using correct grammar, spelling, and punctuation.			
I use language, style, and structure appropriate for purpose and audience.			

continued

Source: © Workplace Education Manitoba, 2017. Adapted with permission. For more information about essential skills, visit www.wem.mb.ca.

Workplace Essential Skills: Work Ready Checklist (continued)

Workplace Essential Skills: Work Ready Checklist	Green Light	Yellow Light	Red Light
Working with Others			
I am comfortable working on my own and can also work collaboratively as a contributing team member.			
I am comfortable working in a diverse workplace, building positive and productive working relationships.			
I interact with others in a way that is considerate, is respectful of the roles of others, and contributes to positive and productive outcomes.			
I follow through on commitments.			
I deal with interpersonal conflict positively and appropriately.			
Thinking Skills			
I feel in control of my time and can maintain focus and effectiveness in a busy workplace environment.			
I can sequence my tasks and use of materials and equipment to be efficient.			
I take responsibility for ensuring tasks are completed to the quality required and within the timeline/deadline set.			
I use an analytical process to logically think through situations in order to come up with appropriate and timely decisions and to stay safe at work.			
I am comfortable taking initiative to resolve potential problems and am able to recognize when additional support is required.			
I listen and observe actively so I can decide the best way to act on what I've heard and seen.			
I can explain my thinking to others in a way that is clear, accurate, logical, and complete.			
I am confident I know how and where to find information I need to get my work done.			
I can accurately remember information and work processes and procedures.			

continued

Workplace Essential Skills: Work Ready Checklist (continued)

Workplace Essential Skills: Work Ready Checklist	Green Light	Yellow Light	Red Light
Digital Technology			
I have the basic skills for operating digital technology devices and software.			
I use digital technology in a responsible manner.			
I am able to adapt easily to the introduction of new digital technology and software.			
Continuous Learning			
I have a clear understanding of my skills and abilities and take responsibility for learning what I need to learn to carry out my work.			
I take initiative to learn what I need to learn in order to adapt to change.			
I am comfortable I can adapt and transfer my knowledge, skills, and abilities to new situations.			
Reading			
I can read and understand workplace documents such as work instructions, safety materials, and policy and procedure manuals.			
I match the appropriate reading strategy to the task: skimming, scanning, and reading for detail.			
Document Use			
I am able to locate and use information found in lists, tables, graphs, diagrams, etc.			
I am able to record numbers accurately and fill in information needed for checklists, forms, receipts, etc.			
Numeracy			
I can use basic measurement tools to take correct measurements.			
I have the numeracy skills I need to make workplace calculations.			
I can analyze numbers to identify trends and potential problems.			
I can make reasonable estimates for size, weight, quantities, time for tasks, etc.			
I am confident I have the math skills I need to make informed and effective decisions about financial matters.			

The 9 Essential Skills

Oral Communication @ Work	Talking with others to give and exchange information and ideas, such as to provide explanations, ask and answer questions, clarify, coordinate, make requests, persuade, negotiate, etc. This can be done in person, by telephone, and with other communication devices.
Writing @ Work	Using the written word to create a clear message, whether it's a short note, a few paragraphs, or a longer written piece.
Working with Others @ Work	Leading, coordinating, or collaborating with others on work activities.
Thinking @ Work	Using a thinking process to solve problems, organize and plan, find needed information, be logical, remember things, and make decisions. Thinking skills include: job task planning and organizing, critical thinking, problem solving, decision making, finding information, and significant use of memory.
Digital Technology @ Work	Using information and communication technology.
Continuous Learning @ Work	Applying strategies that support workplace learning and the ability to adapt to change.
Reading @ Work	Reading and understanding written information in the many different types of workplace documents, such as work instructions, emails, safety and health bulletins, and policy and procedure manuals.
Document Use @ Work	Finding and using the information you need and putting in information where it is needed. Icons, labels, lists, tables, forms, graphs, signs, maps, gauges, images, schedules, touch screens, and technical drawings are examples of documents or information displays used in a workplace.
Numeracy @ Work	Using numbers and thinking mathematically to measure and make calculations, estimate, work with money, analyze trends, and create schedules and budgets.



GRADE 11 CREDIT FOR
EMPLOYMENT (30G)

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CFE Parent/Guardian Approval and Registration Form

(for students under 18 years of age)

Dear Parent/Guardian and Independent Study Option (ISO) Student,

The ISO Credit for Employment (CFE) course provides students with the opportunity to earn a credit for paid employment, and encourages and recognizes the skills development and experience gained through employment. Students have the opportunity to develop essential, employability, and transferable skills, while applying a responsible attitude toward safety and health for themselves and others in the workplace.

I am aware of the following:

- **A student must be a minimum of 16 years of age to earn a CFE credit.**
- **To be eligible to participate in the CFE credit, a student must complete either**
 - **a minimum of a half-credit (0.5) Career Development Life/Work course prior to registering for the ISO CFE course**
 - OR**
 - **a minimum of a half-credit (0.5) Career Development Life/Work course while earning a CFE credit**

It is recommended that a student complete the Career Development Life/Work course prior to registering for the ISO CFE course.

- A student must be employed at a workplace and participate in **110 hours** of paid employment to earn a CFE credit.
- Where possible, it is strongly recommended that a student seek paid employment with someone other than an immediate family member to be exposed to new people and new experiences.
- A student must submit the completed **CFE Parent/Guardian Approval and Registration Form prior to logging work hours for the CFE.**
- Eligibility for credit will be determined by the Distance Learning Unit once logged CFE work hours are submitted and all course requirements are completed.
- In appraising a student's eligibility for a CFE option prior to the commencement of the accumulation of hours for paid employment, the Distance Learning Unit will consider only the hours to be obtained for paid employment and will not evaluate any hazards that may be associated with the CFE.
- The CFE student is considered a "worker," as defined by *The Workplace Safety and Health Act (Manitoba)*. The CFE employer bears the greatest responsibility for safety and health in the workplace. This includes providing the proper tools, equipment, instruction, and training, as required by Workplace Safety and Health Regulations applicable to the work duties and tasks performed.
- Workers compensation coverage for any paid work is not provided by Manitoba Education. The employer is responsible for providing workers compensation coverage for workers (students) through the Workers Compensation Board (WCB) of Manitoba.
- Workers should discuss safety concerns related to a CFE with their employer or workplace safety and health committee representative. Workers have the responsibility to keep themselves and others safe by participating in the safety and health orientation and training the employer provides, using all the required equipment safely, and asking safety questions. Parents/guardians can help reinforce safety awareness by encouraging workers to understand their worker safety and health rights and responsibilities.

continued

CFE Parent/Guardian Approval and Registration Form *(continued)*

- Students and their parents/guardians should exercise discretion, be aware of safety issues, and investigate the employer's workplace safety and health program and WCB coverage before deciding that the students will participate in the CFE option.
- Withdrawal from a CFE is possible at any time. Withdrawal from a CFE may take place if the CFE conditions are not acceptable to the student, the parent/guardian, or the employer.

I understand that my child is responsible for

- locating and obtaining paid employment for which CFE credit is being sought
- providing completed and signed copies of all required CFE forms to be approved by the Distance Learning Unit prior to accumulating work hours for the CFE
- completing all CFE requirements as assigned by the Distance Learning Unit

I have reviewed and understand the CFE option requirements and I have discussed them with my child.

I support my child's participation in the CFE credit option.

I agree to encourage and support my child in the CFE learning experience.

Parent/Guardian's Name (please print) _____

Parent/Guardian's Signature _____ Date _____

Student's Name (please print) _____

Student's Signature _____ Date _____

CFE Approval and Registration Form

(for students 18 years of age or older)

Dear Independent Study Option (ISO) Student,

The ISO Credit for Employment (CFE) course provides students with the opportunity to earn a credit for paid employment, and encourages and recognizes the skills development and experience gained through employment. Students have the opportunity to develop essential, employability, and transferable skills, while applying a responsible attitude toward safety and health for themselves and others in the workplace.

I am aware of the following:

- **A student must be a minimum of 16 years of age to earn a CFE credit.**
- **To be eligible to participate in the CFE credit, a student must complete either**
 - **a minimum of a half-credit (0.5) Career Development Life/Work course prior to registering for the ISO CFE course**
 - OR**
 - **a minimum of a half-credit (0.5) Career Development Life/Work course while earning a CFE credit**

It is recommended that a student complete the Career Development Life/Work course prior to registering for the ISO CFE course.

- A student must be employed at a workplace and participate in **110 hours** of paid employment to earn a CFE credit.
- Where possible, it is strongly recommended that a student seek paid employment with someone other than an immediate family member to be exposed to new people and new experiences.
- A student must submit the completed **CFE Approval and Registration Form prior to logging work hours for the CFE.**
- Eligibility for credit will be determined by the Distance Learning Unit once logged CFE work hours are submitted and all course requirements are completed.
- In appraising a student's eligibility for a CFE prior to the commencement of the accumulation of hours for paid employment, the Distance Learning Unit will consider only the hours to be obtained for paid employment and will not evaluate any hazards that may be associated with the CFE.
- The CFE student is considered a "worker," as defined by *The Workplace Safety and Health Act (Manitoba)*. The CFE employer bears the greatest responsibility for safety and health in the workplace. This includes providing the proper tools, equipment, instruction, and training, as required by Workplace Safety and Health Regulations applicable to the work duties and tasks performed.
- Workers compensation coverage for any paid work is not provided by Manitoba Education. The employer is responsible for providing workers compensation coverage for workers (students) through the Workers Compensation Board (WCB) of Manitoba.
- Workers should discuss safety concerns related to a CFE with their employer or workplace safety and health committee representative. Workers have the responsibility to keep themselves and others safe by participating in the safety and health orientation and training the employer provides, using all the required equipment safely, asking safety questions, and understanding their worker safety and health rights and responsibilities.

continued

CFE Approval and Registration Form *(continued)*

- Students should exercise discretion, be aware of safety issues, and investigate the employer's workplace safety and health program and WCB coverage before deciding that they will participate in the CFE option.
- Withdrawal from a CFE is possible at any time. Withdrawal from a CFE may take place if the CFE conditions are not acceptable to the student or to the employer.

I understand that I am responsible for

- locating and obtaining paid employment for which CFE credit is being sought
- providing completed and signed copies of all required CFE forms to be approved by the Distance Learning Unit prior to accumulating work hours for the CFE
- completing all CFE requirements as assigned by the Distance Learning Unit

I have reviewed and understand the CFE option requirements.

Student's Name (please print) _____

Student's Signature _____ Date _____