ELSA for the Workplace 6/7

Module 3:
Language for Career Planning

Developed by: Camosun College

Permissions Granted

Canadian Information Centre for International Credentials (CICIC), a unit of the Council of Ministers of Education, Canada (CMEC). *Canada's Education Systems* www.cmec.ca/Documents/EducationSystemCanada2010.pdf
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(See Activity 95)

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http://srv600.hrdc-drhc.gc.ca/esrp/english/general/home_e.shtml
(See Activity 77)

Human Resources and Skills Development Canada. *National Occupational Classification and Career Handbook.*
(Accessed Sept 1, 2011) www23.hrdc-drhc.gc.ca/
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Human Resources and Skills Development Canada. *10 Myths We Shouldn't Believe About Essential Skills.* Essential Skills. (2006). (Accessed Sept 1, 2011) http://srv108.services.gc.ca/english/general/Myths_e.shtml
(See Activity 89)

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Kwantlen University College. (2000)
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(See Activity 4)

Contents

Module in Brief

Module 3: Language for Career Planning (75 hours)

The third module of this course, Language for Career Planning, looks at aspects of language building and cultural understanding that are essential in building a successful career (or work life) in Canada. The module is divided into three components: Job Search Dossier, Continuous Learning and Networking and Interviewing. These components are interwoven throughout the 75-hour module and sometimes interconnect.

Learners will be guided through a series of readings, video clips, audio clips, discussions and activities – all with a focus on learning and practising the language of career planning. Learners will be asked to contact at least one networking organization for an interview toward the end of this module (**Activity 146**). Instructors will give both formal and informal feedback to learners throughout the module and each of the components has at least one assessed task.

The module includes the following career planning input (concepts, frameworks and skills):

- describing education, experience and skills in an culturally appropriate way
- Essential Skills
- self-promotion
- soft skills for the workplace
- goal setting
- identifying gaps in experience and credentials
- continuous learning
- volunteering
- an introduction to social media
- building a network for career development and advancement

Advanced Preparation

For the purposes of advanced preparation, it is assumed that all classes have access to computer labs, where learners can access the Internet and a variety of audio visual files. The instructor may wish to ensure that learners have their own headphones in order to give autonomy to listening tasks.

As this module is divided into three distinct components, this briefing on advanced planning will be separated into three. There are further briefings provided in the module.

Component 1 – Planning for Lifelong Learning: Instructors will guide learners through goal setting tasks that lead toward the assessed task of developing a personalized Action Plan for each learner professional, as well as personal development goals. **Activities 81** and **83** are a precursor to **Activities 134** and **139**. Pre-reading may is required for **Activities 81**, **103**, **114** and **131**. Advance checking of the videos for **Activities 81** and **84-EXT** may be necessary.

Component 2 – Preparing a Job Search Dossier: Learners are guided through the steps of preparing the dossier (completed in **Activity 113**). Advanced preparation for this component is related to pre-reading of texts, as well as websites and possibly preparing additional vocabulary exercises for **Activities 86**,**105** and **107**, as well as the following websites:
http://www23.hrdc-drhc.gc.ca http://www10.hrsdc.gc.ca/ES/English/search_occupation_noc.aspx
http://www.itapintl.com

Component 3 – Networking and Interviewing: This component prepares learners to conducting an interview in **Activity 147-EXT**. Sections on volunteering, storytelling in interviews, and active listening and networking all lead

to the learners carry out and interview (ideally with a native English speaker) about a volunteering or networking opportunity that is interesting or relevant to them. Pre-reading may be required in this component for **Activities 99-EXT**, **122**, **123**, **127**, **129** and **142**, and additional vocabulary activities may be prepared. Websites should be checked in advance for content and for availability.

Assessments

There are seven assessments in this module:

Activity 88-EXT: Reflective writing (writing)

Activity 91: Website investigation (reading, writing)

Activity 108-EXT: Reflective writing (writing)

Activity 112: Responding to authentic job postings (reading, writing)

Activity 130-EXT: Practice network session (speaking)

Activity 139: Action plan (writing)

Activities 147-EXT and **150**: Interview session (speaking)

Component 2

**Preparing a
Job Search Dossier**

Component 1

**Planning for
Lifelong Learning**

**Language
for Career
Planning**

Component 3

**Networking &
Interviewing**
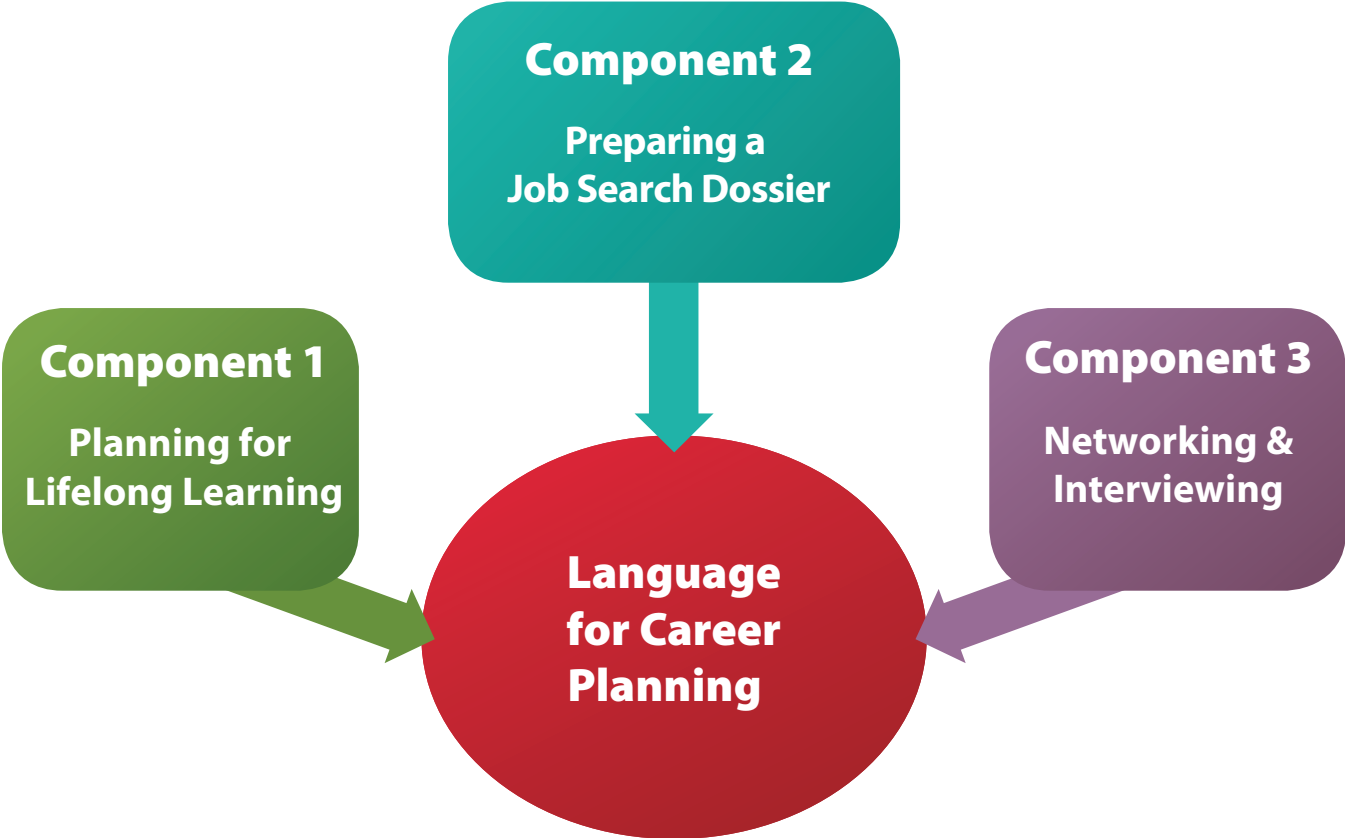
Introductory Notes:
Language for Career Planning

Most working people want to find the best possible career that offers the best possible future, rewards and satisfaction. This module focuses on language for career planning and it offers an overview of key cultural and workplace skills that will assist with career advancement. Learners will be introduced to different ways of planning their careers and given opportunities to practise the cultural and practical aspects of this topic area.

This module is divided into three component areas: a Job Search Dossier, Lifelong Learning, and Networking and Interviewing. The components are spread intermittently over the three weeks, and sometimes they interconnect with each other. The information and tasks in all of the components of this module are presented in the form of reading texts, audio clips, video clips or through other kinds of activities and examples.

Each component deepens the learners' understanding of important cultural, linguistic and workplace information and gives the opportunity for the learners to apply what they have learned in guided practice sessions. All of this exposure and practice will aid the learners as they work on developing and expanding their careers in Canada.

The first component looks at language and tasks related to putting together a Job Search Dossier. The component includes describing one's experience, self-promotion and analyzing tasks, much like one would do when preparing for a job interview. The second component, Planning for Lifelong Learning, looks at what professional (and personal) goals the learners have, looks at how to implement an action plan to meet those goals, as well as showing assertiveness, confidence and initiative in the workplace. The third component focuses on Networking and Interviewing. This component looks at how a learner might further their career by making connections with people and organization, as well as preparing for interviews.

As with the other modules in this curriculum, it is expected that instructors will NOT arrange the interviews (lesson 14), but rather, the learners are to do it on their own. This is a workload issue, as finding appropriate workplaces requires industry contacts and is time consuming.

We recommended that you develop an understanding of the entire module before you begin teaching, as there are many interconnected pieces that can be initially confusing. The purpose of these interconnections is to help the learners build sophisticated skills and paradigms that cannot be accomplished through stand-alone, discrete activities. Some of these materials have been piloted previously, but some are brand new so it is important to have a good overview of the module to understand how they all fit together.

The following At-a-Glance pages present how the module might unfold if it is offered as a three-week, 25-hours per week fulltime course. You can, of course, modify how you offer this module. The ♦ symbol next to an activity means that it is "stand-alone" and can be omitted if time is running short. As these activities are often the most light and enjoyable, you may not want to omit any of them.

At-a-Glance

The following "At-a-Glance" weekly activity schedules are designed to provide information at-a-glance, to assist with your lesson preparation and course planning.

All the activities are laid out on a week-by-week basis. Each page describes one weeks' worth of activities. Note that this assumes a 25-hour study week. For alternative delivery options, see the Instructor's Guide.

All activities are numbered consecutively and these numbers correspond to the handouts and other class materials. Each day contains 250 minutes of activities. Note that the times are provided as a guideline. Instructors will find that activities may require more or less time, depending on their class.

Symbols Used in the At-a-Glance Overviews and on the Activity Plans

The mouse symbol designates a computer activity. You will need to arrange access to a computer lab.

The pencil symbol designates an assessed task. Learners may require advance notice of assessment.

ES   *This symbol designates Essential Skills practice, integrated with the language learning activity.*

TV   *This symbol designates viewing a video. You will need to arrange A/V equipment, (DVD or VCR, and TV) for video viewing.*

This indicates a listening activity that usually includes an mp3 audio file.

◆   *This symbol indicates a stand-alone activity that can easily be moved, delayed, shortened or dropped.*

Module 3: Language for Career Planning Lessons 1-5

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
75 20 min Introduction to Module 3: Learner overview	**80** 30 min Introduction to Component 1: Planning for Lifelong Learning	**85** 35 min Introduction to Component 2: Job Search Dossier	**89** ◆ 30 min 🔊 Ten Myths of Essential Skills Pt 1	**94** 20 min Introduction to Component 3: Networking and interviewing
76 55 min Life writing: Education timeline	**81** 75 min TV SMART Planning: Part One	**86** ◆ 50 min Self-promotion: Personal attributes	**90** 30 min Vocabulary: Common mistakes with phrasal verbs	**95** 60 min 🖱 Networking Jigsaw and Web search
77 ◆ 45 min 🔊 Introduction to Essential Skills	**82** 30 min Writing SMART plans Writing Discussing Plans/Goals	**87** 90 min 🖱 NOC website investigation: Part 1	**91** 90 min ✏️🖱 NOC website investigation: Parts 2 and 3	**96** 30 min 🖱 Business cards
78 55 min 🖱 Occupational associations: Simple web search	**83** 40 min Vocabulary		**92** 25 min Developing job task descriptions	**97** 40 min Core values / speed networking
79-EXT 75 min Vocabulary for describing work and experience	**84-EXT** 75 min 🖱 Using the internet and search engines, using and refining search terms Self-paced activity	**88-EXT** 75 min ✏️ Writing: Compare and reflect on the NOC experience	**93-EXT** 75 min Writing: Skill analysis of a job task in my occupation	**98** 25 min Socio-cultural warmer: Being helpful and approachable
				99-EXT 75 min 🖱 Networking: Reading 2

Module 3: Language for Career Planning Lessons 6-10

Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
100 45 min 📢 What is continuous learning? Interview and follow-up questions	**105** 55 min What Canadian employers want: Focus on soft skills	**109** 35 min Job posting analysis: Language used to express hard and soft skills	**114** 45 min Showing initiative: Why we do it	**119** ◆ 40 min Active Listening: Part 1
101 35 min Introduction to confidence and assertiveness: Part 1 – Confidence	**106** 50 min Self-promotion: Describing yourself as a problem-solver	**110** ◆ 30 min 📢 Ten myths of essential skills: Part 2	**115** 45 min Showing initiative: How we do it	**120** ◆ 40 min 🖱 On-line social networking
102 35 min Introduction to confidence and assertiveness: Part 2 – Assertiveness		**111** 40 min Self-promotion: Practice with a job posting	**116** 45 min 🖱 Re-credentialling in Canada – Online sources	**121** 30 min Vocabulary quiz
103 60 min Introduction to social networking: Survey, reading and discussion	**107** 70 min 🖱 Intercultural awareness: Questionnaire on risk taking	**112** 70 min ✏️🖱 Web search: Responding to authentic job postings	**117** ◆ 40 min 📢🖱 Using social media to expand your network	**122** 20 min Volunteering: Part I
104-EXT 75 min Networking practice	**108-EXT** 75 min ✏️ Reflective writing: Thinking about workplace culture	**113-EXT** 75 min Complete job search dossier	**118-EXT** 75 min 🖱 Explore the WEB: Re-credentialling/ networking	**123** 45 min Culture map: Networking scenarios
				124-EXT 75 min 🖱 Arranging networking opportunity

Module 3: Language for Career Planning Lessons 11-15

Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15
125 ◆ 30 min Culture map: Skills in meetings	**131** ◆ 60 min Strategies for lifelong learning: Jigsaw reading	**136** 30 min Instructor facilitated practice for role plays	**142** ◆ 30 min Culture map: Skills in one-on-one meetings	**148** ◆ 25 min Punctuality
126 30 min 🖱 Volunteering: Part 2	**132** 30 min Lifelong learning discussion	**137** 45 min Present role plays showing initiative **138** 30 min Give peer feedback	**143** 30 min Pre-listening for behaviour-based interviews	**149** ◆ 60 min Canadian work culture: Positive attitude
127 ◆ 40 min Storytelling in interviews	**133** ◆ 60 min Using modals for planning	**139** 45 min ✏🖱 Putting together action plans formal document	**144** ◆ 30 min Active listening: Part 2	**150** 60 min ✏ Sharing interview self-assessments
128 ◆ 45 min 📶🎧 Manners and hygiene	**134** 25 min SMART planning: Part 2 Aligning plan with gaps and needs. Looking at plans again in more detail	**140** 25 min Planning for lifelong learning: Component review Instruct meets with learners about action plans	**145** 55 min 📶🎧 🖱 Behaviour-based interview	
129 30 min Interviews on volunteering	**135-EXT** 75 min Intro continuous learning Action Plan (40 min) Role Play: showing initiative Prepare, practise and present in Activity 137 (35 min)	**141-EXT** 75 min Wrap-up, self-evaluation, sharing Extra time for assessment	**146** ◆ 30 min Self-assessment of oral language skills	**151** 30 min 🖱 Module feedback
130-EXT 75 min ✏ Practice network session			**147-EXT** 75 min ✏ Interview session	**152-EXT** 75 min 🖱 Module feedback

Notes on the Three Components in Module 3

Following are a description of the four components in this Module. A component in this context means distinct threads of the module that conclude in an assessed activity.

The three main components that are assessed in this module are listed below in order:

(1) Planning for Lifelong Learning:

This component will help participants learn about the relevance that Canadian culture puts on professional development, also known as Lifelong or Continuous Learning. This is the idea that an individual's learning carries on in many ways in and in many formats that are separate from traditional classrooms. In this component, there is a focus on goal setting and on how to write clear goals that will help individuals meet personal and career objectives. These objectives will be developed into an Action Plan, a practical document from which the learner can work as they strive for personal and professional development. The specific tasks include the following:

- Learning ways we can gain knowledge and enhance learning. These include networking, using on-line sources, and exploring re-credentialing in Canada. Furthermore, learners will be encouraged to include personal goals for learning as well as professional development goals.

- Learning about Cultural elements such as showing confidence and being assertive.

- Learning about taking initiative in the workplace. What are the different ways we show (or take) initiative?

- Looking at aspects of giving and receiving feedback.

- Practising vocabulary and grammar development, as well as daily exercises with listening, speaking, reading and writing – all important elements of the journey toward lifeline learning.

- Creating a SMART action plan.

SMART Action Plan: Planning for Continuous Learning and Development

There are five lessons dedicated to the creation of a SMART Action Plan and the idea of Continuous Learning. They are lessons 2, 6, 9, 12 and 13. The key task in this component is to have learners assess and create a plan of action to reach their continuous educational goals (professional to enhance and improve their work life, and personal, to give balance to their non-work life). It is also designed to help learners understand what Canadian employers expect from employees who wish to advance in their careers: an interest in learning and increasing skills throughout one's career.

The motivation behind this component is to assist immigrant newcomers who are unemployed, underemployed or are stagnant when it comes to career advancement. This component will provide learners with information regarding goal setting, showing initiative and assertiveness on the job, as well as re-credentialing in their chosen profession so they can work in that field here in Canada.

The focus of this component is the four skills of listening, speaking, reading and writing; in particular, producing and using occupational-specific vocabulary/grammar related to goal setting and planning. The performance indicators empathized are II-Reproducing Information and III-Getting Things Done.

As with the other modules and components, this section includes materials designed to educate learners about the Canadian workplace by using a descriptive, not a prescriptive approach. Specifically, it will look at various forms of taking initiative as well as the North American tendency towards showing confidence and being assertive.

Learners will need to perform a number of Internet searches.

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(2) Preparing a Job Search Dossier:

In this component, learners will practise the language needed to describe their education and workplace skills in a way that will meet career counsellors' and employers' expectations in Canada. Learners will assemble a Job Search Dossier which, when completed, will help them articulate their employment related skills effectively. The focus of this component will be on writing; in particular, producing and using occupational-specific vocabulary, as well as the appropriate formulaic job search phrases which can prove challenging even for native speakers of English. The specific tasks include the following:

- Learning about the Canadian educational system and writing a timeline to describe your academic and training history
- Researching occupational associations
- Performing website investigations
- Using employment tools such as job postings, Essential Skills, Employability Skills 2006+, and the NOC website to help understand and articulate the requirements of specific occupations in Canada
- Studying aspects of Canadian workplace culture as they relate to recruitment
- Learning to self-promote
- Giving details about workplace skills, abilities and occupational tasks
- Describing challenges and strategies related to your employment goals using reflective writing
- Producing a job search dossier with eight written submissions

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Job Search Dossier: Describing One's Skills and Experience

There are five lessons dedicated to the Job Search Dossier Component. They are lessons 1, 3, 4, 7 and 8. The key task in this component is to have learners practise the language needed to describe their education and occupational skills in ways that meet career counsellor and potential employer's expectations. It is also designed to help learners learn what Canadian employers' expectations of employees are.

The motivation behind this component is to assist immigrant newcomers who are unemployed, underemployed or marginalized when it comes to career advancement, because they are not able to adequately articulate their training and employment skills effectively.

The focus of this component is on writing; in particular, producing and using occupational-specific vocabulary as well as the appropriate formulaic job search phrases which can prove challenging even for native speakers of English. The performance indicators emphasized are: II-Reproducing Information and III-Getting Things Done.

As with the other modules and components, this section includes materials designed to educate learners about the Canadian workplace by using a descriptive, not a prescriptive, approach. Specifically, it will look at various forms of self-promotion as well as the North American tendency towards risk taking.

Learners will need to perform a number of Internet searches. The main sites used are:

National Occupational Classification:
www5.hrsdc.gc.ca/noc/english/noc/2006/Welcome.aspx

NOC Essential Skills:
www10.hrsdc.gc.ca/ES/English/search_occupation_noc.aspx

Employability Skills 2000+:
www.conferenceboard.ca/libraries/network_public/sep2010_employerchecklist.sflb

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NAME: _____ CLASS: _____

Rubric for Component 2: Writing Skills – Completing a Job Search Dossier

		(1) Developing (CLB 6)	(2) Adequate (CLB 7)	(3) Fluent (CLB 8)	(4) Advanced (CLB 9)	Assessment
Holistic Criteria	**Assessing Poster Overall**	Writes short texts about familiar, concrete topics related mostly to personal experience.	Writes clear, moderately complex texts on familiar and mostly concrete topics within predictable, practical and relevant contexts of daily work-related life experience.	- Good structure, with clearly expressed main ideas and good supporting details. - Text contains an introduction, development of ideas and conclusion.	- Adequate organization of ideas; develops topic. - Main ideas are clearly conveyed and supported with details. - Adjusts length to suit the task.	**CLB** = (holistic criteria)
Analytic Criteria	**Indicator 1 Writing III**	- Writes short business or service correspondence for routine purposes. - Completes extended forms requiring detailed personal information.	- Writes business or service correspondence for a range of routine and less routine purposes. (adequately) - Completes extended forms requiring detailed personal information.	- Writes business or service correspondence for an expanding range of purposes. (fluently) - Completes an expanded range of forms, including extended application forms and workplace forms with pre-set formats.	- Writes business or service correspondence for a broad range of purposes. (advanced proficiency) - Completes complex forms and documents with pre-set formats.	
	Indicator 2: Writing IV	Writes one or two connected paragraphs to relate a familiar sequence of events, a story, a detailed description or a comparison of people, things, routines or simple procedures.	Writes two or three connected paragraphs to relate a familiar sequence of events; makes a comparison or provide a detailed description of a person, system, routine or procedures.	Writes three or four connected paragraphs to relate a historical event; provides a detailed description of a phenomenon, explains a procedure or expresses and analyses opinions on a familiar abstract topic.	Writes a coherent text (such as an essay or report) to relate a sequence of events from the past, or describes and compares complex ideas, phenomena or processes, or expresses and analyzes opinions.	
	Functional: Sharing Information	Shares some information from experience to create a report.	Adequately shares and reduces some information from experience to create a complete report.	Effectively shares and reduces information from experience to create a clear report.	Fluently shares and reduces information from experience to write a coherent and cohesive report.	
	Textual: Design	Developing Design: Uses common conventions such as point form.	Adequate Design: Records main ideas or key details in point form.	Fluent Design: Conveys a sense of audience in language format and content.	Advanced Design: Synthesizes and integrates multiple pieces of information into a coherent text.	
	E.S.	Developing Reflection: Employing critical thinking and comparative analysis. (report)	Adequate Reflection: Employing critical thinking and comparative analysis. (report)	Fluent Reflection: Employing critical thinking and comparative analysis. (report)	Advanced Reflection: Employing critical thinking and comparative analysis. (report)	
	Vocabulary	- Adequate vocabulary for the topic. - Some awkward-sounding phrases and word combinations.	Wording may still be typical of first language and seem somewhat unnatural.	Occasionally, wording may seem awkward or unnatural.	Some errors in word combinations and word choices still occur.	
	Grammar	- Good control of simple structures. - Difficulty with complex structures. - Adequate spelling, punctuation and format.	- Adequate control of complex structures. - Good control of spelling, punctuation and format.	- Good control of complex structures - Good control of spelling, punctuation and format.	Some errors in grammar still occur.	

COMMENTS:

(3) Networking and Interviewing:

In this component, learners will learn to engage in networking opportunities and interviews for networking. They will learn networking language and skills to join their desired target workplace or profession. The specific tasks include the following:

- Engaging in Web-based research of local networking opportunities

- Participating in practice networking sessions in which they will meet, greet and exchange business cards while expressing needs and values succinctly with community representative guests

- Participating in an interview or informal meeting with a person in an agency, organization, or service in which they would like to volunteer or develop a networking relationship, in which the learners will do the following:

  - Describe relevant background and experience

  - Explain the gap in experience that the learners hope to address through the volunteer experience (e.g., "I would like to learn or to develop …")

  - Listen and respond to the interviewer.

- Sharing their experiences in the volunteer or network interview with other learners in the class

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Component 3: Networking and Interviewing

This component explores social networks and the language required to initiate, establish and maintain social networks for the purpose of career and personal development. Social networks are communities of people connected through "nodes" or types of activities or interests that link them, including kinship, friendship, financial exchanges, organizations and knowledge. Social networks can be local or distributed, actual (face-to-face) or virtual (on-line), or a combination of the two.

As instructor, you will work with your program to arrange a practice-networking event with guests, and also support learners to arrange an interview with an actual networking or volunteer program. Both of these activities are the key assessed activities in this component. The networking event will combine instructor and guests' feedback, whereas the interview will rely entirely on self-assessment. These are formative assessments, so they are intended to offer strong feedback mechanisms for learners. The associated community contact events offer real-work opportunities to practise networking and support learners to participate more actively in the community.

Social Media

Social media refers to interactive Web-based and mobile technologies used to communicate in order to develop or maintain social interactions. Specific forms of social media include Internet forums, blogs, micro blogs (e.g., Twitter), wikis, podcasts and social networking sites like Facebook and LinkedIn. **The following forms of social media are explored in the short activities in Lesson 10 on social media:**

- **Social Media**: e.g., view "Social Media in Plain English" (3:44) by Lee & Sachi LeFever of commoncraft.com (http://www.youtube.com/watch?v=MpIOClX1jPE&NR=1)

- **Social Networking**: e.g., LinkedIn.com / Facebook.com / MySpace.com

- **Twitter**: e.g., view "Twitter in Plain English" (2:25), by Lee & Sachi LeFever of commoncraft.com (http://www.youtube.com/watch?v=ddO9idmax0o&NR=1).

- **Blogs**: e.g., view "Blogs in Plain English" (2:59) by Lee & Sachi LeFever of commoncraft.com (http://www.youtube.com/watch?v=NN2I1pWXjXI&NR=1).

- **Wikis**: e.g., view "Wikis in Plain English" (as in above) …

- **Video**: e.g., view "Video: RSS in Plain English" as in above … Alternatively, you could research YouTube and information on YouTube.

NAME: _____ CLASS: _____

Rubric for Component 3a: Practice Networking Session

		(1) Developing (CLB 6)	(2) Adequate (CLB 7)	(3) Fluent (CLB 8)	(4) Advanced (CLB 9)	Assessment
Holistic Criteria	**Assessing Interaction**	Communicates with some confidence in routine social situations and presents concrete information in some detail about familiar topics of personal relevance.	Communicates comfortably in most common daily situations, and presents concrete and some abstract information on familiar topics.	Communicates with confidence in most daily routine social and work situations and presents concrete and some abstract information on familiar topics.	Communicates with some confidence in challenging non-routine work and social situations and presents information about complex, abstract, general topics.	**CLB =** (holistic criteria)
Analytic Criteria	**Indicator 1: Listening**	**Interacting with Others** - Identifies facts and opinions. - Identifies expressions of openings, pre-closings, closings and leave-takings.	**Interacting with Others** - Understands the intent of expressions and responses. - Identifies situations, relationships, mood and attitudes.	**Interacting with Others** - Identifies situations and relationships between participants. - Identifies speakers' purpose and intent. - Identifies nuances in attitude, emotional tone and register.	**Interacting with Others** - Understands main intent and some implied meanings in complex communication - Appropriate register (formality) for context, status, and relations.	
	Indicator 2: Speaking	**Interacting with Others**: Participates in routine social conversation: Opens and maintains a short formal conversation; closes with three steps (pre-closing, closing, leave-taking).	**Interacting with Others**: Participates in less routine social conversations for a range of purposes (appreciation, complaints, satisfaction, dissatisfaction, hope).	**Interacting with Others**: Participates in less routine social conversations for a range of purposes (such expressing and responding to empathy, clarifying conflicts, and providing reassurance.	**Interacting with Others**: Manages a range of personal and business interactions to respond to needs, feelings, attitudes. - Uses appropriate assertive communication strategies.	
	Socio-Cultural 1	Expresses and responds to small talk. Encourages conversations by adding supportive comments. Provides appropriate apologies and explanations.	Introduces a personal formally to a group (appropriate to situation). Asks follow-up questions to keep the conversation going.	Introduces guests. Expresses and responds to sympathy, formal toasts or welcomes, minor conflicts or complaints.	Uses a range of polite expressions to show or respond to respect and friendliness.	
	Socio-Cultural 2	**Developing**: Takes turns by interrupting appropriately.	**Adequate**: Holds the floor, keeps the turn and resumes conversation after interruptions. Changes the topic appropriately.	**Fluent**: Encourages others to participate. Uses appropriate levels of formality.	**Advanced**: Uses appropriate non-verbal behaviours to keep conversation engaged.	
	Strategic	**Developing**: Indicates partial comprehension by asking clarifying questions.	**Adequate**: Confirms own comprehension by repeating or paraphrasing.	**Fluent**: Asks follow-up questions to keep conversation going.	**Ability to use** strategies to address or prevent communication breakdown.	
	Vocabulary	**Developing** use of vocabulary in discussions relevant to occupation or profession.	**Adequate** use of vocabulary in discussions relevant to occupation or profession.	**Fluent** use of vocabulary in discussions relevant to occupation or profession.	**Fluent and extensive** use of vocabulary in discussions relevant to occupation or profession.	
	Pronunciation	**Developing** intelligible and effective pronunciation (self-corrects when communication breaks down because of pronunciation).	**Adequate** intelligible and effective pronunciation (occasionally interrupts communication).	**Fluent** intelligible and effective pronunciation (seldom interrupts communication).	**Advanced** intelligible and effective pronunciation (never interrupts communication).	

COMMENTS:

NAME: _____ CLASS: _____

Rubric for Component 3b: Interviewing (Self-Assessment)

		(1) Developing (CLB 6)	(2) Adequate (CLB 7)	(3) Fluent (CLB 8)	(4) Advanced (CLB 9)	Assessment
Holistic Criteria	**Assessing Interaction**	Communicates with some confidence in routine social situations and presents concrete information in some detail about familiar topics of personal relevance.	Communicates comfortably in most common daily situations, and presents concrete and some abstract information on familiar topics.	Communicates with confidence in most daily routine social and work situations and presents concrete and some abstract information on familiar topics.	Communicates with some confidence in challenging non-routine work and social situations and presents information about complex, abstract, general topics.	**CLB** = (holistic criteria)
Analytic Criteria	**Indicator 1: Listening**	**Interacting with Others** - Identifies facts and opinions. - Identifies expressions of openings, pre-closings, closings and leave-takings.	**Interacting with Others** - Understands the intent of expressions and responses. - Identifies situations, relationships, mood and attitudes.	**Interacting with Others** - Identifies situations and relationships between participants. - Identifies speakers' purpose and intent. - Identifies nuances in attitude, emotional tone and register.	**Interacting with Others** - Understands main intent and some implied meanings in complex communication. - Appropriate register (formality) for context, status, and relations.	
	Indicator 2: Speaking	**Interacting with Others**: Participates in routine social conversation: Opens and maintains a short formal conversation; closes with three steps (pre-closing, closing, leave-taking).	**Interacting with Others**: Participates in less routine social conversations for a range of purposes (appreciation, complaints, satisfaction, dissatisfaction, hope).	**Interacting with Others**: Participates in less routine social conversations for a range of purposes (such expressing and responding to empathy, clarifying conflicts, and providing reassurance.	**Interacting with Others**: Manages a range of personal and business interactions to respond to needs, feelings, attitudes. - Uses appropriate assertive communication strategies.	
	Socio-Cultural 1	Expresses and responds to small talk. Encourages conversations by adding supportive comments. Provides appropriate apologies and explanations.	Introduces a personal formally to a group (appropriate to situation). Asks follow-up questions to keep the conversation going.	Introduces guests. Expresses and responds to sympathy, formal toasts or welcomes, minor conflicts or complaints.	Uses a range of polite expressions to show or respond to respect and friendliness.	
	Socio-Cultural 2	**Developing**: Takes turns by interrupting appropriately	**Adequate**: Holds the floor, keeps the turn and resumes conversation after interruptions. Changes the topic appropriately.	**Fluent**: Encourages others to participate. Uses appropriate levels of formality.	**Advanced**: Uses appropriate non-verbal behaviours to keep conversation engaged.	
	Strategic	**Developing**: Indicates partial comprehension by asking clarifying questions.	**Adequate**: Confirms own comprehension by repeating or paraphrasing.	**Fluent**: Asks follow-up questions to keep conversation going.	**Ability to use** strategies to address or prevent communication breakdown.	
	Vocabulary	**Developing** use of vocabulary in discussions relevant to occupation or profession.	**Adequate** use of vocabulary in discussions relevant to occupation or profession.	**Fluent** use of vocabulary in discussions relevant to occupation or profession.	**Fluent and extensive** use of vocabulary in discussions relevant to occupation or profession.	
	Pronunciation	**Developing** intelligible and effective pronunciation (self-corrects when communication breaks down because of pronunciation).	**Adequate** intelligible and effective pronunciation (occasionally interrupts communication).	**Fluent** intelligible and effective pronunciation (seldom interrupts communication).	**Advanced** intelligible and effective pronunciation (never interrupts communication).	

COMMENTS:

Activity Plan 75

	Introduction to Module 3: Learner Overview	
Lesson 1	20 MINUTES	HANDOUT(S): 1

Set-up Stage . . . . 5 min

- Discuss with the class what they think they will study in Module 3, given that the title is "Language for Career Planning."

Discussion Stage . . . . 10 min

- Distribute Handout 1.

- Go over content.

- You may want to give the learners a general idea of assessed activities and due dates. Since these are not laid out in the Learner's Overview of the module, you may need to find the number of the assessed activities and the lesson in which they're done on the At-a-Glance pages for Module 3.

  Note: The learners' overview of the module and the components in Module 3 follow a number of different formats and also differ from the more consistent format used in Modules 2, 4 and 5. What is your opinion about these differing approaches? Is there one you prefer? What are the aspects of each that you find most helpful? If you have any feedback to offer, please pass it on to the program coordinator who, in turn, can pass it on to the curriculum developers for future curriculum revisions.

Question Stage . . . . 5 min

- Answer any questions.

Ways to Add Support

- Learners work with a partner to identify which of the topic areas they are already familiar with and which is new for them.

- Learners work with a partner to identify unfamiliar vocabulary. Instructor clarifies.

Ways to Add Challenge

- Have learners ask each other questions about the content of the Learner Module Overview.

Advanced Preparation

- Prepare photocopies of:
  - ✓ Handout 1

Purpose

- Providing an overview of the module

- Building a rationale for the module

**Module 3:
Language for Career Planning**

Component 2

**Preparing a Job
Search Dossier**

Component 1

**Planning for
Lifelong Learning**

Component 3

**Networking &
Interviewing**

**Language
for Career
Planning**
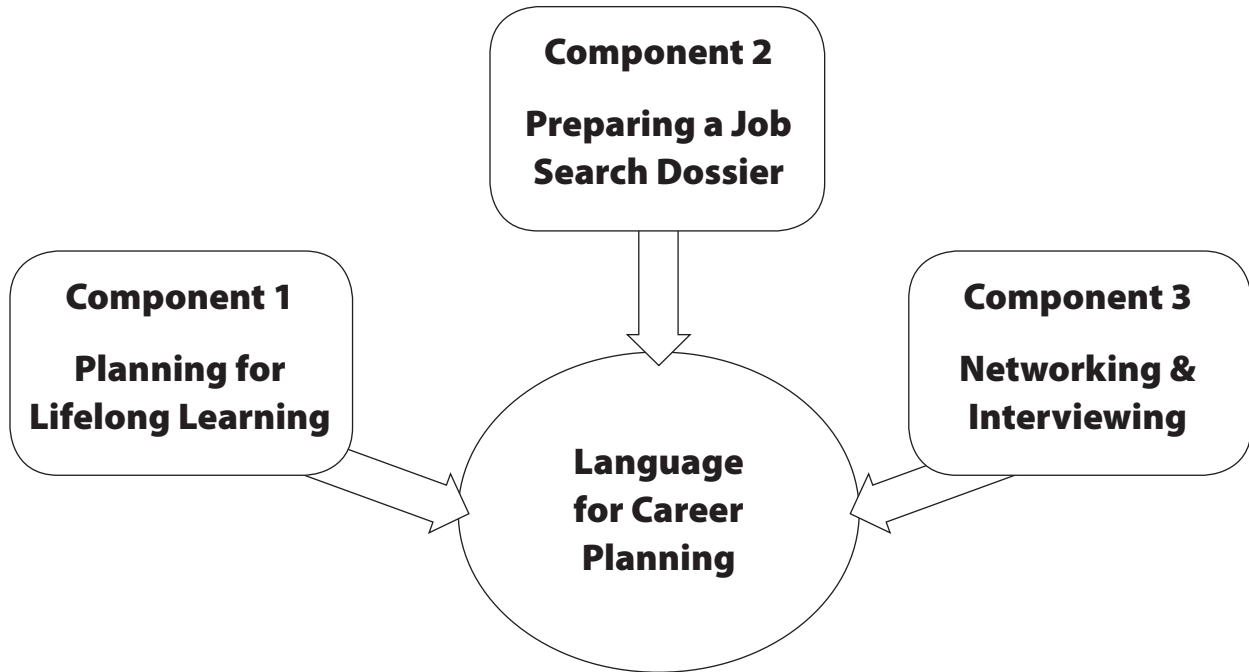
Learners' Module Overview

Language for Career Planning is a 75-hour module. Through the activities, you will learn to discuss and describe your education and work experience. You will identify areas or gaps to develop through continuous and lifelong learning. You will learn the language and strategies to plan for lifelong learning using SMART goals. You will acquire strategies to realize these goals through Web-based research, networking strategies, volunteer experiences and participation in a range of educational applications, including formal and informal education and professional or personal development opportunities.

The **three main components** that are assessed in this module are listed below in order:

(1) Planning for Lifelong Learning:

In this component, you will learn about the relevance which Canadian culture puts on professional development also known as Lifelong or Continuous Learning. This is the idea that an individual's learning carries on in many ways in and in many formats separate from traditional classrooms. In this component, there is a focus on goal setting and on how to write clear goals that will help individuals meet personal and career objectives. These objectives will be developed into an Action Plan which is a practical document from which the learner can work as they strive for personal and professional development. The specific tasks include the following:

- Learning ways that we can gain knowledge and enhance learning. These will include networking, using on-line sources and exploring re-credentialling in Canada

- Learning about cultural elements such as showing confidence, being assertive and taking initiative in the workplace

- Looking at aspects of giving and receiving feedback

- Practising vocabulary and grammar development, as well as daily exercises with listening, speaking, reading and writing – all important elements of your journey toward lifeline learning

- Creating a SMART action plan

(2) Preparing a Job Search Dossier:

In this component, you will learn about and practise the language needed to describe your education and workplace skills in a way that will meet career counsellors' and employers' expectations in Canada. You will assemble a Job Search Dossier which, when completed, will help you articulate your employment related skills effectively. The focus of this component will be on writing; in particular, on producing and using occupational-specific vocabulary as well as the appropriate formulaic job search phrases which can prove challenging even for native speakers of English. The specific tasks include the following:

• Learning about the Canadian educational system and writing a timeline to describe your academic and training history

• Researching occupational associations

• Performing website investigations

• Using employment tools such as job postings, Essential Skills, Employability Skills 2006+, and the NOC website to help understand and articulate the requirements of specific occupations in Canada

• Studying aspects of Canadian workplace culture as they relate to recruitment

• Learning to self promote

• Giving details about workplace skills, abilities and occupational tasks

• Describing challenges and strategies related to your employment goals using reflective writing

• Producing a job search dossier with eight written submissions

(3) Networking and Interviewing:

In this component, you will learn to engage in networking opportunities and interviews for networking. You will learn networking language and skills to join your desired target workplace or profession. The specific tasks include the following:

• Engaging in Web-based research of local networking opportunities

• Participating in practice networking sessions in which you will meet, greet and exchange business cards while expressing your needs and values succinctly with community representative guests

• Participating in an interview or informal meeting with a person in an agency, organization or service in which you would like to volunteer or develop a networking relationship, in which you will do the following:

  - Describe your relevant background and experience

  - Explain the gap in your experience that you hope to address through the volunteer experience (e.g., "I would like to learn, or to develop …")

  - Listen and respond to the interviewer

• Sharing your experiences in the volunteer or network interview with other learners in the class in which you share your interview experience

Activity Plan 76

Lesson 1	**Life Writing: Education Timeline: Using a Template**	
	55 MINUTES	HANDOUT(S): 2

Set-up Stage . . . . 5 min

- Introduce the idea of a timeline using the sample from Handout 1 (may create an overhead if desired).
- Indicate that this is a precursor to the Job-Search Dossier.
- Distribute Handout 1.

Presentation Stage . . . . 5 min

- Review the grammatical truncation: no subject because the document is about the writer and very few articles. Let them know that this is standard in some job-search documents.
- Indicate the direction of time – from past to present.
- Explain that this is a clear way to begin thinking about all of the experiences that have contributed to their occupational qualifications.

Writing Stage . . . . 40 min

- Learners should follow the model given in the example to create their own timeline.
- Act as a coach/facilitator by giving help as needed and putting helpful expressions on the board or overhead.

Wrap-up . . . . 5 min

- Answer any questions and collect completed documents for review. Learners who have not completed the document or are not satisfied with it may take it home.

Ways to Add Support

- Go over some "vocabulary" used in other countries and give the Canadian equivalent e.g., "kindergarten" vs. "nursery or reception school", etc.

Ways to Add Challenge

- Encourage learners to give more details on the back of Handout 2 e.g., majors, subject focus, projects, course details, etc.

**Note: Inform learners that Handout 2 should be kept for reference (will be used in Job Search Dossier).

Advanced Preparation

- Prepare photocopies of:
  - ✓ Handout 1
  - ✓ Handout 2
- Make overhead of handouts, if desired.

Purpose

- Identifying academic and training history
- Learning the vocabulary and structures needed to describe education in appropriate terms
- Encouraging learners to look at the stages in their lives as having value
- Preparing learners to be able to account for gaps in their job-search dossier

Life Writing: Timeline of Academics and Training

Sample:

Date	Experience
*June 1981	Completed grades 10 to 12, Our Lady of Perpetual Sorrow, Mexico City • *Secondary School Diploma awarded* • *National Honour Society: 1980 and 1981*
*November to June 1982	Conservation Volunteers Australia, Marricksville, NSW • *Volunteer training program made up of teams from all over the world – working with conservation professionals* • *Projects participated in: turtle monitoring, trail maintenance, tagging yellow-footed wallabies, tree planting* • *Recipient: Fosters Co. Most Committed Volunteer Award*
*September 1982 to June 1986	Bachelor's of Science in Forestry Resource Management, Tecnologico de Monterrey University, Mexico City • *Specialization in International Forestry: Program places the biology and dynamics of forest ecosystems within a global perspective of how forests function throughout the world.* • *Bywater Forestry Co-operative Program (placed through TMU)*
*September to November 1986	Internship – Alpha Forest Products, Bend, OR • *Trained under resource manager* • *Learned to work with logging production team*
*September 2009 to February 2010	English Language Studies: Simon Fraser University, Vancouver, BC • *24 weeks full-time ESL instruction* • *Specialization classes in Canadian Workplace Culture*

Timeline Worksheet

Name: _____

Date	Academics and Training

Activity Plan 77

Lesson 1	◀Ⓒ ES **Introduction to Essential Skills** ◆	
	45 MINUTES	HANDOUT(S): 3

Set-up Stage .... 5 min

- Outline plan: listen twice to the recording and complete the exercises.
- Distribute Handouts 1, 2 and 3.
- Divide learners into groups of three or four learners.

Presentation Stage .... 5 min

- Give a brief background on Essential Skills.

Listening Stage .... 30 min

- Using your own approach to listening, have learners complete handouts. If time allows, you may wish to do Handout 3 as a group discussion.

Wrap-up .... 5 min

- Review any answers that seem difficult for the group.
- If possible, have the recording available for self-access.

Ways to Add Support

- Provide overhead projection or handout which lists all of the Essential Skills.

Ways to Add Challenge

- Do optional handout 3.

Advanced Preparation

- Book listening lab or bring a mp3 player to class.
- Prepare **77 Listening**.
- Prepare photocopies of:
  - ✓ Handout 1
  - ✓ Handout 2
  - ✓ Handout 3 is optional. Only one copy per group is necessary.
- Make an overhead of Answer Key Handout 2 if desired.
- Bring a copy of the recording entitled: job eval.mp3.

Purpose

- Introducing the Essential Skills categories
- Listening to simulated workplace materials

Reference

Essential Skills. Human Resources and Skills Development Canada. (accessed 08/08/11)
http://www.hrsdc.gc.ca/eng/workplaceskills/LES/definitions/definitions.shtml

Listening: Job Evaluation Using Essential Skills

You will listen to a job evaluation that took place at International Forest Products (IFP). Michael Lowe is a Safety Officer at IFP. Michael immigrated from the United States six months ago and has been working for IFP for three months. This is an evaluation that could end his probationary period (normally three months) but if there are serious problems, this period could be extended.

Directions: Listen to the recording at least twice and complete the exercises.

Exercise 1: During the first listening put a check mark (✔) by each of the skills as you hear it.

☐   Reading Text

☐   Document Use

☐   Writing

☐   Numeracy

☐   Oral Communication

☐   Thinking Skills

☐   Working with Others

☐   Computer Use

☐   Continuous Learning

Listening: Job Evaluation Using Essential Skills

Exercise 2: During the second listening, jot down the kinds of job tasks that are mentioned for each skill.
Two of these have been done for you.

1. Reading Text

Not very specific but says that she follows up on injury and status claims

2. Document Use

3. Writing

4. Numeracy

Not very specific, but covers with computer skills – calculates number of lost work hours and uses software

for tracking

5. Oral Communication

6. Thinking Skills

7. Working with Others

8. Computer Use

9. Continuous Learning

Listening: Job Evaluation Using Essential Skills

Answers will vary, but here are some possible answers.

1. Reading Text

   Not very specific but says that she follows up on injury and status claims

2. Document Use

   filling out incident reports, keeping logs and charts

3. Writing

   filling out incident reports and keeping logs and charts neatly

4. Numeracy

   Not very specific, but covers with computer skills – calculates number of lost work hours and uses software

   for tracking

5. Oral Communication

   interacts with injured workers and members of health care team

6. Thinking Skills

   must decide which insurance programs apply to individual workers and must find/update information using a

   variety of sources

7. Working with Others

   although much of the work is done individually, the safety officers are required to agree on division of work, and

   there are team meetings.

8. Computer Use

   uses tracking software, graphic software and word processing software

9. Continuous Learning

   needs to update knowledge of labour standards and regulations as they change.

Listening: Job Evaluation Using Essential Skills

Exercise 3: In a group, discuss these questions. One person from your group should record your group's
answers and be prepared to give a brief outline of the discussion.

1.   What problem has been identified by Mrs. Birch?

2.   What is Michael's reaction to Mrs. Birch's comments?

3.   What is the learning plan that Mrs. Birch wants to set up?

4.   Do you think that Michael will have his probationary period extended?

Essential Skills – Job Evaluation Role Play

**Note: This is an outline for the dialogue. It is not a word-for-word tape script.

Situation: Three-month probationary job evaluation at Integrated Forest Products

Roles: Mrs. Birch, HR manager at IFP
Michael Long, Probationary Health and Safety Officer

MB: Introduction, come in take a seat, etc.

ML: I hope I am not too early, etc.

MB: Some soothing words about the process for the three-month review.

Review the process:

1. Overall comments from Mark Johnstone, manager of Health and Safety Division.

2. Review performance in more detail using key job tasks and ES approach.

3. Establish a learning plan for the future.

ML: Asks questions or paraphrases …

MB: Okay, let's get started. Mark Johnstone's comments: overall performance – satisfactory. Notes that he is willing to take on complex tasks and has a positive relationship with others in the department.

ML: Some comments of appreciation.

MB: Now for the more detailed review using tasks:

1. *Areas of evaluation are: reading, document use and writing:*

   Michael Long is responsible for filling out incident reports and following up on injured worker claims and status. Logs and charts are to be kept up-to-date and completed neatly.
   All of this work is deemed to be satisfactory.

   Has been assigned the task of reading the National Safety Bulletin on a monthly basis and summarizing this for the company newsletter and for the board report.
   Has been writing lost-work-hour reports for the quarterly report.
   All of this work is deemed to be satisfactory.

2. *Area of numeracy and computer use:*

   Michael Long has to calculate the average number of work hours lost each month for the quarterly report. You use tracking software to do this, and also use graphic software and word processing software to prepare the reports and other documents.
   All of this work is deemed to be satisfactory.

3. *Area of problem solving, decision making, job planning and memory use (Thinking Skills):*

   Michael Long is required to review individual cases and decide which insurance programs apply. He must find information from a number of on-line and paper-based resources. Sometimes this information must be confirmed or updated by telephone or email.

   All of this work is deemed to be satisfactory.

4. *Area of Working with Others:*

   Michael Long works with seven other people in the Health and Safety Office. He is one of three Health and Safety Officers. Work must be divided fairly between the three officers to keep caseloads similar. Other duties are assigned by the manager. Much of the work that he does is by himself, but he participates in team meetings.

   All of this work is deemed to be satisfactory.

5. *The area is Continuous Learning:*

   Michael Long must keep current with labour standards as well as other changing regulations.

   All of this work is deemed to be satisfactory.

MB: Stop for a minute – say that there is one more area, but allow him to comment on positive aspects.

ML: Comments on how glad he is that his work is appreciated.

MB: Now, the area that is less satisfactory.

6. *The area is Oral Communication:*

   Michael Long is required to interact often with injured or sick workers – both in-person and by telephone. Injured or sick workers may feel some pressure to return to work and also may find benefits inadequate. He must also contact doctors and other health care providers re: the current status of an injured worker. This work requires complex language and interpersonal skills.

   This area is deemed to be unsatisfactory.

   There have been two formal complaints from employees and several informal complaints from health care providers that Michael Long is unsympathetic or brusque and demanding. It appears that he may not be aware of polite or diplomatic forms.

MB: So, this is a serious problem and an area that needs work. What do you think?

ML: Shows some upset – perhaps notes that there is so much work to be done.

MB: Suggests finding a mentor and establishing a learning plan.

MB: Agrees to the suggestion and says that he hopes he can do better.

Activity Plan 78

Lesson 1	🖱 **Occupational Associations: Simple Web Search**	
	55 MINUTES	HANDOUT(S): 1

Set-up Stage . . . . 7 min

- Ask learners what an "Occupational Association" (also known as *Professional, Industry or Trade Association*) is. Elicit or present the following facts:

  Occupational Associations provide:

  - standards and requirements for practice, accreditation, certification and licensure of specific occupations
  - labour market information
  - networking opportunities (conferences, events, presentations)
  - print and web-based resources on industry trends and employment opportunities

- Ask learners if they have ever performed a web search before. If you identify learners who are novices, try and pair them with a more experienced learner.

- Make sure that computers are on and learners are logged in.

- Handout the exercise sheet.

- Read through the exercise to establish the procedure.

- Clarify any confusion.

Performance Stage . . . . 45 min

- Learners follow the directions and instructor coaches, as needed.

Wrap-up . . . . 3 min

- Answer any questions.

Ways to Add Support

- Partner novice learners with more experienced learner.

Ways to Add Challenge

- Learners who are familiar with their association website can assist learners who are not. They can also extend the writing section on the back of the handout.

**Note: Inform learners that Handout 1 should be kept for reference (will be used in Job Search Dossier).

Advanced Preparation

- Book computer lab
- Prepare photocopies of:
  - ✓ Handout 1

Purpose

- Identifying industry associations
- Practising computer skills

References

Canadian Information Centre for International Credentials: http://www.cicic.ca/en/profess.aspx?sortcode=2.19.21.21

Industry Trade Authority: http://www.itabc.ca/Page72.aspxIndustry

Canadian Careers dot com: http://www.canadiancareers.com/sector.html (all links assessed 08/08/11)

Computer Lab Exercise

Part 1: Locating Website for Occupation Association

Instructions: Search for your association on the following websites OR do a Google search. <u>Try and find one site that is specifically for BC workers</u>. Ask your instructor if you need assistance.

Search these sites:

Note: If you already know your association, go to its website and skip to Part II.

CICIC: http://www.cicic.ca/en/profess.aspx?sortcode=2.19.21.21
If this link is unstable, Google: "CICIC national professional organizations"

ITA: http://www.itabc.ca/Page72.aspxIndustry
If this link is unstable, Google: "ITA industry and professional associations"

Canadian Careers dot com: http://www.canadiancareers.com/sector.html
If this link is unstable, Google: "Canadian Careers industry information"

<u>OR</u> Search through Google:

Enter your occupation title (possessive form + association) into the www.google.ca search window. For example, "nurses' association", "millwrights' association". Look for the best link (you want an occupation or industry association, not a union or training program, although these sites may have links to associations on their pages).

Part II: Report

Instructions: Fill in the blanks

1. Association's Name: _____

2. Association's web address: _____

3. Is this a federal (Canada-wide) or provincial (BC) association? _____

Write down two things of interest to you:

1. _____

    _____

2. _____

    _____

Important: Keep this handout; you will need it for another activity.

Activity Plan 79-EXT

Lesson 1	🖱 **Vocabulary: Describing Work and Experience**	
	75 MINUTES	HANDOUT(S): 3

- To review: Elicit information: what is a phrasal verb? What is an idiom? Introduce the vocabulary for describing work.

- Explain that in this extension, learners will be reading individually about twelve phrasal verbs related to describing and finding work and working through questions that will aid in understanding. They may work with a partner at the instructor's discretion.

- Learners write a conversation using the phrasal verbs and idioms from the Reading Stage. Instructor will give feedback. If time, encourage them to check a partner's conversation and practise reading it out loud.

Advanced Preparation

- Prepare photocopies of:
  - ✓ Handout 1
  - ✓ Handout 2
  - ✓ Handout 3

Purpose

- Practising phrasal verbs and idioms that are commonly used and might be heard or used when describing work and experiences

- Encouraging learners to read independently and ask questions when necessary

- Encouraging learners to consider use the phrasal verbs and idioms in a written conversation

Phrasal Verbs for DESCRIBING: Meanings and Explanations

1.	to pay back*	7.	to start off *
2.	to go after	8.	to come forward
3.	to be taken with	9.	to turn down*
4.	to stand up for	10.	to start over
5.	to work on	11.	to think back
6.	to enter into*	12.	to sort out*

*SEPARABLE: A separable phrasal verb can have a noun or pronoun between the verb and the other parts of the phrasal verb.

1. **To pay back***: We use **to pay back** to describe repaying something (maybe a loan, a debt or a favour) to a person or organization.

    For example:

    • *The younger employees don't have families, but many of them are working hard to pay back their student loans.*

    • *Mohamed agreed to pay Luis back for the money he loaned him on the day Mohamed forgot his wallet at home.*

    • *The company took out a business loan to pay for the expansion. They will pay it back slowly over the next 10 years.*

2. **To go after**: We use **to go after** to describe trying to get something or trying to achieve something.

    For example:

    • *Some of the members of the construction crew were going after shifts that started a little later in the day so they could miss rush hour traffic.*

    • *If we are going to get this government contract, we are really going to need to pull together and go after it. It will take a team effort.*

    • *Once I was finished university, I decided to go after any job in journalism that I could find. That is how I ended up writing for the "Boat Reporter".*

    • *Are you trying to go after my job?*

3. **Be taken with**: We use to **be taken with** to describe the being attracted to – or really interested in – something or someone.

    For example:

    • *I'm quite taken with the idea of expanding the company into another city.*

    • *The supervisor seems really taken with the new marketing assistant. I hear she graduated from Harvard.*

    • *She left her previous job because she wasn't very taken with working on the West Shore. The commute was too long.*

4. **To stand up for**: We use **to stand up for** to show support or defence for an idea or a person.

   For example:

   - *I came to work here because I wanted to stand up for the people who cannot fight for themselves.*

   - *When Julie saw that one of her co-workers was being bullied, she was quick to stand up for him.*

   - *Sucheta felt she was being unfairly accused of being late too often, and she stood up for herself.*

5. **To work on**: We use **to work on** (1) to indicate developing, practising or building up skills. And (2), we use to work on when trying to persuade or convince someone to do something.

   For example:

   - *(1) Corey has really been working on his customer service skills. I've noticed a big improvement in his sales numbers.*

   - *(1) As a development team, we are going to work on – not only creating interesting products – but also on doing so in an environmentally conscious way.*

   - *(2) I have been working on the boss to let us go early – in time for the big game.*

   - *(2) Austin needs to work on the other members of his project team to get them to enter the competition.*

6. **To enter into**: We use **to enter into** to describe becoming involved in something or taking part in something like an agreement, an understanding, a discussion or a negotiation.

   For example:

   - *The union leaders and the management team have entered into a third round of negotiations.*

   - *The two parties in the law suit entered into an agreement that was workable for both sides.*

   - *She was going to enter into a discussion with her boss about the possibility of getting a raise, but her boss was called out of the office.*

7. **To start off**: We use **to start off** when we are planning to get going on something or to initiate something.

   For example:

   - *Since we have a few new people here, I'd like to go around the table and have everyone introduce themselves. John, if you could start us off.*

   - *Looking ahead, I see a great future for you in this company – starting off with your ability to speak five different languages. That will be a huge asset to us.*

   - *When doing an inventory, start off with the items in the storeroom and then look at what is in the offices.*

8. **To come forward**: We use **to come forward** to indicate volunteering for something, or being asked to volunteer. It is also used if someone is asked to step forward or show themselves for either recognition, or because there is a problem.

   For example:

   - *The managers are hoping someone will come forward and offer to do the scheduling for the next month.*

   - *Will the person who broke the photocopier and didn't call for repairs please come forward. I would like a word with you.*

   - *I was planning to come forward and offer to help on the social committee, but I realize I just don't have time.*

9. **To turn down**: We use **to turn down** to refer to the times when we refuse or say "no" to something, like a job offer or an opportunity.

   For example:

   - *I hate to have to do it, but I am going to have to turn down the job offer. I just can't imagine moving my children to a whole other city.*

   - *Of course I said yes! It's not like I was going to turn down a promotion like that!*

   - *Joe wanted Barney to switch shifts with him so that he could go to the hockey game, but Barney turned him down.*

10. **To start over**: We use **to start over** to talk about beginning something again, like a project, a task or an assignment. To repeat the beginning of something.

    For example:

    - *Though she was exhausted, Noreen decided to start over at midnight after her computer crashed.*

    - *After getting laid off from his job in Ontario, he decided to move out west and start over.*

    - *You have just enough time to start over. I hope you can get it right this time!*

11. **To think back**: We use **to think back** when we want to remember something, or ask someone to remember something.

    For example:

    - *Thinking back, I now see that we should have known Dylan was trouble from the day we hired him.*

    - *David thought back on his first job in a very fond way.*

    - *Think back – what was the name of that client who always wanted us to drink tea with her?*

12 **To sort out**: We use **to sort out** to express organizing something or putting something in order, like a serious of plans or ideas, or something more concrete like a closest or storage room.

   For example:

   - *I can't talk long, I have to go and sort out my travel arrangements for Monday.*

   - *Wesley, can you please help me sort out this latest delivery? I can't seem to figure it out.*

   - *Willow was trying to sort out what she should say during her speech at the conference.*

Phrasal Verbs: Practice

Fill in the blanks in the following short conversations using the 12 phrasal verbs or idioms from this unit. **Be careful. You might need to change the phrasal verb or idiom to make it fit the grammar of the sentence**. For example, you may need to add *–s*, or *–ed*, or *–ing*.

A.   **Context**: During a job interview, the applicant is talking about their experiences.

   Dan: *Okay, so let's _____(1) with a few basic questions. Why are you applying to work here?*

   Austin: *Well, first off, I was very _____(2) with the information I read about this company on your website. It's so different from where I used to work. I was really excited to see if I would fit in here.*

   Dan: *What kind of job would you _____(3)?*

   Austin: *I would be willing to _____(4) just about any position in the accounting and finance department. I have a lot of experience with that.*

   Dan: *How long have you been interested in accounting?*

   Austin: *_____(5), I think I have always loved numbers – even as a child I played accountant.*

B.   **Context**: During and employee evaluation session, Danika and Robin are talking about what Robin thinks of her own performance on the job.

   Danika: *Ok, so you've heard my feedback and it's mostly all wonderful. Is there anything you'd like to _____(6) related to your performance on the job?*

   Robin: *Well, one thing I need to work on is to get better at accepting help. I need to practise not _____(7) help when it's offered. I know now that I don't have to do everything by myself.*

   Dan: *Glad to hear that. We like to think of ourselves as a team here! Any other goals you might have?*

   Robin: *Well, on a personal note I would like to learn better budgeting so that I can _____(8) my student loan faster.*

   Dan: *Sounds like I great idea. Did you know we offer personal development courses on family finance and budgeting every so often? You should check it out.*

C. **Context**: An employee comes forward after witnessing an incident of workplace bullying.

Akiko: *Thanks for _____ (9) with your concerns. Can you tell me again what happened?*

Mark: *Well, I'm not sure exactly. The incident took place in the staff room and I seemed to walk in on something where Quinton was trying to intimidate Sam. You know – giving him a hard time for some reason. I immediately tried to _____(10) Sam, but Quinton tried to laugh it off, then told me to mind my own business and left the room.*

Akiko: *Were you able to talk to Sam? Did he say anything?*

Mark: *He said that Quinton threatened to "do something to him" if Sam didn't start giving up some of his shifts, but then he tried to turn it into a joke. Sam didn't feel comfortable coming forward, so I thought I would.*

Akiko: *Okay, thanks for telling me about this. We will _____(11). We have had too many complaints about Quinton; I think it might be time he _____(12) in another job somewhere else.*

Make Your Own Conversations

(Assignment to hand in to the instructor)

Now you try!

During the extension, write short conversations that use all of the twelve phrasal verbs or idioms in this unit. The topic of your conversation should be related describing the work you do or describing your work experiences, if possible.

Write your conversations on a piece of lined paper that you can give your instructor. He or she will collect your assignment, correct it for you, and give you feedback.

1. start off

2. taken with

3. go after

4. enter into

5. thinking back

6. work on

7. turning down

8. pay back

9. coming forward

10. stand up for

11. sort this out

12. started over

Activity Plan 80

	Introduction to Component 1: Planning for Lifelong Learning
Lesson 2	
	30 MINUTES HANDOUT(S): 1

Set-up Stage . . . . 5 min

• Introduce learners to the component.

Presentation Stage . . . . 20 min

• Introduce the idea of Lifelong Learning or Continuous Learning from Handout 1 (may create an overhead, if desired).

• Learners discuss questions in groups; then go over as a class.

Wrap-up . . . . 5 min

• Answer any questions and review what was covered.

Ways to Add Support

• Go over some "vocabulary" in more detail.

Ways to Add Challenge

• Add additional discussion questions.

Advanced Preparation

Prepare photocopies of:

✓ Handout 1

• Make overhead of handout, if desired.

Purpose

• Introducing the component

What is lifelong learning? What is continuous learning?

Working in groups talk about these questions:

What do you think is meant by the term lifelong learning? How do you think it is achieved?

Have you ever taken a continuing education class? What was it? Why did you take it?

What are some jobs that need a lot of training? Why do you think some jobs require "upgrading" or more training every few years?

Some people go to workshops or conferences for their work. Do you? Talk about it. Why do people go to such things?

Lifelong learning is about expanding your ability to learn by regularly upgrading your skills and increasing your knowledge. Strong, continuous learning skills are required to successfully adapt to changing work and life demands. Continuous learning in the workplace involves viewing your experiences as potential learning, and then looking again at the way you think, how you do things, why you do things and how you can improve.

Along with text reading, writing, oral communication, thinking skills and working with others, continuous learning is considered essential in the Canadian workforce. It is important for your success in most workplaces, and in many cases, it will be important for a personal sense of fulfillment and happiness.

There will be more about the importance of lifelong learning and different ways to achieve it later on in the module, but to begin, we will look at the important steps of planning what it is you want to achieve so that you know which direction to take your learning. As with many things in life, it all starts with a plan.

Do you know how to make an effective plan?

Do you know how to set goals that you will actually meet?

In order to begin thinking about a lifelong learning plan, let's look at what goals are important to you using something called a SMART Plan.

Activity Plan 81

Lesson 2	TV **SMART Planning: Part 1**	
	75 MINUTES	HANDOUT(S): 4

Set-up Stage . . . . 5 min

- Transition from the Introduction to Planning for Lifelong Learning to GOAL SETTING.
- Ask learners about their experiences in setting and achieving goals.

Presentation Stage . . . . 10 min

- Introduce the idea of SMART Planning using the samples from Handout 1 (may create an overhead if desired).
- Explain that there are different ways of setting goals for lifelong learning and that some ways are more successful than others.
- Distribute Handout 2.
- Watch online Video and do questions with partner. Discuss. Go over as a class.

Reading Stage . . . . 30 min

- Distribute Handout 3.
- Learners read the article and then work though the questions. Review answers and discuss as a class.

Grammar Stage . . . . 25 min

- Review the various ways that we can talk about future plans. Look at aspects of certainty and uncertainty ("I will …""I am thinking of …").
- Distribute Handout 4.
- Work through Error Analysis. Go over the answers and discuss as a class.

Wrap-up . . . . 5 min

- Answer any questions and review what was covered.

Ways to Add Support

- Go over some "vocabulary" in more detail for the video clip and the reading; depending on the class, you may wish to do this beforehand, or create extra worksheets for additional practice.

Ways to Add Challenge

- Turn the reading into a Jigsaw Activity by dividing up the various aspects of SMART Planning and having learners teach each other.
- Add additional discussion questions.

Advanced Preparation

- Prepare photocopies of:
  - ✓ Handout 1
  - ✓ Handout 2
  - ✓ Handout 3
  - ✓ Handout 4
- Make overhead of handouts, if desired.
- Access Internet to project video on a screen, or learners at individual computers.

Purpose

- Introducing SMART Planning
- Learning vocabulary and structures needed to describe goal setting in appropriate terms
- Encouraging learners to think about goal setting in various aspects of their lives
- Preparing learners to be able to account for gaps in their job search dossier

References

How to write a SMART Goal by Dave @ 5 Rules
http://www.youtube.com/watch?v=YmOS3dj9h0s&feature=related (accessed on July 30, 2011)

The SMART Principle for Reaching Your Goals and Resolutions by Danielle Duplassie
http://www.counsellingbc.com/article/Vancouver-counselling-goal-setting.html (accessed on August 1, 2011)

SMART Planning: Look at these examples

Your SMART planning and goal setting may be very specific to your work.

> **Career Goals**
>
> *My goal is to be promoted to supervisor by the end of next year. To achieve this, I will take advantage of the mentoring offered by my current supervisor, and I will take professional development courses and training to help make this happen.*

It may be broken down into a five-year plan.

> **Career Goals**
>
> **One-Year Plan:**
>
> *I will be finished getting my accountant's license (CPA) at the end of December.*
>
> **Three-Year plan:**
>
> *In three years, I will be a manager in this company, giving excellent support and training to new staff, while taking management courses.*
>
> **Five-Year Plan:**
>
> *Start my own accounting firm.*

Or, your SMART planning may take a broad or balanced approach, covering a variety of aspects of your life.

Enhance your job	**Activate your body**
This year, I will take two work-related training courses (Excel and Social Media training). I will apply to transfer departments.	*I will take two exercise classes a week at the gym. I commit to walking with my children and my dog three times a week for 30 minutes.*
Build your community	**Energize your mind**
Once a month, I will volunteer for two hours at the community centre.	*This fall, I will take an Italian cooking course at the college.*

How to Write a SMART Goal

Before you watch, talk about these questions with a partner or in groups:

Why do we set goals?

What goals do people usually have?

Why do people not reach their goals?

Now, watch the video on **How to Write a SMART Goal**, and take notes in the box.

1. What is a SMART goal?

2. Why is "I'm going to try to lift weights" a poor goal?

3. Poorly written goals contain what kind of words language? What is the problem with this language?

4. What are some questions you can ask yourself with the goals is written?

5. Why might you have to rewrite your goal?

Read the article on the SMART principle and then answer the following questions.

The SMART Principle for Reaching Your Goals and Resolutions

By Danielle Duplassie, MA, Ph.D. Student, RCC Founder and Director of The Shanti Counselling Centre

Each New Year, many people often set "resolutions" for themselves to grow and/or feel more fulfilled in some way – a resolution to be healthier; a resolution to get a better job; a resolution to have a better relationship with one's partner … and the list can go on and on. The difficulty with resolutions is that they are often vague and do not incorporate the process through which they will be achieved. The lack of planning on how to initiate and monitor a resolution can often set people up for failure.

As counsellors, part of our job is to work with clients to help them to achieve their goals, objectives, and/or resolutions. One of the acronyms used to help clients identify a process to achieve their goals is the "**SMART**" principle. Let's apply this principle using the example of "I want to be healthier this year."

Specific – It's impossible to achieve a goal that is vague. Goals and resolutions must be specific. If you want to be healthier, what does that look like? Do you want to eat better foods? Do you want to exercise? Do you want to engage in relaxation practices such as meditation? Get specific about what your resolution is – I want to be able to lift 20 pounds on the bench press; I want my waist to be two inches smaller; I want to attend a yoga class at least three times/month.

Measurable – How will you know when you have achieved, or you are in the process of achieving, your resolution or goal? Goals must be measurable. With respect to health, how will you know when you are healthier? Will your body feel lighter or stronger? Will you be able to walk or run a further distance? Will you be able to touch your toes? Highlight the ways in which you can specifically measure the success of your goals.

Attainable – Is the goal you are attempting to implement even attainable? If you want to lose 20 pounds in one week, that is certainly not attainable. However, losing one to two pounds in a week is far more manageable. Keeping your goals and resolutions within your reach will set you up for success.

Realistic – Is your goal or resolution realistic? Will your life circumstances allow you to implement your strategies in the way that you would like? For example, if you are wanting to implement one hour of exercise into your daily life, will your work, family, and social life allow you to do so? If not, get realistic with yourself and create a goal that is do-able… maybe one hour three times a week is more realistic.

Timely – Set a time-frame to work with. Highlight your short-term focus and your long-term focus, with an emphasis on the short-term. This will help you to see the progress of your specific, measurable, attainable and realistic aspirations.

An important element to remember when creating goals and resolutions is that the journey is more important than the destination. When an individual puts too much focus on the destination, it can sometimes become overwhelming and contribute to a failure in meeting one's desired goals. Enjoy the process and you'll be more likely to succeed!

Danielle Duplassie is a Registered Clinical Counsellor and the Founder and Director of The Shanti Counselling Centre in Burnaby, BC.

Comprehension Questions

Circle the answer T (True) or F (False) for the following questions.

1. One of the problems with New Year's Resolutions is that they aren't specific enough.   T   F
2. Lack of planning will set you up for success.   T   F
3. It's important to keep goals and resolutions vague.   T   F
4. Knowing how to measure if you have achieved your goal is important.   T   F
5. You should set very high goals for yourself.   T   F
6. When you set a goal, make sure it fits into your life and time available.   T   F
7. You should try to set short-term and long-term goals.   T   F

Answer the following and discuss with a partner. You can use information in the reading, or your own ideas, or both.

1. Why should we make our goals specific?

2. What happens if we set unrealistic goals for ourselves?

3. What are some different ways to measure if a goal has been met?

4. Why is a timeframe a good idea when setting goals?

5. What do you think it means – "the journey is more important than the destination"? How is this related to goal setting?

Comprehension Questions

Circle the answer T (True) or F (False) for the following questions.

1. One of the problems with New Year's Resolutions is that they aren't specific enough.   (T)   F
2. Lack of planning will set you up for success.   T   (F)
3. It's important to keep goals and resolutions vague.   T   (F)
4. Knowing how to measure if you have achieved your goal is important.   (T)   F
5. You should set very high goals for yourself.   T   (F)
6. When you set a goal, make sure it fits into your life and time available.   (T)   F
7. You should try to set short-term and long-term goals.   (T)   F

Answer the following and discuss with a partner. You can use information in the reading, or your own ideas, or both.

Answers will vary.

1. Why should we make our goals specific?

2. What happens if we set unrealistic goals for ourselves?

3. What are some different ways to measure if a goal has been met?

4. Why is a timeframe a good idea when setting goals?

5. What do you think it means – "the journey is more important than the destination"? How is this related to goal setting?

Language and Grammar for Talking About Goals

When we talk about plans and SMART goals, we refer to the future. There six ways of expressing the future when we are talking or writing about something that is not now, but next:

Going to

Using "going to", you can state an individual intention, or make a prediction about what you know/feel/see. See these examples:

I am going to stop smoking this year.

The sea is going to be very rough this afternoon, so don't go swimming.

John is going to apply for that job.

Future Simple

Back to "will" and "shall". With these two words plus the infinitive of a verb, you can express: a future fact, a sudden decision, an offer, a threat, a promise, an opinion about the future, a probability – especially after think, suppose, expect, doubt if.

Here are a few examples:

Tomorrow will be our anniversary.

It's all right – I'll make dinner tonight.

I will walk you to your house if that's easier for you.

I'll support you, no matter what happens.

I suppose we'll manage without the computer.

Present Continuous

This is almost the same as "going to", but it's not quite as personal. Look at this:

The Government is thinking about introducing a new law.

We are hosting a networking event on Friday night.

Janice is presenting her report at the next meeting.

Present Simple

We use this when we are thinking of the certain future – something already arranged as in a timetable or program:

Your train leaves in 10 minutes.

The meeting starts right after lunch.

Is to/Are to

These are used to express an instruction, or something arranged officially. Here is an example:

The finance ministers are to meet next month to discuss the crisis.

The president of the company is to announce his retirement next week.

I am to go to a meeting at 7 pm, but I'm so tired, I really don't want to go.

About to/Due to

We use these when we want to describe actions that are expected to happen – usually fairly soon. An example:

The 100 metre race is about to start any minute now.

She was about to head in to her meeting when her phone rang.

*I am due to g*et a raise very soon.

> **These are some other ways to refer to a future time, but they are not definitive enough for SMART goal setting. These might be useful for plans that are less firm.**
>
> She <u>hopes to get</u> a new car.
>
> Mohammed <u>plans to get</u> a new car.
>
> She'<u>d like to travel</u> this summer.
>
> I <u>want to live</u> in the big city.
>
> They'<u>d love to move</u> to a new department.

Error Analysis

Work with a partner. Read the sentences and try to <u>find the errors</u>. There may be errors of grammar, word choice or word order. Rewrite the sentences so that they use correct grammar – referring to a **future time**. There may be more than one error in the sentence.

1. Tess is going to having her house paid off in 10 years coming.

2. Dave will be available to helping you paint the office yesterday.

3. It's okay I will finished the incident report later.

4. The company are going to opening a new branch and be turn a profit by the end of next year.

5. The old offices are about to being renovated. The project will be completing by the beginning of October.

Discuss

With a partner, talk about the following. Try to use language that refers to a future time.

What plans does your employer have for growing their business?

Do you have any goals for improvements around your home or apartment? What are they?

Do you have any ideas for improving your health and fitness in the future? What are they?

What are you doing today after class is over?

Activity Plan 82

Lesson 2	**Writing SMART Plans**	
	30 MINUTES	HANDOUT(S): 1

Set-up Stage . . . . 3 min

• Indicate to learners that we they are now going to have an opportunity to practise writing up some SMART goals for their education, professional and personal lives.

• Remind them that they can refer to the earlier activities on SMART planning, as well as the language and grammar points.

Performance Stage . . . . 25 min

• Learners follow the directions on the handouts and the instructor coaches, as needed.

• Remind learners to refer back to the earlier part of the lesson, if necessary.

• Instructor assists with any vocabulary questions.

Wrap-up . . . . 2 min

• Answer any questions.

Ways to Add Support

• Partner novice learners with more experienced learners.

Ways to Add Challenge

• Learners who are familiar with their association website can assist learners who are not. They can also extend the writing section on the back of the handout.

Advanced Preparation

• Prepare photocopies of:
  ✓ Handout 1

Purpose

• Learners write their SMART plans

• Practising writing clear and complete goals

Writing SMART Plans: Part 1

1. Using the materials already presented in this lesson, write your **SMART Plans** in the following areas. Be sure to make them **S**pecific, **M**easurable, **A**ttainable, **R**ealistic, and **T**imely.

    Educational Plans

    _____

    _____

    _____

    Professional Development Plans

    _____

    _____

    _____

    Work Related Plans

    _____

    _____

    _____

    Financial Plans

    _____

    _____

    _____

    Health and Wellness Plans

    _____

    _____

    _____

2. Once complete, if you feel comfortable sharing these goals, compare them with a partner. At this time, you can discuss your goals and help each other to ensure that the language reflects clear SMART plans as well as good grammar and spelling. Then, give them to your instructor for feedback.

Activity Plan 83

Lesson 2	**Vocabulary: Review and Practise Phrasal Verbs**	
	40 MINUTES	HANDOUT(S): 2

Set-up Stage . . . . 20 min

- Check separable and inseparable phrasal verbs.

- Distribute Handout 1. Look at making sentences.

- Review the conversations that the learners wrote for assignment. Practise if time allows.

Speaking. . . . . 20 min

- Distribute Handout 2.

- Learners interview each other using the phrasal verbs from this module.

Advanced Preparation

- Prepare a review activity of vocabulary from **Activity 79-EXT**.

- Prepare photocopies of:
  - ✓ Handout 1
  - ✓ Handout 2

Purpose

- Reviewing and practising vocabulary from previous day

- Introducing separable and inseparable phrasal verbs

- Encouraging learners to use the vocabulary from the lesson by practising their written conversations

Separable and Inseparable Phrasal Verbs

By now, you know that a phrasal verb is usually made of a verb and a preposition, and that sometimes you can put the object of such verbs between the verb and the preposition. These phrasal verbs are called separable. In the list of phrasal verbs, there is an asterisk (*) next to these kinds of verbs. Some phrasal verbs are inseparable, which means that they cannot be separated. Sometimes a phrasal verb has several different meanings, and only some of the meanings are separable.

Let's look again at this list of phrasal for this module.

1.	to pay back*	7.	to start off *
2.	to be after	8.	to come forward
3.	to be taken with	9.	to turn down*
4.	to stand up for	10.	to start over
5.	to work on	11.	to think back
6.	to enter into*	12.	to sort out*

A. Fill in the boxes below with the words from the list above.

Separable phrasal verbs	Inseparable phrasal verbs

B.   Fill in the blanks in the following sentences using the object provided. Put the object between the two parts of the verb, if possible.

1.   *I would really like someone to _____the fridge in the staff room.*

     Verb: *come forward*

     Object: *to clean*

2.   *Part of my duties were to _____so that all shifts were properly covered for safety.*

     Verb: *sort out*

     Object: *the schedule*

3.   *Yes, it's true, I am _____. While I would love to be making more money, I can't be taking on more responsibility right now. Maybe once I have finished school.*

     Verb: *turn down*

     Object: *the promotion*

4.   *She didn't expect to have anyone _____from upper management.*

     Verb: *stand up for*

     Object: *her*

5.   *I moved here initially because I _____ but I am afraid it's time to move on.*

     Verb: *be taken with*

     Object: *the city*

6.   *Janice thinks we need to consider _____ if we want to meet our monthly targets.*

     Verb: *to work on*

     Object: *efficiency levels*

7.   *I don't have time _____with you about this right now.*

     Verb: *to enter into*

     Object: *a debate*

Vocabulary Teamwork: Speaking Practice

- Read each question and ask your instructor if you don't understand any of them.
- Use the seven questions to talk to seven different people.
- Summarize their answers.

Question	Name of the person you asked	Summary of answer
1. When was the last time you **stood up for** yourself or someone else at work or in your personal life? Talk about it.		
2. Have you every **turned down** a job or opportunity and then regretted it? What did you **turn down** and why?		
3. Most of us in this course know what it is like to **start over**. What is the best thing about **starting over** for you? What's the worst?		
4. Personal development is important for all of us. What is something in your personal or professional life that you want to **work on**?		
5. Some people in this group may be considering a career change. What is a job that you might be interested in **entering into**?		
6. **Thinking back** to your childhood, what kind of job did you want to have when you were young? Why?		
7. Have you ever had to help a colleague **sort out** a problem at work? What was the problem, and how did you help?		

Useful Language for Speaking Activities:

- *Would you mind if I asked you a question?*

- *May I ask you a question?*

- *By the way, can you tell me your name again? And how do you spell that?*

- *I'm sorry, would you mind repeating that?*

- *Sorry? Could you say that again please?*

> Practise using these phrases when interviewing people in your class. These are also good to use as strategies for comprehension in the workplace, and in other aspects of your life.

Activity Plan 84-EXT

Lesson 2	🖱 **Using and Refining Web Searches**	
	75 MINUTES	HANDOUT(S): 3

Set-up Stage . . . . 15 min

- Indicate to the learners they are going to practise using the Internet and refining web searches. Elicit information about how to search the web and see what learners already know. Write answers on the board; you can add to this list later.

- Before you begin, find out how many learners know how the Internet works. Elicit information and write on the board.

Practice Stage . . . . 45 min

- VIDEO 1: Ask learners go to Google and search, "*YouTube + How the Internet works in under 5 minutes*".

- Give out Handout 1.

- Independently, learners work through questions. They can listen as many times as they want to answer the questions.

- Instructor assists with any vocabulary questions.

- VIDEO 2: Ask learners to do another Google search, "YouTube + Web Search Strategies in Plain English".

- Give out Handout 2.

- Independently, learners work through the questions. They can listen as many times as they want to answer the questions.

- Learners can compare answers. Go over as a class.
  Give out Handout 3. Learners follow the task.

Wrap-up . . . . 15 min

- Compare findings with classmates at the end.

- Share useful websites with each other.

- Answer any questions.

Ways to Add Support

- Partner novice learners/computer users with more experienced learners.

Ways to Add Challenge

- Learners who are familiar with web searching can assist learners who are not.

Advanced Preparation

- Book computer lab if necessary.

- Learners will need earphones if they are to do this independently; otherwise, do as a group.

- Prepare photocopies of:
  - ✓ Handout 1
  - ✓ Handout 2
  - ✓ Handout 3

- Make an overhead of Answer Key Handouts if desired.

Purpose

- Learners becoming familiar with terminology of how the Internet works

- Learners becoming familiar with terminology of how to make effective searches on the web

- Conducting web searches for more information on SMART plans

References

VIDEO 1 – Go to: http://www.youtube.com/watch?v=7_LPdttKXPc&feature=related accessed on August 8, 2011. If any problems connecting, search for "How the Internet Works in 5 Minutes" by Aaron Titus

VIDEO 2 – Go to: http://www.commoncraft.com/search or http://www.commoncraft.com/video/web-search-strategies accessed on August 8, 2011. If any problems connecting, search for "**Web Search Strategies in Plain English**" (2:39) by Lee LeFever

How the Internet Works: VIDEO

Before you watch:

Talk with some of your classmates about the following questions.

What do you know about how the Internet works?

How does the information get from one computer to someone else's computer?

How does email work? Do you know?

At your computer, log onto the Internet. Do a computer search for: "How the Internet Works in 5 Minutes". You should find the web site http://www.youtube.com/watch?v=7_LPdttKXPc&feature=related

Watch the video and then answer the questions below. You may watch the video as many times as you like. As well, you may pause and rewind if this helps you to understand.

Questions:

Read the following sentences and decide if the sentence is TRUE (T) or FALSE (F).

1. The Internet is wireless.   T   F

2. All computers act as servers.   T   F

3. A router figures out where the information wants to go.   T   F

4. The IP numbers are long and complicated.   T   F

5. ISP stands for Internet Sharing Portal.   T   F

6. Pictures are always sent in pieces, rather than as a whole.   T   F

7. If you understand this video, you know more than most people do about how the Internet works.   T   F

Complete the sentence. Choose the best word from the video (in the box) to complete the sentence.

communicate	wire server	postal	electricity	Internet	packets

1. Understanding the Internet is like understanding how _____works.

2. The Internet is a _____.

3. Two computers are connected to this wire can _____.

4. An IP address is similar to a _____ address. It is unique.

5. An Internet service provider is also known as a _____.

6. When computers send information across the Internet, they break the information into _____.

How the Internet Works: VIDEO

Before you watch:

Talk with some of your classmates about the following questions. **_ANSWERS WILL VARY._**

What do you know about how the Internet works?

How does the information get from one computer to someone else's computer?

How does email work? Do you know?

At your computer, log onto the Internet. Do a computer search for: "How the Internet Works in 5 Minutes". You should find the web site http://www.youtube.com/watch?v=7_LPdttKXPc&feature=related

Watch the video and then answer the questions below. You may watch the video as many times as you like. As well, you may pause and rewind if this helps you to understand.

Questions:

Read the following sentences and decide if the sentence is TRUE (T) or FALSE (F).

1. The Internet is wireless.   T (F)

2. All computers act as servers.   T (F)

3. A router figures out where the information wants to go.   (T) F

4. The IP numbers are long and complicated.   (T) F

5. ISP stands for Internet Sharing Portal.   T (F)

6. Pictures are always sent in pieces, rather than as a whole.   (T) F

7. If you understand this video, you know more than most people do about how the Internet works. (T) F

Complete the sentence. Choose the best word from the video (in the box) to complete the sentence.

communicate	wire server	postal	electricity	Internet	packets

1. Understanding the Internet is like understanding how __**_electricity_**__ works.

2. The Internet is a _____**_wire_**___.

3. Two computers are connected to this wire can _____**_communicate_**_____.

4. An IP address is similar to a ____**_postal_**___ address. It is unique.

5. An Internet service provider is also known as a ____**_server_**___.

6. When computers send information across the Internet, they break the information into ___**_packets_**_____.

How to do a search on the Internet: VIDEO

Before you watch:

Talk with some of your classmates about the following questions.

How do you search for something on the web?

What Internet search engines do you use and why?

How do you know which websites are "good" website and which ones are not good?

At your computer, log onto the Internet. Do a computer search for "How to do a search on the Internet + Common Craft". You should find the web site: http://www.commoncraft.com/video/web-search-strategies

Watch the video and then answer the questions below. You may watch the video as many times as you like. As well, you may pause and rewind if this helps you to understand.

Questions:

Read the following sentences and decide if the sentence is TRUE (T) or FALSE (F).

1. The web seems like an ocean of information.   T   F

2. Search engines make that ocean of information bigger.   T   F

3. When you search for a word, the search engines look for all the pages where that word is found.   T   F

4. The pages with the fewest links rank first in the search results.   T   F

5. Reducing the number of results will help you find what you need.   T   F

6. Each word you write in the search box will get you farther away from what you need.   T   F

Complete the sentence. Choose the best word from the video (in the box) to complete the sentence.

| easier   exclude   linking   all of the pages   displays   vote   specific   short cuts   account for   results |

1. Search engines make finding information _____.

2. Search engines try to _____ every word on every web page.

3. When you search for a word, the search engine finds _____where the word appears and _____ them.

4. The pages that appear fist in the search results have lots of other pages _____ to them.

5. Each link to a web page is like a _____.

6. How do you reduce the number of results _____ .

7. Try to be _____ and describe what you are looking for in the search box.

8. To be a smart web searcher you need some _____.

9. Use quotes to limit the _____ of the phrase you are looking for.

10. If you want to _____ something in the search, use a minus sign (-).

How to do a search on the Internet: VIDEO

Before you watch:

Talk with some of your classmates about the following questions. **_Answers will vary._**

How do you search for something on the web?

What Internet search engines do you use and why?

How do you know which websites are "good" website and which ones are not good?

At your computer, log onto the Internet. Do a computer search for "How to do a search on the Internet + Common Craft". You should find the web site: http://www.commoncraft.com/video/web-search-strategies

Watch the video and then answer the questions below. You may watch the video as many times as you like. As well, you may pause and rewind if this helps you to understand.

Questions:

Read the following sentences and decide if the sentence is TRUE (T) or FALSE (F).

1. The web seems like an ocean of information. (T) F

2. Search engines make that ocean of information bigger. T (F)

3. When you search for a word, the search engines look for all the pages where that word is found. (T) F

4. The pages with the fewest links rank first in the search results. T (F)

5. Reducing the number of results will help you find what you need. (T) F

6. Each word you write in the search box will get you farther away from what you need. T (F)

Complete the sentence. Choose the best word from the video (in the box) to complete the sentence.

| easier exclude linking all of the pages displays vote specific short cuts account for results |

1. Search engines make finding information ___**easier**___.

2. Search engines try to ___**account for**___ every word on every web page.

3. When you search for a word, the search engine finds ___**all of the pages**___ where the word appears and ___**displays**___ them.

4. The pages that appear fist in the search results have lots of other pages ___**linking**___ to them.

5. Each link to a web page is like a ___**vote**___.

6. How do you reduce the number of results ___**results**___.

7. Try to be ___**specific**___ and describe what you are looking for in the search box.

8. To be a smart web searcher you need some ___**short cuts**___.

9. Use quotes to limit the ___**results**___ of the phrase you are looking for.

10. If you want to ___**exclude**___ something in the search, use a minus sign (-).

Searching the Web

In this lesson, we talked about setting goals and SMART planning. Now you are going to do some Internet research to find more information about how goal setting can help your career and your personal life. Look at the box for a summary of tips for Internet searches.

Initiating Search and Analyzing Search Results

- Choose and access a search engine (e.g., Google, Yahoo, AltaVista), or a Search Directory.

- Enter a keyword or phrase in the search box.

- Analyze search results:

  ✓ **Skim** the first page of the list of search results

  ✓ **Read** brief descriptions of results

  ✓ **Evaluate** the scope of results and the relevance to your purpose: results too broad? Too narrow? Too numerous?

  ✓ **Determine** whether to refine the search or to explore some of the results

Refining a Search

- Determine alternate keywords or synonyms, and enter in search box

- QUOTATIONS ("..."): Placed around search terms; they limit search results to web pages, with all the search terms in exactly the order entered.

- PLUS SIGN (+): Placed between search terms; it limits search results to web pages with both search terms.

- MINUS SIGN (-): Placed in front of a term; it limits search results to web pages without the word after the minus sign.

- OR: Placed between search terms; limits search to results with either word.

- Limit search to results to web pages with a specific domain (.com .org .edu or .ca), updated within a specific time period, from a specific country (see search engine tutorials for procedure).

Exploring Results

- Interpret search result (identifying hypertext, parts of the URL, brief description)

- View web pages (using hypertext, cached web pages with search terms highlighted, Back, Forward, Stop, Refresh and Home buttons on tool bar to navigate web pages)

- Use Favorites to store or access direct links to useful websites

Adapted from: *Toronto Catholic District School Board. (n.d.). LINC 5-7 Curriculum Guidelines, p. 315*

Looking back at the SMART goals you wrote earlier in this lesson, you are going to do some web investigations for resources that may help you reach your goals. Let's look at an example. Perhaps one of your EDUCATIONAL plans is to complete an online MBA with a focus on Human Resources in the next five years. <u>Do a web search</u> and see what online programs or resources can help you with this goal. It could look like this.

MBA + Human Resources + online

On this paper, write down any interesting sources (web pages about universities, details about entry and requirements, or "how to apply") so that you can go back to them later if you wish.

Conduct searches for two or three of your goal areas (you probably will *not* have time for more in class, but you can finish up later), and try to find useful websites that might help you reach your goals. Share any interesting websites you find with your classmates and instructor.

Here are the goal areas again. Conduct your online research and write any interesting websites below. You may use this information and these websites later on in this module.

Educational Plans

Professional Development Plans

Work Related Plans

Financial Plans

Health and Wellness Plans

Activity Plan 85

Lesson 3	**Introduction to Component 2: Job Search Dossier**	
	35 MINUTES	HANDOUT(S): 2

Set-up Stage . . . . 5 min

• Discuss, with the class, what they think a Dossier is.

Presentation . . . . 25 min

• Distribute Handout 1.

• Go over content; answer any questions.

• Assign due date.

• Distribute Handout 2

• Go over Check List, Criteria List and Rubric.

• Explain the difference between assessed and non-assessed documents. Assessed documents must adhere to the Criteria List and the Rubric. Non-assessed documents must be completed in full.

• Give the example of **Activity 76**: *Life Writing: Education Timeline*, which learners have already completed. This is a non-assessed document, however, it must be completed.

Note: The main objective of this assignment is that learners are able to articulate their educational and occupational history and describe their abilities and skills in a way that is appropriate within their industry standard, and within Canadian workplace culture.

The following activities need to be included and will be checked for completion. However, they will not be assessed:

Activity 76 – Handout 1
Activity 86 – Handout 1
Activity 93 – Handout 1
Activity 109 – Handout 1

The following activities will need to be included and will be assessed.

Activity 88 – Handout 1
Activity 91 – Handout 1
Activity 108 – Handout 1
Activity 112 – Handout 2

• Explain to learners that they will need to collect the writing pages from each activity as they finish them and place them in a file folder (handed out by the instructor). These activities will be collected in Activity 113. They will be assessed as a collective body of work according to the rubric (seen in Handout 2 here, and again in Activity 113, Handout 1). Each activity is not assessed individually, therefore there are not rubrics created for each activity individually. There is only one writing rubric to assess the dossiers as a whole.

Follow-up . . . . 5 min

• Answer any questions.

Advanced Preparation

• Prepare photocopies of:
  ✓ Handout 1
  ✓ Handout 2

• Teachers can bring one file folder for each learner to class and hand out. The folders will be used for collecting the activities used for their job search dossier. In **Activity 113**, the file folders with all the collected writing pages from the activities will be handed in and assessed as a body of work by the instructor.

Purpose

• Providing an outline and list of criteria for the Dossier assignment

• Building a rationale for preparing a Dossier

Learner's Overview of Component 2: Preparing a Job Search Dossier

What is a Dossier?

A dossier is a file containing detailed records on a particular person or subject.

What is a "Job Search" Dossier?

A job search dossier is a file which contains a collection of information which will assist individuals who will be embarking on the process of career planning and finding employment.

Why are we developing this Dossier?

- ✓ This dossier can help to break down the barrier of a lack of Canadian experience that often hinders immigrant newcomers.

- ✓ This dossier allows immigrant newcomers to demonstrate their expertise in a variety of ways, to career counsellors and Canadian employers, who may be unfamiliar with their country of origin, the educational institutions and the practice of the occupation in that country.

- ✓ This dossier allows immigrant newcomers the opportunity to describe, in greater, detail their previous education and experience.

- ✓ This dossier provides immigrant newcomers with an up-to-date resource which can be utilized while composing job search documents such as resumes and cover letters.

- ✓ This dossier can help to identify gaps or areas needing upgrading in order to meet employment goals.

- ✓ This dossier gives immigrant newcomers an opportunity to acquire and practise the language needed to describe their skills in a way that meets Canadian employers' expectation.

- ✓ This dossier can be used by career counsellors who are setting up workplace practice opportunities for immigrant newcomers.

- ✓ This dossier can provide a springboard for further work on interview skills.

- ✓ This dossier can be used, not only for job finding, but also for career advancement purposes.

What is the approach in this component assignment?

There are many different approaches to making and using dossiers. This dossier project models one approach, designed for the development of language skills needed for describing work related skills and abilities. You will be required to hand in a hardcopy of your dossier (a file containing a collection of handouts and other written work). However, we strongly recommend that you create an electronic version as well. Doing this will provide you with easy access to all the digital information you will need when you begin producing job search documents such as resumes and cover letters.

What kind of information will be included in this Dossier?

- A description of professional and career achievements
- A description of formal education and informal learning
- A description of workplace skills and abilities
- A description of occupational tasks
- Reflective writing entries describing challenges and strategies related to your employment goals

How will I be evaluated on this assignment?

There are five lessons dedicated to the Job Search Dossier Component. They are lessons 1, 3, 4, 7 and 8. Many of the activities you do during these lessons are required entries in your dossier. Some of these activities will be evaluated. Please refer to the Criteria for Activity Submission and the Rubric for Component 1 to better understand the evaluation requirements for these activity documents. You may also wish to speak to your instructor when he or she assigns these activities. Some of the activity documents will not be evaluated, but will be checked for completion. We want you to include these documents because they are important requirements in the holistic purpose of a Job Search Dossier. All required activity documents, regardless of whether they are assessed or not, must be submitted in your dossier. You will receive a complete list of the required activity documents in the Job Search Dossier Submission Checklist.

When is the Job Search Dossier due?

Your dossier is due at the end of Activity 113 – Extension, Lesson 8.

Due Date: _____

Job Search Dossier Submission Checklist

Document – Activity Title	Activity Reference	Assessment Criteria	Done
Life Writing: Education Timeline	Activity 76 Handout 1	Not assessed – must be complete	____
Self-Promotion: Personal Attributes	Activity 86 Handout 1	Not assessed – must be complete	____
Reflective Writing: Identifying Gaps and Alternatives	Activity 88 Handout 1	Assessed – see criteria and rubric	____
NOC Website Investigation, Parts 2 and 3	Activity 91 Handout 1	Assessed – See criteria and rubric	____
Analysis of a Job Task in My Occupation	Activity 93 Handout 1	Not assessed – must be complete	____
Reflective Writing: Thinking About Workplace Culture	Activity 108 Handout 1	Assessed – See criteria and rubric	____
Job Posting Analysis: Language Used to Express Hard and Soft Skills	Activity 109 Handout 1	Not assessed – must be complete	____
Web Search: Responding to Authentic Job Postings	Activity 112 Handout 2	Assessed – See criteria and Rubric	____

Criteria for Activity Submissions: Job Search Dossier

✓	Learner can describe their education, where they have studied, for how long, and can give details about majors, specializations, courses, program and awards, as well as any identified gaps.
✓	Learner can describe their employment history, where they have worked, for how long, and can give details about main duties, job tasks and underlying skills (both hard and soft), as well as any identified gaps.
✓	Learner can use employment tools such as job postings, Essential Skills, Employability Skills 2006+, and the NOC website to help understand and articulate the requirements of specific occupations in Canada.
✓	Learner can describe, in detail, their education and employment history to a career counsellor or potential employer using terms and references common to specific industries in Canada.
✓	Learner can articulate statements of self-promotion and give detailed examples of personal attributes, skills, accomplishments and problem-solving abilities.
✓	Learner has some understanding of Canadian workplace culture, for example: is familiar with the importance of soft skills and the tendency towards risk-taking.

NAME: _____ CLASS: _____

Rubric for Component 2: Writing Skills – Completing a Job Search Dossier

		(1) Developing (CLB 6)	(2) Adequate (CLB 7)	(3) Fluent (CLB 8)	(4) Advanced (CLB 9)	Assessment
Holistic Criteria	**Assessing Poster Overall**	Writes short texts about familiar, concrete topics related mostly to personal experience.	Writes clear, moderately complex texts on familiar and mostly concrete topics within predictable, practical and relevant contexts of daily work-related life experience.	- Good structure, with clearly expressed main ideas and good supporting details. - Text contains an introduction, development of ideas and conclusion.	- Adequate organization of ideas; develops topic. - Main ideas are clearly conveyed and supported with details. - Adjusts length to suit the task.	**CLB** = (holistic criteria)
Analytic Criteria	**Indicator 1: Writing III**	- Writes short business or service correspondence for routine purposes. - Completes extended forms requiring detailed personal information.	- Writes business or service correspondence for a range of routine and less routine purposes. (adequately) - Completes extended forms requiring detailed personal information.	- Writes business or service correspondence for an expanding range of purposes. (fluently) - Completes an expanded range of forms, including extended application forms and workplace forms with pre-set formats.	- Writes business or service correspondence for a broad range of purposes. (advanced proficiency) - Completes complex forms and documents with pre-set formats.	
	Indicator 2: Writing IV	Writes one or two connected paragraphs to relate a familiar sequence of events, a story, a detailed description or a comparison of people, things, routines or simple procedures.	Writes two or three connected paragraphs to relate a familiar sequence of events; makes a comparison or provide a detailed description of a person, system, routine or procedures.	Writes three or four connected paragraphs to relate a historical event; provides a detailed description of a phenomenon, explains a procedure or expresses and analyses opinions on a familiar abstract topic.	Writes a coherent text (such as an essay or report) to relate a sequence of events from the past, or describes and compares complex ideas, phenomena or processes, or expresses and analyzes opinions.	
	Functional: Sharing Information	Shares some information from experience to create a report.	Adequately shares and reduces some information from expereince to create a complete report.	Effectively shares and reduces information from experience to create a clear report.	Fluently shares and reduces information from experience to write a coherent and cohesive report.	
	Textual: Design	Developing Design: Uses common conventions such as point form.	Adequate Design: Records main ideas or key details in point form.	Fluent Design: Conveys a sense of audience in language format and content.	Advanced Design: Synthesizes and integrates multiple pieces of information into a coherent text.	
	E.S.	Developing Reflection: Employing critical thinking and comparative analysis. (report)	Adequate Reflection: Employing critical thinking and comparative analysis. (report)	Fluent Reflection: Employing critical thinking and comparative analysis. (report)	Advanced Reflection: Employing critical thinking and comparative analysis. (report)	
	Vocabulary	- Adequate vocabulary for the topic. - Some awkward-sounding phrases and word combinations.	Wording may still be typical of first language and seem somewhat unnatural.	Occasionally, wording may seem awkward or unnatural.	Some errors in word combinations and word choices still occur.	
	Grammar	- Good control of simple structures. - Difficulty with complex structures. - Adequate spelling, punctuation and format.	- Adequate control of complex structures. - Good control of spelling, punctuation and format.	- Good control of complex structures - Good control of spelling, punctuation and format.	Some errors in grammar still occur.	

COMMENTS:

Activity Plan 86

Lesson 3	**Self-Promotion: Personal Attributes**	
	50 MINUTES	HANDOUT(S): 1

Set-up Stage . . . . 5 min

- Before distributing Handout 1, take some time to discuss what self-promotion means.
- What are some example sentences the learners can come up with?
- How do they feel when they say these statements?
- Distribute Handout 1.
- Discuss the opening reading.

Presentation Stage . . . . 3 min

- Briefly go over examples.
- Explain any grammatical issues if necessary.

Practice Stage . . . . 25 min

- Have learners follow the directions Handout 1.
- Walk around the stations to answer questions and offer assistance.

Debriefing Stage . . . . 17 min

- Have learners (if they are comfortable) share some of their answers.
- Make corrections when errors that interfere with meaning.

Ways to Add Support

- Have learners brainstorm to provide more examples of personal attributes.
- Provide learners with more self-promotion examples on page 2.

Ways to Add Challenge

- Extend the discussion in the set-up stage; talk about self-promotion in other cultures.
- Have learners role play a job interview using self-promotion/personal attribute statements.

**Note: Ask learners to keep Handout 1 available, as they may need to refer to it. Also, this handout needs to be included in the Job Search Dossier.

Advanced Preparation

- Prepare photocopies of:
  - ✓ Handout 1

Purpose

- Learning and practising self-promotional language that is commonly found in cover letters

Self-Promotion: Personal Attributes

Research indicates that the majority of Canadian employers consider a candidate's personal attributes as important as his/her work experience. For this reason, many interviewers ask questions intended to reveal a candidate's personal qualities and abilities. Personal attributes describe individual qualities and skills. They express things that you are good at or the natural abilities that you have. When you are looking for work, you need to be able to talk about your personal qualities. This is called self-promotion.

Some of you may feel a little awkward when you begin to describe your personal qualities. It may even feel like bragging (boasting). We are not encouraging you to lie or over-inflate your abilities, but it is very important to be able to describe your strengths to job-search professionals, and especially to potential employers. This is because self-promotion is normal and expected in Canada.

Sometimes, personal quality phrases can be a little vague. For example, if you say you are "strong", that could mean you are physically or emotionally strong. Therefore, you need to be able to elaborate on personal qualities. You also need to be able to provide a practical example of these qualities. For example, if you said you are strong, you could follow-up by saying, "I regularly lifted heavy equipment in my last job."

Below is a list of personal qualities; however, there are many which are not listed here, so you are encouraged to add your own. Complete page 2 by listing some of your own personal attributes and giving practical examples for each.

I am...

patient	flexible
organized	a hard worker
energetic	creative
good with numbers	able to prioritize
reliable	able to multitask
a fast learner	good with my hands
efficient	focused
able to work well with others	able to work independently
a good problem solver	etc ...

Example:

Personal Attribute: _____ *I work well under pressure* _____

For example: *I worked as a nurse. Sometimes I worked in the emergency room with patients who had life threatening injuries. Regardless of the situation, I was always able to remain calm and workcarefully.* _____

1. Personal Attribute: _____

   For example: _____

   _____

   _____

   _____

2. Personal Attribute: _____

   For example: _____

   _____

   _____

   _____

3. Personal Attribute: _____

   For example: _____

   _____

   _____

   _____

4. Personal Attribute: _____

   For example: _____

   _____

   _____

   _____

Activity Plan 87

Lesson 3	☌ **NOC Website Investigation–Part 1**	
	80 MINUTES	HANDOUT(S): 1

Set-up Stage . . . . 3 min

- Check that all learners have access to a working computer.
- Write the following website on the board:

   Website: http://www23.hrdc-drhc.gc.ca

Presentation Stage . . . . 5 min

- Explain that the NOC (National Occupational Classification) and Essential Skills are both part of the government effort to provide support for employers and employees.

- This is the beginning of the learners' search for key words in their field. It is very important that they pay attention to the language used to describe their occupation here in Canada. They may not even find the exact same position here; therefore, they must explore the NOC to find as close of a match as possible. They must pay particular attention to titles and descriptions of duties and skills. They will need to use this vocabulary in later activities and include this completed handout in their Job Search Dossier.

Laboratory Work . . . . 70 min

- Have learners follow the directions on Handout 1 and fill out the table provided.
- Walk around the stations to answer questions and offer assistance.

Wrap-up . . . . 2 min

- Comment on any interesting finds and give the schedule for the lab so that learners can work independently if they desire.

**Note: Ask learners to keep Handout 1 available, as they may need to refer to it. Also, this handout needs to be included in the Job Search Dossier.

Advanced Preparation

- Book computer lab
- Prepare photocopies of:
   ✓ Handout 1

Purpose

- Becoming familiar with the NOC as a tool
- Building the descriptive vocabulary used in the NOC

References

National Occupational Classification and Career Handbook. Human Resources and Skills Development Canada. (accessed 16/08/11) http://www23.hrdc-drhc.gc.ca/

NOC Research   **Name:** _____

Part I

Go to website: http://www23.hrdc-drhc.gc.ca

1. Click on the "English" button.

2. Click on the "NOC 2006" button.

3. Click on "Occupational Descriptions" in the left column.

4. Select the most appropriate skill type from categories 1 through 9 (do not choose 0). Your choice may not be obvious, so you might need to look through a few in order to decide. For the purposes of this activity, choose only one.

Skill Type: (2)_____ , _____

5. Click on "Matrix" in the left column.

6. Select "HTM" or "PDF" format.

7. A chart will appear. Find your skill type group from the top horizontal row.

8. Look at the skill levels on the left vertical column. What is your skill level? Choose two levels – one at your actual level of education and one a level below it; this will provide you with the most occupational alternatives.

9. Choose two Major Groups (headings at the top of each box) from the intersecting column and rows. These will represent your two skill levels. Write these group headings and their two-digit numbers below:

1) (3)_____ , _____

2) (3)_____ , _____

10. Return to the .NOC 2006 page and click on the "Occupational Descriptions" tab.

11. Select your skill type.

12. Scroll through the list of major occupation types (3 number codes) and minor occupation types (4 number codes).

13. Choose two minor occupations titles, <u>one from each major group</u> (written above).

14. Fill in the information on the table provide. You may summarize and use point form if you wish.

Note: Save this handout, as you will need to refer to in later on. You will also need to include it in your Dossier.

Skill type (2):   Major type (3):   Occupation Unit Group (4):   and title:

Lead Statement:	Main Duties:	Employment Requirements:

Skill type (2):   Major type (3):   Occupation Unit Group (4):   and title:

Lead Statement:	Main Duties:	Employment Requirements:

Activity Plan 88-EXT

Lesson 3	✎ **Writing: Compare and Reflect on the NOC Experience**	
	75 MINUTES	HANDOUT(S): 2

Set-up Stage . . . . 2 min

- Ask the learners how they found the previous activity; did they uncover any new information? Did they find any alternative occupations?
- Tell learners that they will be completing two writing activities.

Presentation Stage . . . . 3 min

- Distribute Handout 1.
- Tell learners they will have 20 minutes complete this task.
- Encourage learners to use point form, since this exercise is more like a brainstorming task for the next activity.
- Distribute Handout 2.
- Go over instructions with whole class – answering any questions. Inform learners that they should use their own paper. Learners will have approximately 50 minutes to complete their compositions.
- Remind learners that the second task will need to be handed in.
- Learners who do not wish to complete task 2 in class may complete it at home.
- Direct learners to place their completed writings in their file folder dossiers. Instructors will not assess this task individually, but along with all assessed task from this component (see **Activity 85**) as a body of work. The dossiers will be collected and assessed as a whole according to a single rubric in **Activity 113**.

Writing Stage Task 1 and 2 . . . . 70 min

- Walk around to answer questions and offer assistance.

Note: Ask learners to keep Handouts 1 and 2 available, as they may need to refer to it. Also, these handouts need to be included in the Job Search Dossier.

Advanced Preparation

- Prepare photocopies of:
  - ✓ Handout 1
  - ✓ Handout 2
- Learners own paper and pens

Purpose

- Developing fluency in using the newly acquired vocabulary
- Developing knowledge of alternate employment
- Extending vocabulary of employment descriptors
- Starting to collect key words from their professions or related professions that could be used in employment search tools such as cover letters and resumes
- Reducing the burden on the listener by using in-group titles and job duty descriptions for their professions

Identifying Gaps – Prewriting Activity

Instructions: Read through the lead statements, the main duties and the employment requirements for the two titles that you chose in your last activity. Complete the following tables for each occupation (use point form).

Occupation title 1: _____

What experience do you have that is identical to the main duties listed for this occupation?

What employment requirements for this occupation do you already have?

What experience and/or employment requirements do you have that are similar, but not identical?

What experience and/or employment requirements would you need to obtain?

Alternative Occupation Review 2: _____

What experience do you have that is identical to the main duties listed for this occupation?

What employment requirements for this occupation do you already have?

What experience and/or employment requirements do you have that are similar, but not identical?

What experience and/or employment requirements would you need to obtain?

Instructions: Write a coherent paragraph(s) describing the similarities and differences which you have found between your past education and experience and the employment requirements for your primary and alternative occupational goals. Whenever possible, use transition words to sequence and give examples in your work, as well as to compare and contrast your previous experience with the requirements you've recently uncovered.

Transition words or phrases can help to connect sentences together and show the reader how they are related.

For example, transitions for comparing help to show the reader how two subjects are similar or different. Here are some common transitions for different purposes:

- Transitions for comparing and contrasting: in the same way; *similarly; on the other hand*

- Transitions to give examples or to add information: for instance; *for example; such as, first; to begin with, second, in fact*

- Transitions to give reasons or indicate cause and effect: *because; thus; therefore; due to*

- Transitions to show a sequence or order: *first; second; third, then; next; after that; finally; at last*

If you wish, you may use the following prompts to help you begin your writing:

1. *I found that much of my education and experience matches my primary goal for employment.*

2. *I found that much of my education and experience match an alternate type of employment.*

3. *I found that there are a few gaps in my education or experience that might delay my entry into my preferred employment.*

Activity Plan 89

Lesson 4	🔊 **Ten Myths of Essential Skills Part 1: Practice Quiz** ◆
	30 MINUTES HANDOUT(S): 2

Set-up Stage . . . . 5 min

- Remind learners about the Essential Skills work that they encountered earlier in the course.
- Ask learners to predict what some myths about Essential Skills might be.
- Pre-teach these vocabulary items from the listening by writing them on the board and asking learners to contribute meanings:

myth	(untruth or falsehood)
AGM	(annual general meeting)
rudimentary	(basic or simple)
assumption	(belief or idea)
field a question	(deal with or handle a question)

Listening Stage . . . . 12-15 min

- Distribute the note taking template (Handout 1).
- Use any method to make sure that learners can listen twice and take notes.

Practice Quiz . . . . 10-13 min

- Distribute Handout 2 Practice Quiz. Learners use their notes to take the practice quiz.
- You may wish to write the answers on the overhead with the light off and then turn on the light after 10 minutes so that learners can see the answers.

Advanced Preparation

- Prepare **89 Listening** Prepare photocopies of:
  - ✓ Handout 1
  - ✓ Handout 2
- Make an overhead of Answer Key Handout 2 if desired.

Purpose

- Practising getting accurate information from an audio source
- Practising assessment format

Reference

"10 Myths We Shouldn't Believe About Essential Skills". *Essential Skills*. (2006). Human Resources and Skills Development Canada. (accessed 16/08/11) http://srv108.services.gc.ca/english/general/Myths_e.shtml

Listening for Practice Quiz
10 Myths of Essential Skills: Part 1

Part A: Note Taking

Directions

In part one of the lecture, you will hear about four of the myths. Take notes using this template. You will be able to use these notes for the practice quiz at the end.

Note Taking Template:

MC: Thanks Ann Blaire-Jones who

_____

and introduces Bruce Wallace, who is

_____

BW: Thanks Ann Blair-Jones and explains that he will break the discussion into two parts in order to allow for discussion from the audience.

The education community needs to address the needs of

_____

The problem: erroneous assumptions by both

_____

and

_____

Myth 1

_____

The reasons for not believing:

Myth 2

_____

The reasons for not believing:

Myth 3

_____

The reasons for not believing:

Myth 4

_____

The reasons for not believing:

10 Myths of Essential Skills
Part 1: Practice Quiz

Part B: True or False (9 points)

Using your notes, complete the following:

Circle the T if the statement is true. Circle the F if the statement is false and then correct the statement in the blank provided.

1.   T   F   Ann Blair-Jones presented a lecture on the Essential Skills.

   _____

2.   T   F   Bruce Wallace wants the business community to address the needs of the education community.

   _____

3.   T   F   Each Essential Skill covers a range from simple to complex.

   _____

4.   T   F   About 55 per cent of immigrants were skilled workers in 2001.

   _____

5.   T   F   Essential Skills affect every area of our life.

   _____

6.   T   F   Bruce Wallace thinks that the audience has too much education and they cannot give him examples of the four myths that he spoke about.

   _____

Part C: Short Answer (6 points)

Write short answers to the questions below.

1. What does Bruce Wallace mean when he says that Essential Skills don't have an on-off button?

    _____

    _____

    _____

    _____

2. What does Bruce Wallace say about immigrants?

    _____

    _____

    _____

3. Bruce Wallace says that Essential Skills affect every area of our life. What does he say about this? Add some examples of your own.

    _____

    _____

    _____

10 Myths of Essential Skills
Part 1: Practice Quiz

Part B: True or False (9 points)

Using your notes, complete the following:

Circle the T if the statement is true. Circle the F if the statement is false and then correct the statement in the blank provided.

1. (T) F   Ann Blair-Jones presented a lecture on the Essential Skills.

    _____

2. T (F) Bruce Wallace wants the business community to address the needs of the education community.

    Bruce Wallace wants to the education community to address the needs of the business community.

3. (T) F   Each Essential Skill covers a range from simple to complex.

    _____

4. (T) F   About 55 per cent of immigrants were skilled workers in 2001.

    _____

5. (T) F   Essential Skills affect every area of our life.

    _____

6. T (F) Bruce Wallace thinks that the audience has too much education and they cannot give him examples of the four myths that he spoke about.

    No, he thinks that they will have much to say and examples to give.

Part C: Short Answer (6 points)

Write short answers to the questions below.

1. What does Bruce Wallace mean when he says that Essential Skills don't have an on-off button?

   He means that most people have a least some of the skills – a rudimentary level up to a complex level. Essential

   Skills cover a range of skill complexity from 1 to 5, with 5 being most complex.

2. What does Bruce Wallace say about immigrants?

   Even though there is an impression that immigrants lack basic skills, 55 per cent of immigrants in 2001 were

   skilled workers. By 2011, immigrants will represent the biggest source of new workers.

3. Bruce Wallace says that Essential Skills affect every area of our life. What does he say about this? Add some examples of your own.

   When we leave work, we are still using Essential Skills – like thinking and reasoning.

   Some possible examples: We still have to read, write, do calculations in our daily lives.

Essential Skills Myths: Part 1

Moderator: Thanks, Anne. Thanks for such a clear and interesting presentation on the essential skills. Now, let me introduce our next speaker, Bruce Wallace. Bruce is head researcher at Educorps Limited, and Bruce is going to tell us about the ten myths of essential skills.

Bruce Wallace: Good morning everyone. Can you hear me? Is this on? Can you hear me in the back? Yah, good, okay, thanks. So, first I want to thank the speaker's committee of the business education association for inviting me to speak at your wonderfully organized AGM. It's both an honour and a pleasure, and thanks to Anne Blair-Jones for starting this discussion so ably. Before I begin today, however, I'd like to explain a bit about how I want to organize this presentation. Because this is a very particular audience, if I can say that, with very strong expertise on the topic, I really want to have the opportunity to hear from you. I hope this can be kind of a two way exchange. So, I'll start with a few of the 10 myths from essential skills, and then I'd like to break for about 10 minutes, let's say, for questions and comments from the audience. Then after we've had a general discussion, I will continue with the remaining myths. Does this sound reasonable? Great, great, okay.

So, like I, like Anne, I have – um, I've wanted the education community to address the needs of the business community. And I think this is beginning to happen; however, and there's always a however, in this, I'm concerned by focusing on these nine skill areas, we're inadvertently fostering erroneous assumptions in the mind of both employers and employees. So, what I'd like to do today is dispel some of these assumptions. What I'm calling myths about essential skills. So what are these so-called myths that we shouldn't believe. So …

Myth number one says that you either have an essential skill or you don't. So, essential skills do not really have on/off buttons. It's not as if, as with any learning that you suddenly have something, or, you're totally lacking it. Most of us have at least rudimentary, um, skills, and really, we can arrange these skills in complexity from one to five. And, five being the most complex. Um …

Myth number two said that employers don't have to worry about essential skills if their employees are already functioning well. Again, a myth because technologies change. So, a skill set that worked five years ago may not really be the skill set that employees need now. Um, and, in the global knowledge based economy, ah, skills are really our competitive advantage. And so we need to be constantly updating those … skills. And, companies that invest in those skills will have an advantage, in the global marketplace.

Myth number three blames immigrants for not having basic skills. Well, a fact is that research shows that 55 percent of new immigrants to Canada, in 2001, were skilled workers. So, we're not talking about a – a .. an unwashed mass coming from disadvantaged countries and coming with no skills. Ah, and in fact, by 2011, immigrants are going to be our major source of new employees. Ah …

Myth number four. Myth number four is a bit of a more difficult one to talk about, but it basically says that if you can hide it, a lack of an essential skill will not affect your life. But, essential skills affect every area of our life, and people who are putting a lot of energy into hiding the fact that they don't have an essential skill are really disadvantaging themselves and disadvantaging the company that they are working for. And these skills are not only applied in work situations. They cover all areas of our lives, because it's not like we suddenly stop breathing or stop thinking or stop reasoning, as we, um ... step out of our work life and into our private life. Now, I think that I've probably covered quite a bit of ground there, and I would really like at this point to, to get some input from ... from the rest of you. Have you encountered these myths in your professional practice? I'd love to hear some examples. Um, I'll start with the woman in the green jacket at the back there on the left. And then we'll hear from the gentleman at the back table. Please make sure that you speak loudly so that everyone can hear.

Note to instructor: This is included as a resource for you for **Activities 89** and **110**.

10 Myths We Shouldn't Believe About Essential Skills

Myth #1: You either have an Essential Skill or you don't.

There are varying levels of complexity for each Essential Skill, ranging from level one (lowest) to level five (highest). For example, a person possesses a certain degree of literacy; he or she is not simply literate or illiterate. This concept is applied to all nine Essential Skills.

Myth #2: Employers don't have to be concerned about Essential Skills if their employees are already functioning well in their jobs.

Research shows that the Canadian labour market is ill-equipped to compete in the global knowledge economy which requires lifelong learning. Employers need to keep pace with change in order to remain competitive. Employees who have the Essential Skills necessary to learn new skills will help employers move forward. For example, a company might win a new contract to produce a product but will need its employees to learn the new specifications quickly. Ensuring that employees have the Essential Skills necessary to learn new technical skills will help facilitate this transition.

Myth #3: If there's a problem with basic skills in Canada, it's because of our high level of immigration.

Most of the immigrants who come to Canada are highly skilled professionals. In 2001, approximately 55% of new immigrants who came to Canada were classified as skilled workers. They are vital contributors to the Canadian economy, and it is forecast that by 2011 immigration will be our only source of net labour force growth.

Myth #4: If you can hide it, a lack of Essential Skills will not affect your life.

The reality is that there is a greater chance of unemployment and reduced income associated with low skill levels. Essential Skills are used in almost all aspects of daily life (e.g. counting change for bus fare, or reading a prescription). It is very difficult to hide a lack of Essential Skills.

Myth #5: It is a better investment to train the best and forget the rest.

Employees with low levels of education are significantly less likely to receive training than the well-educated, even though they are often the ones most in need. With future demographics and workplace demands, employers need to create opportunities so that every employee can participate in workplace training. Ensuring that all employees have the necessary workplace skills is a good investment for an employer. It provides an opportunity to take advantage of "untapped potential". Governments and employers need to focus on increasing the participation of those who have been excluded from the labour market. Every Canadian has an important part to play in ensuring that we have a productive economy.

Myth #6: Employers who hire graduates only don't have to worry.

Though formal education is beneficial, many graduates lack the essential skills and management skills that most employers seek. For example, an engineer might have exceptional technical skills but may lack the communication skills necessary to convey information to building contractors. It is important to note that some people with little formal schooling can acquire sophisticated Essential Skills outside of school through life experience, personal initiative, or in the workplace.

Myth #7: There are only and will only ever be nine Essential Skills.

The Essential Skills Research Project examined a number of skills of which researchers in the former Government of Canada department, Human Resources and Skills Development Canada, selected nine for study. These nine were selected because they are identifiable, definable, common, (though varying in form between occupations), and are susceptible to influence through relatively short training interventions. While there are currently only nine Essential Skills selected, more may be added as research continues by Human Resources and Skills Development Canada.

Myth #8: Essential Skills research is done only on low-skill level occupations.

Essential Skills research began with entry-level occupations. Work is underway to create profiles for all occupations by 2006. It is equally important for employees in high-skill occupations to have strong Essential Skills. For example, a doctor might have to use the Essential Skill of "Oral Communication" to ease a worried patient.

Myth #9: Essential Skills are the same as Employability Skills.

These skills are similar but are not the same. Essential Skills include complexity levels and occupational profiles, which can be used to provide a wide range of information to trainers, employers, and learners. The Conference Board of Canada's Employability Skills include other factors, such as attitudes and behaviours, which are also very important for employees. The two are similar in that they both contain a set of skills considered necessary for employees to function well in the workplace.

Myth #10: Employers shouldn't have to train employees. This is the responsibility of schools.

An increased emphasis on workplace training is necessary because more than half of the workforce of 2015 is already in the rapidly changing labour market. Learning at work is essential for an adaptable, appropriately skilled workforce, given the evolving knowledge-based economy. Moreover, if an individual does not use a skill mastered in the classroom, it can atrophy. Accordingly, when an employer wishes to develop his or her staff, Essential Skills need to be part of the consideration.

10 Myths We Shouldn't Believe About Essential Skills, by Human Resources Development Canada, is a copy of an official work that is published by the Government of Canada. The reproduction has not been produced in affiliation with, or with the endorsement of the Government of Canada.

Activity Plan 90

	Vocabulary: Common Mistakes with Phrasal Verbs	
Lesson 4		
	30 MINUTES	HANDOUT(S): 0

Preparation Stage . . . . 10 min

- Review the phrasal verbs and idioms that were introduced in this module.

- Show some erroneous uses of the vocabulary from the work learners handed in and see if the learners can catch the mistakes.

Exercise Stage . . . . 20 min

- Look at some common mistakes made with this vocabulary (not necessarily every one).

- Vocabulary error analysis.

Advanced Preparation

- Prepare examples of common errors with the phrasal verbs and idioms in this module on describing work and work experience.

Purpose

- Reviewing and practising vocabulary from this module

- Troubleshooting and looking at fossilized errors

Activity Plan 91

Lesson 4	✏️🖱️ **NOC Website Investigation: Parts 2 and 3**	
	90 MINUTES	HANDOUT(S): 1

Set-up Stage in Lab . . . . 3 min

- This activity is the continuation of **Activity 87**: *NOC Website Investigation – Part 1*, where learners researched occupations in their field. Learners should already have **Activity 87** Handout 1.

- In this activity, learners will start looking in more detail at the skills needed to perform in a specific occupation, including the alternative choice

- At the end of this activity, learners should have a comprehensive "skills inventory" which they will be able to use when describing their education and past work experience.

- Encourage learners to identify where they have gaps and to explore where their skills may be transferable to other areas.

- Check that computers are up.

Presentation Stage . . . . 5 min

- In Part 2, learners will be using the "Working in Canada" website. Explain that this site provides job seekers, workers and those who are new to Canada with the information required to make informed career decisions.

- Distribute Handout 1.

Laboratory Work . . . . 80 min

- Have learners follow the directions Handout 1.

- Walk around the stations to answer questions and offer assistance.

Wrap-up . . . . 2 min

- Comment on any interesting finds and give the schedule for the lab so that learners can work independently if they desire.

Ways to Add Support

- Pair learners with similar occupational backgrounds.

- Direct learners to place their completed worksheets in their file folder dossiers. Instructors will not assess this task individually, but along with all assessed task from this component (see **Activity 85**) as a body of work. The dossiers will be collected and assessed as a whole according to a single rubric in **Activity 113**.

Ways to Add Challenge

- This website offers ample challenges for learners who wish to explore them.

**Note: Ask learners to keep Handout 1 available, as they may need to refer to it. Also, this is an assessed activity and needs to be included in the Job Search Dossier.

Advanced Preparation

- Book computer lab

- Prepare photocopies of:
    - ✓ Handout 1
    - ✓ **Activity 87** Handout 1 for reference

Purpose

- Developing knowledge of alternate employment

- Extending vocabulary of employment descriptors

- Starting collection of key words from their professions or related professions that could be used in employment search tools such as cover letters and resumés

- Reducing the burden on the listener by using in-group titles and job duty descriptions for their professions

References
National Occupational Classification and Career Handbook. Human Resources and Skills Development Canada. (accessed 15/08/11) http://www23.hrdc-drhc.gc.ca/

NOC Research   Name: _____

Part 2

Go to website: http://www10.hrsdc.gc.ca/ES/English/search_occupation_noc.aspx

1. Enter one of your four (4) digit NOC occupation numbers into the window and click on "Next"

2. Your occupation title will appear; click on it.

3. This will bring you to a page entitled "Profile Description" where all of the Essential Skills associated with this occupation are listed.

4. Scroll down to where it says "The most important essential skills are" and make a note of the categories (there maybe more than one) on the table provided.

5. Scroll down further and read about the skills required for this occupation. Write down some of the ones which match your training and experience. Log them on the "Skills Inventory" section of the table provided.

6. Follow steps 1 to 5 for your second NOC occupation title.

Part 3

Go to website: http://www5.hrsdc.gc.ca/NOC/English/NOC/2006/Welcome.aspx

7. Go to the "Working in Canada" window and enter one of your four (4) digit NOC occupation number and press "search".

8. Click on the "Choose this Occupation" bar near the bottom of the page.

9. Click on the pull-down tab and select British Columbia, then click on "Continue".

10. Click on "Vancouver Lower Mainland and Southwest".

11. This will bring you to a "Working in Canada Report Sheet" which lists a lot of information on this occupation such as wages, education and training, licensing and certification, etc., so you may wish to revisit this page another time. Click on "Job and Skill Requirements".

12. Scroll down this page. Read about the different skills and abilities required for this occupation. Write down some of the ones which match your training and experience on the "Skills Inventory" section of the table provided.

13. If there isn't much information in this section, try looking at some job postings. You may have to look at other provinces besides BC.

14. Follow steps 7 to 13 for your second NOC occupation title.

Note: Save this handout as you will need to refer to in later on. You will also need to include it in your Dossier.

NOC (4) ↓ NOC Occupation Title 1↓	NOC (4) ↓ NOC Occupation Title 2 ↓
Title:	**Title:**
"Important" ES Categories:	**"Important" ES Categories:**
Skills Inventory:	**Skills Inventory:**

NOC (4) ↓ NOC Occupation Title 1↓	NOC (4) ↓ NOC Occupation Title 2 ↓
Title:	**Title:**
Working In Canada Report or Job Postings	**Working In Canada Report or Job Postings**
Skills Inventory:	**Skills Inventory:**

Activity Plan 92

Lesson 4	**Developing Job Task Descriptions**	
	25 MINUTES	HANDOUT(S): 1 | OVERHEAD(S): 1

Set-up Stage . . . . 2 min

• Distribute Handout 1.

Presentation Stage . . . . 8 min

• Use Overhead 1 to go through the sample task.

• Use Task B and ask learners to identify the skills that underlie the task. Write examples on the overhead or board.

Discussion Stage . . . . 10 min

• Ask each learner to work on the remaining tasks (C to E).

• As they are working, walk around and assign a few learners to each of the tasks so that there is good coverage of each one.

Wrap-up . . . . 5 min

• Have pairs or trios of learners who worked on the same items get together to compare answers.

• Use Answer Key Handout 1 as a review.

Way to add support:

• Put learners into groups at the onset.

Way to add challenge:

• Have learners complete without referring back to their NOC reference handouts (i.e., from memory).

Advanced Preparation

• Prepare Overhead 1 (and an overhead of Answer Key Handout 1 if desired).

• Prepare photocopies of:
  ✓ Handout 1

Purpose

• Applying the language of both Essential Skills and the NOC to own profession

• Increasing fluency and comfort in self-description

Sample Job Tasks and Underlying Skills

Michael Lowe is a Safety Officer at International Forest Products. He has to perform many tasks at his job. The following is a sample job task and the skills necessary to perform the task.

Task A. Michael is responsible for filling out incident reports and following up on injured worker claims and status. Logs and charts are to be kept up-to-date and completed neatly.

Skill 1: He has to be familiar with the incident report form and use appropriate terminology consistently.

Skill 2: He has to be well-organized in order to know when to follow up on each claim. For this task, he must use the approved system for filing paperwork and tracking timelines for follow-up.

Skill 3: He has to use letter and number formations that can be easily read by Canadian-educated users of the logs and charts.

Worksheet Job Tasks and Underlying Skills

Michael Lowe is a Safety Officer at International Forest Products. He has to perform many tasks at his job. Consider each task and then identify the skills that he has to have in order to perform each task. There are three spaces provided for skills, but your group may identify as many or as few skills as are appropriate. If you identify more than three skills, write up the three most important skills. If you identify fewer than three skills, leave the extra space(s) blank.

For example:

Task A: Michael is responsible for filling out incident reports and following up on injured worker claims and status. Logs and charts are to be kept up-to-date and completed neatly.

Skill 1:   *He has to be familiar with the incident report form and use appropriate terminology consistently.*

Skill 2:   *He has to be well-organized in order to know when to follow up on each claim. For this task, he*

           must use the approved system for filing paperwork and tracking timelines for follow-up.

Skill 3:   *He has to use letter and number formations that can be easily read by Canadian-educated users of*

           the logs and charts.

Follow the example above. Identify three skills for the scenarios below.

Task B: Michael has been assigned the task of reading the National Safety Bulletin on a monthly basis and summarizing this for the company newsletter and for the board report. He has been writing lost-work-hour reports for the quarterly report. He must send these documents electronically to the publisher of the newsletter and the quarterly report.

Skill 1:

Skill 2:

Skill 3:

Task C: Michael is required to review individual cases and decide which insurance programs apply. He must find information from a number of on-line and paper-based resources. Sometimes this information must be confirmed or updated by telephone or email.

Skill 1: _____

_____

Skill 2: _____

_____

Skill 3: _____

_____

Task D: Michael works with seven other people in the Health and Safety Office. He is one of three Health and Safety Officers. Work must be divided fairly between the three officers to keep caseloads similar. Other duties are assigned by the manager. Much of the work that he does is by himself but he participates in team meetings.

Skill 1: _____

_____

Skill 2: _____

_____

Skill 3: _____

_____

Task E: Michael is required to interact often with injured or sick workers both in-person and by telephone. Injured or sick workers may feel some pressure to return to work and also may find benefits inadequate. He must also contact doctors and other health care providers re the current status of an injured worker. This work requires complex language / interpersonal skills.

Skill 1: _____

_____

Skill 2: _____

_____

Skill 3: _____

_____

Worksheet Job Tasks and Underlying Skills

Michael Lowe is a Safety Officer at International Forest Products. He has to perform many tasks at his job. Consider each task and then identify the skills that he has to have in order to perform each task. There are three spaces provided for skills, but your group may identify as many or as few skills as are appropriate. If you identify more than three skills, write up the three most important skills. If you identify fewer than three skills, leave the extra space(s) blank.

For example:

Task A: Michael is responsible for filling out incident reports and following up on injured worker claims and status. Logs and charts are to be kept up-to-date and completed neatly.

Skill 1:   *He has to be familiar with the incident report form and use appropriate terminology consistently.*

Skill 2:   *He has to be well-organized in order to know when to follow up on each claim. For this task, he*

must use the approved system for filing paperwork and tracking timelines for follow-up.

Skill 3:   *He has to use letter and number formations that can be easily read by Canadian-educated users of*

the logs and charts.

Follow the example above. Identify three skills for the scenarios below.

Task B: Michael has been assigned the task of reading the National Safety Bulletin on a monthly basis and summarizing this for the company newsletter and for the board report. He has been writing lost-work-hour reports for the quarterly report. He must send these documents electronically to the publisher of the newsletter and the quarterly report.

Skill 1:   *He has to read the bulletin with understanding and be able to take notes on what is relevant to the work*

requirements of his company.

Skill 2:   *He has to be able to write concisely and use standard rules of grammar and syntax.*

Skill 3:   *He has to be able to use a computer program to produce documents.*

Task C: Michael is required to review individual cases and decide which insurance programs apply. He must find information from a number of on-line and paper-based resources. Sometimes this information must be confirmed or updated by telephone or email.

Skill 1:   *He has to remember key facts and regulations from a variety oft insurance policies.*

Skill 2:   *He has to assess individual situations using criteria supplied by a variety of sources*

Skill 3:   *He has to communicate orally and in writing.*

Activity Plan 93-EXT

Lesson 4	**Writing: A Skill Analysis of a Job Task in My Occupation**
	75 MINUTES HANDOUT(S): 1

Assignment

- Write on the board: "Write up one job task that reflects a real experience in your own work history, and write out the underlying skills that the task demands."

- Distribute Handout 1.

- If learners finish early, they should work on the rest of their Dossier documents.

**Note: this handout needs to be included in the Job Search Dossier.

Advanced Preparation

- Prepare photocopies of:
  - ✓ Handout 1

Purpose

- Applying the language of both Essential Skills and the NOC to own profession

- Increasing fluency and comfort in self-description

- Giving learners an opportunity to comment on the materials and activities used in the orientation

Writing: A Skill Analysis of a Job Task in My Career or Profession

Name _____

Think about a task that you have performed in your own career or profession. Carefully describe this task. You can refer to the sample from class. Then describe all of the underlying skills that you had to have in order to perform this task.

Task Description:

_____

_____

_____

_____

_____

_____

_____

_____

_____

Skill 1:

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Skill 2:

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Skill 3:

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Skill 4:

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_____

Activity Plan 94

Lesson 5	**Introduction to Component 3: Networking and Interviewing**	
	20 MINUTES	HANDOUT(S): 1

Set-up Stage . . . . 10 min

- Briefly explain the meaning of networking, volunteer service and interviews; explain how they differ from informational interviews.
- Briefly describe a networking session and an interview. Explain that participants must do the following:
    ✓ Participate in a networking session with the class / school.
    ✓ Research and arrange to meet with someone regarding a networking or volunteer opportunity.
    ✓ Have an interview with that person, which could range from an informal meeting or informational interview to a formal interview.
- Distribute Handout 1 (Learners' Overview of Component 3 with rubrics).

Review Rubric . . . . 3 min

- Review the rubric with learners. Discuss why the various categories for speaking and listening might matter for networking, and the volunteer contexts. Ask them to discuss, with a partner, where they think they are at the beginning of the module in each category by placing a small checkmark in a box in the relevant cell. ☑

Discussion Stage . . . . 5 min

- In groups, participants discuss their own experiences with volunteer and / or networking.
    1. Why is it important to volunteer and network as a professional in Canada? Why is it important to volunteer and network as a citizen in Canada?
    2. What value does volunteer and networking experience offer to job searches?
    3. Are there volunteer or networking opportunities, or similar things, in their first country? Do these experiences carry the same weight?

Wrap-up . . . . 2 min

- Briefly summarize or elicit the main points of the discussion.
- Briefly discuss how this component and these activities relate to the overall module: "Language for Career Planning." You might mention the following:
    ✓ Networking and volunteering offer valuable Canadian contacts and work experiences.
    ✓ Networking develops language and culture skills.
    ✓ Volunteering offers resume experience and references.
    ✓ Interviewing for volunteer opportunities, or meeting and conversing with people at a networking event, approximate the job interview experience.

Advanced Preparation

- Prepare photocopies of:
    ✓ Handout 1 (Learners' Overview of Component 3 with rubrics)

Purpose

- Clarifying terms
- Clarifying expectations for key tasks for the component
- Engaging in self-assessment
- Clarifying how the component relates to the overall module (Language for Career Planning)

| **Module 3: Language for Career Planning** |
| **Component 3: Networking and Interviewing** |

In this session, you will develop your ability to engage in three important work-related activities in Canada: networking, volunteering and interviewing. Building on the informational interview in Module 2, this module will support your learning – to convey a positive attitude, greet and meet people in a networking capacity, use business cards effectively, and listen and interact effectively to build relationships at work and in the community. Also, you will deepen your ability to engage in focused self-assessment.

Learners' Overview of Component 3

Clarifying Terms

NETWORKING: In this unit, networking refers to the following activities:

- Meeting and interacting with people with common interests to develop relationships: friends, colleagues, or merely casual acquaintances. All are important.

- Networking could involve participating in professional or occupational organizations over an extended period, attending conferences or professional development sessions, or attending one-time meet and greet social events.

- Networking, in this component, includes volunteering; however, it is important to point out that volunteering serves more purposes than networking by offering a potential source for references and Canadian work experience.

INTERVIEWING: The activities in this unit support you in acquiring the language and practices for engaging in a job interview. To do so, you will engage in one-on-one interactions in a networking session and in a meeting to arrange a networking or volunteer opportunity.

Clarifying Tasks

a) **Practice Network Session. Lesson 11, Activity 130-EXT. [See Rubric for Component 3a]**. In consultation with your instructor, you will research local networking opportunities of interest to you. The instructor will invite a few guests and/or instructors to join the class for a practice network session. You will interact with as many of the guests as possible and with other learners when not interacting with the guests. The guests will be asked to offer feedback to the instructor on a feedback form, and you will be asked to complete the rubric as a self-assessed reflection.

b) **Sharing Interview Experiences. Lesson 15, Activity 150. (See Rubric for Component 3b)**. In this main task of the component and module, you will do the following:

Actual Interview. You will arrange to meet with someone from one of your target volunteer or networking organizations or agencies for an interview. In the interview, you will discuss your skills and background and what you might contribute to the organization; and you will inquire into their needs and whether or not your skills are a good match.

Reflection and Sharing of Actual Interview. In addition, during the final lesson of the module, you will share your experiences and self-assessment from your actual interview and discuss how you plan to develop the relationship or opportunity in the future

NAME: _____ CLASS: _____

Rubric for Component 3a: Practice Networking Session

		(1) Developing (CLB 6)	(2) Adequate (CLB 7)	(3) Fluent (CLB 8)	(4) Advanced (CLB 9)	Assessment
Holistic Criteria	**Assessing Interaction**	Communicates with some confidence in routine social situations and presents concrete information in some detail about familiar topics of personal relevance.	Communicates comfortably in most common daily situations, and presents concrete and some abstract information on familiar topics.	Communicates with confidence in most daily routine social and work situations and presents concrete and some abstract information on familiar topics.	Communicates with some confidence in challenging non-routine work and social situations and presents information about complex, abstract, general topics.	**CLB** = (holistic criteria)
Analytic Criteria	**Indicator 1: Listening**	**Interacting with Others** - Identifies facts and opinions. - Identifies expressions of openings, pre-closings, closings and leave-takings.	**Interacting with Others** - Understands the intent of expressions and responses. - Identifies situations, relationships, mood and attitudes.	**Interacting with Others** - Identifies situations and relationships between participants. - Identifies speakers' purpose and intent. - Identifies nuances in attitude, emotional tone and register.	**Interacting with Others** - Understands main intent and some implied meanings in complex communication - Appropriate register (formality) for context, status, and relations.	
	Indicator 2: Speaking	**Interacting with Others** Participates in routine social conversation: Opens and maintains a short formal conversation; closes with three steps (pre-closing, closing, leave-taking).	**Interacting with Others** Participates in less routine social conversations for a range of purposes (appreciation, complaints, satisfaction, dissatisfaction, hope).	**Interacting with Others** Participates in less routine social conversations for a range of purposes (such expressing and responding to empathy, clarifying conflicts, and providing reassurance.	**Interacting with Others** Manages a range of personal and business interactions to respond to needs, feelings, attitudes. - Uses appropriate assertive communication strategies.	
	Socio-Cultural 1	Expresses and responds to small talk. Encourages conversations by adding supportive comments. Provides appropriate apologies and explanations.	Introduces a personal formally to a group (appropriate to situation). Asks follow-up questions to keep the conversation going.	Introduces guests. Expresses and responds to sympathy, formal toasts or welcomes, minor conflicts or complaints.	Uses a range of polite expressions to show or respond to respect and friendliness.	
	Socio-Cultural 2	**Developing**: Takes turns by interrupting appropriately.	**Adequate**: Holds the floor, keeps the turn and resumes conversation after interruptions. Changes the topic appropriately.	**Fluent**: Encourages others to participate. Uses appropriate levels of formality.	**Advanced**: Uses appropriate non-verbal behaviours to keep conversation engaged.	
	Strategic	**Developing**: Indicates partial comprehension by asking clarifying questions.	**Adequate**: Confirms own comprehension by repeating or paraphrasing.	**Fluent**: Asks follow-up questions to keep conversation going.	**Ability to use** strategies to address or prevent communication breakdown.	
	Vocabulary	**Developing** use of vocabulary in discussions relevant to occupation or profession.	**Adequate** use of vocabulary in discussions relevant to occupation or profession.	**Fluent** use of vocabulary in discussions relevant to occupation or profession.	**Fluent and extensive** use of vocabulary in discussions relevant to occupation or profession.	
	Pronunciation	**Developing** intelligible and effective pronunciation (self-corrects when communication breaks down because of pronunciation).	**Adequate** intelligible and effective pronunciation (occasionally interrupts communication).	**Fluent** intelligible and effective pronunciation (seldom interrupts communication).	**Advanced** intelligible and effective pronunciation (never interrupts communication).	

COMMENTS:

NAME: _____ CLASS: _____

Rubric for Component 3b: Interviewing (Self-Assessment)

		(1) Developing (CLB 6)	(2) Adequate (CLB 7)	(3) Fluent (CLB 8)	(4) Advanced (CLB 9)	Assessment
Holistic Criteria	**Assessing Interaction**	Communicates with some confidence in routine social situations and presents concrete information in some detail about familiar topics of personal relevance.	Communicates comfortably in most common daily situations, and presents concrete and some abstract information on familiar topics.	Communicates with confidence in most daily routine social and work situations and presents concrete and some abstract information on familiar topics.	Communicates with some confidence in challenging non-routine work and social situations and presents information about complex, abstract, general topics.	**CLB** = (holistic criteria)
Analytic Criteria	**Indicator 1: Listening**	**Interacting with Others** - Identifies facts and opinions. - Identifies expressions of openings, pre-closings, closings and leave-takings.	**Interacting with Others** - Understands the intent of expressions and responses. - Identifies situations, relationships, mood and attitudes.	**Interacting with Others** - Identifies situations and relationships between participants. - Identifies speakers' purpose and intent. - Identifies nuances in attitude, emotional tone and register.	**Interacting with Others** - Understands main intent and some implied meanings in complex communication. - Appropriate register (formality) for context, status, and relations.	
	Indicator 2: Speaking	**Interacting with Others** Participates in routine social conversation: Opens and maintains a short formal conversation; closes with three steps (pre-closing, closing, leave-taking).	**Interacting with Others** Participates in less routine social conversations for a range of purposes (appreciation, complaints, satisfaction, dissatisfaction, hope).	**Interacting with Others** Participates in less routine social conversations for a range of purposes (such expressing and responding to empathy, clarifying conflicts, and providing reassurance.	**Interacting with Others** Manages a range of personal and business interactions to respond to needs, feelings, attitudes. - Uses appropriate assertive communication strategies.	
	Socio-Cultural 1	Expresses and responds to small talk. Encourages conversations by adding supportive comments. Provides appropriate apologies and explanations.	Introduces a personal formally to a group (appropriate to situation). Asks follow-up questions to keep the conversation going.	Introduces guests. Expresses and responds to sympathy, formal toasts or welcomes, minor conflicts or complaints.	Uses a range of polite expressions to show or respond to respect and friendliness.	
	Socio-Cultural 2	**Developing**: Takes turns by interrupting appropriately	**Adequate**: Holds the floor, keeps the turn and resumes conversation after interruptions. Changes the topic appropriately.	**Fluent**: Encourages others to participate. Uses appropriate levels of formality.	**Advanced**: Uses appropriate non-verbal behaviours to keep conversation engaged.	
	Strategic	**Developing**: Indicates partial comprehension by asking clarifying questions.	**Adequate**: Confirms own comprehension by repeating or paraphrasing.	**Fluent**: Asks follow-up questions to keep conversation going.	**Ability to use** strategies to address or prevent communication breakdown.	
	Vocabulary	**Developing** use of vocabulary in discussions relevant to occupation or profession.	**Adequate** use of vocabulary in discussions relevant to occupation or profession.	**Fluent** use of vocabulary in discussions relevant to occupation or profession.	**Fluent and extensive** use of vocabulary in discussions relevant to occupation or profession.	
	Pronunciation	**Developing** intelligible and effective pronunciation (self-corrects when communication breaks down because of pronunciation).	**Adequate** intelligible and effective pronunciation (occasionally interrupts communication).	**Fluent** intelligible and effective pronunciation (seldom interrupts communication).	**Advanced** intelligible and effective pronunciation (never interrupts communication).	

COMMENTS:

Activity Plan 95

Lesson 5	🖱 **Networking Jigsaw and Web Search**	
	60 MINUTES	HANDOUT(S): 2

Set-up Stage . . . . 2 min
- Briefly explain to learners that they will be preparing to arrange their networking experience today, and that it will begin with this lesson.

Jigsaw Reading . . . . 25 min
- Divide learners into five groups (based on a class of 25 learners).
- Have learners read the introduction to Handout 1 together. Reading: "*Learning How to Network*". Ask them to discuss the joke. (5 min)
- Assign each group one of the five sections or main points (1–5) of the reading. Have them read the article and discuss the main point that the author was making. **Focus on what the author is advising them TO DO**. (8 min)
- Then have them reform into groups of five, with one representative from each group describing their group's point. Give them guidance as to how much time to take for each speaker (just 1–2 minutes). (12 min)
- The above would work for a class of 25 learners. The configuration of the group sizes will depend on the number of learners in the class: e.g., if there are 12 learners, you could do four groups of three, followed by three groups of four.

**Types of Networking Opportunities
(with Web-based Research)** . . . . 30 min
- Intro and discussion: (5 min) Go over Handout 2 and brainstorm examples together. Discuss possible search terms.
- Web search activity: (15 min) Learners work independently at their computers to complete the chart by identifying possible networking and volunteer opportunities of interest to them. Learners need to choose two possibilities and record the names, telephone numbers and email addresses of key volunteer coordinators or contacts.
- Group discussion: (10 min) In groups of 2-3, learners share what they found in their searches and why they chose specific networking or volunteer opportunities.

Wrap-up . . . . 3 min
- Remind learners that they must choose a networking opportunity and follow-up with them to arrange an interview or informal meeting during Week 6.

Ways to Add Support
- Review the use of key modals (should or could) and the imperative to discuss instructional texts like this one in which the author is making suggestions.
- Review some key vocabulary from the reading first.
- Prepare a five-column chart for learners to take notes with as they listen.

Ways to Add Challenge
- Have learners read the entire article first in the Jigsaw activity. Give them just 5–7 minutes to do so.

Advanced Preparation
- Prepare photocopies of:
  - ✓ Handout 1 – Reading
  - ✓ Handout 2 – Types of Networking Opportunities

Purpose
- Clarifying terms
- Engaging in web-based research
- Identifying possible networking opportunities

Learning How to Network

Martha Heller. CIO. *Learning How to Network*. Accessed on August 5, 2011 at: http://www.cio.com/article/16345/Learning_How_to_Network?page=1&taxonomyId=3127

Let's start this column with a joke: How can you tell an introverted **Chief Information Officer** (CIO)* from an extroverted CIO? The introvert stares at his shoes when you talk to him; the extrovert stares at *your* shoes. While CIOs are masters of a variety of skills, networking typically isn't one of them. Most CIOs, introverts at heart, would rather lead a global SAP deployment than work the room. (Or as one CIO who turned me down for an interview confided, he would rather have a root canal.)

Yet, effective networking is often a means toward better business partners, better employees and better jobs. So, like it or not, it is something CIOs have to learn. Rather than look to sales professionals, consultants and other expert schmoozers for tips on managing your Rolodex, I've turned to the introverts themselves. These four IT executives offer practical, tactical advice for identifying the most promising networking opportunities and making the most of them.

1. **Avoid generic networking events**. Dave Clarke, CTO of the American Red Cross (who lent me my opening joke), is president of the Washington Area CTO Roundtable, Inc., a group that meets bi-monthly to discuss technology topics. "This forum is effective for networking because it is not a networking forum," says Clarke. "Its purpose is technology education, but because the members have common interests, we wind up developing a good network."

   His advice to CIOs in search of something similar: "Look for events that have specific topics of interest as opposed to general networking," he says. "Once you've joined, listen to those members whose opinions you find most interesting. Decide to make contact with only a few, exchange business cards and follow up on that specific topic." Members of the Roundtable call each other to compare notes on technology topics that are relevant to their businesses, not just to have lunch. Another tip from Dave: "CIOs might want to take a look at LinkedIN, an online networking tool," he says. "It is fun to use, and because it is a technology tool, technology executives might be more inclined to use it."

2. **Conceptualize and build a networking model**. Greg Smith, CIO of the World Wildlife Fund, uses a "networking model" to manage his relationship building activities. The model is a wheel with Greg in the centre and nodes that represent friends, IT peers, recruiters, vendors, consultants, employees and mentors around the perimeter. "The links between the nodes and yourself are built by getting out and speaking to people," says Smith. "I force myself to attend vendor seminars, to participate in peer to peer councils, and to reach out to my employees and to mentors. I use the model to make sure that I am spreading my networking activities to a variety of groups and contacts." But don't cast the net too wide, advises Smith. "At any given event, I may meet only two or three people I like. I'll add them to my personal Rolodex and follow up with an email to get together in 30 days," he says. "But if I'm having a conversation with someone I'm not that interested in, I'll cut it short. Networking is time consuming; you have to control your network."

3. **Focus on vertical networking**. Chris Feola, CIO of AskSam Systems and president and CIO of nextPression, a new dashboard and software company, divides networking into two types: horizontal and vertical. "Networking horizontally is simple," he says. "You join a CIO forum or go to a CIO conference, and you're going to meet your peers. The good news is you'll find people who do the same job as you. The bad news is you'll find people who do the same job as you."

   Much more challenging, and often more valuable, says Feola, is vertical networking, where you network in circles higher up the corporate ladder. "You always hear that you should dress for the job you want. It's the same with networking," he says. "If you were the CEO of your company, where would you network? You would join a state business association, an industry forum or a business council. Make sure those groups figure into your networking plans."

4. **Take an MBA short course**. For vertical networking, Feola also recommends taking an MBA "short course" at a reputable business school. "A certificate or mid-management course is not nearly as time consuming as an MBA and it allows for some great networking," he says. "You meet a whole group of people in your community who are on the CEO track, and you are taught by the professors who have taught most of their university's MBA candidates. Plus, you learn to calculate EBITDA, which always comes in handy."

5. **Engage in collaborative networking**. Tom Morgan, CIO of Dobson Communications, finds that "collaborative networking" with professionals outside of his company can be the foundation of strong and enduring professional relationships. "We have a local CIO group in Oklahoma City and we meet on a regular basis," he says. "A few of us have decided to get teams from each of our companies together to establish best practices in information security. Since we are working to produce a concrete deliverable, our networking has real substance and takes on a much more stable footing." There are dual benefits to project-based, collaborative networking, says Morgan. "The work you produce as a collaborative team will be useful to you in your current role and will also give you credibility outside of your organization."

   As with sales people and singers, truly great networkers are usually just born that way. But with a little guidance and a lot of perseverance, even the shyest of us can build an effective network. What are some networking ideas, models or forums that have worked for you?

Martha Heller is the managing director of the IT Leadership Practice at the Z Resource Group, an executive recruiting firm based in Boston.

*CIO refers to Chief Information Officer or the I.T. Director of a Business.

Types of Networking Opportunities

Complete the following chart by doing an on-line search to find relevant networking organizations or opportunities that might interest you in the region in which you live. If the category or type of networking opportunity doesn't interest you, then don't look it up or complete that row. When you are done you will discuss your findings in groups.

Type of Networking Opportunity	Name(s) and Website Address	Why is it interesting?
Volunteer agency (e.g., charity, cultural, service)		
Professional association or organization		
Board of Trade / Chamber of Commerce / business organization		
Conference / speaker series / convention		
Community centre or sports association / team		
Neighbourhood house		
Schools, libraries, hospitals		
CHOICE 1: (with name, telephone, and email contact)		
CHOICE 2: (with name, telephone, and email contact)		

Activity Plan 96

Lesson 5	🖱 **Business Cards**	
	30 MINUTES	HANDOUT(S): 2

Set-up Stage . . . . 5 min

- Briefly explain to learners that they will be preparing to arrange their networking experience today, and that it will begin with this lesson.
- Watch the video "*The Etiquette of exchanging Business Cards*" (Google that title or http://www.eslvideo.com/quiz_int2.php?id=2171&pagenum=1 NOTE: There is a short quiz next to the video at this site that learners can complete after listening.

Review Effective Business Card Design . . . . 5 min

Discuss together what constitutes a good business card design:

1) What should be the largest typeface? Your name.
2) How much information? Keep it simple – contact information.
3) Should I design it myself? Best to use a professional if you can.
4) Should I use my home phone? Only if it is private. It isn't good to have kids answering for business, if possible.
5) How do you add personality or a message about yourself?
   - Colour or design
   - Single word or phrase

Design and Print Cards . . . . 15 min

- Have learners follow the instructions on Handout 1 to design their own business cards.
- Handout 2 is an example, or it could be used for learners to design their card first by hand.

Completion . . . . 5 min

- Learners need business cards for the next activity, so if they haven't had time to finish, they can do so during the final EXT period; however, you will need to have them hand-write their business cards using Handout 2 and then trim them.

Ways to Add Support

- If learners are not comfortable with the computer, you might give them the template in Handout 2 in electronic format to design their card on-line (so they don't have to follow the detailed process to generate labels in Word.)
- Also, you could have learners use the template on Handout 2 to design their cards first and then show and get feedback from you before trying to create them on the computer.

Ways to Add Challenge

- Encourage learners to use more design features, including one occupational value (from the next activity) to include on their cards; have them add it during EXT.

Advanced Preparation

- As required, prepare photocopies of:
  - ✓ Handout 1 – Instructions for Preparing Business Cards Using WORD
  - ✓ Handout 2 – Business card template
- Scissors

Purpose

- Learning how to use business cards
- Designing business cards
- Following instructions in using a software program

NOTE: Learners should bring these cards to the Practice Networking Session in **Activity 130-EXT** period and to the Interview during **Activity 147-EXT**.

Instructions for Preparing Business Cards Using WORD

1. **Create Labels**: With a blank document, click on TOOLS (Letters and Mailings) Envelopes and Labels. Click the Labels tab. Click Options.

2. **Set Options**: In the Label Options dialogue box, make sure the drop-down for Label products says "Avery Standard" and then scroll down in Product number box to 5371 (or another for your labels).

3. **Make a Full Page**: Back in the Envelopes and Labels dialogue box, ensure that under Print it says Full Page of the Same Label. Then click New Document. A table will appear with a series of 2" X 3.5" cells.

4. **Set-up the First Card**: Now you can start designing your card by adding a logo, colour, or a picture from your files or freely available clip art files.

5. **Add Contact Information**: Write your address and contact information in smaller font than your name. Your name should appear in the middle or be very prominent. If you need to move the text in the table cell, press Ctrl+Tab (just pressing Tab moves the cursor to another cell).

6. **Copy the Card**. Highlight (select) the card, copy it, and paste it in each of the other cells to copy the card.

7. **Print and Cut Cards**.

Business Cards

Address City, Postal Code **First Name, Last Name** ***Position*** **Organization (or key value)** Phone: 604- Fax: 604- Email: Website:	

Activity Plan 97

Lesson 5	**Core Values / Speed Networking**	
	40 MINUTES	HANDOUT(S): 2

Set-up Stage . . . . 3 min

- Ask learners to brainstorm on what an occupational value might be?
- See how many are on Handout 1.
- Ask them to read the values cards and cut them to allow sorting.

Clarifying Core Occupational Values . . . . 7 min

- Learners select their three top values by sorting through the cards.
- They can choose one or another work-related value as well, if it doesn't appear on the card.
- Instruct them to write the three core values **on the back** of four of their business cards – to distribute during the speed networking session.
- (NB. They should keep the remaining value cards to sort through to guess the values of others at the end of the speed networking session.)

Speed Networking Session . . . . 25 min

- Learners use the chart on Handout 2 to generate strategies for communicating these values in short networking contexts.
- Then, tell learners they will have only three minutes to exchange cards, introduce themselves, and communicate at least ONE core value using one of the strategies.
- Then you blow a whistle or make a sound and they change partners. Repeat this 3-4 times – as time permits.
- Allow five minutes at the end, for learners to sit down with the business cards they've collected to guess the core values of the person who gave them the card. Remind them not to peek, but to try to guess first.

Ways to Add Support

Let learners bring their communicative strategies chart in Handout 2 with them while they speed network – to help them remember what they might say.

Stop after each speed networking to give learners a chance to guess one another's core value(s).

Ways to Add Challenge

Shorten the time for exchanges to two minutes and suggest that they use pneumonic devices to remember, or to make a note on the card that they receive.

Advanced Preparation

- Prepare photocopies of:
  - ✓ Handout 1
  - ✓ Handout 2
- Scissors for learners (or cut cards from Handout 1 before giving them to learners)

Purpose

- Clarifying core occupational values
- Communicating core occupational values
- Communicating effectively in the short duration of most networking situations

Clarifying Core Occupational VALUES (10 minutes)

Our values help us to make decisions. They can be very broad cultural or religious values, like caring for others, or they can be more concrete and reflect the emphasis that we place on different aspects of a job or career. In your career, your values change over time. When you start your first job, you might be looking for good pay and benefits, so these will be high on your list of work values. As time progresses, you may become more interested in people recognizing your accomplishments, or having a friendly, collaborative working environment.

Knowing your values is an important aspect of your ability to find and hold a job. Knowing yourself enables you to identify and seek opportunities to realize your potential more effectively. In the following tasks, you will learn to do the following:

(1) Clarifying Your Core Occupational Values – Values Cards activity

(2) Communicating Your Core Values – Speed Networking activity

(3) Hearing Others' Values – Speed Networking activity

Clarifying Your Core Occupational Values – Values Cards* (10 minutes)

1. Cut the values cards up and lay them face up in front of you.

2. Read each card and think about whether or not it is an important value for you. If so, put it in a pile for values that are important to you. If it isn't that important to you, put it in another pile.

3. Your goal is to reduce the cards to your three most important or CORE occupational values. So, if you have more than three cards in your important values pile, sort those cards with values you would merely like to have from those that are essential.

4. Lay out the three essential core values cards.

5. Write these three values on the back of the business cards you prepared in the last lesson.

*This activity was adapted from Ashworth, C. (2005). Values Worksheet. MHCAA. Accessed on August 08, 2011 from: http://alumnae.mtholyoke.edu/pdf/career/worksheet5.pdf.

Values Cards

Physically Active	Taking Risks	Job Security	Team Work
Social Justice	Religion or Spirituality	Stability	Organized Environment
Predictability	Respect and Status	Recognition	Leadership
Project Management	Flexible Hours / Work Week	Variety in Tasks	Routine
Financial Security	Good Benefits	Quiet Environment	Creativity
Training / Education	Large Workplace	Small Workplace	Collegiality
Ethics	Authority	Duty	Sense of Belonging
Creativity and Innovation	Helping Others	Growth	Healthy Environment
Making Decisions	Power	Sense of Humour	Independence

Speed Networking Activity (30 minutes)

In the following activity, you will exchange cards and communicate your values in rotating pairs. At the end of the session, you will look at the cards and try to remember and guess the values of your partners WITHOUT looking on the back of the card.

Step ONE: Communicating Values (10 minutes)

1. Write down your three core values in the column provided in the table below.

2. For each of your three core values, write three different ways you might communicate those values in casual conversation or small talk—i.e., briefly, succinctly, yet clearly. You may want to use one of three strategies for communicating occupational values succinctly:

> **Suggesting Indirectly**: This approach offers a polite and indirect way to communicate occupational values. Your conversational partner needs to infer your values.

> **Negating the Opposite**: In this strategy, you make it clear that you don't value the opposite of your values, which suggest indirectly, as well, what you do value.

> **Stating Directly**: Another strategy is to state your occupational values explicitly.

	Option 1: Suggest the Value Indirectly	**Option 2:** Negate the Opposite Value	**Option 3:** State the Value Directly
Example: Job Security	**I am looking for a place to establish myself in Canada over time.**	**Given my family responsibilities, I can't afford to change jobs often.**	**Security and stability mean a lot to me.**
Core Value 1:			
Core Value 2:			
Core Value 3:			

Step Two: Speed Networking (15 minutes). You will have three minutes to exchange cards and brief small talk with a partner. Communicate your values AND listen to guess the values of your partner.

Step Three: Guessing your Partners' Values (5 min.) Sit down with the cards you have collected, and write down the name of each person's card. Next to it, guess the three values they were trying to communicate. Check the back of the cards only when finished.

Activity Plan 98

Lesson 5	**Socio-Cultural Warmer: Being Helpful and Approachable**	
	25 MINUTES	HANDOUT(S): 1

Set-up Stage . . . . 5 min

- Discuss with learners what they think "welcoming" body language is. What makes a person look approachable and positive?

- Cross your arms, scowl, and turn your body away from the class and ask them to direct you into a more welcoming posture.

- Distribute Handout 1.

- For this culture map, learners need to get into groups of three. An employee is going around from office to office introducing a new office clerk to his colleagues at a company. Have the learners switch roles.

- You may need to discuss some of the idiomatic language: "a steep learning curve, get up to speed, to get there, etc."

- You may want to spend some time discussing the subtleties of handshaking between men and men, women and women, men and women, people of different status levels, and first-time meeting versus times after, etc.

Speaking Stage . . . . 18 min

- In groups of three, learners perform the dialogues.

- Circulate and comment on body language and the use of a friendly tone of voice.

Debriefing Stage . . . . 2 min

- Some discussion may be needed around being respectful, welcoming and helpful towards support staff.

Advanced Preparation

- Prepare photocopies of:
  - ✓ Handout 1

Purpose

- Help learners to be aware of their body language

- Help learners have a welcoming demeanor towards others so that they are considered approachable

Culture Map – Being Helpful and Approachable – Leaving a Positive and Friendly Impression

A. (Approaching)

> Employee A: You are taking around a new office clerk to introduce him or her to the other people working in the office. Think about the gestures and phrases you will use to introduce the people. Remember to have a friendly tone of voice.
>
> Employee B: You are busy working at your desk, but you can hear that your colleague is bringing around a new staff member to introduce to everyone. Soon they will be at your desk. Think about how you are going to appear open, welcoming and friendly when they arrive at your desk. Think about what you are going to do. Prepare to smile, stand up make eye contact and firmly shake hands with the new person. Think about what you are going to say.
>
> Employee C: You are a new office clerk being introduced to your new work team.

B. (Bridging)

> Employee A: Knock on your colleague's door (if there is one). When you have his or her attention, you can say *"SOrry to interRUPT (**Name**), **BUT** …"*
>
> Adding the person's name is optional, but it can seem more forceful or assertive. This may be necessary if you really need to get the person's attention. For example, he or she may be looking down or away from you and is not picking up on your facial cues.

C. (Communicating Message)

> Employee A:
>
> *"I'm just BRINGing aROUND our NEW Office CLERK to **MEET** Everyone.*
>
> *Have you MET ___(Name)_____ **YET**?*
>
> (Gesture with your arm and hand)
>
> Employee B:
>
> *"**N0**, I **HAV**en't. **SO**rry, I DIDn't CATCH your **NAME**. I was still caught UP in my **WORK**."*
>
> (Stand up, approach the new person. Make eye contact and smile)
>
> Employee C: New Clerk
>
> *"THAT'S o**K**: it's ____(**Name**)_____ "*
>
> (Make eye contact, smile and say your name again. If you are a female, you may want to extend your hand first if you are meeting a male.)

Employee B:	*(Extend your hand to shake hands. Grasp the hand*
"Nice to MEET you (Name). WELcome to the Office"	*firmly so that the inside creases of your thumbs meet.* *Shake two times and then let go.)*
Employee C: New Clerk	
"THANKS. It's NICE to BE here. It'll be a BIT of a STEEP LEARning CURVE at FIRST, but I'll GET there."	
Employee B:	*(Stay standing and chatting)*
"WELL, DON'T HESitate to ASK if you have any QUEStions. We're ALL PREty FRIENDly aROUND here"	

D. (Developing Closure)

Employee C: New Clerk

"YEAH, THANKS; it SEEMS that WAY. EVeryone's been GREAT so far."

Employee A:

"WELL. THANKS _(NAME)_ We'll LET you get BACK to WORK."

Employee B:

"Ok then. BYE"

Employee A and C:

"BYE."

Activity Plan 99-EXT

Lesson 5	🖱 **Networking Reading 2, etc.**	
	75 MINUTES	HANDOUT(S): 2

Assignment 1: Finish Designing and Printing Business Cards . . . . 5-10 min

- If learners haven't finalized the design and printing of business cards, you might do so during this extension period (but limit them to 10 minute maximum).

Assignment 2: Finalize Networking Choice . . . . 10 min

- If learners haven't finalized their networking or volunteer opportunity choices yet, they can continue to do Web research and find the contact information for their two choices.

Assignment 3: Reading and Worksheet . . . . 55-60 min

- If and when they complete their business cards and networking choice, have them do the reading and questions.
- Learners do the pre-reading, during reading, and post-reading activities independently or with a partner.
- You circulate and assist them with their reading strategies and comprehension questions.
- Handout Answer Key for learners to check their answers near the end of the extension period.

Ways to Add Support

- Review the pre-reading activities together as a class.
- Have learners work in pairs and read out loud to one another as they complete the worksheets together.

Ways to Add Challenge

- Have learners record challenging or unfamiliar vocabulary in a vocabulary journal, and then research the meaning and use of the words.

Advanced Preparation

- Prepare photocopies of:
  - ✓ Handout 1 – Reading
  - ✓ Handout 2 – Worksheet for Reading
  - ✓ Answer Key for Handout 2

Purpose

- Clarifying terms
- Developing an understanding of the value of social networks
- Mapping out a personal social network

Do social networking sites improve your ability to network in real life?

Ronca, Debra. "*Do social networking sites improve your ability to network in real life?*" 02 July 2009. HowStuffWorks. com. <http://computer.howstuffworks.com/internet/social-networking/information/social-networking-sites-improve-your-ability-to-network.htm> 08 August 2011.

Your Facebook profile boasts 200 friends. On LinkedIn, you have 50 connections. On your Twitter account, you have 60 followers and you follow 30 people. Your social network is sizable; there are more than 300 people and it's growing every day. You feel rather popular. But have you ever wondered if these online connections translate to real life?

Staying in touch online is easy. With a few strokes of the keyboard and a few clicks of the mouse, you're connected. Social networks allow us to keep in touch with each other through the various ways we share information. This information can be personal (digital photos, status updates, funny videos) or professional (linking to industry-specific articles, writing a testimonial for someone on LinkedIn).

Well, before the Internet became a part of daily life, we used our social networks to get things done. Job hunting? It helps to know "someone on the inside". Looking for a date? Your friend's cousin has a single pal. Need a handyman to fix the broken stair? Ask your neighbors if they have anyone to recommend.

Online social networks take that local network you have and make it global. There's even a new word for it **glocalization**. You can search for a job in your area via your social network's job boards. You can cyber-flirt with an online cutie. You can look up a plumber online and then find customer reviews from people who've used him or her before.

But how are the two networks related? Do your online networks complement your real-life networks? Is the impact a positive one or a negative one? Optimists say that social networking via the Internet helps us to strengthen existing ties and forge new ones, leading to an improved social condition. Pessimists say that our online social networks keep us isolated and closed-off from other people's worldviews [source: Rainie].

Because the boom in online social networking is so new, there aren't a lot of hard numbers to prove either viewpoint. We can, however, take a look at some studies and learn what the experts have to say.

Social Capital

> ### Dunbar's Number
>
> A few years ago, anthropologist Robin Dunbar came up with an interesting theory about social networks. He stated that our brains, alone, can manage only a limited number of social contacts. Studying the social networks of apes, the number he arrived at was 148. Commonly rounded up to 150, this famous number is the **Dunbar Number**. Although the study didn't include humans, sociologists often cite Dunbar's number when discussing our social networks. Worth noting is the fact that the average number of "friends" in a Facebook network is **Activity 120**, very close to Dunbar's magic number [source: Economist].

To understand how both our online and offline social networks benefit us, it helps to understand the meaning of **social capital**. We all know what our physical capital is. It's the measure of our belongings and our money our stuff. Social capital, on the other hand, is the measure of our connections with others our networks.

The main theory of social capital is that social networks are valuable. Having a social network provides you with benefits like trust, cooperation and information. Your social capital, then, is the collective value of the social networks with which you are connected. For example, when your neighbors are out of town, do you keep an eye on their house just to make sure everything's OK? That's social capital your network of neighbors looking out for each other. Have you ever gone to an Internet board in search of a support group? That's social capital in action. Your church, your book club, even your favorite neighborhood watering hole all provide you with social capital. You and your network share information, support each other, and may even work together for positive action (fundraising, charity work). Advocates of social capital believe that an abundance of social capital directly correlates with community issues like improved school performance, lower crime rates, better public health and reduced political corruption [source: Putnam].

However, research shows that the social capital of communities has declined considerably over the past few decades. Experts attribute it to urban sprawl. People don't all live in close proximity to each other anymore. They also blame television, busier lives and, sadly, a decline in our overall trust in each other [source: Saguaro Seminar].

Some people may also blame the decline of community social capital on the popularity of the Internet. However, the Internet actually helps to build social capital just in different ways. Studies show that the Internet doesn't conflict with people's connection to the community [source: Pew]. The Web actually helps people to maintain active contact within their network because they're not limited to geographically-restricted face-to-face interactions.

You may have 200 Facebook friends, but how many of these people are you actually close to? In the next section, we'll take a look at the different levels of your social network.

Professional Networking

In 2006, the Pew Internet and American Life Project published a study titled "*The Strength of Internet Ties.*" Its goal was to find out more about the nature of people's social networks. It found that our social connections break down into two basic types.

Core ties are the people with whom we are the closest. We're in frequent contact with them, we trust them and we turn to them when we need help or have questions. They're among our strongest relationships. **Significant ties** are the people outside of our core ties who are still connected. We probably have less frequent contact with them and turn to them less for advice or assistance. They're weaker than our core ties but a bit more than casual acquaintances. Significant ties may be important at times, when we need to reach outside of our core tie network for help.

The growth of these **weak ties**, as they're also called, is exploding. Online social networks allow us to collect weak ties and maintain them better than we would have without Facebook or Twitter reminding us of their existence. And even though we call them "weak," in certain situations, your weak ties provide you with the most benefit.

Weak ties allow you to problem-solve more efficiently than you would with the help of your core ties.

Let's look at an example. Say you recently lost your job and you're actively searching for leads on a new one. Your weak ties are actually more valuable to you than your core ties in this situation. This is because your core ties, your friends, are very similar to you that's why they're your core and probably can't give you any information you don't already have yourself. But your weak ties are at the outer edges of your network, and they know people and information that you don't. And because they're connected to you through your social network, they're more willing to help you than, say, an anonymous person on an Internet job board.

In today's dismal job market, social networking sites offer users an edge. The site LinkedIn targets the professional, white-collar employee. As you create a profile, the site suggests possible contacts people you may have known in previous jobs or through college and university. You can search for specific people, research companies you'd like to work for and reach out to the right people without having to navigate through a telephone switchboard maze. LinkedIn even lets you write recommendations for people you know, and allows them to return the favor. There's an old adage that states, "It's not what you know; it's who you know," and social networking sites prove that to be true. Social networking and the job market are such a great match that some colleges even offer seminars on how to network online [source: Perez].

Social Networks and Meaningful Connection

> **Ambient Information**
>
> One of the big draws of online social networks is the constant flow of information. Experts call this information the status updates, posted notes and thoughts, photos **ambient information**. These little bits of data floating around in your brain ("Chuck had a really great roast beef sandwich yesterday!") can even lead to more meaningful face-to-face interactions. Knowing all these little tidbits about each other eliminates the need for fact-finding small talk, letting friends get right to the good stuff when they're meeting up after work or school [source: Thompson].

Social networking sites usually make the news for negative reasons. In 2006, teen Megan Meier committed suicide after suffering cyber-bullying through the social networking site MySpace. It turned out that the person bullying her wasn't even real, but a fictitious profile created by the mother of a classmate. The case attracted a lot of attention and calls for increased regulations for online networks [source: ABC News].

However, online social networks can also positively affect real life. Recently in England, a teen girl noticed that one of her Facebook friends seemed suicidal. She took action and contacted authorities, who tracked the boy down and saved him from a drug overdose. Even actress Demi Moore has taken such action. She noticed a suicide threat in her Twitter feed and mobilized her followers to call local police [source: Matyszczyk]. Yes, these examples are extreme, but they do illustrate the power of social networking and social capital. Even though none of these people knew each other in real life, they still reached out to help because of their connections to each other online.

So what's the relationship between online social networks and real life? Some people worry that because we can so easily connect with people online, we are less capable of meaningful connection in real life. Long before the Internet, psychologists coined the term **parasocial relationships** to describe the one-sided connection people tend to make with characters on television or movie stars they read about in magazines. Following celebrities on Twitter is a good example of a parasocial relationship. You're privy to details about that person's life, yet the celebrity in question usually has no idea that you even exist.

Some worry that these parasocial relationships can crowd out some of your actual, emotional relationships with others. The good news is that experts haven't yet seen any statistics that prove this. They believe that online social networks and other types of media (like cell phones) add to our social networking skills, not take away from them [source: Rainie].

Pros of Online Social Networking

A study focused on the virtual reality program, "*Second Life*", found that online interactions seem to enhance real-life social skills. By giving users a common world and environment, the program facilitates social connection. The author of the study concluded that while our social and communication skills may be changing, they're not eroding [source: ScienceDaily].

Honestly, though out of all those hundreds of friends you have on Facebook, how many of them would you invite to a party, or to your wedding? How many of them would you call when your car breaks down? You're more likely in these situations to turn to your **core ties**. The important thing to remember with online social networks, as with the Internet in general, is that nothing can really replace face-to-face contact. Your networks should enhance your social and professional life, not replace it. If your online social networks replace or damage your real-life relationships, you may want to evaluate yourself for Internet addiction [source: Center for Internet Addiction Recovery].

And how about dating? How do your online social networks affect your personal life? More and more, we're hearing stories of miscommunications due to Facebook. Mostly these are just amusing for example, the couple who decided to move their relationship status from public to private and were immediately inundated with messages and condolences from concerned friends about their supposed breakup [source: Hines]. Some are more serious, like the woman who found out her husband was divorcing her by reading his status update [source: Tozer]. Incidents such as these simply underscore the importance of meaningful communication.

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Reading Comprehension Activity

<u>Pre-reading</u>: Strategies for Predicting

1. **Inferring from Title:**

   What do you think the article is about given the title: "Do social networking sites improve your ability to network in real life?" What is your answer to this question before reading the article?

   _____

   _____

   _____

   _____

2. **Background Knowledge:**

   List four ways you can think of to network. Place a checkmark next to those ways you have participated in in the past, either in Canada or in your former country:

   i. _____   ii. _____

   iii. _____   iv. _____

3. **Vocabulary Notes: Nominalizers and Verbalizers**

   Nominalizer: Suffix 'ation' = "process of" (e.g. globalization)

   This suffix turns verbs and adjectives into nouns. This is called "nominalization," that is, **the process of** turning a verb or adjective into a noun. Knowing this, guess the meaning of the following words:

   e.g. cooperation (n) = to cooperate (v) + 'the process of'

   celebration (n) = _____ + 'the process of'

   immigration (n) = _____ + 'the process of'

   Verbalizers: Suffix "ize" or "ate" (e.g., localize or globalize)

   Sometimes, an adjective or a simple noun is transformed into a verb using suffixes like 'ize' or "ate" and then into a noun using "ation" as in the following examples"

   real (adj) ➜ real_____ (v) ➜ real_____ (n) = the process of making real

   (medicine) ➜ medic_____ (v) ➜ medic_____ (n)

During Reading: Outlining and Note taking

In the following outline, write down the main subheadings (from the reading) and summarize a few of the main points. Next to the words in bold, write down the meaning of the key term as you understand it from the reading. Many won't appear in the dictionary, so guess their meaning from the context.

Do social networking sites improve your ability to network in real life?"

Section 1 (No Subheading)

-
-
-

Glocalization: _____

_____:

Dunbar's Number: _____

Social capital: _____

-
-
-
-

_____:

Core ties: _____

Significant ties: _____

Weak ties: _____

-
-
-

_____:

Ambient Information: _____

Parasocial relationships: _____

-
-
-

_____:

-
-
-

Post-reading: Using graphic organizers

1. **Pros and Cons of on-line social networking**: The article concludes by describing the "pros" of on-line social networking. What does "pros" mean? In fact, the author lists both pros and cons. **WITH A PARTNER**, discuss and complete the following chart considering the Pros and Cons of relying on on-line and/or real social networks. You can use the reading and your own experience and perspectives.

	Pros	Cons
On-line (virtual) social networks		
Real (face-to-face) social networks		

2. **Identifying my personal network**: In the chart below, begin to enter some of the names of people or organizations in your personal social network.

Weak Ties

Community Contacts:

Professional Contacts:

Significant Ties

Friends:

Colleagues:

Core Ties

Family:

Friends:

Reading Comprehension Activity

Pre-reading: Strategies for Predicting

1. **Inferring from Title:**

   What do you think the article is about given the title: "Do social networking sites improve your ability to network in real life?" What is your answer to this question before reading the article?

   From the title, I would predict that the article is going to compare and contrast on-line social

   networking with face-to-face social interactions and networks like the family and neighbourhood.

   I think that on-line social networks do help you to form networks in real life.

2. **Background Knowledge:**

   List four ways you can think of to network. Place a checkmark next to those ways you have participated in in the past, either in Canada or in your former country:

   i.   _e.g. children's school ✓_   ii. _Engineering Associations ✓ (in Japan)_

   iii. _block party ✓_   iv. _Professional conferences_

3. **Vocabulary Notes: Nominalizers and Verbalizers**

   Nominalizer: Suffix 'ation' = "process of" (e.g. globalization)

   This suffix turns verbs and adjectives into nouns. This is called "nominalization," that is, **the process of** turning a verb or adjective into a noun. Knowing this, guess the meaning of the following words:

   e.g. cooperation (n) = to cooperate (v) + 'the process of'

       celebration (n) = ___ _celebrate_ ___ + 'the process of'

       immigration (n) = ___ _immigrate_ ___ + 'the process of'

   Verbalizers: Suffix "ize" or "ate" (e.g., localize or globalize)

   Sometimes, an adjective or a simple noun is transformed into a verb using suffixes like 'ize' or "ate" and then into a noun using "ation" as in the following examples"

       real (adj) ➔ real_ize_ (v) ➔ real_ization_ (n) = the process of making real

       (medicine) ➔ medic_ate_ (v) ➔ medic_ation_ (n)

During Reading: Outlining and Note taking

In the following outline, write down the main subheadings (from the reading) and summarize a few of the main points. Next to the words in bold, write down the meaning of the key term as you understand it from the reading. Many won't appear in the dictionary, so **guess their meaning from the context**.

Do social networking sites improve your ability to network in real life?"

Section 1: (no subheading)

- *On-line social networks make it easy to stay in touch.*
- *Social networks help us find to get things done—even long before the Internet.*
- *How do on-line and face-to-face social networks relate?*

Glocalization: *refers to a process of taking a local network global.*

Social Capital:

Dunbar's Number: *Named after Anthropologist Robin Dunbar, this refers to the optimum number of people in a social network for brain development (which is 148 or approximately 150).*

Social capital: *refers to the measure of our connections with others – our networks.*

- *Social capital theory suggests social networks provide benefits like trust, cooperation and information that enhance our lives like financial capital benefit our physical life.*
- *Social capital of communities has declined over the past few decades.*
- *People blame it on urban sprawl, or some on the Internet.*
- *In fact, the Internet helps keep connections with geographic dispersion.*

Personal Networking:

Core ties: *refer to our closest and most intimate relationships (family and friends).*

Significant ties: *refer to relationships that are important but less intimate than core ties.*

Weak ties: *refer to relationships that are infrequent and distant but nonetheless important.*

- *Core ties and significant ties constitute our social networks.*
- *Weak ties (aka significant ties) are growing—allow you to problem-solve.*
- *On-line social networks (like LinkedIn) can help with job hunting.*

Social Networks and Meaningful Connection:

Ambient Information: *refers to the constant flow of information about our social world.*

Parasocial relationships: *refer to one-sided relationships people forms with celebrities.*

- *Negative news about social networking –e.g. suicides through bullying.*
- *On-line social networks affect real life positively, too: suicide alerts.*
- *No adverse effects of on-line or cell technologies for our emotions have been found.*

Pros of Online Social Networking:

- *One study found that online interactions improve real social skills*
- *Yet, most on-line friends are superficial and can't help resolve actual problems.*
- *Also, they are prone to miscommunication and not good for intimacy or conflict.*

Post-reading: Using graphic organizers

1. **Pros and Cons of on-line social networking**: The article concludes by describing the "pros" of on-line social networking. What does "pros" mean? In fact, the author lists both pros and cons. **WITH A PARTNER**, discuss and complete the following chart considering the Pros and Cons of relying on on-line and/or real social networks. You can use the reading and your own experience and perspectives.

	Pros	**Cons**
On-line (virtual) social networks	*Enhance real-life social skills*	*On-line communication not good for intimacy – MIS-communication*
	Many more "friends" than we can meet in face-to-face	*Superficial. Can't depend on them to help in time of need*
Real (face-to-face) social networks	*ALSO enhance real-life social skills*	*Difficult to maintain when we live far apart*
	Body language and tone help to make communication clearer	*Can make us feel more inhibited*

2. **Identifying my personal network**: In the chart below, begin to enter some of the names of people or organizations in your personal social network.

Weak Ties

Community Contacts:
- kids' soccer team
- kid's school
- kid's parents down the block
- Japanese Cultural Association

Professional Contacts:
- Professional Engineers' association
- Annual conference organizing committee

Significant Ties

Friends:
- oldest friend in Japan

Colleagues:
- Joe from the office
- Mark from class

Core Ties

Family:
- immediate family
- cousins in town

Friends:
- best friend
- neighbours

Activity Plan 100

Lesson 6	**What is Continuous Learning?**	
	45 MINUTES	HANDOUT(S): 3

Set-up Stage . . . . 5 min

- Remind learners that we talked about lifelong learning last week.
- Ask learners about their experiences doing upgrading and professional development for their own careers.

Presentation Stage . . . . 35 min

- Distribute Handout 1.
- Learners listen and take notes, then compare with a partner or in threes.
- Learners listen again, add to notes and do questions.
- Distribute Handouts 2 and 3. Learners complete Handout 2. Handout 3 is the transcript. You may wish to listen again and go over vocabulary and meaning.
- Go over answers as a class.
- Play audio a third time. With the audio, go over any questions about language or usage.

Wrap-up . . . . 5 min

- Summarize the audio.
- Answer any questions and review what was covered.

Ways to Add Support

- Go over some "vocabulary" in more detail from the audio clip; depending on the class, you may wish to do this beforehand, or create extra worksheets for additional practice.

Ways to Add Challenge

- Play audio fewer times.
- Add additional discussion questions.

Advanced Preparation

- Prepare photocopies of:
  - ✓ Handout 1
  - ✓ Handout 2
  - ✓ Handout 3
- Make overhead of handouts, if desired.
- Access an audio player for the audio portion CD.

Purpose

- Discussing, in detail, what lifelong learning is and how it might be achieved
- Learning vocabulary and appropriate terms used in Lifelong learning or professional development
- Preparing learners to be able to account for gaps in their job-search dossier

Lifelong Learning

Before you listen to the audio, discuss the following questions in small groups:

What does continuous learning mean to you?

What are some non-traditional ways to learn?

What is some work-related learning that you would like to explore?

What is some health and wellness related learning you would like to try?

Listening and Note-Taking

Listen to the audio clip and take notes in the box below. After you have listened once, compare your notes with someone who is near you. See how much information you were able to understand.

Continuous Learning: Comprehension Questions

Read the following sentences and decide if the sentence is TRUE (T) or FALSE (F) according to the audio you just heard.

1. Continuous learning is about taking many courses at the local college.   T   F

2. Lifelong learning keeps life interesting and keeps the mind sharp.   T   F

3. Continuous learning always involves an instructor.   T   F

4. Apprenticeships are good for learning, but not well paid.   T   F

5. Internships are both good for learning and well paid.   T   F

6. Some workplaces offer funding for professional development.   T   F

7. Mentoring takes place when someone who is senior to you at work lets you give them
    additional training and support.   T   F

8. Attending a public lecture or workshop is a form of continuous learning.   T   F

9. Self-directed learning is good for everyone.   T   F

10. It's a good idea to keep a record of your learning sessions for professional reasons.   T   F

Complete the sentences.

Choose the best words from the audio (in the box) to complete the sentences below.

> presentations   objectives   organizations   course credentials   objectives
>
> apprenticeship   mentors   credentials   presentations   motivated   organizations

1. Continuous learning is not about taking course after _____ at the local college.

2. Some people may be required to take classes to maintain _____, meet new regulations, and stay current with new trends in their field.

3. There are many different ways learners can reach their educational _____.

4. A wide variety of professional _____ offer courses, seminars, workshops and sessions from conventions.

5. An _____may be a very useful and effective way to eventually develop a new skill, though the pay is poor.

6. _____take newer employees "under their wing" and provide ongoing training, instruction and work related advice.

7. Attending lectures, or focused _____ by experts on subject matter, are held in a wide variety of locations, not just in classrooms.

8. A person who is good at self-directed learning is usually highly _____.

Continuous Learning: Comprehension Questions

Read the following sentences and decide if the sentence is TRUE (T) or FALSE (F) according to the audio you just heard.

1. Continuous learning is about taking many courses at the local college.   T   **F**

2. Lifelong learning keeps life interesting and keeps the mind sharp.   **T**   F

3. Continuous learning always involves an instructor.   T   **F**

4. Apprenticeships are good for learning, but not well paid.   **T**   F

5. Internships are both good for learning and well paid.   T   **F**

6. Some workplaces offer funding for professional development.   **T**   F

7. Mentoring takes place when someone who is senior to you at work lets you give them additional training and support.   T   **F**

8. Attending a public lecture or workshop is a form of continuous learning.   **T**   F

9. Self-directed learning is good for everyone.   T   **F**

10. It's a good idea to keep a record of your learning sessions for professional reasons.   **T**   F

Complete the sentences.

Choose the best words from the audio (in the box) to complete the sentences below.

> presentations   objectives   organizations   course credentials   objectives
>
> apprenticeship   mentors   credentials   presentations   motivated   organizations

1. Continuous learning is not about taking course after __*course*__ at the local college.

2. Some people may be required to take classes to maintain __*credentials*__, meet new regulations, and stay current with new trends in their field.

3. There are many different ways learners can reach their educational __*objectives*__.

4. A wide variety of professional __*organizations*__ offer courses, seminars, workshops and sessions from conventions.

5. An __*apprenticeship*__ may be a very useful and effective way to eventually develop a new skill, though the pay is poor.

6. __*Mentors*__ take newer employees "under their wing" and provide ongoing training, instruction and work related advice.

7. Attending lectures, or focused __*presentations*__ by experts on subject matter, are held in a wide variety of locations, not just in classrooms.

8. A person who is good at self directed learning is usually highly __*motivated*__.

Continuous Learning: Transcript

Continuous or lifelong learning is learning how to learn and develop personally and professionally. It is about developing skills of reflection and inquiry and the ability to think about experiences to gain insight. Continuous learning is not about taking course after course at the local college. It's about learning how to learn so that your life and work experiences become the classroom. Continuous learning in the workplace is the ability to participate in an ongoing process of acquiring skills and knowledge as part of regular work, or from co-workers, or when we access training.

This idea of lifelong learning is something many individuals strive for. It keeps the mind sharp and it keeps life interesting. Continuous learning may be something we do in our personal lives just because we are interested. Or, we may choose to do it – to better our work situation (say, in order to go after a promotion or to change jobs). Or, we may be required to do it to maintain credentials, meet new regulations, or to stay current with new trends in our field. No matter what the reason, it is safe to say that employers like their workers to be keen, up-to-date people who are able to learn new things and make the workplace a more successful operation.

As you probably know, not all learning takes place in a classroom, and not all learning is formal. There are many different ways that learners can reach their educational objectives. There may be an instructor, mentor, facilitator or trainer involved in learning, or the learning may be materials-based, as in a website or text. Or, the learning may be self-directed– like an individual conducting research or a particular study.

There are numerous ways to approach lifelong learning – too many to include here. But I will outline some of the typical ways of learning as they relate to the workforce. Which approaches work for you will depend on your job, what it is you would like to learn, and your preferred learning style.

The first approach to mention as an aspect of training and lifelong learning is an **apprenticeship**. For centuries, apprenticeships were the major approach to learning a skill. The apprentice worked with an expert craftsperson to learn their trade. Especially during difficult financial times, businesses are eager to get any kind of help they can find. Seeking an apprenticeship may be a very useful and effective way to eventually develop a new skill – even if the pay is poor, or sometimes non-existent.

Similar to this style of learning is the idea of **internships** and **co-op** programs. Internships are usually offered by organizations to people wanting to find work experience during the summer months. The internships are good for real-life experience at a particular job; the organizations often get skilled, highly dedicated service. Those in a co-op program with their college or university will be placed in an organization for similar work-training reasons. Neither interns nor co-ops are well paid, but quite often, they will be hired by the companies they worked for.

Many professions require continuing professional development and proof of ongoing training to retain certification, e.g., social workers, machine operators, nurses, etc. Professionals need to stay up-to-date in the views and practices in order to lead and manage in today's organizations. This is a more formal kind of training, and can often be done at colleges and universities in continuing education classes; sometimes it is done at training centres. Many workplaces will even offer funding to help support this kind of development. As well, a wide variety of professional organizations often offer courses, seminars, workshops and sessions at conventions. These are useful, in particular, for highly focused overviews of a particular subject, or training about particular procedures.

Another way to learn is through distance learning or online learning (sometimes called eLearning). This has become a mainstream approach in training and development. These days, you can attend a classroom virtually from anywhere in the world, and you can even do complete degrees or certificates online.

Other kinds of continuous learning include job or career coaching and mentoring. Career coaching usually comes from someone outside of your workplace, and often involves working one-on-one with an individual wanting to improve their career. A career coach's job is to find out what an individual needs, then together, they set major goals, develop an action plan, and set out to accomplish the plan. This is usually a paid service. Mentoring, on the other hand, is learning that happens when you find experienced managers in the workplace who are willing to take newer employees "under their wing", and provide ongoing training, instruction and work related advice.

Lectures, or focused presentations by experts on subject matter, are held in a wide variety of locations – not just in classrooms. Professional associations often bring in speakers. Guest lectures are often sponsored by local universities, colleges and training centres, and announced to the public. Many times, these kinds of lectures are recorded and posted online.

Lastly, I want to touch on self-directed learning. The person who continuously learns this way, whether for personal or professional development, is highly motivated. Learners can usually gain a great deal of knowledge and skills by identifying their own learning objectives, how to meet those objectives, and how to determine if they have been successful.

So, as you can see, there are many ways to engage in continuous learning. It should be kept in mind that if you or others need to verify results from your training and development (say for a job change or promotion), it helps to keep a record of items that can be evaluated to discern if you've achieved your training goals and objectives. This can be as simple as keeping a file folder filled with course completion certificates and grades, to a more formal professional development portfolio. In some workplaces, the human resources department will want to keep a record of your professional development, so you may wish, or be required to, give them a copy as well.

Activity Plan 101

Lesson 6	**Introduction to Assertiveness and Confidence: Part 1 – Confidence**	
	35 MINUTES	HANDOUT(S): 2

Set-up Stage . . . . 5 min

- Introduce learners to the idea of assertiveness and how to show confidence at work. This may be done with two pantomimes of you walking into a meeting: one meekly, and one with confidence. Ask learners to talk about the difference between the two mannerisms. Elicit answers and write on board.

Presentation Stage . . . . 25 min

- Distribute Handout 1.

- Learners work through questions and discuss ideas in groups. Go over as a class.

- Distribute Handout 2. Tell learners you they are going to focus on the concept of confidence in this activity.

- Learners read the article and answer questions. Go over answers as a class.

- Play audio a third time. Go over any questions about language or usage.

Wrap-up . . . . 5 min

- Summarize the reading.

- Answer any questions and review what was covered.

Ways to Add Support

- Go over some "vocabulary" in more detail for the reading. Depending upon the class, you may wish to do this beforehand or create extra worksheets for additional practice.

- Have stronger learners work with those that need help.

Ways to Add Challenge

- No dictionaries while reading.

- Add a time element to the reading. Add a time limit in which to complete the reading.

Advanced Preparation

- Prepare photocopies of:
  - ✓ Handout 1
  - ✓ Handout 2

Purpose

- Introducing the idea of confidence and assertiveness in the workplace

Confidence and Assertiveness: INTRODUCTION

Using a dictionary, look up the meaning of these words and write them one the line.

Confident: _____

Assertive _____

Now, in the box below, write the other forms of this word. Use a dictionary if necessary.

ADJECTIVE	VERB	NOUN	ADVERB
Confident			
Assertive			

Again, using a dictionary, find the **antonym** (opposite meaning) of these words and write them on the line.

Confident: _____

Assertive _____

GROUP DISCUSSION:

In groups of four or five, brainstorm possible answers to the questions below. Write your answers in the boxes. You will be sharing these with the class.

What are some ways to show confidence?

What how do you know if someone is not confident?

What are some ways to build confidence?

Give some examples of someone being over-confident.

How can you be assertive in a positive way?

How can someone be assertive in a negative way?

The Importance of Confidence in the Workplace

Before you read: VOCABULARY

The following 12 words are from the reading below. Read through the text and see if there are any that you know already. If not, check your dictionary, or work with a partner to find the meaning before you start to read.

overbearing   multitasking   comfort zone   posture   egocentric

attain   dynamic   prioritize   poise   rapport   genuine   capable

The importance of confidence in the workplace

If you want to be noticed and become more visible in the workplace, you must be able to portray the image of self-confidence. Confidence is necessary for anyone looking for success in their career. Take a look at the leaders in your organization; they are usually examples of individuals that know how to appear confident. A very important fact to point out is that confidence should never become **overbearing** and **egocentric**.

Every organization has its own culture. One aspect of that culture might be how confidence is shown. Consider how the expression of confidence might be different if you are a nurse, a hair stylist or a construction worker. Your confidence level must reflect how confidence is practised or shown in your organization. If you act outside of the working culture of an organization, it becomes very difficult to remain confident and accomplish the goals you want to **attain**. It is very important to work within the culture of an organization or it will make it next to impossible to remain confident.

In this **dynamic** world that we work in, you will be challenged many times to manage changing situations and conflict. This is where it's important to show your confidence; you must be able to demonstrate this to your colleagues, clients and supervisors – that you can handle any situation and maintain your poise. This is not always an easy feat. Sometimes you are feeling stressed or overwhelmed on the inside, but for the most part, we are expected to maintain good **posture**, strong body language and use positive words. All of these actions will contribute to your confidence and the confidence others place in you. Whenever you start to feel a lack of confidence, take the spotlight away from yourself and focus on the situation or the individuals that are involved in the situation.

Remaining confident is important – for you to feel good about how you are managing at work, and also for your boss and colleagues – to feel like they can trust you to deal with your responsibilities. If you are facing competing priorities – meaning you are trying to do too many things at once – remaining confident can become very challenging.

In order to maintain your confidence so that you can manage **multitasking** effectively, give yourself some time frames and **prioritize** what needs to get done. If you are organized and know what direction you are headed, you will be able to maintain your confidence so you can successfully accomplish your goals AND preserve the confidence your co-workers have in you.

Sometimes confidence means that you must be able to work out of your own **comfort zone**; it is very easy to become comfortable with work habits and how you usually manage your working day. Confidence can help you push yourself out of your own comfort zone and show that you can face changing situations with composure and self-assurance. When change is happening in any organization, other individuals will follow you because they will be looking for direction. You can be someone who goes with flow in a positive and confident manner.

Successful individuals are confident individuals. They become role models for other employees to follow. Confidence enables you to encourage others to adapt to changing situations in the work environment. Remaining positive and confident can be the key to make you the individual that stands out from the crowd and put your on the road to a successful career.

Here are some tips on how you can boost your confidence in the workplace.

Pay attention: If you are naturally self-conscious, it can be difficult to feel or appear confident, so take the focus off yourself. Give other people your full attention. While you shift attention away from yourself, confidence levels will start to rise.

Build relationships: Establishing an emotional bond or a **rapport** with another person is another learnable skill. At the heart of rapport is respect for the other person, conveyed by *listening more than talking* and showing **genuine** interest in them. With good rapport, confidence levels climb.

Be yourself: People see through forced behaviours, so trying to copy someone else's confident style could backfire.

Know your stuff: Don't try to be all things to all people. Identify what it is that people actually need from you and focus on communicating that. If using English is one reason you are less than confident, you have to push through and practise. Take a class, get a tutor, and volunteer ... anything! More practise will improve your confidence.

Believe in yourself: Mae West famously said "If you don't think you are wonderful, why should anyone else?" That applies to people in the workplace, to a degree. If you want people to feel confident in you, you have to believe that they have reason to do so. In other words, you have to believe you are a **capable** and skilled, and that you can do the job.

Adapted from http://absoluteconfidence.com/the-importance-of-confidence-in-the-workplace By D. P. Noe, RN and Author, Howell, Michigan US. Accessed on August 10, 2011.

And, http://www.selfgrowth.com/articles/6_Steps_to_Building_Confidence.html *6 Steps to Building Confidence*, by Ruth Hegarty, founder and lead coach at Leap of Confidence Accessed on August 10, 2011.

Comprehension Questions: The importance of confidence in the workplace

Work through the following questions to check your understanding of the reading.

True or False:

Read the following sentences and decide if the sentence is TRUE (T) or FALSE (F) according to the article you just read.

1. Showing confidence is one way to get noticed at work.   T   F

2. You can never be too confident in the work place.   T   F

3. Every profession has the same workplace culture.   T   F

4. Even in high pressure situations, it is usually important to stay poised.   T   F

5. We should never show confidence if we don't feel it.   T   F

6. Focussing on other people will help increase confidence.   T   F

7. If you see someone who has a confident style, you should change yourself so you are acting like them.   T   F

8. Preparation is one of the most important elements to confidence.   T   F

Complete the Sentence

Choose the best word from the article (in the box) to complete the following nine sentences.

overbearing   multitasking   comfort zone   posture   egocentric
attain   dynamic   prioritize   poise   rapport   genuine   capable

Einat has been doing the same job for 12 years, and then suddenly, she was asked to do something else. It was out of her (1) _____ but they encouraged her to try something new.

Douglas was not very good at (2) _____. He could only do one thing at a time.

The Internet is an example of a very (3) _____ tool. It is constantly changing.

One of the reasons we make small talk is to build relationships or (4) _____ . We also make small talk to fill silences.

There were so many things to do before she went off shift that Susan decided to (5) _____ what she would do first and what she could leave until later.

Kelly is taking classes at the university at night. He hopes to (6) _____ a degree in Counselling.

No one liked working with Jeff. He was so (7) _____ and always giving the impression that he thought he knew everything.

Daniel is a very (8) _____ employee. He really knows his stuff, he shows initiative and he is really easy to work with.

Even when the pressure is really on, Corey shows a lot of (9) _____. To look at him, you would never even know that he was stressed.

Comprehension Questions:

Use the article and answer the following questions. You may wish to offer some of your own ideas as well.

1. In paragraph one, the article states you should look to the leaders of the organization to see how they show confidence. Why is this a good idea?

    _____

    _____

    _____

2. Why should the way you show confidence reflect in the work culture?

    _____

    _____

    _____

3. When we are stressed, why might showing confidence be important?

    _____

    _____

    _____

4. How can being organized help you to feel confident?

    _____

    _____

    _____

5. Even when working out of your comfort zone, it's good to show some confidence. Why?

    _____

    _____

    _____

If you finish quickly, compare answers with a partner. Be prepared to go over the answers as a class.

True or False:

Read the following sentences and decide if the sentence is TRUE (T) or FALSE (F) according to the article you just read.

1. Showing confidence is one way to get noticed at work.   (T)   F

2. You can never be too confident in the work place.   T   (F)

3. Every profession has the same workplace culture.   T   (F)

4. Even in high pressure situations, it is usually important to stay poised.   (T)   F

5. We should never show confidence if we don't feel it.   T   (F)

6. Focussing on other people will help increase confidence.   (T)   F

7. If you see someone who has a confident style, you should change yourself so you are acting like them.   (T)   F

8. Preparation is one of the most important elements to confidence.   (T)   F

Complete the Sentence

Choose the best word from the article (in the box) to complete the following nine sentences.

overbearing   multitasking   comfort zone   posture   egocentric
attain   dynamic   prioritize   poise   rapport   genuine   capable

Einat has been doing the same job for 12 years, and then suddenly, she was asked to do something else. It was out of her (1) __**comfort zone**__ but they encouraged her to try something new.

Douglas was not very good at (2) __**multitasking**__. He could only do one thing at a time.

The Internet is an example of a very (3) __**dynamic**__ tool. It is constantly changing.

One of the reasons we make small talk is to build relationships or (4) __**rapport**__ . We also make small talk to fill silences.

There were so many things to do before she went off shift that Susan decided to (5) __**prioritize**__ what she would do first and what she could leave until later.

Kelly is taking classes at the university at night. He hopes to (6) __**attain**__ a degree in Counselling.

No one liked working with Jeff. He was so (7) __**egocentric**__ and always giving the impression that he thought he knew everything.

Daniel is a very (8) __**genuine**__ employee. He really knows his stuff, he shows initiative and he is really easy to work with.

Even when the pressure is really on, Corey shows a lot of (9) __**poise**__. To look at him, you would never even know that he was stressed.

Comprehension Questions:

Use the article and answer the following questions. You may wish to offer some of your own ideas as well.

1. In paragraph one, the article states you should look to the leaders of the organization to see how they show confidence. Why is this a good idea?

   Answers may vary.

2. Why should the way you show confidence reflect in the work culture?

   Answers may vary.

3. When we are stressed, why might showing confidence be important?

   Answers may vary.

4. How can being organized help you to feel confident?

   Answers may vary.

5. Even when working out of your comfort zone, it's good to show some confidence. Why?

   Answers may vary.

If you finish quickly, compare answers with a partner. Be prepared to go over the answers as a class.

Activity Plan 102

Lesson 6	Introduction to Assertiveness and Confidence: Part 2 – Assertiveness	
	35 MINUTES	HANDOUT(S): 1

Set-up Stage . . . . 5 min

- Make the connection from the previous activity on confidence; introduce the notion of assertiveness.

  Write the two following statements on the board and talk about them as a class:

  "I would love to be on that committee. I have lots of ideas to contribute."

  "Oh, I'm not sure if you think it's a good idea, but if no one else wants to do it, maybe I could be on that committee"

  Discuss: One is assertive and direct and shows confidence. Which one? Why?

Presentation Stage . . . . 25 min

- Distribute Handout 1. Tell learners they are going to focus on the concept of assertiveness in the this activity.

- Learners work through questions and discuss ideas in groups. Go over as class.

- Distribute Handout 2. Learners read the article and work on questions. Go over answers as a class.

Wrap-up . . . . 5 min

- Summarize the notion of assertiveness in the workplace.

- Answer any questions and review what was covered.

Ways to Add Support

- Go over some "vocabulary" in more detail for the reading. Depending on the class, you may wish to do this beforehand, or create extra worksheets for additional practise.

- Have stronger learners work with those that need help.

Ways to Add Challenge

- No dictionaries while reading.

- Add a time element to the reading. Add a time limit in which to complete the reading (10 minutes, for example).

Advanced Preparation

- Prepare photocopies of:
  ✓ Handout 1

Purpose

- Introduction of the idea of confidence and assertiveness in the workplace

Making Assertive Statements

In the last activity we looked at showing confidence in the workplace. One way to show confidence is to make assertive statements. In this activity, we will introduce the idea of making assertive statements to help you sound (and hopefully feel) more confident. We will have more time to practise making these kinds of statements in today's Extension period.

Caution:

There's a fine line between arrogance and confidence in the workplace. Why do some people appear capable and likable, whereas others seem arrogant? In the Canadian workplace, we see value in showing confidence in abilities and in being clear about what we want. However, most workplaces expect politeness and awareness of others when we show assertiveness and confidence. Coming across as rude in the workplace should be avoided.

Look at the following examples of how to respond to a possible job opportunity within your current workplace:

1. Give me the job. No one else here is as good as I am.

2. I would love the opportunity to do that job. I think I'm a good fit.

3. The job sounds interesting. I was wondering if anyone else was thinking about applying. If not, maybe I'll apply. I wouldn't be too bad at it.

What do you think?

Which response is confident and which is assertive? Which is assertive, but rude? Which one shows a lack of confidence and not much assertiveness?

Notice that you can be assertive without being too direct. Being too direct can also come across as rude and arrogant.

Situations for assertiveness training:

Each of these situations involves a need for assertive behavior. With a partner or in a small group, role-play each of these situations. Spend about five minutes on each situation and be sure to change roles.

1. You just got to work with a busy day ahead. Your co-worker really wants to go to for coffee, but you would rather not.

2. Your office mate is always borrowing money from you.

3. You are at a restaurant for a business lunch and you ordered a $20 steak that is tough; your colleague is encouraging you to return it, but you don't like being pressured into doing such things.

4. Your manager has given you the same difficult assignment several times in a row. You notice that your colleagues have not had a turn doing the difficult job. You speak up about it.

5. You and your co-worker are discussing a situation, and your friend says something with which you strongly disagree.

6. At a meeting, your coworkers are discussing a plan on how to market your business. They think the company should make a TV commercial, but you have other ideas about how to get more business.

SELF REFLECTION

How comfortable am I at being assertive?

What new behaviours or language do I need to develop to be more assertive?

Why is it easier to role play being assertive than to actually be assertive in real life?

Which of the myths concerning non-assertiveness do I hold to? How can I overcome these?

What roadblocks to assertiveness are present in my current behaviour?

What are the differences between my assertive and my aggressive behavior?

What body language cues do I need to develop in order to improve my assertive style?

Activity Plan 103

Lesson 6	**Introduction to Social Networking**	
	60 MINUTES	HANDOUT(S): 2

Set-up Stage . . . . 5 min

- Indicate to the learners that we are going to talk about networking and how it might impact your work or professional life. Elicit what it is and ways to do it. Write answers on board.

Performance Stage . . . . 50 min

- Distribute Handout 1. Learners complete the questionnaire; discuss as a class.
- Distribute Handout 2. Learners read article on Networks and Networking and work on questions together.

Wrap-up . . . . 5 min

Summarize and answer any questions. Indicate that there will be a deeper look at social networking in the Extension.

Ways to Add Support

- Partner novice learners with more experienced learners.

Ways to Add Challenge

- No dictionaries while reading.

Advanced Preparation

- Prepare photocopies of:
  - ✓ Handout 1
  - ✓ Handout 2

Purpose

- Introduction of networking and using social media to build connections

Networking Survey: Speaking Practise

- Read each question and ask your instructor if you don't understand any of them.
- Survey three different people and summarize they answers in the box.

Survey Questions:	NAME:	NAME:	NAME:
1. Do you like meeting new people and making small talk?			
2. In your job, do you meet at lot of people? Why or why not?			
3. How do you like to communicate with your family and friends?			
4. Have you ever been to a business mixer or a social event for your work? What did you talk about with people?			
5. Do you have a Facebook account? Why or why not? How often do you check your account?			
6. What are some negative aspects of using Facebook or Twitter for professional networking?			
7. Who is in YOUR network? Who do you know who is a good job connection for you?			

Networking and Networks

Networking can be different things. It can be a way to assist people in moving up in the job they currently have, or for widening possible job or business opportunities for working people. Networking can benefit your career, and maybe even your personal life, too. The idea of networking is to develop a set of connections with friendly people who want to share information in order to help each other in many aspects of life, but usually with workplace and career endeavours.

Why Networking?

There are different reasons a person might want to improve their networking skills. Maybe you would like to:

- change jobs
- boost your status and income with prospective customers
- explore a learning opportunity
- move ahead at your current job/company
- get more exposure for yourself or for your business or company
- help other business and working people connect with each other
- meet people who think in a similar way to you

These are all reasons to consider networking.

Networking is all about relationships. If you know, like and understand someone, you are more likely to be interested in doing business with them, or helping them succeed in their careers. For all workers and business people, whether lifetime citizen or newcomer, it is important that you develop friendly relationships with people who can let you know about job openings or ways of advancement.

Networking is all about give and take. If you want your networking to be successful and to continue over time, you must understand that it is not only about what YOU get out of it, it is also about what you can do for others. Perhaps you can offer a tip, a connection, a business lead, or maybe something unrelated to work, like where to get a really good deal on a car tires. Building that kind of relationship is what networking is all about.

One of the components of this module is about lifelong, or continuous, learning. When you are networking, you may be amazed at what you can learn. Maybe you will gain knowledge of a fantastic job opportunity, hear about an interesting conference, obtain some useful business information, or perhaps just learn about where to get a delicious, cheap lunch near your work. All of this can be related to learning.

Your Network

We have talked about networking; now let's talk about your network. For newcomers, networking can be important for those trying to break in to a new community or business. To build an effective network, you may want to try both formal and informal networks in place. Formal networks are the type you actually join, usually with dues and regular meetings. These could include a professional association, a group like the Lion's Club, or an association of a particular kind of business. Informal networks may include friends you run into at a party, people you know from a former job, people from your church, mosque, or synagogue, or the people you meet while picking your children up from school. A good network contains both types, and has a healthy mix of both business and social connections.

Who is in _your_ Network?

But what do you do if you are new to a county or a city and don't really know that many people? What if you are not sure about your network, or if you even have one?

Ask yourself these questions:

- Do you have neighbours? What kind of work do they do?

- Do you have classmates? Do those classmates know people who have jobs?

- Have you met anyone at your job? Do they have outside interests?

- What about your instructor? Does he or she have any friends? Do those friends work in interesting professions?

- Do you have a hair dresser? How many people does he or she see in a day? What jobs do they have?

If you answered "yes" to any of these questions, you have a network. Anyone in this network or connected to this network (like a friend's friend, or a neighbour's former boss) would be considered a "warm contact". That means that you have some type of connection to them. (A "cold contact" is dealing or talking to someone you don't know, like calling someone out of the phonebook.) If you want to learn more about a particular job or job opportunity, of if you need to find someone who provides a service live tax preparation, or roof repair, for example, it's nice if you can go through your network

Who is in YOUR network? Write you answers in the box.

QUESTIONS: Discuss these questions in a group.

1. Do you think having some kind of personal connection is important when doing business or looking for a job? Why or why not?

2. What are some other advantages to networking?

3. Do you have experience networking here or in your own country? Talk about it with your group. Are things different in Canada?

4. What are the negative aspects of networking?

Activity Plan 104-EXT

	Networking Practice	
Lesson 6		
	75 MINUTES	HANDOUT(S): 1

Learners may need time to finish up the previous activity. Some time can be given, as the instructor sees fit.

Set-up Stage . . . . 5 min

• Indicate to learners – that they are going to practise some networking skills for this period.

Practice Stage . . . . 45 min

• Give out Handout 1. Learners complete Part 1 together. Go over as a class. Talk about alternatives; go over pronunciation, intonation of language produced.

• Learners complete Part 2. Learners prepare an identity and they mix and mingle in a "networking event". Learners try to make connections.

Wrap-up . . . . 10 min

• Compare findings with classmates at the end.

• Answer any questions

Ways to Add Support

• Go over small talk phrases (address appropriate and inappropriate)

• Provide vocabulary support

• Partner novice learners users with more experienced learners

Ways to Add Challenge

• Partner experienced learners with less experienced ones

• Add a writing assignment where learners write about their experiences networking.

Advanced Preparation

• OPTIONAL: prepare some refreshments for the networking session – like a real mixer.

• Prepare photocopies of:
  ✓ Handout 1

Purpose

• Practising appropriate networking to build connections

WHAT SHOULD YOU DO AT A NETWORKING EVENT?

Part 1

1) **If you are by yourself and don't know anyone, try to be bold**. Strike up a conversation with someone else who seems to be on their own. Make small talk about the room, the event, the weather, the food, or something else you have in common in that moment. Then introduce yourself and offer to shake hands.

   Can you think of examples of how to introduce yourself? Work with a partner and write them here.

   _____

   _____

2) **Another thing you can do is to make a point of introducing people to each other**. If you have colleagues there, you can introduce them to the new people you meet. They want to make connections, too.

   Can you think of examples of how to do this? (Hint: You might want to mention their job or their workplace). Work with a partner and write them down here.

   _____

   _____

3) **Use listening skills, show interest and ask questions**. Be sure you are paying attention to the person or people you are talking to. Don't be constantly checking your phone or looking around the room to see who else is there. Show that you are interested in them by asking questions that will get them talking. This builds rapport.

   Can you think of examples of how to do this? Work with a partner and write your examples here.

   _____

   _____

4) **What should you <u>not</u> talk about at a networking event?** Anything that is not appropriate for small talk is not appropriate at a networking event. So, no talking about personal matters (unless you know the person), no specifics about money, no religion, no politics and graphic details about health issues. In addition, you should not go into the wild details of your last trip to Las Vegas. This would not be suitable in a business or workplace setting.

   Is there anything else you shouldn't talk about? Work with a partner and write them here.

   _____

   _____

5) **Follow-up emails and follow-up calls**. If you make a connection with someone while you are out networking, be sure to find a way to follow-up with each other. Whether you are exchanging emails or business cards, make sure that you are able to connect again.

What are the kinds of things you might say in this situation? Work with a partner and write them here.

_____

_____

Part 2

ROLE PLAY

In a few minutes, the whole class is going to participate in a "Networking Event". During this event, you will practise:

• Introducing yourself <u>and others</u>

• Asking people about their professions/jobs and places of work

• Making small talk

• Finding connections for yourself or other people ("Oh, have you met Ben? He is also interested in environmental issues."... or whatever).

• Seeing if there is a way that you can "do business" together, or "help" each other.

For this activity, you can use your own information, or if you prefer, you can use your imagination and create new information. Write your information, real or imagined, below:

Name: _____

Job/ profession: _____

Company: _____

How long have you been there? _____

Where did you go to school? _____

What do you like about your job? _____

What don't you like about your job? _____

> *Use these details as you practise networking.*
>
> *Your instructor will help you all get started.*

Activity Plan 105

Lesson 7	**What Canadian Employers Want: Focus on Soft Skills**	
	55 MINUTES	HANDOUT(S): 2

Part I: Warmer

Set-up Stage . . . . 10 min

- Begin with two general discussion questions. Elicit answers from the learners:

  ✓ What is the main reason that employees lose their jobs or get fired?

  Answer: Employees are hired because of their hard skills: their qualifications and technical ability to do the job. However, survey after survey shows that they most often lose their jobs due to their lack of soft skills.

  ✓ What are soft skills?

  Answer: Soft skills are communication skills for successful interaction with co-workers.

  ✓ Why are soft skills so important in Canada?

  Answer: In more hierarchical countries, workers need only follow their boss's lead; micromanagement systems don't require strong interpersonal skills. However, in Canada, which has a more egalitarian system, workers act more independently and interact with more levels of personnel. Therefore, stronger "people" skills are required.

  It is said that in hierarchical countries, potential employers look for 80 per cent hard skills and 20 per cent soft skills, whereas in North America, employers look for 60 per cent hard skills and 40 per cent soft skills (and even higher for management jobs, because supervisors tend to act like coaches, not like authoritarian bosses).

- Indicate to learners that an important focus during the next four or five classes will be to develop the vocabulary to express both your hard and soft skills to employers.

- Divide class into groups of three or four.

Speaking Stage . . . . 10 min

- Circulate and encourage discussion.

Reporting Stage . . . . 5 min

- Obtain an example from each group. Acknowledge that individual learners may have found the activity quite challenging and that by the end of the project, they will have a much better idea of the vocabulary and phrases to use to communicate their soft skills.

Advanced Preparation

- Prepare photocopies of:
  ✓ Handout 1
  ✓ Handout 2
  ✓ Answer Key Handout 2
  ✓ Handout 2. Also available from website (see reference)

Purpose

- Introducing one focus of the Dossier: to be able to use appropriate vocabulary to describe one's skills to Canadian employers

- Building on concepts related to Canadian workplace skills

- Introducing Employability Skills 2000+, which learners will use as a tool for identifying employer's expectations, and for developing appropriate vocabulary

Part 2
Set-up Stage . . . . 3 min

- Provide background to the Employability Skills 2000+ :
  Based on extensive surveying of employers across Canada, the Conference Board of Canada (not-for-profit organization) has identified the critical skills that you need in the workplace – whether you are self-employed or working for others. Employability Skills 2000+ include communication, problem solving, positive attitudes and behaviours, adaptability, working with others, and science, technology and mathematics skills.

- The 2 page document can be downloaded for free at:
  http://www.conferenceboard.ca/Libraries/EDUC_PUBLIC/esp2000.sflb

- Point out to learners that the self-assessment tool, Skills Credentialing Tool for Individuals, is available at: http://conferenceboard.checkboxonline.com/Survey.aspx?s=b5cfd4c7ef204b5cb3e6a6c1f7e07628

- Distribute Handouts 2 and 3 (Employability Skills 2000+).

Reading and Vocabulary Practice Stage . . . . 25 min

- Circulate and monitor progress. The first part is meant to familiarize learners with the framework and how it is organized. The second part is intended to provide vocabulary practice. As learners complete the vocabulary exercise, have them check their answers with each other.

Reporting Stage . . . . 2 min

- Distribute Answer Key Handout 2 (or post it in the back of the room).

- Deal with any questions or clarification.

Way to Add Support

Group lower learners with more advanced ones.

Way to Add Challenge

Encourage learners to begin thinking about their own work experience and what examples they could present to employers to show these skills.

**Note: Learners were introduced to the Essential Skills model in the orientation and practised using the Essential Skills and the NOC. They may be curious about the difference between Essential Skills and Employability Skills. Essential Skills were determined through interviews with employees and tend to include more emphasis on the technical skills that workers find they need to do their jobs. Employability Skills were determined through interviews with employers and tend to include more emphasis on soft skills, and on personal qualities such as honesty and persistence.

References

Employability Skills 2000+. (2007). The Conference Board of Canada. (accessed 19/08/11) http://www.conferenceboard.ca/Libraries/EDUC_PUBLIC/esp2000.sflb

Skills Credentialing Tool (SCT) for Individuals. (2007) The Conference Board of Canada. (accessed 19/08/11) http://conferenceboard.checkboxonline.com/Survey.aspx?s=b5cfd4c7ef204b5cb3e6a6c1f7e07628

Group Discussion: Soft Skills

Directions: In your group, brainstorm answers to the following questions. (10 min)

1. What soft skills are Canadian employers looking for?

2. What vocabulary or phrases can you use to indicate to an employer that you have a particular soft skill?

Soft skills desired by Canadian Employers	Vocabulary to indicate that you have a particular soft skill
1. Teamwork	**Collaborate**
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	

Employability Skills 2000+

The Employability Skills 2000+ is a useful tool for understanding what soft skills Canadian employers expect employees to have in order to be successful in the Canadian workplace. The Employability Skills 2000+ will also help you to build your vocabulary – in order to understand job postings and to communicate your soft skills effectively with career counsellors and potential employers.

To help you become familiar with the Employability Skills 2000+, look quickly at the headings on page 2 and fill in the following chart:

_____	_____	**Team work skills**
1. Communicate	1.	1.
2.	2.	2.
3.	3.	
4.	4.	
	5. Work safely	

Vocabulary

Match the underlined expression from column A with the correct definition from Column B:

COLUMN A	COLUMN B
1. <u>Implement</u> solutions	a. Be responsible, be ready to provide a reason for your actions or decisions
2. Identify <u>the root cause</u> of a problem	b. Communication, development and interactions
3. <u>Seek</u> different points of view	c. Decide how important something is
4. <u>Cope</u> with uncertainty	d. Do what was advised or suggested
5. Accept and provide feedback in a constructive and <u>considerate</u> manner	e. Do your work in the way the rules recommend
6. You will be better prepared to <u>add value to the outcomes</u> of a task, project or team when you can …	f. Give a focus or direction for self-development
7. Share information using <u>a range of</u> information and communication technology.	g. In a useful and helpful way
8. Make estimates and <u>verify</u> calculations	h. Make sure that a solution (plan or recommendation) is used
9. Be open and respond <u>constructively</u> to change	i. Make sure that something is correct and accurate
10. The personal skills, attitudes, and/or behaviours, that <u>drive one's potential for growth</u>	j. Many different kinds
11. Be aware of personal and group health and safety practices, and <u>act in accordance</u> with these	k. Offer/contribute your soft and hard skills to the team to make the final product better
12. <u>Act on</u> opportunities for improvement	l. Paying attention to the needs and feelings of other people
13. Assess, <u>weigh</u> and manage risks	m. Recognise, accept, stay calm and in control of a difficult situation
14. Understand and work within <u>the dynamics</u> of a group	n. Search, look for
15. <u>Be accountable</u> for your actions	o. The main reason why the problem began

Vocabulary Answers

COLUMN A	COLUMN B
1. <u>Implement</u> solutions **h**	a. Be responsible, be ready to provide a reason for your actions or decisions
2. Identify <u>the root cause</u> of a problem **o**	b. Communication, development and interactions
3. <u>Seek</u> different points of view **n**	c. Decide how important something is
4. <u>Cope</u> with uncertainty **m**	d. Do what was advised or suggested
5. Accept and provide feedback in a constructive and <u>considerate</u> manner **l**	e. Do your work in the way the rules recommend
6. You will be better prepared to <u>add value to the outcomes</u> of a task, project or team when you can … **k**	f. Give a focus or direction for self-development
7. Share information using <u>a range of</u> information and communication technology. **j**	g. In a useful and helpful way
8. Make estimates and <u>verify</u> calculations **i**	h. Make sure that a solution (plan or recommendation) is used
9. Be open and respond <u>constructively</u> to change **g**	i. Make sure that something is correct and accurate
10. The personal skills, attitudes, and/or behaviours, that <u>drive one's potential for growth</u> **f**	j. Many different kinds
11. Be aware of personal and group health and safety practices, and <u>act in accordance</u> with these **e**	k. Offer/contribute your soft and hard skills to the team to make the final product better
12. <u>Act on</u> opportunities for improvement **d**	l. Paying attention to the needs and feelings of other people
13. Assess, <u>weigh</u> and manage risks **c**	m. Recognise, accept, stay calm and in control of a difficult situation
14. Understand and work within <u>the dynamics</u> of a group **b**	n. Search, look for
15. <u>Be accountable</u> for your actions **a**	o. The main reason why the problem began

Activity Plan 106

Lesson 7	**Self-Promotion: Describing Yourself as a Problem Solver**	
	50 MINUTES	HANDOUT(S): 1

Set-up Stage . . . . 3 min

- Remind learners that the ability to think and solve problems is considered a fundamental skill by Canadian employers. In fact, during the recruitment process, potential employees are often asked to describe situations where they have found solutions to problems in their previous work experience. This shows their ability to work independently and contribute to an egalitarian workplace. Presenting yourself as a problem solver is an important form of self-promotion.

- Distribute Handout 1.

Practice Stage . . . . 27 min

- Introduce the STAR method on Handout 1.

- Have learners review the examples and apply the STAR method by identifying each section.

- Post one copy of the answer key and have learners check their answers as they complete the reading.

Writing Stage . . . . 20 min

- Have learners begin drafting their own STAR example.

Way to Add Support

Do the first example with the class.

Way to Add Challenge

Have learners write their example in a cohesive paragraph, using transition words of progression.

Advanced Preparation

- Prepare photocopies of:
  - ✓ Handout 1

- Make an overhead of Answer Key Handout 1 if desired.

- Learners' own paper

Purpose

- Developing language for presenting one's skills in a way that meet Canadian employers' expectations

The STAR Method

As you have learned, Canadian employers consider problem solving skills to be an important workplace skill. As with personal qualities, you are often asked to provide practical examples of times when you have used problem solving skills. Talking about situations where you have shown initiative and implemented solutions at work is a good way to promote yourself and your skills. One technique which is useful for describing these situations is the STAR method.

STAR stands for Situation, Task, Action, Result. This method helps to organize information so that employment counsellors and potential employers can easily understand your skills and work history. It helps you to self-promote and highlight your problem solving abilities.

Here are the steps to **STAR**:

1) Describe the **situation** in detail by giving the overall context. Include where you worked and when. Then, describe the challenge or problem. This description could be a statement of the overall purpose or goal of the project. It could also be a description of the challenge or problem faced by the company.

2) Describe the **task** that you or the team did. Provide more details about what needed to be done to solve the problem or face the challenge. Clarify the degree of responsibility and the role you had.

3) What **action** did you take to resolve the situation? Describe the specific work you did. This includes recommended solutions or suggestions.

4) What was the end **result** of the action that you took? The results are described in terms of the company's bottom line, increased sales, improved efficiency, or increased client or customer satisfaction. Include hard evidence of the result (e.g., 30 per cent increase in sales).

By using the **STAR** formula, you can present your skills clearly, succinctly, linearly, powerfully and positively.

Group Activity:

On the next page, there are examples of three STAR situation breakdowns. However, the information is not in order. Use the information above to help you decide the correct order. Decide which part of the STAR model (Situation, Task, Action or Result) goes with each section of writing, and write it to the left of the text. One of the steps is provided.

Job Search Dossier: You will need to submit a STAR example of your own for your Dossier. When you complete your group work, begin to draft your example.

Example 1: Automated Car Wash

RESULT	The final product exceeded the project targets. The automated system reduced costs by 33 per cent through: 1) improving the accuracy of the sensing of the vehicle in the tunnel, thus reducing wasted application of soap, water and warm air. 2) increasing the number of vehicles passing through the tunnel by reducing the spacing between vehicles. 3) reducing labour costs through on and off site monitoring of the system, including safety, fluid levels and troubleshooting.
	From 2000 – 2001, I worked as an Automatic Car Wash System Technologist at MCT Corp., Slovakia. I was hired as a member of a five-person special project team – to develop an automated car wash system. One of the main project goals was to improve the efficiency of the automated system.
	I tested the control electronics, developed the test and demonstration firmware, provided durability testing, and performed all troubleshooting of electronic parts. As the prototype system was developed, I provided quantitative feedback to the rest of the team on the performance of the prototype.
	The team looked at ways to improve the position control of the vehicle as it passed through the car wash so as to reduce unnecessary spraying and drying costs. The team also investigated ways to reduce the labour costs of running the conveyor and refilling fluids, and to provide both on and off site safety monitoring. I was responsible for providing feedback on how closely the prototype met the project targets.

Example 2: Automated Month-end Reporting

	I began by conducting a review of the GL procedures manual, and then I investigated a variety of recommended automated accounting software packages. I also interviewed account executives and assistants to determine their needs and the informal process that they had put in place. In addition, I identified discrepancies and gaps in the reporting process. Based on my analysis, I recommended implementation of one automated package, including a plan for adopting the package. After that, my main focus was to rewrite the GL procedures manuals, ensuring that it was standardized. I also provided face-to-face training and follow up to the GL department and the account executives and their assistants. Finally, I made the training available in an on-line format.
	As a result of the changes, many accounting discrepancies and inconsistencies have been eliminated. Management receives more timely and accurate budget information on which to base key decisions, and the company is in a much better position to provide the level of financial service expected to our client.
	In my last job, I worked as an accountant in the General Ledger Department of a large accounting firm. When I arrived, the company was still using manual month-end reporting procedures. This led to inefficiencies, and combined with the lack of updated standard procedures, critical budget information was often inaccurate and late.
TASK	At the time I was hired, the firm had just been awarded a large contract to provide Financial Services to a multinational petroleum conglomerate, and it was imperative that the GL department increased efficiency in order to meet the new challenge.

Example 3: Hardware and Firmware Design

		SAE was looking for an innovative new power consumption product to stay competitive in the power systems market.
		From 2001 to 2004, I worked as an Electronics Engineer at SAE Elektronik. During that time, I specialized in hardware and firmware design.
ACTION		With my hardware design skills, I took the initiative of designing an extreme low power consumption RTU-1 telemetric unit. I designed the main concept, schematics and board in EAGLE. Then I assembled prototypes and executed first run tests, and compiled technical documentation. In addition, I suggested many integration solutions for the new designs, highlighting the cost savings and upgrade advantages.
		On the software side, I developed RTU-1 firmware using C language and Assembler. Furthermore, I created a custom test set and first-run test procedures for RTU-1 unit. I proposed a new custom "easy-use/remote access" programming language and compiler design for the language.
		After successful test runs, SAE adopted my RTU-telemetric unit design and firmware. The unit is currently in their catalogue and sales are doing well.

Draft of your own STAR example:

Situation: _____

_____

_____

Task: _____

_____

_____

Action: _____

_____

_____

Result: _____

_____

_____

Example 1: Automated Car Wash

RESULT	The final product exceeded the project targets. The automated system reduced costs by 33 per cent through: 1) improving the accuracy of the sensing of the vehicle in the tunnel, thus reducing wasted application of soap, water and warm air. 2) increasing the number of vehicles passing through the tunnel by reducing the spacing between vehicles. 3) reducing labour costs through on and off site monitoring of the system, including safety, fluid levels and troubleshooting.
SITUATION	From 2000 – 2001, I worked as an Automatic Car Wash System Technologist at MCT Corp., Slovakia. I was hired as a member of a five-person special project team – to develop an automated car wash system. One of the main project goals was to improve the efficiency of the automated system.
ACTION	I tested the control electronics, developed the test and demonstration firmware, provided durability testing, and performed all troubleshooting of electronic parts. As the prototype system was developed, I provided quantitative feedback to the rest of the team on the performance of the prototype.
TASK	The team looked at ways to improve the position control of the vehicle as it passed through the car wash so as to reduce unnecessary spraying and drying costs. The team also investigated ways to reduce the labour costs of running the conveyor and refilling fluids, and to provide both on and off site safety monitoring. I was responsible for providing feedback on how closely the prototype met the project targets.

Example 2: Automated Month-end Reporting

ACTION	I began by conducting a review of the GL procedures manual, and then I investigated a variety of recommended automated accounting software packages. I also interviewed account executives and assistants to determine their needs and the informal process that they had put in place. In addition, I identified discrepancies and gaps in the reporting process. Based on my analysis, I recommended implementation of one automated package, including a plan for adopting the package. After that, my main focus was to rewrite the GL procedures manuals, ensuring that it was standardized. I also provided face-to-face training and follow up to the GL department and the account executives and their assistants. Finally, I made the training available in an on-line format.
RESULT	As a result of the changes, many accounting discrepancies and inconsistencies have been eliminated. Management receives more timely and accurate budget information on which to base key decisions, and the company is in a much better position to provide the level of financial service expected to our client.
SITUATION	In my last job, I worked as an accountant in the General Ledger Department of a large accounting firm. When I arrived, the company was still using manual month-end reporting procedures. This led to inefficiencies, and combined with the lack of updated standard procedures, critical budget information was often inaccurate and late.
TASK	At the time I was hired, the firm had just been awarded a large contract to provide Financial Services to a multinational petroleum conglomerate, and it was imperative that the GL department increased efficiency in order to meet the new challenge.

Example 3: Hardware and Firmware Design

TASK	SAE was looking for an innovative new power consumption product to stay competitive in the power systems market.
SITUATION	From 2001 to 2004, I worked as an Electronics Engineer at SAE Elektronik. During that time, I specialized in hardware and firmware design.
ACTION	With my hardware design skills, I took the initiative of designing an extreme low power consumption RTU-1 telemetric unit. I designed the main concept, schematics and board in EAGLE. Then I assembled prototypes and executed first run tests, and compiled technical documentation. In addition, I suggested many integration solutions for the new designs, highlighting the cost savings and upgrade advantages. On the software side, I developed RTU-1 firmware using C language and Assembler. Furthermore, I created a custom test set and first-run test procedures for RTU-1 unit. I proposed a new custom "easy-use/remote access" programming language and compiler design for the language.
RESULT	After successful test runs, SAE adopted my RTU-telemetric unit design and firmware. The unit is currently in their catalogue and sales are doing well.

Activity Plan 107

Lesson 7	🖱 **Intercultural Awareness: Questionnaire on Risk Taking**	
	70 MINUTES	HANDOUT(S): 1

Set-up Stage . . . . 3 min

- Check to see that computers are up.
- Write the website address (www.itapintl.com) on the board.

Practice Stage: Part I . . . . 30 min

- Distribute Handout 1 and walk the learners through Part I of the exercise.
- Learners follow directions for Part I.

Practice Stage Part II . . . . 35 min

- Learners follow directions for Part 2.

Wrap-up . . . . 2 min

- Walk around the stations to answer questions and offer assistance.
- Remind learners of time.
- Find out how many learners have completed the exercise and answer any questions.

Way to Add Support

Offer learners more writing examples.

Way to Add Challenge

Ask learners to critique the questionnaire.

Advanced Preparation

- Book computer lab
- Prepare photocopies of:
  - ✓ Handout 1
- Preview Website: www.itapintl.com

Purpose

- Exploring differences or similarities between the person and the description of their culture

Culture in the Workplace: Risk Tolerance

You may have studied about culture in the workplace previously. Essentially, cultural beliefs and values influence how we behave. Thus, our cultural beliefs and values surrounding the workplace influence our behaviour as workers, as well as how we feel about the behaviours of our coworkers. For example, earlier today, you learned about the high priority that Canadian employers put on soft-skills. This is a cultural value, in that not all countries assign as much importance to this factor. In some countries, interpersonal or soft-skills are not highly valued.

You will now participate in an Internet activity which looks at the workplace values and beliefs which are prominent in 12 specific countries. These countries are Argentina, Brazil, Canada, France, Germany, The UK, Japan, Mexico, Russia, South Africa and the USA. If your country or origin is not listed, you will need to decide which of these countries has a cultural profile that is most similar to yours.

The website belongs to a company called ITPA International. It is a Human Resource (HR) firm that specializes in cross-cultural competency. It uses a tool called The Culture in the Workplace Questionnaire™ which gives insight into an individual worker's cultural profile. This tool was created by Dr. Geert Hofstede, a Dutch social scientist who developed the questionnaire to illustrate culturally dependent work preferences in five main areas called "dimensions."

Part I: Follow each step.

1. Key itapintl.com into the address box.

2. Click on "Tools."

3. Click on "Culture in the Workplace Questionnaire."

4. Click on "Understanding Culture Preferences." Here, you will see listed, the five cultural dimensions which influence workplace behaviours and perceptions.

5. You don't need to read this entire page; scroll down to the heading: "Sample Learning from Results." Read the page from this point forward and fill in the section below.

Exercise: Write a summary sentence which compares the two opposing cultural perspectives given for each of the five dimensions. The first one has been done for you.

Remember, when we want to show contrast, we use words such as, *however*, *unlike*, *but*, *on the contrary*, *whereas*, *while*, *the reverse*, etc.

1. Culture Dimension: _____*Individualism vs. Group*_____

   Summary Sentence:____*Unlike workers with who are group-oriented, individualistic people will work more*_____

   ___*independently and expect quick decision making.*_____

2. Culture Dimension: _____

   Summary Sentence: _____

   _____

3. Culture Dimension: _____

   Summary Sentence: _____

   _____

4. Culture Dimension: _____

   Summary Sentence: _____

   _____

5. Culture Dimension: _____

   Summary Sentence: _____

   _____

Part II: Follow each step.

1. Go to the "Certainty" dimension section of this webpage (about 2/3 of the way down the page).

2. You will find the link: "Click here if you want to find out your Certainty profile" – Click on this link.

3. Scroll down to the Questionnaire.

4. Complete the questionnaire.

5. Select "Canada" and your country of origin (or the best option) for comparison.

6. Fill in your name and email address (you don't need to put your address or telephone number).

7. Submit your questionnaire.

8. Complete the report below.

What was your Risk Tolerance score: _____

What was the score for your country of origin: _____ **and for Canada:** _____

Summarize your risk analysis:

_____

_____

_____

_____

Describe the differences in risk taking between your country of origin and Canada:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Activity Plan 108-EXT

Lesson 7	✎ **Reflective Writing: Thinking About Workplace Culture**	
	75 MINUTES	**HANDOUT(S): 1**

- Distribute Handout 1.

- Go over the instructions with the whole class, answering any questions. Inform learners that they should use their own paper.

- Direct learners to place their completed writings in their file folder dossiers. Instructors will not assess this task individually, but along with all assessed task from this component (see **Activity 85**) as a body of work. The dossiers will be collected and assessed as a whole according to a single rubric in **Activity 113**.

**Note: Ask learners to keep Handout 1 available, as they may need to refer to it. Also, this is an assessed activity and needs to be included in the Job Search Dossier.

Advanced Preparation
- Prepare photocopies of:
  - ✓ Handout 1
- Learners' own paper

Purpose
- Practising reflective writing

Instructions: Write a coherent paragraph(s) which reflects your feelings around the subject of Canadian culture in the workplace and for job searching.

Remember, reflective writing requires you to ...

- Introduce your subject at the beginning

- Identify your feelings

- Indicate why you are feeling a particular way

- Describe any experiences you've had that tie into your feelings

- Consider how your feelings will affect your life

- Consider solutions to situations which cause you to feel negatively

If you wish, you may use the following prompts to help you begin writing:

- *Understanding the cultural differences between Canada and other countries makes me feel …*

- *The thing I find most challenging about Canadian workplace culture is …*

- *When it comes to finding a job and working in Canada, the thing I feel most confident about is …*

- *Some things that I've thought of to help me adapt to the Canadian workplace are…*

- *Some things that I've thought of to help me find a job in Canada are …*

Activity Plan 109

Lesson 8	**Job Posting Analysis:** **Language Used to Express Hard and Soft Skills**	
	35 MINUTES	HANDOUT(S): 1

Set-up Stage . . . . 3 min

- Tell learners that they will look at a job posting.
- Distribute Handout 1.
- Point out that pages 1 and 2 include the job posting, and pages 3 to 5 are the questions.
- Point out that the job posting contains numbered, underlined phrases, and learners need to analyze these phrases according to the Employability Skills 2000+ model.

Practice Stage . . . . 30 min

- Divide learners into pairs.
- Learners work together on Handout 1. To save time, learners can divvy up the questions. However, advise them to review each other's answers near the end.
- Post Answer Key Handout 1, and tell learners to check their work.

Wrap-up . . . . 2 min

- Elicit feedback from learners: how challenging was it for them to categorize the job posting language using the employability skills model?

Ways to Add Support

Have learners write the numbers of the underlined phrases in the job posting beside the ES 2000+ sheet, rather than copying them out.

Ways to Add Challenge

Have learners do the entire job posting, not just the underlined sections.

**Note: Remind learners that Handout 1 needs to be submitted with the Job search Dossier. However, this is not one of the assessed submissions.

Advanced Preparation

- Prepare photocopies of:
  - ✓ Handout 1
  - ✓ **Activity 105** Handout 2. Also available from website (see reference)

- Make an overhead of Answer Key Handout 1 if desired.

- Learners' own paper

Purpose

- Building comprehension of vocabulary that learners need to describe their work-related skills – in terms that Canadian employers will recognize

Reference

Employability Skills 2000+. (2007). The Conference Board of Canada. (accessed 19/08/11). http://www.conferenceboard.ca/Libraries/EDUC_PUBLIC/esp2000.sflb

Job Posting

Search Jobs	My Humunculous	Career Centre	Home	For Employers

P A Y S
Specialist Recruitment

Electrical Engineer – Graduate or Experience Technologist

Company:	Pays Specialist Recruitment (Canada)	Location:	Burnaby, BC
Salary/Wage:	Competitive	Status:	Full Time, Employee
Job Category:	Engineering	Relevant Work Experience:	1+ to 2 Years
Career Level:	Experienced (non-Manager)		
Job Description:			

To create your personal job alert, see other career opportunities, read up on best practices in job hunting or use our career map, go to:

www.pays.ca

Electrical Engineer – Graduate or Experienced Technologist

Reporting to the Engineering Manager, you will be responsible (1) <u>for the design of low and high voltage systems. This will include interpreting system requirements, creating schematics</u>, (2) <u>producing documentation to communicate troubleshooting requirements</u>, and (3) <u>representing your team in design and program reviews</u>.

This is an opportunity for an Electrical Engineering graduate or Electrical Technologist with 2 years related experience (fluent in reading and interpreting electrical schematics). Please note that your degree must be from an accredited institution and you should be available in Vancouver for interviews.

This company has a track record, awards and a roster of international clients. Their track record offers stability but they are still evolving and small enough that you will be able to see the impact of your contribution.

Does this sound like a role you'd enjoy? To be successful in this role, you will (4) <u>be a proactive engineering professional</u> who (5) <u>enjoys taking ownership and striving for continuous improvement</u>. If that is who you are, and you have the qualifications and experience required as per above, you should consider this role.

Other Qualifications

Essential:

- Experience with PCB and Mechanical CAD software tools an asset
- Strong knowledge of electronic circuits and schematics (6)
- Proven ability to create simple and reliable design solutions (7)
- Strong technical and non-technical problem solving skills (8)
- Strong verbal and written communication skills (9)
- Ability to work under tight deadlines (10)
- Ability to pick up on new concepts quickly (11)
- Ability to communicate technical terms to a non-technical person (12)
- Organized, with strong ability to self-manage (13)
- Positive, enthusiastic attitude (14)
- Team player that can build effective relationships with colleagues (15)

Desirable:

- Bilingual French-English an asset
- Knowledge of electrical power industry
- Understanding of Electronic Monitoring Systems

To apply for this role, please send your resume in Word format to dpeters@pays.ca with the position you are applying for in the subject line.

Thank you in advance for your interest. We regret that we can only respond to candidates chosen for interview. Candidates must be authorized to work in Canada.

Pays Specialist Recruitment has offices in seven Canadian cities. We place our candidates with industry leaders on a permanent or contract/temporary basis. Listed on the London Stock Exchange, the company has been at the forefront of recruitment for over 35 years and operates in 22 countries.

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Manufacturing and Logistics, Construction and Property, Accounting and Finance, Information Technology, Human Resources, Office Support

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practices in job hunting or use our career map, go to: www.pays.ca

Contact Information::		
Company:	Pays Specialist Recruitment (Canada)	Send this Job to a Friend
Contact:	Daniel Peters	
Email:	dpeters@pays.ca	
Code:	13842	

Click here to see all "Pays Specialist Recruitment (Canada)" opportunities

Answer the following questions about the underlined and numbered wording in the job posting. You will need to have a copy of Employability Skills 2000+.

> *Which <u>main category of employability skills</u> do these job requirements fall under?*
>
> *Which <u>sub-category or categories</u>?*
>
> *<u>Match the descriptor that best describes the job posting language:</u>*

For example: For the excerpt from the job posting: (1) <u>for the design of low and high voltage systems. This will include interpreting system requirements, creating schematics,</u>

> 1. *Fundamentals-Communicate:*
>
>   *read and understand information presented in a variety of forms, such as diagrams*
>
>   *use, relevant technical and mathematical knowledge and skills to explain or clarify ideas*
>
> *Fundamentals-Think and Solve Problems:*
>
>   *use technology as a way to hare knowledge solve problems and make decisions*

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Job Posting

Answer the following questions about the underlined and numbered wording in the job posting. You will need to have a copy of Employability Skills 2000+.

> *Which <u>main category of employability skills</u> do these job requirements fall under?*
>
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>
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For example: For the excerpt from the job posting: (1) <u>for the design of low and high voltage systems. This will include interpreting system requirements, creating schematics,</u>

> 1. *Fundamentals-Communicate:*
>
>   _read and understand information presented in a variety of forms, such as diagrams_
>
>   _use, relevant technical and mathematical knowledge and skills to explain or clarify ideas_
>
>   *Fundamentals-Think and Solve Problems:*
>
>   _use technology as a way to hare knowledge solve problems and make decisions_

2. **Fundamental Skills – Communication:**
   - use relevant scientific, technical and mathematical knowledge and skills to explain or clarify ideas
   - write and speak so that others pay attention and understand

3. **Teamwork Skills – Working with Others**
   - understand and work with the dynamics of a group
   - ensure that a team's purpose and objectives are clear
   - accept and provide feedback in a constructive and considerate manner

   Teamwork Skills – Participate in Projects and Tasks
   - plan, design or carry out a project or task from start to finish, with well-designed objectives and outcomes
   - develop a plan, seek feedback, test, review and implement
   - continually monitor the success of a project or task and identify ways to improve

   Fundamental Skills-Communicate
   - write and speak so that others pay attention and understand

     Fundamental Skills: Think and Solve Problems
   - seek different points of view and evaluate them based on facts
   - check to see if a solutions work, and act on opportunities for improvement

4. **Personal Management Skills – Demonstrative Positive Attitudes and Behaviours:**

    ■ show initiative, initiative and effort

    Personal Management Skills – Be Responsible:

    ■ plan and manage time, money and other resources to achieve goals

5. **Personal Management Skills – Be Responsible**

    ■ be accountable for your actions and the actions of your group

    Personal Management Skills – Be Adaptable

    ■ be open and respond constructively to change

    ■ learn from your mistakes and accept feedback

    Personal Management Skills – Learn Continuously

    ■ be willing to continuously learn and grow

    ■ assess personal strengths and areas for development

6 and 7. Fundamental Skills – Manage Information:

    ■ access, analyze and apply knowledge and skills from various disciplines

8. **Fundamental Skills – Think and Solve Problems:**

    ■ assess situations and identify problems

    ■ identify root cause of a problem

    ■ readily use science, technology and mathematics as ways to think, gain and share knowledge, solve problems and make decisions

    ■ be creative and innovative in exploring possible solutions

    ■ evaluate solutions to make recommendations or decisions

    ■ implement solutions

9. **Fundamental Skills – Communicate:**

    ■ write and speak so others pay attention and understand

10. **Personal Management Skills – Be Responsible:**

    ■ plan and manage time …

11. Fundamental Skills – Think and Solve Problems:

- assess situation and identify problems

  Personal Management Skills – Be Adaptable:

- be open and respond constructively to change

- cope with uncertainty

Personal Management Skills – Learn Continuously

- be willing to continuously learn and grow

12. Fundamental Skills – Communicate

- write and speak so others pay attention and understand

Teamwork Skills – Work with Others

- be flexible: respect, be open to and supportive of the thoughts, opinions and contributions of others in a group

- recognize and respect people's diversity, individual differences and perspectives

- contribute to a team by sharing information and expertise

13. Personal Management Skills – Be Responsible:

- plan and manage time, money and other resources to achieve goals

- be accountable for your actions (and the action of your group)

Personal Management Skills – Be Adaptable:

- work independently or as a part of a team

14. Personal Management Skills- Demonstrate Positive Attitudes and Behaviours:

- feel good about yourself and be confident

- deal with people, problems and situations with honesty, integrity and personal ethics

- recognize your own and other people's good efforts

15. Fundamental Skills – Communicate:

- write and speak so others pay attention and understand

- listen and ask questions to understand and appreciate the points of view of others

Teamwork Skills – Work with Others:

- understand and work within the dynamics of a group

- be flexible: respect, be open to and supportive of the thoughts, opinions and contributions of others in a group

- recognize and respect people's diversity, individual differences and perspectives

- contribute to a team by sharing information and expertise

Activity Plan 110

Lesson 8	🔊 **The 10 Myths of Essential Skills: Part 2** ◆	
	30 MINUTES	HANDOUT(S): 2

Set-up Stage . . . . 3 min

- Discuss the purpose of the activity.

- Depending upon the time lapse between **Activity 89** and **Activity 110**, you may need to review the activity format in greater or lesser detail.

- Distribute Handout 1.

Timed Listening Stage . . . . 15 min

- Play the material two times. Give a minute in between the listenings for learners to review their notes.

- When the listening is complete, distribute Handout 2.

- Learners use their notes to complete Handout 2.

Practice Quiz . . . . 10-12 min

- Distribute Handout 2.

- Learners use their notes to answer the questions.

- You may wish to write the answers on the overhead with the light off, and then turn on the light after 10 minutes so that learners can see the answers.

Advanced Preparation

- Prepare **110 Listening**

- Prepare photocopies of:
  - ✓ Handout 1
  - ✓ Handout 2

- Make an overhead of Answer Key Handout 1 and 2 if desired.

Purpose

- Practising getting accurate information from an audio source

Reference

"10 Myths We Shouldn't Believe About Essential Skills". *Essential Skills*. (2006). Human Resources and Skills Development Canada. (accessed April 23, 2007) http://srv108.services.gc.ca/english/general/Myths_e.shtml

Listening: The 10 Myths of Essential Skills – Part 2

Part A: Note Taking

Directions

In Part 2 of the lecture, you will hear about six more myths. Take notes, using this template. You will be able to use these notes for the assessment at the end.

Note Taking Template:

Bruce Wallace thanks the audience and continues with the myths. He says the audience

_____

and then continues to discuss the myths.

Myth 5

_____

The reasons for not believing:

Myth 6

_____

The reasons for not believing:

Myth 7

_____

The reasons for not believing:

Myth 8

_____

The reasons for not believing:

Myth 9

_____

The reasons for not believing:

Myth 10

_____

The reasons for not believing:

Finally, Bruce Wallace invites Ann Blair-Jones to

_____

Listening: The 10 Myths of Essential Skills – Part 2

Part B: True of False

Directions

Circle the T if the statement is true. Circle the F if the statement is false and then correct the statement in the blank provided.

1. T   F   Poorly educated employees improve in a relatively short period of time.

    _____

2. T   F   Bruce Wallace thinks that graduates also need Essential Skills.

    _____

3. T   F   There will never be more than nine Essential Skills.

    _____

4. T   F   About 20 per cent of the 2015 workforce is already in place.

    _____

5. T   F   Essential Skills are exactly the same as Employability Skills.

    _____

6. T   F   The skills needed for the global knowledge-based economy are changing rapidly.

    _____

Part C: Short Answer

Directions

Write short answer to the questions below.

1. Which occupational skill levels did Essential Skills begin with, and what is the 2006 goal?

    _____

    _____

    _____

    _____

2. Why does Bruce Wallace think that employers need to be concerned about the workforce in 2015?

    _____

    _____

    _____

    _____

3. Why would more Essential Skills be added to the nine that already exist?

    _____

    _____

    _____

    _____

Listening: The 10 Myths of Essential Skills – Part 2

Part A: Note Taking

Directions

In Part 2 of the lecture, you will hear about six more myths. Take notes, using this template. You will be able to use these notes for the assessment at the end.

Note Taking Template:

Bruce Wallace thanks the audience and continues with the myths. He says the audience

is a lively bunch with a lot of experience with myth finding

and then continues to discuss the myths.

Myth 5

It is better to invest in training the best and to forget the rest

The reasons for not believing:

The poorly educated benefit the most from training – biggest improvement. Unfair, with the labour shortage, employers need to get the best out of employee potential.

Myth 6

Employers who hire graduates-only don't have to worry.

The reasons for not believing:

The school system doesn't teach Essential Skills, and so training can address the shortcomings of the educational system.

Myth 7

There will never be more than nine Essential Skills

The reasons for not believing:

Likely that in the future, there will be more. Technology is changing. Current skills chosen because they are identifiable, definable, common and short training intervention can make a difference.

Myth 8

Essential Skills research is only done on low-skill level occupations.

The reasons for not believing:

True, this was a starting point. But is not the case now. Goal by 2006 is to have profiles for all occupations in society.

Myth 9

Equates Essential Skills with Employability Skills

The reasons for not believing:

Employability Skills are from employers' perspective, so here is some overlap.
But Essential Skills are from the perspective of the employee. Give valuable information to learners, trainers and employers. The language makes a lot of sense to employees.

Myth 10

Schools should train employees, employers shouldn't have to.

The reasons for not believing:

Reality is that 50 per cent of the workforce that is already in place now will still be in place in 2015. These people may be short of essential skills, even if things change in the schools. Also, even if people are totally prepared, there will be changes in skills and technology. There are skills that get rusty, Essential Skills remind us to bring a full skill set.

Finally, Bruce Wallace invites Ann Blair-Jones to

to come up to the podium and help with the questions.

Listening: The 10 Myths of Essential Skills – Part 2

Part B: True of False

Directions

Circle the T if the statement is true. Circle the F if the statement is false and then correct the statement in the blank provided.

1.   (T)   F   Poorly educated employees improve in a relatively short period of time.

   _____

2.   (T)   F   Bruce Wallace thinks that graduates also need Essential Skills.

   _____

3.   T   (F)   There will never be more than nine Essential Skills.

   It is likely that there will be more as technology changes.

4.   T   (F)   About 20 per cent of the 2015 workforce is already in place.

   About 50 per cent of the workplace is already in place.

5.   T   (F)   Essential Skills are exactly the same as Employability Skills.

   Employability Skills focus on the employers' needs, while Essential Skills focus on the employees.

6.   (T)   F   The skills needed for the global knowledge-based economy are changing rapidly.

   _____

Part C: Short Answer

Directions

Write short answer to the questions below.

1. Which occupational skill levels did Essential Skills begin with, and what is the 2006 goal?

   Essential Skills began with the lower level skills, but has the goal of having all occupations profiled in 2006.

2. Why does Bruce Wallace think that employers need to be concerned about the workforce in 2015?

   Right now, about 50 per cent of the workplace of 2015 is already in place. They are not fresh out of school, and

   even if the school system changes, these people will still need training. As technology changes, workers will

   need to learn new skills. People's skills get rusty when they aren't used and need to be refreshed.

3. Why would more Essential Skills be added to the nine that already exist?

   As technology changes, there could be more Essential Skills added. The characteristics of Essential Skills –

   such as being identifiable, definable and common – could apply to other skills. As well, another identified

   skill could be learned via short training, which is a key concept in Essential Skills

Essential Skills Myths – Part 2

Bruce Wallace: Very interesting. I can see that you business educators are … a pretty with-it bunch, lively bunch with a lot of experience about myth finding, let's say ... Now, let me carry on; I think I got to myth number four, so, six more to go. Um …

Myth number five says that it's better to invest in training the best and forget about the rest, if you like. Well, a number of problems with that myth. First of all, um, poorly educated employees are probably the ones where you can see the biggest improvement in a short time. Also, it's … it's clearly unfair, and ah, there is a labour shortage, so you really need to be getting the very best out of all of your employees, and there's potential in some of those people that you may not be aware of, and, given the proper training and them not needing to hide anymore their-their, ah, their lacks, one could say. Those people may well flourish. Ah, number six …

Myth number six says that if you only hire graduates, ah, you're okay. But in fact, as we all went to school and we know that the school system doesn't really teach essential skills. So, we need to be addressing the-the shortcomings, if you like, and excuse me the educators out there, but the shortcomings of the education system.

Myth number seven says that there will never be more than nine essential skills. Well, this is ongoing research, and so it's very likely that in the future there will be additions, also as technology changes. And we know that's one constant we can be sure of – that technology will change. The current essential skills were selected because they meet very particular criteria. They're identi – finable, definable, identifiable, sorry – definable, they're common and short training intervention can make a difference. Um …

Myth number eight, so three to go. Myth number eight asserts that ah, essential skills have only been done around low level occupations. Well, that was to some degree a starting point, and so I understand how that myth has gotten out there, but in fact, that is not the case, and the goal for 2006 is to have profiles for all occupations. Um, from entry level to the most complex and highest professions, um, in our society. Ah, but entry level occupations were the first ones, so I think that's how that myth got out there.

Myth number nine equates essential skills and employability skills, and you all remember that employability, probably some of you worked on them, employability skills are from the employer perspective. Um, there is some overlaps, so the myth isn't wholly a myth, but I think it's really important to remember that essential skills give very valuable information to trainers and employers and learners, and are really taken from the perspective of the employee. And so the language and the way they are framed make a lot of sense to an employee. And really, since that's who we're wanting to train, there's a lot of power in that perspective. Finally …

Myth number ten says that schools should train employees, so employers shouldn't have to. Oh! Maybe philosophically, you might agree with that, and that might be true, but we need to deal with the reality. And part of the reality is that 50 percent of the workforce … is already in place, ah, that is in place now. In 2015, will still be in place, and these people may be lacking skills. So, they're not going, they're not fresh out of school. They're half of the people that are working for you. And so you need to address the fact that they may be short of essential skills, even if things change in the education system and essential skills start to be taught more systematically. Also, of course, things are always changing, as you may have noticed, that's been a bit of a theme today in my talk. And so, even if people were totally prepared with essential skills coming out of school, there's going to be new essential skills – changes to essential skills, as technologies change, as the global economy changes, and as the needs of employers change. Um … finally, I think that, ah, it's-it's fair to say that … there are skills that we may have but that get rusty, and essential skills reminds us to bring our full skill set to the work that we do and love.

Alright, um, I think that's probably enough, that's the 10 that I promised that I would deliver you. Um, so those are the other six that I didn't get to speak to you about before the break. And, I hope that now we can continue with the discussion that we started a bit earlier. Um, perhaps Anne Blair-Jones would like to begin. Anne, could you join me here at the podium? Okay, after your initial comments to the myths that – that I have identified, I hope that, if you wouldn't mind, if you'd stay and help me field some of the questions. That would be great. Okay.

Activity Plan 111

Lesson 8	**Self-Promotion: Practice with a Job Posting**
	40 MINUTES HANDOUT(S): 2

Set-up Stage . . . . 5 min

- Review what learners have studied about self-promotion.
- What are some example sentences the learners can come up with?
- Distribute Handout 1.
- Briefly go over each of the sections A, B and C of Handout 1.
- Give examples and encourage learners to make example sentences.
- Explain the grammatical terminology if necessary.
- Go over the examples of verb tense choice in section E.

Sentence Practice Stage . . . . 35 min

- Divide learners into groups of three or four learners. Make sure each group has markers and flip chart paper.
- Distribute Handout 2.
- Point out to learners – the underlined sentences. These sentences are labeled A, B or C.
- Assign a set of sentences to each group, so each group will have three sentences from the job posting to work with.
- First, learners need to decide which Employability Skill 2000+ is represented, so they will need a copy of Handout 2 from **Activity 105**.
- Learners also need to have their copy of Handout 1. Using the phrases and structures, learners produce self-promotion sentence(s) that highlight the skills required on the job posting.
- Tell learners that the applicant for the job worked as the Head of Medical Imaging at a large hospital in Kosovo. The learners can make up any details they may need.
- Circulate and review the sentences that the learners are producing.
- Indicate grammar errors by underlining them. Indicate usage problems by suggesting a better way to phrase the sentence.
- If time permits, allow groups to share their sentences. If desired, put up a copy of Answer Key Handout 2 on the overhead.

Ways to Add Challenge

Encourage learners to paraphrase, use synonyms and vary from language in the job posting.

Ways to Add Support

Spend additional time going over the job posting, clarifying meaning and linking it to the appropriate structures in Handout 1.

Advanced Preparation

- Prepare photocopies of:
  - ✓ Handout 1
  - ✓ Handout 2

- Make an overhead copy of Answer Key Handout 2 if desired.

- Bring enough markers and flip chart paper for the class to use.

- **Activity 105** Handout 2.

Purpose

- Practising self-promotional language

- Practising the grammar and vocabulary usage of self-promotion statements

- Receiving feedback on grammar and usage from the instructor

Complex Self-Promotion Phrases

Following is a list of phrases that will help you talk and write about your personal qualities, skills, abilities and accomplishments. Some of these sentences are quite complex, so you may need to practise composing them.

+   **+**

A. Personal Quality / Skills	verb + me to	Benefit to the workplace
My extensive experience in …	allows me to …	
My thorough knowledge of …	gives me the confidence/ability to	
My familiarity with …		
My knowledge of …	gives me the ability to	
My exposure to …		
My innovative approach…		
My proven adaptability…	enables me to …	
My experience (in …)	includes	
My ability to …	allows me to …	
My highly developed skills in…	allow /enable me to …	
My unique abilities…		
These experiences …		

E.g., My well-developed trouble shooting skills enable me to provide reliable solutions to problems.

B. Statement of Accomplishment and Degree of Ability to Do Something

I am able to

I can

+ simple form of verb

E.g., I can deal effectively with stress.

I am capable of

I am committed to

I am concerned about

I am familiar with

+ noun or gerund (–ing)

I am proficient at

I am skilled at …

I have a full understanding of …

I have a solid background in …

I have a good command of

I have a good sense of when to...

I have strong … skills

E.g., I am familiar with the safety regulations.

C. Statement of Past Accomplishment or Experience

I have experience with

I have extensive experience in …

I have a wealth of experience in …

+ noun or gerund (–ing)

I have a proven ability to… (+ simple form of verb)

I acquired working knowledge of …

I have been successful at

I have contributed to

I have just/already/recently completed …

+ noun or gerund (–ing)

E.g., I have experience working with children

D. To Demonstrate Confidence and Enthusiasm

I am confident that I could …

I am certain that I could …

I am sure that I could …

I am convinced that I could …

E. Grammar-Using Verb Tenses

1. If you are referring to a personal quality or skill or ability that you have, use the simple present tense.

    For example:

    My extensive experience in accounting <u>gives</u> me the confidence that I can contribute to your company.

2. If you are referring to a past job that you don't have any more, use the simple past.

    For example:

    At my last job, I <u>gained</u> experience in overhauling engines.

3. If you want to talk about recent past experiences, you may use the present prefect tense.

    This verb tense is often used with the words, such as *just since already and recently*.

    For example:

    I <u>have recently completed</u> a technical upgrading course.

4. If you want to talk about the future and what you would do for the company, use modals such as: will, can, could or would.

    I am certain that I <u>could</u> be a productive member of the company.

GREYHORSE GENERAL HOSPITAL

Manager, Medical Imaging

Company:	Greyhorse General Hospital	Location:	Greyhorse, NWT Z1A3B7
Salary/Wage:	63,200.53 - 79,968.83 CAD /year Pension, Health Benefit and Relocation package	Status:	Full Time, Employee
Job Category:	Healthcare – Radiology/Imaging	Relevant Work Experience:	2+ to 5 Years
Career Level:	Manager (Manager/Supervisor of Staff)	Education Level:	College Diploma
Job Description:			

REGULAR FULL TIME POSITION

Manager, Medical Imaging

(PSAC Bargaining Unit)

Reporting to the Director of Patient Services, Whitehorse General Hospital, the incumbent has the responsibility, authority and accountability for the clinical, financial and personnel management of the Medical Imaging department.

Successful candidates will possess the following qualifications and/or experience:

- **Knowledge of anatomy, physiology and pathology;**
- **Knowledge of professional practices and procedures as outlined by Canadian Association of Medical Radiation Technologists (CAMRT);**

A   Knowledge of management methods and techniques, including human and financial management;

- **Knowledge of current radiology techniques and associated equipment and instruments;**

B   Ability to develop and implement Medical Imaging programs;

C   Ability to plan, organize, schedule and assign work, resolve operating problems and assess staff performance;

A   Ability to maintain and adjust equipment and modify procedures;

B   Effective interpersonal relationships;

C   Excellent communications skills both oral and written;

A   Strong analytical and organizational skills;

B   Strong leadership skills;

C   Initiative, judgment and thoroughness;

- **Computer Literacy.**

The successful completion of an accredited training program in Medical Radiology (X-ray) Technology, 3-5 years' experience in the operating and maintenance of Imaging equipment as well as 3-5 years' experience in a management capacity, preferably in a hospital setting, is required for the position. Certification with the Canadian Association of Medical Radiation Technologists (CAMRT) and current CPR certification is also required. An equivalent combination of education, training and/or experience may be considered.

Additional education in management in human and financial resources, operational knowledge of information systems and experience with Meditech applications may be considerable assets for this position.

This position is currently at the L10 level with an annual salary range of $63,200.53to $79,968.83. A comprehensive pension and health benefit package and relocation allowance are provided with this employment opportunity.

Quoting competition 2007-05, please submit your resume/application by Friday, March 16, 2007 to:

Human Resources
Greyhorse General Hospital
10 Hospital Road, Greyhorse, NWT, Z1A 3B7
Fax: (567) 399-7770 Email: gghjobs@ggh.nwt.ca
Please visit our website at www.greyhorsehospital.ca.

Greyhorse General Hospital is committed to employment equity.
We thank all those who apply and advise that only those candidates selected for further consideration will be contacted.

Contact Information::		
Company:	Greyhorse General Hospital	
Contact:	Carrie Robins	
Email:	gghjobs@wgh.nwt.ca	
Address:	10 Hospital Road Greyhorse,NWT Z1A 3B7	
Phone:	**(567) 399-7701**	
Fax:	**(567) 399-7770**	

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Grey Horse General Hospital Job posting Language	Employability Skills	Sample self-promotion phrase
A. Knowledge of management methods and techniques including human and financial management	• Work with others • Use numbers • Manage information • Communicate	My extensive experience as Head of Medical Imaging at Kosovo Hospital has prepared me well to take on a management role at your hospital. I have a solid background in financial management.
B. Ability to develop and implement Medical Imaging programs	• Think and solve problems • Be adaptable • Participate in projects or tasks	I have a wealth of experience in both the development and implementation of Medical Imaging programs.
C. Ability to plan, organize, schedule and assign work, resolve operating problems and assess staff performance	• Work with others • Think and solve problems • Manage information • Communicate	My skills at leading teams gives me deep insight and understanding of group dynamics. I can deal effectively with the challenges of staffing.
A. Ability to maintain and adjust equipment and modify procedures	• Be adaptable	My proven ability to be adaptable can be an asset to your hospital.
B. Effective Interpersonal relationships	• Work with others	My strong interpersonal skills help me to build effective work relationships.
C. Excellent communications skills both oral and written	• Communicate	I believe my well-developed communication skills will be an asset to your hospital.
A. Strong analytical skills and organizational skills	• Think and solve problems • Manage information	I am known for my highly developed analytical skills. I am well-organized and detail-oriented.
B. Strong leadership skills	• Work with others	My proven leadership skills will allow me to take on a management role with confidence.
C. Initiative, judgement and thoroughness	• Demonstrate positive attitudes and behaviours	I have a good sense of when to respond to situations independently and when to bring in other resources. My ability to see tasks through – from beginning to end – will be an asset to your hospital.

Activity Plan 112

Lesson 8	✐🖱 **Web Search: Responding to Authentic Job Postings**
	70 MINUTES HANDOUT(S): 2

Set-up Stage . . . . 3 min

- Tell learners that they will first work in the computer lab to find three job postings on the Internet. Once they have found three postings which interest them, they will develop responses to the job postings in the form of self-promotion statements.

Internet Search Stage . . . . 22 min

- Distribute Handout 1.
- Learners may have a lot of questions about Internet job searches. Page 1 of Handout 1 will answer some of the questions and will direct them to other resources.
- Learners may be confused by the role of a recruitment agency. Explain, if needed, that recruiting agencies find employees on behalf of employers.
- Page 2 of Handout 1 describes the Internet task for the learners.
- Keep the learners focused on the task of finding three job postings in their field with job descriptions that fit the criteria of this activity.
- Help learners print if they need it.

Practice Stage . . . . 45 min

- Distribute Handout 2.
- Go over examples.
- First, learners need to decide which Employability Skill 2000+ descriptor is represented, so they will need a copy of Handout 2 from **Activity 105**.
- Then learners write out their self-promotion statements.
- Direct learners to place their completed worksheets in their file folder dossiers. Instructors will not assess this task individually, but along with all assessed task from this component (see **Activity 85**) as a body of work. The dossiers will be collected and assessed as a whole according to a single rubric in **Activity 113**.

Way to Add Challenge

Teacher must sign off on learners' chosen job posting, assuring an adequate level of difficulty.

Way to Add Support

Reduce the number of job postings to two.

**Note: Ask learners to keep Handout 1 available, as they may need to refer to it. Also, this is an assessed activity and needs to be included in the Job Search Dossier.

Advanced Preparation

- Book the computer lab
- Make sure learners have the ability to print
- Prepare photocopies of:
  - ✓ Handout 1
  - ✓ Handout 2
  - ✓ Extra copies of Handout 2
- **Activity 105** Handout 2

Purpose

- Integrating the previous practice activities
- Practising responding to job requirements using self-promotion language
- Practising looking for job postings on the Internet

Note: Even though this activity is similar to the previous one, it is more challenging, since learners must identify the ES descriptors and not just the category. Also, they must identify and respond – both to hard and soft skills. Nevertheless, learners should be encouraged to try and use new structures as well as to paraphrase and use synonyms. Remind them that this is the activity which will be assessed for self-promotion statements in their job search dossier.

Job Posting Search: Responding with Self-Promotion Statements

An important source of job postings is the Internet. There are many different kinds of job posting websites. Some are private and some are run by the government. Here are four Canadian sites we will use for this activity:

1. http://jobbank.gc.ca/

2. http://jobsearch.monster.ca/

3. http://www.canjobs.com/

4. http://www.workopolis.com/

You may already have looked at some job postings on the National Job Website in your NOC Website Investigation from Lesson 3, **Activity 87**. You will need to know the Canadian names for employment positions you want to use in this activity. You made note of some "minor occupations titles" in **Activity 87**, Handout 1. If you can't remember these occupation titles or you want to search for more, revisit the NOC website at: http://www23.hrdc-drhc.gc.ca

Once you have your job titles, you can begin searching on the websites listed above. If you are familiar with Internet job searches, then feel free to use other sites. The purpose of this activity is NOT to find a job. The purpose is to find relevant job postings so that you can practise responding to them using vocabulary and language that will eventually be useful for describing your skills to career counselors and prospective employers.

In some of these websites, you will notice a place where you can create a profile or log-on or register. You may want to do this later on if you want to post your resume. But for now, you do not need to register to conduct a search of the job postings.

Once you are familiar with occupation titles, you may be successful at finding relevant job postings by entering the title into a keyword search. However a keyword search may find too many results, in which case you will need to practise limiting your search. The method for limiting the search depends on each website, but generally you can click on "Advanced Search" and apply limits. Here are some examples of limits:

Broad search	Limited search
Jobs in all of Canada	Jobs in one province or city
Jobs posted in the last month	Jobs posted in the last week
Jobs in a general category (finance)	Jobs in a specific category (accounting/auditing)

Instructions for computer lab activity

1. Choose one of the job search websites from the list on page 1.

2. When you are on the website, enter your job title and search the job postings.

3. Limit the search if you need to. Ask for help if you need to.

4. Find at least three job postings and print them out.

5. Read through the posting to make sure you understand the job requirements.

6. Read through again to make sure the posting requires both hard and soft skills.

7. Highlight the job posting skills that you want write a promotion statement about. Try to have at least two hard skills and two soft skills from the job posting.

8. In the table provided, indicate which sub-category and which descriptor from the Employability Skills 2000+ matches your posting statement. If the job posting skill is a hard skill that refers to knowledge of a specific technical application, you can simply put "hard skill" in the middle section.

9. Next, write a self-promotion statement that highlights your skills in relation to the job posting skill. Try and paraphrase and not just copy the language on the posting.

Note: You will need to be submit Handout 2 and copies of your printed job postings for your Job Search Dossier.

Vocabulary Grid

Converting Job Posting Language to Self-Promotion Statements

Example:

Job Posting Requirement Language	Employability Skill 2000+	Self-Promotion Statement
Strong verbal and written communication skills	Write and speak so that others pay attention and understand	I value interpersonal relationships and strive to communicate effectively with my co-workers.
Positive enthusiastic attitude	Feel good about yourself and be confident	I am enthusiastic and have a positive outlook on life.
Team player that can build effective relationships with colleagues	Be flexible; respect, be open to and supportive of the thoughts, opinions and contributions of others in your group	I thrive in a team environment and enjoy interacting with colleagues.
Candidate needs to demonstrate ability to develop products based on embedded platforms using embedded MicroControllers	Hard Skill (technical)	I am experienced at product design based on embedded platforms using embedded MicroControllers

Job Posting Requirement Language	Employability Skill 2000+	Self-Promotion Statement

Job Posting Requirement Language	Employability Skill 2000+	Self-Promotion Statement

Job Posting Requirement Language	Employability Skill 2000+	Self-Promotion Statement

Activity Plan 113-EXT

Lesson 8	**Independent Work on Job Search Dossier**	
	75 MINUTES	HANDOUT(S): 1

Set-up Stage . . . . 5 min

- Tell learners that they will work independently to complete their Job Search Dossier.
- They should refer to **Activity 85** for the details on all the requirements.

The following activities need to be included and will be checked for completion. However, they will not be assessed:

Activity 76 – Handout 1

Activity 86 – Handout 1

Activity 93 – Handout 1

Activity 109 – Handout 1

The following activities will need to be included and will be assessed. Students should refer to the Learners' Rubric in **Activity 85**:

Activity 88 – Handout 1

Activity 91 – Handout 1

Activity 108 – Handout 1

Activity 112 – Handout 2

- Instructors collect all of the learners' Job Search Dossiers and mark them as an assessment.
- Instructors use the rubric for Component 2, found here in Handout 1 and also in **Activity 85**, to assess all the writing tasks collected in the dossier. The tasks are assessed as a body, not individually. The instructor can of course give feedback to the learners on each individual activity collected if they wish.
- Let learners know that they will get back all the activities collected in their dossiers and a completed rubric form. Let them know that the materials collected in their dossiers are assessed as a whole body of work; they will not be assessed on each activity individually, though they may receive feedback on each.

Advanced Preparation

- Prepare photocopies of:
  - ✓ Handout 1

Purpose

- Completing Job Search Dossier

NAME: _____ CLASS: _____

Rubric for Component 2: Writing Skills – Completing a Job Search Dossier

		(1) Developing (CLB 6)	(2) Adequate (CLB 7)	(3) Fluent (CLB 8)	(4) Advanced (CLB 9)	Assessment
Holistic Criteria	**Assessing Poster Overall**	Writes short texts about familiar, concrete topics related mostly to personal experience.	Writes clear, moderately complex texts on familiar and mostly concrete topics within predictable, practical and relevant contexts of daily work-related life experience.	- Good structure, with clearly expressed main ideas and good supporting details. - Text contains an introduction, development of ideas and conclusion.	- Adequate organization of ideas; develops topic. - Main ideas are clearly conveyed and supported with details. - Adjusts length to suit the task.	**CLB** = (holistic criteria)
Analytic Criteria	**Indicator 1 Writing III**	- Writes short business or service correspondence for routine purposes. - Completes extended forms requiring detailed personal information.	- Writes business or service correspondence for a range of routine and less routine purposes. (adequately) - Completes extended forms requiring detailed personal information.	- Writes business or service correspondence for an expanding range of purposes. (fluently) - Completes an expanded range of forms, including extended application forms and workplace forms with pre-set formats.	- Writes business or service correspondence for a broad range of purposes. (advanced proficiency) - Completes complex forms and documents with pre-set formats.	
	Indicator 2: Writing IV	Writes one or two connected paragraphs to relate a familiar sequence of events, a story, a detailed description or a comparison of people, things, routines or simple procedures.	Writes two or three connected paragraphs to relate a familiar sequence of events; makes a comparison or provide a detailed description of a person, system, routine or procedures.	Writes three or four connected paragraphs to relate a historical event; provides a detailed description of a phenomenon, explains a procedure or expresses and analyses opinions on a familiar abstract topic.	Writes a coherent text (such as an essay or report) to relate a sequence of events from the past, or describes and compares complex ideas, phenomena or processes, or expresses and analyzes opinions.	
	Functional: Sharing Information	Shares some information from experience to create a report.	Adequately shares and reduces some information from experience to create a complete report.	Effectively shares and reduces information from experience to create a clear report.	Fluently shares and reduces information from experience to write a coherent and cohesive report.	
	Textual: Design	Developing Design: Uses common conventions such as point form.	Adequate Design: Records main ideas or key details in point form.	Fluent Design: Conveys a sense of audience in language format and content.	Advanced Design: Synthesizes and integrates multiple pieces of information into a coherent text.	
	E.S.	Developing Reflection: Employing critical thinking and comparative analysis. (report)	Adequate Reflection: Employing critical thinking and comparative analysis. (report)	Fluent Reflection: Employing critical thinking and comparative analysis. (report)	Advanced Reflection: Employing critical thinking and comparative analysis. (report)	
	Vocabulary	- Adequate vocabulary for the topic. - Some awkward-sounding phrases and word combinations.	Wording may still be typical of first language and seem somewhat unnatural.	Occasionally, wording may seem awkward or unnatural.	Some errors in word combinations and word choices still occur.	
	Grammar	- Good control of simple structures. - Difficulty with complex structures. - Adequate spelling, punctuation and format.	- Adequate control of complex structures. - Good control of spelling, punctuation and format.	- Good control of complex structures - Good control of spelling, punctuation and format.	Some errors in grammar still occur.	

COMMENTS:

Activity Plan 114

Lesson 9	**Showing Initiative: Why We Do it**	
	45 MINUTES	HANDOUT(S): 2

Set-up Stage . . . . 5 min

- Remind learners that we have been talking, in part, about lifelong learning in this module. Lifelong learning sometimes can also mean you are showing initiative at work.

- Write "INITIATIVE" on the board. Ask learners for meaning (may have to provide the definition) and about their experiences showing initiative at work.

Presentation Stage . . . . 40 min

- Distribute Handout 1.

- Students survey each other about how they show initiative at work (15 minutes max.). Briefly go over answers as a class.

- Distribute Handout 2. Learners read and answer questions. Check as a class and instructor answers any questions about culture, language or usage.

- Leads in to the next activity about the language we use to show initiative.

Ways to Add Support

- Go over some "vocabulary" in more detail for the audio clip depending on the class, you may wish to do this beforehand or create extra worksheets for additional practice.

- Pair weaker learners with stronger ones.

Ways to Add Challenge

- No dictionaries.

- Add additional discussion questions.

- Ask learners to do a written summary of the reading. They could do this individually or in pairs.

Advanced Preparation

- Prepare photocopies of:
  - ✓ Handout 1
  - ✓ Handout 2

- Make overhead of handouts if desired

Purpose

- Introduce the idea of showing initiative at work

- Introduce the vocabulary and appropriate terms for showing initiative at work

Showing Initiative at Work: Interview three members of your class about showing initiative at work. Write their name at the top and summarize their answers in the box.

	Name:	Name:	Name:
At your work, what kinds of things do you do without your boss' permission or suggestion to show initiative?			
Do you ever take ideas to your boss about how things can work better at your work? What kind of ideas?			
Do you ever take classes or courses to try and do better on the job? What kind of courses?			
What do you do at work to get noticed (in a positive way) by your boss? What kind of extra work do you do?			
How do people show initiative in your native country? Is it by working late every night? Is it by doing only what the boss says?			
Do you like to work independently or do you like to be given a lot of direction? Explain your answer.			

Showing Initiative at Work

It's safe to say that most of us want to make more money and get more recognition in our jobs. In different cultures, there are different reasons one employee might stand out from the next and there are different reasons people move up in their company, while others stay at the same level. In Canada one of the most important ways of getting noticed by your boss is by taking, or showing, initiative. People who show initiative often get promoted, get more responsibility, get better jobs and make more money. Here are some ways to show initiative:

1. **Doing Extra Work**

   Some important ways to take or show initiative include: doing work before you are asked, volunteering to do extra work and agreeing to work on committees. This can mean that your job gets bigger which is a part of taking initiative.

2. **Checking Boundaries**

   It's great to take initiative by doing things without being asked. However, it's also important to know what decisions you can make for yourself and what decisions your boss wants to make. You want to show initiative, but you don't want to overstep the line.

3. **Learning New Things**

   Taking this course shows initiative. If you decide for yourself to do something to improve your skills, you are taking initiative and increasing your chances of success. The next step is to try out the skill at work and maybe even teach your coworkers something new.

4. **Offering the Boss Options, Not only Problems**

   It's easy to bring only problems to the boss so they can solve them. But you can show initiative by taking problems _and_ possible solutions the problem to your boss. Your boss will appreciate knowing you care enough to try and offer possible resolutions to the problems.

5. **Thinking Like the Boss**

   If you try to think like a boss or act like an owner of the company you will show initiative easily, which translates as obvious pride in your work.

6. **Giving Suggestions**

   Sometimes the boss asks for suggestions. Suggestions may be large or small. Even if your suggestions aren't used, your boss will appreciate you trying to think of ways to improve things at the workplace.

7. **Networking and socializing**

   As noted earlier in this course, networking or socializing with colleagues is part of building a good work team. If you help create opportunities for people to socialize, you are helping the work team. Suggest a potluck lunch, start a morning yoga group, or do Friday coffee mornings.

Showing _too much_ initiative at work

Take care. Sometimes you have to be cautious of how much initiative you show at work. It's possible to show _too much_ initiative. There are different reason for this. If you are always the one who volunteers for things, or you are always the one doing extra work, or you are the one your boss continually singles out for different positive reasons, your coworkers may start to dislike you. They may call you names that are not very flattering like "keener" or a "suck up" (not polite) because you are too eager. This may affect your working relationships.

Another problem with showing too much initiative is you may go too fast to complete a project on your own and make a big mistake, or you may do something that your boss did not want done. Furthermore, you might do something that someone else was going to do. You don't want to step on peoples' toes.

A good way to avoid showing too much initiative is to keep the lines of communication open between you and your supervisor. Learn what you can go ahead and do on your own, and what they would like to have some input on. This will help you to avoid showing too much initiative and getting into trouble with your boss or your co-workers.

Do you show enough initiative at work? Ask yourself the following questions to see if you show enough initiative at work. Circle the response that best reflects your actions at work.

1. If I know what needs to be done, I do it without waiting to be told.

    Often   Sometimes   Rarely   Never

2. When I see a small problem in my workplace, I fix it.

    Often   Sometimes   Rarely   Never

3. I check with my supervisor to be clear about what decisions I can make on my own.

    Often   Sometimes   Rarely   Never

4. When I learn something new, I try it at my work.

    Often   Sometimes   Rarely   Never

5. I take classes to learn new things related to my work.

    Often   Sometimes   Rarely   Never

6. I like to teach my colleagues things that I have learned.

    Often   Sometimes   Rarely   Never

7. If I see someone needs help at work, I help them even if it's not part of my job.
   Often   Sometimes
   Rarely   Never

8. When I take problems to my supervisor, I also take suggestions for solving the problem.
   Often   Sometimes
   Rarely   Never

9. I try to think like the company's owner and come up with ways to make or save money for the business.
   Often   Sometimes
   Rarely   Never

10. I volunteer to be on work committees.
    Often   Sometimes
    Rarely   Never

11. When my boss asks for suggestions, I think of some ideas and then I offer them.
    Often   Sometimes
    Rarely   Never

12. I create opportunities for me and my co-workers to socialize, like going for coffee together.
    Often   Sometimes
    Rarely   Never

Self Reflection:

Now that you have answered the questions, let's find out what they mean.

If you answered mostly "Often" or "Sometimes" you are probably taking initiative in a way that gets you noticed at work. If you answered mostly "Rarely" or "Never" you may not be showing enough initiative to please a Canadian boss or supervisor.

Discussion:

In groups of 3 or 4, talk about the following:

1. In your own words, summarize what you read about showing initiative.

2. How do you think you are doing with showing initiative at work? Could you show more?

3. Give suggestions to your classmates as to how they could show more initiative at work.

Activity Plan 115

Lesson 9	**Showing Initiative: How We Do It**	
	45 MINUTES	HANDOUT(S): 2

Set-up Stage . . . . 5 min

- Let the learners know that now we are going to practise showing initiative.

Presentation Stage . . . . 35 min

- Distribute Handout 1. Read through and discuss as a class.
- Distribute Handout 2.
- Learners work in pairs to discuss and practice situations. Go over as class.
- Demonstrate pronunciation and intonation as necessary.

Wrap-up . . . . 5 min

- Summarize the activity.
- Answer any questions and review what was covered.

Ways to Add Support

- Have stronger learners work with those that need help.

Ways to Add Challenge

- Have stronger learners work with weaker ones.

Advanced Preparation

- Prepare photocopies of:
  - ✓ Handout 1
  - ✓ Handout 2
- Make an overhead of Handout 1 if desired

Purpose

- Practise different ways of showing initiative in the workplace

Making Suggestions for Showing initiative: HOW TO DO IT

In the last activity we touched upon some of the different ways to show initiative in the Canadian work place. In this activity we are going to look at some of the language we might use when showing initiative. In particular we are going to look at making suggestions. In the workplace, we make suggestions at different times:

A. Sometimes we make suggestions *at* meetings.

B. Sometimes we make suggestions *after* meetings.

C. Sometimes we make suggestions *out* of the blue.

A. **If we are making suggestions at the time they are asked for, like at a meeting, we can use the following ways to do so. They all mean the same thing. The blank line is for the subject (I, he, she, we, they, it, or a proper name)**

1. **I suggest** _____ + base verb

    I suggest we send Jenkins to the conference. She'll get the most out of it and she can fill us all in when she gets back.

2. **What if** _____ + base verb ?

    What if Jenkins goes to the conference? She'll get the most out of it and she can fill us all in when she gets back.

3. _____ **could** + base verb

    Jenkins could go to the conference. She'll get the most out of it and she can fill us all in when she gets back.

4. **Maybe** _____ **should** + base verb

    Maybe Jenkins should go to the conference. She'll get the most out of it and she can fill us all in when she gets back.

5. **It might be a good idea for** _____ + base verb (with 'to')

    It might be a good idea for Jenkins to go to the conference. She'll get the most out of it and she can fill us all in when she gets back.

B. **Sometimes it's difficult to come up with suggestions at a meeting. If you are making suggests _after_ a meeting, say a few days later, you will want to follow a few steps before giving your suggestions.**

Giving your ideas after the fact is very similar to making suggestions at a meeting, except that you have to approach your boss and explain.

Here's how you approach the boss to make a suggestion after the fact. When you approach your boss you need to include the following information.

> **When**: At the meeting the other day
>
> **What**: You asked for ideas about increasing sales.
>
> **Why**: I've thought about it and I think I've come up with some suggestions.
>
> **Request**: Would now be a good time to tell them to you?
>
> Now you put it all together. So, in other words, when you go up to your boss with your ideas you say:

"At the meeting the other day you asked for ideas about increasing sales. I've thought of a few suggestions that might work. Would now be a good time to tell them to you?"

If the boss says "yes", you give suggestions as outlined above.

C. **Along with showing initiative by offering suggestions at a meeting or after the meeting, you can also show initiative and give suggestions without being asked for them. You can come up with an idea and decide to tell your manager as a way to improve things.**

> **What**: I've got a few ideas about how we might improve things around here.
>
> **Positive statement** + "but"**: Things work pretty well now, but I think they could improve.
>
> **Request**: Would you have a couple of minutes now to talk?
>
> ** This is important when giving unasked-for suggestions. Without the positive points, a suggestion might sound like a criticism and therefore might not be welcome.
>
> Now you put it all together. In other words, when you go up to your boss with your ideas you say:

"I've got a few ideas about how we might improve things around here to make the business more efficient. Things work pretty well now, but I think they could improve. Would you have a couple of minutes now to talk?"

If the boss says "This is a good time", you can offer your suggestions just as above. However, because the boss didn't ask for suggestions, you'll need to give a bit more of an explanation for each of your ideas – how you came to them; why you think they are necessary.

Showing Initiative: PRACTICE and DISCUSSION

Look at the following scenarios and talk with your partner about how initiative (or more initiative) might be shown in each situation. Write your suggestions of what you might say to your boss in the box. If there is time, choose one and write a role play about the situation you chose. Present it to the class.

Situation: You work in a restaurant kitchen. A lot of fruit and vegetables get thrown away each week. You have some suggestions about how to reduce the amount food that goes into the compost. You are going to take these ideas to your boss out of the blue. Using complete sentences modeled after the language presented earlier, write sentences in the box that would offer suggestions in this scenario.

Situation: You work for a coffee roasting company. You have noticed that at the end of the week there are a lot of bags of unsold coffee that needs to be frozen or thrown away. The frozen coffee is sold at a discount. The reason that there is so much unsold coffee is because the company likes to have all 20 varieties ready for customers to buy. You want to show initiative by offering some suggestions to save the company money.

Situation: You work for a busy accounting office. At the last staff meeting your boss asked for ideas on how to save the office money. After the meeting you think about your boss's request for ideas and you come up with something. The office spends a lot on printing and photocopying and you have noticed a lot of waste. You need to approach the boss and make some suggestions.

Activity Plan 116

Lesson 9	⌐🖱 **Re-Credentialling in Canada**	
	45 MINUTES	HANDOUT(S): 2

Set-up Stage . . . . 5 min

- For many learners who are professionally trained elsewhere, part of their continuous learning goals may be to get Canadian credentials. We are going to look at the agencies that will help you do this.

Presentation Stage . . . . 35 min

- Distribute Handout 1.

- Learners interview each other.

- Distribute Handout 2 Learners read short passage on re-credentialling for the purposes of continuing education and for being able to work in their profession in Canada.

- Do vocabulary matching.

- Orally summarize passage to check comprehension.

Wrap-up . . . . 5 min

- Summarize the notion of assertiveness in the workplace.

- Answer any questions and review what was covered.

Ways to Add Support

- Go over some "vocabulary" in more detail for the reading. Depending on the class, you may wish to do this beforehand or create extra worksheets for additional practice.

- Have stronger learners work with those that need help.

Ways to Add Challenge

- No dictionaries while reading.

- Add a time element to the reading. (10 minutes)

- Learners produce a written summary.

Advanced Preparation

- Prepare photocopies of:
  - ✓ Handout 1
  - ✓ Handout 2

Purpose

- Looking at re-credentialling for work and further education

Thinking about Re-Credentialling

With a partner, decide who will be "A" and who will be "B". Ask each other the following questions. Feel free to include follow up questions to get more information. When you have finished your questions, switch.

LEARNER A's QUESTIONS (Do not show to Learner B)

1)	What kind of jobs have you had (part-time and full-time)? In your country? Here?
2)	Would you like to do the same thing in Canada you did back home?
3)	What is your dream job? How would you train for this job?
4)	How many jobs do you think you'll have in your life?
5)	Are there any jobs you would refuse to do, regardless of the pay?

LEARNER B's QUESTIONS (Do not show to Learner A)

1)	Were you professionally trained in your home country? What are your qualifications?
2)	What kinds of jobs interest you most and least?
3)	Do you want to continue your education by studying in a Canadian university?
4)	What are the toughest jobs in the world?
5)	What is the job description of your last job? Your current job?

Your Qualifications May Not Be Recognized

*As you are living in Canada, you are likely acutely aware that the education you completed and work experience that you **obtained** in another country may not be recognized in Canada. It is possible that your credentials may not be seen to be **equivalent** to the standards established for Canadian professions and trades. Suppose you are an experienced and qualified nurse in your home country. Even though you have skills and knowledge in your profession, you may be required to do some further study and sit for Canadian exams in order to practice nursing here. The same is true for many jobs and professions that have national and provincial **standards**.*

*While extremely frustrating for many foreign-trained individuals, it is unfortunately the reality. In order to work in your chosen and trained profession, you need to know how your **credentials** compare with those of someone trained in Canada for a similar job. You also need to know the steps you need to take to qualify to work in Canada. Once you have taken the steps of re-credentialling, you will be better prepared find a job in your **field** in Canada.*

*Furthermore, if you are planning to continue your formal education here, you need to be aware that not all institutions will accept your previously obtained credentials **automatically**. You may be only give **partial credit** for your degree as you attempt to move forward, and you may be expected to do some upgrading. Perhaps you have a Bachelor Degree in Social Work from your home country and want to do a Master's here in Canada. You may be **required** to do more undergraduate work before being admitted to the Master's program. You will also be expected to meet the spoken and written language standard of the **institution**.*

As you consider your goals for lifelong learning and professional development these regulations must be considered.

In the extension we are going to look at some of the on-line resources that can help with researching some of this information. Now complete the vocabulary match from the reading.

1. automatically
2. credentials
3. credit
4. equivalent
5. field
6. institution
7. obtaine
8. partial
9. required
10. standards

_____ to acquire or achieve something like a qualification

_____ a comparable item or level

_____ levels against which something is measured

_____ qualification

_____ area of study of expertise

_____ to do something without question or thought

_____ to do something only partly

_____ recognition of something completed

_____ necessary or mandatory

_____ organization or establishment

With a partner, orally _summarize_ the meaning of the paragraphs above.

In the extension we are going to look at some of the on-line resources that can help with researching some of this information. Now complete the vocabulary match from the reading.

1. automatically	**7**	to acquire or achieve something like a qualification
2. credentials	**4**	a comparable item or level
3. credit	**10**	levels against which something is measured
4. equivalent	**2**	qualification
5. field	**5**	area of study of expertise
6. institution	**1**	to do something without question or thought
7. obtaine	**8**	to do something only partly
8. partial	**3**	recognition of something completed
9. required	**9**	necessary or mandatory
10. standards	**6**	organization or establishment

With a partner, orally _summarize_ the meaning of the paragraphs above.

Answers will vary somewhat. _Remind learners of difference between a summary and a paraphrase._

Activity Plan 117

Lesson 9	🔊 **Using Social Media to Expand your Network**	
	40 MINUTES	HANDOUT(S): 1

Set-up Stage . . . . 3 min

- Make the connection to the activity related to networking we did earlier this week. Indicate to learners that, of course, more and more people are networking on line. How do they do that? We are going to listen to an audio clip of a social media expert talk making connections online.

Presentation Stage . . . . 32 min

- Distribute Handout 1.

- Learners answer the pre-listening questions.

- Learners listen and take notes. (It's quite a long clip, 8 minutes.)

- Learners compare notes with others and go through questions, working individually or with a partner. Instructor's discretion.

- If there is time, play the clip again.

- Go over answers as a class.

Wrap-up . . . . 5 min

- Summarize the topic and main points.

- Answer any questions and review what was covered.

Ways to Add Support

- Go over some "vocabulary" in more detail for the reading. Depending on the class, you may wish to do this beforehand or create extra worksheets for additional practice.

- Have stronger learners work with those that need help.

Ways to Add Challenge

- Have stronger learners work with weaker ones.

- Play audio only once.

- Ask learners to do a written summary of content of the audio clip using only their notes.

Advanced Preparation

- Prepare photocopies of:
  - ✓ Handout 1

Purpose

- Introducing social media as a way of networking and expanding business and social connections

Using Social Media to Expand your Network

BEFORE YOU LISTEN

1. What social media and social networking tools do you know, use, or have heard of?

    _____

    _____

2. Do you do any social networking? Which websites or applications do you like to use?

    _____

    _____

WHILE YOU LISTEN

Now listen to the audio clip and take notes in the box below or using a separate piece of paper. Once you have finished the listening, compare your notes with someone near you. Then work your way through the comprehension questions and exercises to check your understanding.

Listen and write your notes here.

AFTER YOU LISTEN

Use your notes to answer the following questions.

1. According to the speaker, what is social media?

   _____

   _____

   _____

2. Why is social media important for businesses or organizations today?

   _____

   _____

   _____

3. How can social media help an individual become integrated in a community?

   _____

   _____

   _____

4. According to the speaker, what are the two best places to start in social media?

   _____

   _____

   _____

5. What do people worry about as a drawback to social media?

   _____

   _____

   _____

6. Why is it hard to predict the social media tools of the future?

   _____

   _____

   _____

7. What 6 social media tools are the most important right now for social networking, business and career building?

   _____

   _____

   _____

VOCABULARY MATCH FROM THE AUDIO CLIP

Looking at the vocabulary words on the left, find the match on the right.

1. blog
2. credibility
3. critical mass
4. drawbacks
5. emerging
6. faceless entity
7. freelancer
8. go viral
9. obvious
10. social media
11. softer approach
12. sophisticated

_____ the different tools we use to communicate online (Facebook, Twitter, YouTube)

_____ complicated, cleverly structured

_____ up-and-coming, increasingly popular

_____ clear, easy to see

_____ the minimum amount of money or number of people required to start or sustain an operation, business, process

_____ an easier, gentler way of doing things

_____ negative aspects

_____ a person without a name or an identity, an anonymous individual or business

_____ short for weblog; is like a personal online journal or magazine

_____ to be easily spread from one person to the next via email, Facebook or Twitter

_____ a person who works for themselves doing contract work as an outworker, a service provider

_____ reliability, trustworthiness, standing

CLOZE:

Use the words in the box to complete the passage from the audio clip.

> communicating   relationships   connecting   telephone
>
> career sophisticated   obvious   interesting   social media   respond

Social Media is really just about _____online. It's not just publishing your own thoughts and having other people read them, but it's also the ability for those other people to _____ to you. The social media tools we think of are Facebook or Twitter, or blogs but it really could be any forum that allows people to communicate with each other online. And so, social media has really been with us since the beginning of the Internet, it's just that the tools are a lot more _____ now. And they are changing quickly.

Well, in order to grow a business or to broaden your _____, you have to be able to communicate and using the emerging tools of _____ is key. These are the tools that people are using to communicate more and more. So 60 years ago if you had asked me, "do you think we should have a _____in the office?" I might have had a hard time coming up with an answer. But now it's pretty obvious, you couldn't do business without a telephone. Or, maybe 10 years ago: "do we really need a cell phone?" Well, now everyone has them. And I'm sure that, maybe not fifty years ago, but I'm sure those questions were asked: "Do we really need a telephone?" And that's where we are with social media, we are just at the stage where people are asking. But once it reaches a critical mass it will just be _____. This is what everything is going…where all of the communication is going to happen.

Furthermore, it's just a fabulous way of _____with people and meeting people. You know on Facebook, if you add a friend, you are going to see who their friends are, and then you can get into conversations on your friends wall with other people that you didn't know before. A lot of these social media leads to _____ offline, that is, in the real world, so... Twitter, in particular, is very strong about this idea. If you find somebody _____you can follow them an engage them in a conversation. There is no barrier to entry, you can just connect and start. It's incredible how many people you will meet in the real world having met them online first.

Check your answers with a classmate and see if you agree with each other. If your answers are different, discuss.

_____

If there is time, listen to the audio again.

VOCABULARY MATCH FROM THE AUDIO CLIP

Looking at the vocabulary words on the left, find the match on the right.

1.	blog	**10**	the different tools we use to communicate online (Facebook, Twitter, YouTube)
2.	credibility	**12**	complicated, cleverly structured
3.	critical mass	**5**	up-and-coming, increasingly popular
4.	drawbacks		
5.	emerging	**9**	clear, easy to see
6.	faceless entity	**3**	the minimum amount of money or number of people required to start or sustain an operation, business, process
7.	freelancer		
8.	go viral	**11**	an easier, gentler way of doing things
9.	obvious	**4**	negative aspects
10.	social media		
11.	softer approach	**6**	a person without a name or an identity, an anonymous individual or business
12.	sophisticated	**1**	short for weblog; is like a personal online journal or magazine
		8	to be easily spread from one person to the next via email, Facebook or Twitter
		7	a person who works for themselves doing contract work as an outworker, a service provider
		2	reliability, trustworthiness, standing

CLOZE:

Use the words in the box to complete the passage from the audio clip.

> communicating   relationships   connecting   telephone
>
> career sophisticated   obvious   interesting   social media   respond

Social Media is really just about __*communicating*__ online. It's not just publishing your own thoughts and having other people read them, but it's also the ability for those other people to __*respond*__ to you. The social media tools we think of are Facebook or Twitter, or blogs but it really could be any forum that allows people to communicate with each other online. And so, social media has really been with us since the beginning of the Internet, it's just that the tools are a lot more __*sophisticated*__ now. And they are changing quickly.

Well, in order to grow a business or to broaden your __*career*__, you have to be able to communicate and using the emerging tools of __*communicating*__ is key. These are the tools that people are using to communicate more and more. So 60 years ago if you had asked me, "do you think we should have a __*telephone*__ in the office?" I might have had a hard time coming up with an answer. But now it's pretty obvious, you couldn't do business without a telephone. Or, maybe 10 years ago: "do we really need a cell phone?" Well, now everyone has them. And I'm sure that, maybe not fifty years ago, but I'm sure those questions were asked: "Do we really need a telephone?" And that's where we are with social media, we are just at the stage where people are asking. But once it reaches a critical mass it will just be __*obvious*__. This is what everything is going…where all of the communication is going to happen.

Furthermore, it's just a fabulous way of __*connecting*__ with people and meeting people. You know on Facebook, if you add a friend, you are going to see who their friends are, and then you can get into conversations on your friends wall with other people that you didn't know before. A lot of these social media leads to __*relationships*__ offline, that is, in the real world, so... Twitter, in particular, is very strong about this idea. If you find somebody __*interesting*__ you can follow them an engage them in a conversation. There is no barrier to entry, you can just connect and start. It's incredible how many people you will meet in the real world having met them online first.

Activity Plan 118-EXT

Lesson 9	🖱 **Exploring the Web: Re-Credentialling/Networking**	
	75 MINUTES	HANDOUT(S): 2

Set-up Stage . . . . 5 min

- During this extension learners are can explore some different online resources and tool. This will be an independent learning session in that learners can go through the handouts in a self-paced manner. The instructor is there to act as a guide and to answer questions where possible.

Independent Learning Stage . . . . 65 min

- Distribute Handout 1 and Handout 2.
- Learners work at their own pace, exploring the web resources that may be useful to them and the networking tools that are new to them.

Wrap-up . . . . 5 min

- Give learners time to talk about anything interesting they discovered.
- Answer any questions, make suggestions.

Ways to Add Support

- Go over some "vocabulary" in detail. Depending on the class, you may wish to do this beforehand or create extra worksheets for additional practice. Or you may choose to look at some of the government websites together (if a projector is available).
- Have stronger learners work with those that need help.

Ways to Add Challenge

- Have stronger learners work with weaker ones.
- Ask learners to do a written summary of content of the audio clip using only their notes.
- Get them to start their own blog (blogger.com).

Advanced Preparation

- Book a computer lab with Internet connection, with headsets if possible
- Prepare photocopies of:
  - ✓ Handout 1
  - ✓ Handout 2

Purpose

- Allowing learners to explore resources that may help with re-credentialling or getting foreign credentials recognized
- Allowing learners to explore different types of social media

Resources

There will be other on-line resources indicated on the handouts, but here are the two main ones:

http://www.hrsdc.gc.ca/eng/cs/comm/hrsd/news/2005/050425bg.shtml Do a search for HRSDC + The Internationally Trained Workers Initiative, if there is trouble accessing the link. Accessed on August 17, 2011

http://www.cicic.ca/2/home.canada Do a search for "Canadian Information Centre for International Credentials", if there is trouble accessing the link. Accessed on August 17, 2011. This is an information site only, not a service.

Web Exploration: Getting your credentials recognized in Canada

During this period you will get the chance to discover and explore online resources that will help you as you find your professional path in Canada. Many of you have changed jobs since you came here, many of you are working toward new professions, and many of you are hoping to become have your past credentials recognized in Canada.

The following activity is to help you become familiar with resources that may give you the information you need to move forward in your desired career in your new country.

SEARCH

Go to:

http://www.credentials.gc.ca/fcro/about-us.asp If there is trouble accessing the link. Do a search for "Foreign Credentials Referral Office" + Canada. (Accessed on August 17, 2011)

What general information can be found here?

_____

_____

_____

On the left side, click on the link "Why credential recognition matters". Is there anything useful or interesting for you on this page? What?

_____

_____

_____

Again on the left side, click on the link "How it Works". Read the page and watch the short video. Can you summarize Raza and Mina's story?

_____

_____

_____

Continue to explore the site. See where it takes you as it relates to your profession and your career choices. Write down any useful information here. Your instructor is here to answer your questions.

_____

_____

_____

Web Searches Continued

Go to:

http://www.hrsdc.gc.ca/eng/cs/comm/hrsd/news/2005/050425bg.shtml Do a search for "HRSDC + The Internationally Trained Workers Initiative", if there is trouble accessing the link. (Accessed on August 17, 2011). You may wish to click the link on the left "Success Stories"

What general information can be found here?

_____

_____

_____

Is there anything useful or interesting for you on this page? What?

_____

_____

_____

Do a search for "Canadian Information Centre for International Credentials", http://www.cicic.ca/2/home.canada, if there is trouble accessing the link. Accessed on August 17, 2011. NOTE: This is an information site only, not a service provider.

What general information can be found here?

_____

_____

_____

Is there anything useful or interesting for you on this page? What?

_____

_____

_____

Now is your opportunity to do a search that is specific to _your field of interest_. Search:

Your profession/qualification + Canadian credentials

What useful websites can you find? Make a note of them here and say why they are useful, for future reference.

_____

_____

_____

WEB EXPLORATION: Social Media Tools

Use this time to explore some different types of English social media. Work together if it's helpful.

Facebook:

If you don't already have a Facebook account, you can sign up for one here: https://www.facebook.com/ Please choose English as your language! Even if you are not interested in keeping an account, you can sign up for one (following the prompts) have a look around the site, maybe "friend" some people in your class and then, once you have looked at the site, you can choose to delete your account**.

What do you think about Facebook? What are the positive aspects? The negative?

_____

_____

_____

| **To delete your Facebook account, go to: |
| Account ☞ Account Settings ☞ Security ☞ Deactivate Account. |

Twitter

If you don't already have a Twitter account, you can sign up for one here: https://www.twitter.com/. Note that anything so say on Twitter must be said within 140 characters. Even if you are not interested in keeping an account, you can sign up for one (following the prompts) have a look around the site, maybe "follow" some people in your class and then, once you have looked at the site, you can choose to delete your account**.

What do you think about Twitter? What are the positive aspects? The negative?

_____

_____

_____

| **To delete your Twitter account, go to: |
| Account ☞ Settings ☞ Deactivate Account (on the very bottom of the page) |

Blogger

Go to http://www.blogger.com/. Follow the steps and start your own blog. You can post pictures, video, you can write your ideas. It could have a theme, or it could be random. The good news is, if you change your mind, you can change the blog, or start a new one. If you decide to keep your blog, you can send the link to people you know and they can see what you are up to.

What do you think about Blogger? What are the positive aspects? The negative?

_____

_____

_____

FLICKR

Go to http://www.flickr.com/ and have a look around this site. If you like you can sign up for an account (you can even use your Facebook account to do so, if you like).

What do you think about FLICKR? What are the positive aspects? The negative?

_____

_____

_____

CAUTION: Think before you Tweet, Post or Blog

If you are new to social media and are thinking of getting into it as a way on advancing your network or your business, there are a few things you should consider before you post.

- **The things you tweet about, or put on your social profiles, can and will come back to haunt you**. Even if you have followed all the steps to make sure your privacy settings activated, realize that your information is never completely private. The best rule is to ask yourself:
  - Would I get in trouble if my boss saw it?
  - Would I get in trouble if my colleagues or coworkers saw it?

    If the answer to either question is "yes," don't post it!

- **Manage your online presence**. More and more, potential bosses are doing online background checks and the information they find can affect their hiring decisions. (This is something I routinely do before I decide to interview someone.) If you don't want others knowing certain things about you, don't post it.

- **Do NOT post or Tweet negative comments about your employer**. It's a bad idea. Most companies are becoming more knowledgeable about social media and are actively monitoring the Internet for anything to do with the company. If you do have a complaint, handle it the old fashioned way: talk to your supervisor or someone in HR about it.

- **Do NOT let your social networking get out of hand**. Know what your company's policies are regarding social networking at work. Don't get so involved in updating your online presence that you let your other responsibilities slide.

Activity Plan 119

Lesson 10	**Active Listening: Part 1** ◆	
	40 MINUTES	HANDOUT(S): 1

Set-up Stage . . . . 5 min

- Distribute Handout 1 and introduce topic of active listening.
- Review active listening strategies (in text box) together:

    (1) Encouraging communication: a) supportive words and phrases; and b) follow-up questions with rising or falling intonation.

    (2) Focusing: a) clarification questions; b) paraphrasing.

Discussion Stage . . . . 30 min

- Have learners form groups of three to complete Handout 1:
  - Question 1: Learners brainstorm – encouraging words or phrases. (5 min)
    - Put up an overhead of the answer key, or distribute copies of it if you prefer, so learners can review alternatives.
  - Question 2: Model statements and possible follow-up questions, emphasizing intonation. Explain that rising intonation expresses surprise and falling intonation expresses interest. Have learners rotate with one learner, responding to the statement and the other two by identifying the meaning conveyed. The purpose of the activity is to identify the meaning of rising and falling intonation. (5 min)
  - Question 3: Have learners complete the chart together, comparing their strengths, weaknesses and strategies for active listening. (10 min)
  - Question 4: Have learners work in groups of three to practise active listening using supportive continuers and follow-up questions. Have them take turns being the speaker, the active listener and the observer. Ask the observer to complete the chart with the supportive continuers and follow-up questions used by the active listener. (10 min)

Wrap-up . . . . 5 min

- Review the benefits of active listening (Question 5) together.

Ways to Add Support

- Model one or two examples from each question with learners before asking them to do it alone in groups.

Ways to Add Challenge

- For Question 4, after each exchange, have the three member-groups review which of the strategies from the chart in 3 they used.
- Have learners complete 5 (discuss the benefits of active listening) together in their groups before discussing it as a class.

Advanced Preparation

- Prepare photocopies of:
  - ✓ Handout 1
- Make an overhead copy of Answer Key Handout 1 if desired

Purpose

- Learning and practising the principles of active listening

NOTE: The Active Listening table in 3 of Handout 1 will be used again in **Activity 144**. Although it will appear again in that activity as a handout, you are welcome to ask learners to bring their copy to that class to avoid photocopying.

Now You Try:
Small Group Discussions

1. Work with a small group to brainstorm possible words that can encourage a person to keep talking; add them to the list below. Practise using them with different intonation to express interest, shock, surprise, disbelief, etc.

    • Really?   •   •   •

    • Really!   •   •   •

    • Wow!   •   •   •

2. Respond to each of the following statements. Use falling or rising intonation and discuss the differences in meaning.

    a) My daughter just got her Ph.D.   e) I got this dress on sale for $10.

    b) I'm getting married in May.   f) I'm having surgery next month.

    c) I love pickled pigs' feet.   g) I'm going back to China for good.

    d) My son just broke up with his girlfriend.   h) I'm going to be a grandmother soon.

Active Listening Strategies

When you are actively listening, you are doing two key things: you are encouraging the person to communicate with you, and you are focusing on understanding what the person is saying.

Encouraging Communication

You can encourage communication by indicating verbally and non-verbally that you are interested in what the other person is saying and that you want them to continue. Supportive words and phrases—such as, **Yeah?, Really!, Oh?**—encourage someone to continue talking and are especially important in telephone communication. You can also use follow-up questions for the same purpose. Here are some examples:

Statement: I got a job!   **Response**:   Did you? (falling intonation; expresses interest)
                                     Response: You did? (rising intonation; expresses surprise)

Statement: I just won a new car!   **Response**:   You didn't! (falling intonation; negative form; expresses shocked disbelief)

Focusing on Understanding What the Person is Saying

You can do this by asking questions to clarify information and paraphrasing what the other person says to make sure that you understand. Try to remain focused on the other person's words and be aware of what gets in the way of active listening. For example, judgments about the speaker (This person doesn't know as much as I do!); or about what the speaker is saying (That's ridiculous!) will prevent you from listening actively. Being impatient about wanting to express your own views will also impact your ability to listen actively.

3. **Active Listening Strategies: Personal Checklist**

   Make a note of which of the following you do well ☑ and those you don't do well ☒.

   Make a note of some personal goals for improving your active listening skills in that category.

	STRATEGY	Examples	Personal Listening Skills and Goals
Key Active Listening Behaviours	Being aware of differences in communication behaviours between individuals	Physical distance, body movements, touching, non-verbal sounds, eye contact, loudness, silence	☐
	Suspending thoughts, judgments and assumptions about the speaker	Focus on the content of what the speaker is saying	☐
	Listening attentively to the words and implied message of the speaker	Keep focussed on the speaker, don't let your mind wander	☐
	Responding verbally and non-verbally to indicate interest, comprehension, empathy	(see below)	☐
Non-Verbal Indicators of Active Listening	Eye contact to convey interest	Looking generally at the speaker, but not staring in their eyes	☐
	Appropriate facial expressions	Smile, frown, expressions of concern, confusion	☐
	Posture and use appropriate gestures to indicate interest and reaction	Sitting up straight, facing the speaker, nodding to indicate interest	☐
Verbal Indicators of Active Listening	Responding verbally to indicate listening	"uh-huh," "wow," "really?," "Mmmmmm"	☐
	Asking questions or statements to clarify understanding and invite the speaker to elaborate.	"So what happened next?" "How did that make you feel?" "I wonder why?" "What do you mean?"	☐
	Paraphrasing or restating the speaker's message (spoken and implied) in your own words to confirm comprehension. This invites the speaker to confirm or correct your interpretations.	"It sounds like this means a lot to you;" "Hmmm, I can see you're upset about that;" So you got the promotion but you're not sure you want it."	☐
	Making statements to validate speaker's feelings and indicate empathy	"That must be really difficult." "That must have been frustrating."	☐

4. In groups of three, practise active listening using supportive words or phrases and follow-up questions. Take turns playing each of the roles below.

> **Student A (Speaker)**: Speak about any personal topic for at least three minutes. Topics can include hobbies, pets, a vacation, an adventure, a current challenge, plans for the future, etc.

> **Student B (Listener)**: Show interest and encourage the speaker to talk by using supportive comments and follow-up questions.

> **Student C (Observer)**: Keep track of the time (allow the speaker three minutes) and use the table below to write down the words/phrases that the listener uses to encourage the speaker to continue, including any follow-up questions the listener uses.
>
> I heard the listener use these words and phrases to encourage the speaker to continue:
>
> _____
>
> _____
>
> I heard the listener ask these follow-up questions:
>
> _____
>
> _____

5. **Benefits of Active Listening**

   Discuss the following benefits of active listening with examples. Active listening includes a range of behaviours that facilitates understanding others. The benefits of practising active listening include:

   • avoiding misunderstanding

   • increasing respect and understanding of the opinions of others

   • increasing ability to converse in social situations and in the workplace

   (NOTE: The above activity and handout is adapted from Toronto Catholic District School Board's *LINC 5-7 Classroom Activities* (pp. 375-376) and LINC 5-7 Curriculum Guidelines p. 313.)

1. Work with a small group to brainstorm possible words that can encourage a person to keep talking; add them to the list below. Practise using them with different intonation to express interest, shock, surprise, disbelief, etc.

   - Really?
   - Really!
   - Wow!
   - Seriously? / !
   - Right? / !
   - Now way? / !
   - Get out? / !

   - I see
   - Okay
   - Yes
   - That's nice.
   - Yeah?
   - Uh-huh
   - No! (disbelief)

   - Is that right?
   - No kidding?
   - Great!
   - Excellent!
   - Wonderful
   - Go on

2. Respond to each of the following statements. Use falling or rising intonation and discuss the differences in meaning.

   a) My daughter just got her Ph.D.
      - Did she? (rising intonation indicated excitement and surprise)
      - Did she? (falling intonation indicates interest)
      - Really? (falling intonation conveys unpleasant surprise)

   b) I'm getting married in May.
      - You are? … etc., as above …

Activity Plan 120

Lesson 10	🖱 **On-Line Social Networking** ◆	
	40 MINUTES	**HANDOUT(S): 1**

Set-up Stage . . . . 5 min

- Discuss: (see definition at top of Handout 1)

    (1) The meaning of "social network."

    (2) What would a visual depiction of a social network look like?

    (3) What are the impacts of social media on social networks?

Introduction to Social Networking . . . . 5 min

- Watch a short video together on social networks, e.g., Lee LeFever of commoncraft.com's, "**Social Networking in Plain English** (1:47)" (http://www.youtube.com/watch?v=6a_KF7TYKVc).

- Afterwards, discuss the following topics:

    1. What is a social network?

    2. What are advantages, disadvantages and occupational possibilities to participating in an on-line or partially on-line social network?

Web-research Jigsaw . . . . 30 min

- Have learners form research groups and assign one of the following to each group. Have them complete Question 1 of Handout 1.

(1) Social media	(4) Blogs
(2) Social networking	(5) Wikis
(3) Twitter	(6) Video

- Have learners reform groups with representatives from each of the previous research groups to complete the chart on page 2 of Handout 1.

Ways to Add Support

- Instruct learners to limit their research / Web search to the recommended site (commoncraft.com's in most cases).

Ways to Add Challenge

- Have learners look at some social networking sites on the Web and join one of them. Give examples of social networking sites: e.g., LinkedIn.com / Facebook.com / MySpace.com.

- Brainstorm together how social networking sites could be used for professional or occupational advancement.

Advanced Preparation

- Prepare photocopies of:
    - ✓ Handout 1

Purpose

- Understanding the role of on-line social media to support social networks

Social Media Jigsaw Activity

> **Social Network**
>
> Social networks are communities of people connected through "nodes" or types of activities or interests that link them, including kinship, friendship, financial exchanges, organizations and knowledge. Social networks can be local or distributed, actual (face-to-face) or virtual (on-line), or a combination of the two.

> **Social Media**
>
> Social media refer to the use of interactive web-based and mobile technologies to communicate to develop or maintain social interactions. Specific forms of social media include Internet forums, blogs, microblogs (e.g., Twitter), wikis, podcasts, and social networking sites like Facebook and LinkedIn.

Web-based Research Activity

1. Your instructor has put you in groups and assigned a type of social media to you. In your group, research the following. View a short video or read a short description and visit an actual site that uses the social media assigned to your group to answer the following questions together:

   a. What is the purpose of that social media?

   b. Who uses it?

   c. How do you communicate with others in that medium?

   d. Example(s)?

2. Reform into new groups with representatives from each of the research groups to share your answers to 1 (a-d) above. As you listen to one another, complete the table on the next page.

Topics and Possible Sites

Social Media: e.g., view "Social Media in Plain English" (3:44) by Lee and Sachi LeFever of commoncraft.com (http://www.youtube.com/watch?v=MpIOClX1jPE&NR=1)

Social Networking: e.g., LinkedIn.com / Facebook.com / MySpace.com

Twitter: e.g., view "Twitter in Plain English" (2:25), by Lee and Sachi LeFever of commoncraft.com (http://www.youtube.com/watch?v=ddO9idmax0o&NR=1).

Blogs: e.g., view "Blogs in Plain English" (2:59) by Lee and Sachi LeFever of commoncraft.com (http://www.youtube.com/watch?v=NN2I1pWXjXI&NR=1).

Wikis: e.g., view "Wikis in Plain English" (as in above) …

Video: e.g., view "Video: RSS in Plain English" as in above … Alternatively, you could research YouTube and information on YouTube.

Reporting Research on Social Media Sites

TYPE of Social Media	Purpose (Why?)	Participants (Who?)	Format (How?)	Example (What?)	Web address (Where?)
Social Media					
Social Networking					
Twitter					
Blogs					
Wikis					
Video					

Activity Plan 121

Lesson 10	**Vocabulary Quiz**	
	30 MINUTES	HANDOUT(S): 1

Take Quiz Stage . . . . 20 min

• Learners do the quiz independently.

Go Over Stage . . . . 15 min

• Go over answers as a class.

Advanced Preparation

• Prepare photocopies of:
  ✓ Handout 1

• Make an overhead of Answer Key Handout 1 if desired.

Purpose

• Testing, practising and reviewing vocabulary from the Describing Work and Experience vocabulary

Phrasal Verbs Vocabulary Quiz: Describing Work and Work Experience

Use the following list of the vocabulary items we talk about this week to do the following exercises.

1. **to pay back***	7. **to start off ***
2. **to be after**	8. **to come forward**
3. **to be taken with**	9. **to turn down***
4. **to stand up for**	10. **to start over**
5. **to work on**	11. **to think back**
6. **to enter into***	12. **to sort out***

Part 1: Cloze

Using the expressions above, complete the following sentences. Be careful, you may need to add a pronoun or change the form. There may be more than one correct answer for a couple of them.

1. Susan took the job in Vancouver because she was planning _____ after her divorce.

2. John was not _____ the idea that he would have to be on nights for the next five weeks.

3. Even though she wasn't crazy about the job, she took it because the money was good and she had student loans to _____.

4. After Jennifer asked if I would help her _____ her computing skills. Specifically she wanted to work on using Excel spreadsheets.

5. During his interview, Martin was asked _____ to his training program and to remember how he was taught to fix a broken compressor.

6. Stephen _____ his boss to let them put a television in the staff room during the World Cup. He said it would be great for morale.

7. Yu Tang _____ and said she would be willing to take a turn at the evening or night shift.

8. There is a message from a customer who has a question about a mix-up with her order. Can you please call her and _____?

9. The workers _____ their bosses and said they are not going to work under those conditions any more.

10. The two engineers were _____ a debate about which design was more structurally sound when the client called and told them the deal was off.

11. Carl _____ every shift by doing a safety check of his vehicle, checking the mileage and then going to get a cup of coffee.

12. When he was offered the position of supervisor, he _____ because the money was not that good and it just seemed like I whole lot more work.

Part 2: Matching.

Match the phrasal verbs on the left with the meanings on the right. Write the number on the line. There are two meanings that do not have a match.

1. **to pay back***
2. **to be after**
3. **to be taken with**
4. **to stand up for**
5. **to work on**
6. **to enter into***
7. **to start off ***
8. **to come forward**
9. **to turn down***
10. **to start over**
11. **to think back**
12. **to sort out**

_____ to return something like money or a favour

_____ to begin something

_____ to volunteer for something

_____ when something isn't working,; beginning it again

_____ to get a raise in salary

_____ to begin having discussions or debates about something

_____ to remember a past time

_____ to like or be interested in something

_____ to try and solve a problem or fix a situation

_____ to try and get something, get someone to do something for you

_____ to defend someone or something

_____ to train for something

_____ to try to improve something

_____ to say "no" to something

Part 1: Cloze

Answers to cloze activity

1. to start over
2. taken with
3. pay back
4. to work on
5. to think back
6. was after (worked on)
7. came forward
8. sort it out
9. turned down
10. entering into
11. starts off
12. turned it down

Part 2: Matching

Match the phrasal verbs on the left with the meanings on the right. Write the number on the line. There are two meanings that do not have a match.

1. **to pay back***	**1**	to return something like money or a favour
2. **to be after**	**7**	to begin something
3. **to be taken with**	**8**	to volunteer for something
4. **to stand up for**		
5. **to work on**	**10**	when something isn't working,; beginning it again
6. **to enter into***		to get a raise in salary
7. **to start off ***		
8. **to come forward**	**6**	to begin having discussions or debates about something
9. **to turn down***	**11**	to remember a past time
10. **to start over**	**3**	to like or be interested in something
11. **to think back**	**12**	to try and solve a problem or fix a situation
12. **to sort out**	**2**	to try and get something, get someone to do something for you
	4	to defend someone or something
		to train for something
	5	to try to improve something
	9	to say "no" to something

Activity Plan 122

Lesson 10	**Volunteering: Part 1**	
	20 MINUTES	HANDOUT(S): 1

Set-up Stage . . . . 3 min

- Discuss the meaning of:
  - volunteer
  - mentorship (mentor, mentee)
  - press release
- Distribute Handout 1

Document analysis . . . . 5 min

- Together as a class, scan the three documents in Handout 1 and discuss the following questions:
  - What do the logos tell us about the source of the news?
    - logos = HRSDC and Government of Canada
  - What does the email contact tell us about the source?
    - Email = pm.gov.ca = Prime Minister's office
  - What do you think is the difference between a news release, backgrounder, and Q & A (or FAQ)? (Answer: in part, increase in amount of specific details about the program or initiative.)

Reading groups . . . . 10 min

- Divide the class into groups of three or four learners, each reading one of the three articles. Several groups may need to read the same article. Have them take notes to record the following:
  - Key words
  - Main points
  - Supporting Details
- During EXT, learners can share their notes in small discussion groups with members of the other reading groups (like a Jigsaw).

Wrap-up . . . . 2 min

- **Compare notes** and types of information in each type of document as a class. Tell learners that they will be working on the activity more during EXT and the following day and to bring Handout 1 to class the next day.

Ways to Add Support

- Provide a note-taking template such as Cornell Notes.

Ways to Add Challenge

- Have learners read all three documents, make notes from each, and compare and contrast the documents themselves before discussing it in groups.

Advanced Preparation

- Prepare photocopies of:
  - ✓ Handout 1

Purpose

- Learning about the high value placed on volunteer service in Canada
- Recognizing and reading various forms of press information documents

NOTE:

Remind learners to bring this activity's readings to be used in the following activities:

- **Activity 124-EXT** (to be done later in this lesson)
- **Activity 126** (to be done in Lesson 11)

Human Resources and
Skills Development Canada
Ressources humaines et
Développement des compétences Canada

news release

FOR IMMEDIATE RELEASE

Prime Minister's Volunteer Awards program call for nominations now open

KITCHENER, ONTARIO, July 12, 2011—Canadians across the country have a new opportunity to recognize the exceptional contributions that volunteers make in their communities. The Honourable Diane Finley, Minister of Human Resources and Skills Development, today announced the Prime Minister's Volunteer Awards first call for nominations.

"The Government of Canada is proud of the millions of volunteers, businesses and not-for-profit organizations that generously give their time, experience and expertise to make their communities stronger," said Minister Finley. "The Prime Minister's Volunteer Awards will celebrate the exceptional contributions of people and organizations across Canada and we hope they encourage others to participate and make a difference in their own communities."

The call for nominations will run from July 12 to September 9, 2011. The awards will recognize individuals or groups of volunteers, businesses and not-for-profit organizations in five regions across Canada, and will offer a national award in two categories: one for lifelong achievement and one for new volunteers.

Please visit http://www.pm.gc.ca/awards for more information on the awards program, eligibility criteria and the nomination process.

This news release is available in alternative formats on request.

Canada

Human Resources and
Skills Development Canada

Ressources humaines et
Développement des compétences Canada

backgrounder

Prime Minister's Volunteer Awards program

The Prime Minister's Volunteer Awards program consists of 17 awards in total, at the regional and national level. Fifteen regional awards will be presented, three for each of five regions across Canada (Atlantic, Quebec, Ontario, the Prairies, British Columbia and the northern region), which include one for each of the following:

- Community Leader (for individuals or groups of volunteers);
- Business Leader (for businesses); and
- Social Innovator (for not-for-profit organizations).

Two national awards will be presented for:

- Lifelong Achievement (generally for those who have volunteered for a period of at least 20 years); and
- Emerging Leader (for new volunteers—generally, those who have volunteered for a period of no more than three years).

Nominees in all award categories must meet the following eligibility criteria:

- Individual nominees must be Canadian citizens, permanent residents or protected persons within the meaning of the *Immigration and Refugee Protection Act*, and at least **18** years of age.
- Eligible organizations must be Canadian (e.g. registered not-for-profits or businesses registered in Canada).
- All nominees must have contributed to addressing social challenges.
- Political and public advocacy work are excluded.

Award recipients will be recognized at a ceremony expected to be held in early 2012, and will be eligible to identify a not-for-profit organization to receive a grant for $5,000 (regional award recipients) or $10,000 (national award recipients).

Nominators may be any person or group with direct knowledge of the nominee's contribution.

For examples of eligible nominees for each of the award categories, please visit www.pm.gc.ca/awards.

Canada

Human Resources and   Ressources humaines et
Skills Development Canada   Développement des compétences Canada

Questions and Answers:
Prime Minister's Volunteer Awards Program

1.   What are the Prime Minister's Volunteer Awards?

In January 2011, the Prime Minister announced the creation of the Prime Minister's Volunteer Awards (PMVA) to recognize the exceptional contribution volunteers make to Canada.

Seventeen Prime Minister's Volunteer Awards will be presented to acknowledge and celebrate the outstanding contributions of volunteers, local businesses and innovative not-for-profit organizations that make a difference in their communities.

The goal of the awards program is to inspire Canadians from all walks of life to find new ways of making a difference in their communities.

2.   What types of awards are available?

The Prime Minister's Volunteer Awards program consists of a total of 17 awards at the regional and national levels.

Fifteen awards will be presented in five regions across Canada (Atlantic, Quebec, Ontario, the Prairies, British Columbia and the northern region). Three awards will be given in each region, one for each of the following:

Community Leader (for individuals or groups of volunteers);

Business Leader (for businesses); and
Social Innovator (for not-for-profit organizations).

Two national awards will be presented for:

Lifelong Achievement; and
Emerging Leader.

3.   Who is eligible to receive the awards?

Nominees can be individuals or groups, businesses or not-for-profit organizations. Nominators may be any person or organization with direct knowledge of the nominee's contribution.

Nominees in all award categories must meet the following eligibility criteria:

Individual nominees must be Canadian citizens, permanent residents or protected persons within the meaning of the Immigration and Refugee Protection Act and at least 18 years of age.

Eligible organizations must be Canadian (e.g. registered not-for-profits or businesses registered in Canada).

All nominees must have contributed to addressing social challenges.
Political and public advocacy work are excluded.

The two national awards have additional guidelines linked to the nominee's years of community contributions. Those nominated for Lifelong Achievement will generally have contributed to their community for a period of at least 20 years, while those nominated for Emerging Leader will generally have volunteered for no more than three years.

Eligible individuals and organizations must also meet all the mandatory criteria in the nomination guidelines.

For examples of eligible nominees for each of the award categories, please visit www.pm.gc.ca/awards.

4. When is the call for nominations?

The first Prime Minister's Volunteer Awards call for nominations opened on July 12, 2011 and will close on September 9, 2011.

5. How can individuals, groups, businesses or organizations be nominated?

Information on the nomination process will be available on www.pm.gc.ca/awards starting July 12, 2011.

6. How will recipients be selected?

The Prime Minister's Volunteer Awards program will be managed through a nationally administered call for nominations and will follow a three-step assessment process.

All nominations will be reviewed to ensure they meet eligibility criteria. Volunteer representatives of award category areas from across the country will review nominations received for the Prime Minister's Volunteer Awards and develop a list of top-ranked nominations for assessment by the National Advisory Committee. The National Advisory Committee that will recommend award winners to the Minister of Human Resources and Skills Development.

7. When will the award recipients be announced?

Award recipients will be announced each year at an award ceremony, the first of which will be held in early 2012.

Regional award recipients will be eligible to identify a not-for-profit organization to receive a $5,000 grant. National award recipients will be eligible to identify a not-for-profit organization to receive a $10,000 grant.

Activity Plan 123

Lesson 10	**Culture Map: Networking Scenarios**	
	45 MINUTES	HANDOUT(S): 1

Set-up Stage . . . . 10 min

- Discuss the meaning of:
  - Social conventions
  - Socio-cultural competencies
  - Soft skills

  …..… in the context of networking

  - Why do they matter?
  - Ask learners to identify ONE strength and ONE weakness they have vis-a-vis socio-cultural competencies?

- Distribute Handout 1 and the Answer Key.

- Learners form small groups. Either together as a class or in small groups, learners examine the terms that appear in bold following each of the five scenarios on page 1 of Handout 1. Learners discuss what the terms mean and whether or not they think they have those qualities.

Discussion Stage . . . . 25 min

1. Analyze scenario: In the same groups, learners decide together through discussion whether or not they think the newcomer has behaved or communicated appropriately for a Canadian networking situation. Learners compare their answers to those in the answer key.

2. Socio-cultural competencies: After learners complete the scenarios, they should examine the list of socio-cultural competencies in the Table on page 2 of Handout 1. After reading and understanding the CLB-based socio-cultural and functional competencies listed, learners indicate which newcomer in the various scenarios displayed that as a strength or weakness. Compare answers to answer key.

Wrap-up . . . . 10 min

- Discuss answers and perspectives as a class.

Ways to Add Support

- Do socio-cultural competencies above together as a class.

- Jigsaw: Arrange learners in five groups with one scenario each and re-organize into groups to share their conclusions.

Ways to Add Challenge

- Have each group present its findings for all scenarios.

Advanced Preparation

- Prepare photocopies of:
  - ✓ Handout 1
  - ✓ Answer Key for Handout 1.

Purpose

- Clarifying terms

- Recognizing socio-cultural communicative competencies of use in networking and interviewing

Culture Map: Networking Scenarios

Part1: Appropriate or Not?

Social conventions are behaviours considered to be normal or acceptable in social situations. Behaviours deemed to be fine in one culture may be rude in another. Being aware of the common social conventions in Canada will help you to avoid offending people. Yet, Canada is a multicultural society with a wider range of social conventions, and what is considered to be appropriate or normal can vary from community to community.

Networking Scenarios: In small groups, consider each of the following networking scenarios.

- Discuss the soft skills or qualities that appear in **BOLD** after each scenario. What do these terms mean? Do you think that these qualities are valued or not in the Canadian workplace?

- Discuss whether the behaviour of the newcomer described in the scenario is appropriate or not in Canada, and compare the behaviour in Canada to that of your home culture. You are welcome to look at the answer sheet after each scenario for points to consider.

- Complete the chart on the next page and, when you are done, review the "Answer Sheet."

1. **Jean**, a new mentee, attends a reception for a mentorship program, where he will meet his mentor, Stan. When Jean is introduced to his mentor, he decides not to say too much in case Stan thinks his English isn't very good. He answers with short "Yes" or "No" answers. During an awkward moment of silence, he motions with his hand for his mentor to join a line-up that has formed for snacks and beverages. (**Introversion/ Extroversion**)

2. **Tian** is at the same reception. She walks up to the person she knows makes hiring decisions and introduces herself. She thanks him for his work in the mentorship program and says she is grateful to be a mentee and, one day she hopes, a regular employee. (**Assertiveness / Self-Confidence / Initiative**)

3. **Cecilia** attends a conference where the director of her volunteer organization is giving a speech. After the talk, Cecilia approaches the director and asks her to promote her to a more responsible position in the organization. Cecilia gives the director her card and asks her to intervene on her behalf with her immediate supervisor. (**Context; Hierarchy**)

4. **Manuel** is at a dinner event to raise funds for charity. He is seated with the head of a company where he would like to work. He decides to discuss the high grades he received at university and the senior position he held in his company in his home country, believing (correctly) that this man could help him get work in Canada. (**Soft Skills; Small Talk**)

5. During a professional association meeting, **Maya** is invited to join some of the board members for lunch. She is a vegan and doesn't eat meat, dairy, or any animal products. They go to a steakhouse, where Maya realizes that all the dishes have animal products. In front of the whole table, she asks the waiter if he will make a special meal without any animal products as she is Hindu and a strict vegan.

   Alternatively: When she is invited, **Parvinder** declines the invitation, saying that she is a vegetarian. When they urge her to come, she says no, and adds that she is a Hindu. (**Accepting and Refusing Invitations**)

Part II: Socio-Cultural Soft Skill Principles

Indicate which of the preceding newcomers in the scenarios illustrate strengths or weaknesses in which of the following CLB-based socio-cultural or functional competencies. Jean is begun as an example.

CLB-Based Socio-Cultural Competency	Newcomer	S (Strength) W (Weakness)
Situational Scripts • Uses appropriate situational scripts and corresponding oral language for particular work or community events		
Appropriateness • Recognizes and uses appropriate language norms and cultural behaviours, such as attitudes towards hierarchy • Recognizes and uses appropriate language to indicate level of formality and to show respect		
Non-verbal Communication • Recognizes and uses culturally appropriate and communicatively effective non–verbal communication strategies • Use non-verbal communication with speech (such as non-verbal vocalizations and variations in voice volume and pitch within sentences to convey different meanings and emotions)	**Jean**	**W**
Conversation Management • Uses interactional and interpersonal communication skills for conversation management, and for giving and receiving compliments or invitations, etc.		
Sociocultural Knowledge • Recognizes and uses socio-cultural knowledge relating to specific tasks (such as social interaction and service transactions)		

ANSWER SHEET

Part I: Appropriate or Not?

Although there are no set right or wrong answers, these may help you think through the issues:

1. Canadians tend to expect extroverted behaviours in networking and social situations. Therefore, Jean is being too reserved, introverted and cautious. Issues raised in the incident include:

    *   People in Canada tend to be more judgmental of social awkwardness and introversion than of your language skills (i.e., ESL status).

    *   It is polite to elaborate on small talk questions to keep the conversation going.

    *   It is more polite *not* to focus too much on the food or drinks but to let them remain background to support the building of social relationships.

    *   Unlike in some countries, the order in which people are served or eat doesn't matter very much in Canada, and in networking events, we are encouraged to interact as equals.

2. Generally, Canadians value initiative and most employers would be impressed by Tian's initiative. Especially in a networking session organized for "meeting and greeting," approaching people you don't know is considered fine, so long as you introduce yourself and keep the conversation going. To discuss your ambitions or goals are fine, and this is true for both men and women. Initiative and assertiveness in women is as valued in a woman as a man in a networking situation.

3. Cecilia is making two errors in social conventions in Canada:

    *   First, Cecilia is not considering the INTENTION of the person she is trying to network with. The Director is there to give a talk, which can be a stressful occasion. Any comments after the talk should be focused on her talk, at least initially,

    *   Second, she is violating hierarchies by trying to go above the head of her immediate supervisor and asking for a higher-up to intervene. In many instances, that would indicate a lack of respect for the supervisor and the organizational structure. Especially in a volunteer position, this would suggest that Cecilia is a trouble-maker and not helpful, even if she is just trying to be more helpful to the organization in another position.

4. Manuel is acting inappropriately for the context. At a social dinner, it is important to remain casual and friendly and not to discuss business too much. Furthermore, self-promotion and discussing your grades or accomplishments may be interpreted as bragging in a social situation, though it might be important in an interview. What would impress the Canadian boss more is to tell a story and talk about who you are a person—aspects of your personal life, experiences, interesting stories or anecdotes.

5. Maya's behaviour at the table would be viewed as acceptable by many, if not most, Canadians. Most people in Canada respect religious and cultural differences and understand food restrictions as important elements of religion and culture; furthermore, many Canadians are vegan or vegetarian or have food allergies, so it is understood that we have to cater to differences in food preferences.

    In the ALTERNATIVE scenario, Parvinder behaves inappropriately. Being a vegan or a Hindu is not a good reason to decline the company of others who are inviting you out, especially when it will assist you in building important social networks tied to your profession. If you are worried and don't want to be in a restaurant that serves meat, then it is best to decline politely saying you have alternative plans. Don't use your vegan status or religion as an excuse, even if it is the real reason.

Part II: Socio-Cultural Soft Skill Principles

CLB-Based Socio-Cultural Competency	Newcomer	S (Strength) W (Weakness)
Situational Scripts • Uses appropriate situational scripts and corresponding oral language for particular work or community events	**Tian** **Manuel**	S W
Appropriateness • Recognizes and uses appropriate language norms and cultural behaviours, such as attitudes towards hierarchy • Recognizes and uses appropriate language to indicate level of formality and to show respect	**Tian** **Cecilia**	S W
Non-verbal Communication • Recognizes and uses culturally appropriate and communicatively effective non–verbal communication strategies • Use non-verbal communication with speech (such as non-verbal vocalizations and variations in voice volume and pitch within sentences to convey different meanings and emotions)	**Jean** **Tian**	W S
Conversation Management • Uses interactional and interpersonal communication skills for conversation management, and for giving and receiving compliments or invitations, etc.	**Tian** **Jean** **Manuel** **Maya** **Parvinder**	S W W S W
Sociocultural Knowledge • Recognizes and uses socio-cultural knowledge relating to specific tasks (such as social interaction and service transactions)	**Maya** **Manuel**	S W

Activity Plan 124-EXT

Lesson 10	🖱 **Arranging Networking Opportunity, etc.**
	75 MINUTES | HANDOUT(S): 1

Assignment 1: Arranging Networking . . . . 45 min

Learners bring out the information they uncovered during Lesson 5 on their target networking site(s).

- Have learners complete the table in Handout 1 for at least three potential networking opportunities.

- Review how to arrange appointments – politeness, language, questions they need to ask the contact.

- Have learners contact all three networking sites via phone or email to arrange at least one interview / appointment with a representative for **Activity 147-EXT**. Although they are welcome to do all three, they are only required to do one. They should select their 1 choice where possible to increase the likelihood that the activity will lead to an actual volunteer experience.

Assignment 2: Finish Activity 122 . . . . 30 min

- Have learners complete compare and contrast (Jigsaw or individually) of notes from three documents from **Activity 122**.

Ways to Add Support

- Ask learners to do one networking organization at a time in the order of their preferences, and if successful, they can stop.

Ways to Add Challenge

- Have learners in small groups prepare the questions and information they will need to arrange the appointment for the interview at the networking session.

Advanced Preparation

- Prepare photocopies of:
  - ✓ Handout 1 – Instructions

Purpose

- Completing Web research and arranging networking opportunities

Note: You should have assistance in helping learners to arrange these networking opportunities and interviews.

Networking Organization	Contact Name / Position	Contact Information: Phone and Email	Appointment Information

Contact Information for Networking Interview

NOTE: The EXT period during Lesson 14 has been reserved to give learners time to meet for an interview with a contact at their desired networking organization. This interview can be formal or informal and will be self-assessed.

Activity Plan 125

Lesson 11	Culture Map: Socio-Cultural Skills in Meetings ◆	
	30 MINUTES	HANDOUT(S): 1

Set-up Stage . . . . 5 min

- Discuss with learners:

   ✓ How can you let a supervisor know that you have the skills to do a job?

   ✓ Should a supervisor know already that you have these skills? Who is more responsible for this: the supervisor or the employee?

Speaking Stage . . . . 20 min

- In pairs, learners perform the dialogues. Remind them that because they are having the exchange in the context of a meeting, the language used is different and they should avoid personal discussion.

- Learners may need their attention drawn to:

   ✓ Vocabulary

   take this on = do this work

   to be taken off (a project) = to be reassigned a new work task or project, temporarily or permanently

   in the start up phase = at the beginning

   ✓ Intonation: Point out the key difference in intonation patterns. You may need to model this for the whole class. Use the phrase:

   Hmm … that might just work … and model the difference for the learners between a more doubtful intonation (not much drop in intonation at the end of the sentence) and a more certain intonation (more pronounced drop in intonation).

   Note the important difference in meaning that the intonation pattern makes. Get learners to practise it and give them feedback.

Debriefing Stage . . . . 5 min

- Review with learners – the language for making a suggestion. It's assertive but not too strong:

   ✓ *I have a suggestion that might help out here.*

   ✓ *Why don't we talk about it more after the meeting?"*

- Why does the foreign professional make a second suggestion to talk more outside the meeting?

   ✓ to avoid taking up any more meeting time on a matter better dealt with one on one

   ✓ to deal with any perceived concerns. The foreign professional correctly reads that the supervisor has a concern that may not be appropriate to talk about in a meeting. Because meetings tend to focus on problems and action plans, this hesitation should be a cue to the foreign professional that the supervisor has a personal concern.

Advanced Preparation

- Prepare photocopies of:
   ✓ Handout 1

Purpose

- Help learners be aware of an appropriate level of self-promotion in the workplace

- Help learners comprehend intonation patterns that indicate some doubt or concern that needs to be addressed

- Get learners thinking about timing

Note: Tell learners that they will look at the second conversation between Rajvir and his supervisor later in **Activity 142.

Ways to Add Support

- Before beginning, discuss the context of meeting, learners' prior experiences with workplace meetings, and the roles of various people and texts in the meeting (e.g., chair, secretary, employees, agenda, minutes).

Ways to Add Challenge

- Because this is meant to be a meeting, after the learners have practised, you may want to set up the class as if it is a meeting, and have the learners take turns being the chair of the meeting and the employee.

Culture Map – Letting a Supervisor Know that You Have the Skills to Do a Particular Task (Part 1: In a Meeting)

You are at a meeting for team leaders. The meeting is held twice a week and is chaired by your supervisor. Each leader is reporting on issues arising in their area over the last three days. Because quite a few people are away sick, workload issues are prominent. Your supervisor is concerned because a team leader, Chris, has just reported that his team is finishing up their project, but before it goes to the client, it needs to undergo an internal quality check (QC). Normally, Rita would do this but she is away sick. You would like to volunteer to do the QC. You have never done one before at this company.

A. (Approaching)

Chair of the meeting:

*"RIta's awAY **SICK** this WEEK. I don't THINK we have anyone ELSE who can TAKE THIS **ON**, without TAKing SOMEone OFF aNOther **PRO**ject."*

Foreign Employee: You are certain you have the skills to do the QC. Don't leave too long a pause before speaking up.

B. (Bridging)

Foreign Employee: Look at the chair of the meeting and make eye contact. Speak clearly.

*"I HAVE a sug**GES**stion that MIGHT HELP OUT here."*

Chair of meeting: Respond by making eye contact with the speaker.

*"**GREAT**. I'm OPen to **ANY** idEas RIGHT NOW."*

C. (Communicating Message)

Foreign Employee: Maintain friendly and relaxed body language. Continue to look at the Chair. Take a deep breath and state your suggestion:

*"I could TAKE ON the **QC** for CHRISs's **PRO**ject. I've DONE QC's beFORE back in INdia and I've reVIEWed the QC proCEdures MANual we use HERE."*

D. (Developing Closure)

Foreign Employee: You respond to the question and you also note the chair's hesitation and you make a further suggestion.

"My PROject is in the **START UP** *PHASE and we're RIGHT ON* **SCHED***ule. (Pause) Why don't we TALK about it* **MORE** *after the MEETing?"*

Chair of meeting: You are somewhat doubtful and you do not use final, dropping intonation.

"Hmm… that MIGHT JUST WORK … WHAT's your **WORK***load like RIGHT NOW?"*

Chair of meeting: You feel relieved at this suggestion.

"GOOD iDEa. We can WORK OUT the **DE***tails THEN.*

Foreign Employee: Nod and maintain eye contact for a final instant. It is not necessary to say anything as it is a meeting and the chair is responsible for moving the agenda forward.

Activity Plan 126

Lesson 11	🖱 **Volunteering: Part 2**	
	30 MINUTES	HANDOUT(S): 0

Set-up Stage . . . . 5 min

- Have learners use their notes from **Activity 122** to describe:

    a) overview of PM's Volunteer Awards initiative

    b) details of the program for applicants (who qualify)

    c) fine print level details (process and procedures)

- Discuss why organizations and governments have volunteer awards, and what criteria might be used to receive a Volunteer Award?

Research Volunteers . . . . 15 min

- Have learners do Web research to find the biography of a volunteer in Canada who has received an award for their contributions. Write the following questions on the board. Ask learners to take out a piece of paper and copy the questions on their paper. Have them conduct their research and write their answers in keywords on their paper.

    - What did they do to receive the award?

    - Why did they do it?

    - Where did they do it?

    - What do you admire most about them?

    - What was the nature of the award?

    The bio information could derive from the PM's Volunteer Awards initiative (http://www.pm.gc.ca/awards).

    Alternatively, the bio / person could derive from the list of people awarded ORDERS of Canada (be sure to remind learners to focus on those who received the award for volunteer rather than paid work.) The best way is to Google search terms for this, such as "Order of Canada" and "bios".

Pair 'n Share . . . . 10 min

- Have learners share the bios and information about the volunteer award recipient to a partner in pairs using the keyword answers they wrote on their paper.

Ways to Add Support

- Assign bios you identify in advance on the Web.

Ways to Add Challenge

- Have learners write a paragraph about why they admire this person and how they might emulate them?

Advanced Preparation

Have learners bring out their notes and / or the readings on the Prime Minister's Volunteer Awards from **Activity 122** (Lesson 10) the previous class (for FT).

Purpose

- Learning and practising the principles of active listening

Activity Plan 127

Lesson 11	**Storytelling in Interviews** ◆	
	40 MINUTES	HANDOUT(S): 2

Set-up Stage . . . . 5 min

Warm-up/speaking activity

- In small groups, learners discuss the following questions to review what they already knew about interview questions:

    a) How do you prepare for a job interview?

    b) What is the hiring process like in your previous country? What types of interview questions are common?

    c) Give examples of interview questions that are asked in Canadian job interviews.

    d) Why do you think employers ask these kinds of questions?

Reading activity . . . . 30 min

- To introduce the topic of behaviour-based interview questions, learners read an excerpt from the article: "Storytelling as a way to stand out in interviews" (Handout 1) and answer multiple-choice and T / F questions (Handout 2). This task can be collected and marked, but is not formally assessed.

Wrap-up activity . . . . 5 min

- As a class, review together the answers to the comprehension questions on Handout 2.

    Answers: Section 1: 1.F, 2.F, 3.T, 4.F, 5.F, 6.T, 7.F, 8.F
    Section 2: 1.b, 2.c, 3.c, 4.b, 5.c, 6.b, 7.b, 8.a

Ways to Add Support

Have learners work in pairs and alternate reading a paragraph out loud to one another while the partner follows. After each paragraph they check with one another for comprehension before moving on. They answer the comprehension questions together as well.

Ways to Add Challenge

Have learners complete the reading independently and complete the comprehension questions in small groups or pairs.

Note: This activity and handout are from Toronto Catholic District School Board's *LINC 5-7 In the Classroom*, (Carol's Lesson 1), pp. 90, 92-94

Advanced Preparation

- Prepare photocopies of:
    - ✓ Handout 1
    - ✓ Handout 2

Purpose

- Learning and practising the principles of active listening

Storytelling as a Way to Stand Out in Interviews

Memories can stay locked in our minds for years. A main goal of yours throughout the hiring process is to ensure that the interviewer(s) remembers you. Merely saying that you are responsible, trustworthy, and have leadership skills does not mean or do a thing to distinguish you from the rest of the pack. In fact, even before you leave your interview, the positive statement you say about yourself could be forgotten by the interviewer – because every other candidate heralds the same message and, like you, may fail to offer examples to back up their claims.

So, how can you evoke a richer memory of yourself that is honest and genuine, serving both you and the prospective employer? By telling a story to validate each claim you make in your interview.

Anecdotal storytelling to back up work-related skills is an interview technique that has proven to be highly effective. A growing number of employers know this to be true, which is one reason behaviour-type interviewing has become so popular.

What happens when you use your past successes as validations? By offering vivid examples of what you have done in your paid and unpaid work:

- You pique the employer's interest, you excite the listener, and you energize yourself as you progress through the interview.

- Not only are you saying positive things about yourself that are credible because the listener can imagine you in the situation you are describing, but you have placed yourself directly in the listener's memory bank. Even weeks and months later, you will be remembered in conjunction with your interesting stories.

- The listener relates your past successes and accomplishments with future performance and potential. Now you have the interviewer thinking and projecting you doing the work he or she has available. He / she has an image of you because you have created a 3-D view of you at work.

What are the elements of a good story?

- Including vivid details and key information.

- Emphasizing the challenges of the situation, the action you took and the results of the benefits of what you did.

- Relating the story concisely and comfortably.

- Creating a "before" and "after" scenario that highlights, for the listener, your impact on the situation. In other words, what did you do to make a difference?

Here's a sample ...

1. Start by explaining the situation and the challenges that existed. For example:

    "To finance my college education, I worked in a busy downtown restaurant as a hostess, and it was a wonderful opportunity for me to begin to use my problem-solving and creative skills. Within the first few weeks of work, I noticed that customers were complaining on a daily basis about the length of time they waited to get seated and then the slow table service."

2. Without exaggeration, proceed to explain the action you took to turn the situation around.

    "I surveyed the situation over a short period of time and quickly recognized that customers were most angry when waiting in long lines for tables. So I suggested to management that the hostess offer small finger food appetizers to those in line."

3. Describe the results of the action taken but do so by creating an image of how the situation improved because of your actions.

    "The customers responded to the management's gesture to them by waiting more patiently in line, and even by ordering more of the foods they had sampled, and more importantly, by becoming repeat customers."

4. Make your summation strong by focusing the interview on your key skills, which can benefit the interviewer and his / her company.

    "I believe that this experience demonstrates my strong customer service skills as well as indicates how I value loyalty to my employer. It was important to me that the business be highly thought of by the public and I wanted to help improve our restaurant's image."

Did you recognize the SAB formula?

LET'S MAKE SURE YOU UNDERSTAND STORYTELLING DURING INTERVIEWS.

- You are describing the situation that exists, even if it existed before you got involved.
- Describe the challenges facing you and / or the company, the negatives, and the problems.
- Present your analysis of the situation. You will want to mention any research or assessment you undertook.
- Describe your recommendations and indicate reaction to them, even if there was some opposition to your ideas at the time.
- Explain fully, but concisely, the results of your efforts, drawing the parallels of before and after.
- End by emphasizing the skills / abilities and strengths demonstrated by your story.

You should know that interviewers will usually probe for some negative information–mistakes or errors that you made. Even if your interviewer is positively inclined toward you, they may probe for contradictory information. In other words, they know that they cannot believe you are so perfect–without room to improve. Have one or two stories ready that demonstrate that you have learned from mistakes you have made. Own up – and select your examples with thought. They need to be as impressive as your "positive" examples.

Now – PRACTISE, PRACTISE, PRACTISE!

Source: George Brown College http://www.georgebrown.ca/saffairs/stusucc/interviews.aspxlink6

Reading Comprehension Questions

Instructions: Please answer these questions based upon the information in the article *Storytelling as a way to stand out in interviews*.

Section 1: True or False

1. According to the article, you should tell at least two stories to support each statement you make   T   F
    about yourself in an interview.

2. The stories you tell in answer to behavioural-based interview questions don't need to be specific.   T   F

3. The stories you tell in answer to behavioural-based interview questions should be succinct.   T   F

4. It is generally not advisable to use stories drawn from volunteer experience.   T   F

5. It's not so important that a story be true as that it be impressive.   T   F

6. The sample story in the article provides a model that includes a "before" and "after" scenario.   T   F

7. In the sample story, the hostess was probably working full-time.   T   F

8. In the sample story, the hostess was motivated to find a solution to the problem so that she could   T   F
    be promoted.

Section 2: Multiple Choice

1. The main idea of this article is:

    a) Preparing stories for an interview takes a great deal of planning and forethought.

    b) Providing stories which give examples of skills is an effective interviewing strategy.

    c) The more dramatic the story, the more likely the candidate is to get a job.

    d) Every story needs to have a beginning, a middle and an end.

2. Which of the following is not mentioned in the article as a positive outcome of effective storytelling?

    a) The interviewer is more likely to remember a story along with the candidate who tells it.

    b) The interviewer is likely to think the candidate has potential to do good work in the future – based upon
        his / her past accomplishments.

    c) The interviewer is less likely to compare a good storyteller with other candidates.

    d) The interviewer is less likely to become bored during the interview.

3. SAB is an acronym that appears in the article. What does it stand for?

    a) Summary – Action – Belief

    b) Situation – Awareness – Belief

    c) Situation – Action – Benefit

    d) Skills – Awareness – Business

4. In the sample story, the hostess noticed the problem:

    a) right away.

    b) not long after she started working at the restaurant.

    c) after working at the restaurant for quite some time.

    d) after overhearing some co-workers discussing it.

5. In the sample story, which of the following happened first?

    a) The customers were served appetizers.

    b) The customers ordered more appetizers.

    c) The customers complained about slow table service.

    d) The customers were seated.

6. What is the main reason that customers were unhappy?

    a) There wasn't enough variety on the menu.

    b) They had to wait so long.

    c) The appetizers were not offered until they complained.

    d) There weren't enough servers on staff.

7. In addition to demonstrating the candidate's customer service skills, her solution to the restaurant's problem showed her:

    a) concern for customer satisfaction.

    b) concern for the restaurant's reputation.

    c) ability to delegate.

    d) tolerance.

8. According to the excerpt, it's important to make sure that some of the stories you tell in an interview show:

    a) what you've learned from your mistakes.

    b) how humble you are.

    c) negative characteristics about a former employer and how you overcame them.

    d) that you are perfect

Activity Plan 128

Lesson 11	🔊 **Manners and Hygiene** ◆	
	45 MINUTES	HANDOUT(S): 2

Set-up Stage . . . . 5 min

- Ask learners to volunteer information about appropriate dress and grooming for interviews and the work place.
- Write down a few terms used in the listening on the overhead or board and check for understanding. Here are few suggestions:

  peer   personal   hygiene   tattoo

- Distribute Handout 1 as they listen, and explain that you want them to check off the appropriate phrases as they listen.

Listening Stage . . . . 20 min

- Use your own method for presenting listening materials, playing the material at least twice.
- When you have finished, review the handout and confirm the answers.

Discussion Stage . . . . 15 min

- Divide the learners into small discussion groups, and while they are settling, write discussion questions on the overhead or board. Suggested questions:

  1. Why would managers and employees find these topics embarrassing?
  2. Is a policy a good idea?

- Wait a few minutes and then distribute the sample policy (Handout 2). Ask each group to put a ☑ by the policy suggestions that they agree with and an ☒ by the ones that they do not agree with.

Debriefing Stage . . . . 5 min

- From the whole group, collect answers and discuss the group opinions.

Ways to Add Support

Begin by brainstorming together – the categories of hygiene that could impact on employment or the workplace. This will familiarize learners with key categories and vocabulary.

Ways to Add Challenge

Have learners, themselves, brainstorm key categories of hygiene that might impact employment.

Have learners indicate what additional categories they might add to a workplace hygiene and conduct polity.

Advanced Preparation

- Prepare **128 Listening**
- Prepare photocopies of:
  - ✓ Handout 1
  - ✓ Handout 2
- Make an overhead copy of Answer Key Handout 1 if desired

Purpose

- Becoming familiar with workplace expectations regarding behaviour and appearance

ADDITIONAL RESOURCES

- *Dressing Employees for Success: Implementing a Non-Discriminatory Dress Code.* www.nfib.com/object/IO_29751.html
- General tips on dress and hygiene www.burnettstaffing.com/employees/dressing_tips.html

What did you hear?

Put a check mark by the phrase that completes the speech sample you have heard.

1. … solve problems involving manners, grooming and personal hygiene, all potentially …

    ☐ a. embarrassing issues   ☐ b. useful tissues

    for both managers and employees.

2. … body piercing and …

    ☐ a. invisible cartoons   ☐ b. visible tattoos

    are very much part of modern peer-approved fashion.

3. Canadians have an …

    ☐ a. excessively strong   ☐ b. exceptionally low

    tolerance for body odours and bad breath.

4. … daily bathing, daily change of undergarments and shirts or blouses, use of deodorants, frequent flossing and brushing, etc. are …

    ☐ a. entirely expected   ☐ b. not unusual

    in order to maintain a neutral body odour.

5. … companies who want to avoid embarrassing complaints from clients and co-workers will have a:

    ☐ a. few suggestions   ☐ b. very explicit policy

    on personal hygiene.

6. … things like holding the door open for others, not slamming it in their face, being polite to employees of …

    ☐ a. high status levels,   ☐ b. all status levels,

    secretaries and janitors up to upper management.

What did you hear?

Put a check mark by the phrase that completes the speech sample you have heard.

1. … solve problems involving manners, grooming and personal hygiene, all potentially **(a) embarrassing issues** for both managers and employees.

2. … body piercing and **(b) visible tattoos** are very much part of modern peer-approved fashion

3. Canadians have an **(b) exceptionally low** tolerance for body odours and bad breath.

4. … daily bathing, daily change of undergarments and shirts or blouses, use of deodorants, frequent flossing and brushing etc. are **(a) entirely expected** in order to maintain a neutral body odour.

5. … companies who want to avoid embarrassing complaints from clients and co-workers will have a **(b) very explicit** policy on personal hygiene.

6. … things like holding the door open for others, not slamming it in their face, being polite to employees of **(b) all status levels**, secretaries and janitors up to upper management.

Sample Policy for Interpersonal Relations, Dress, Grooming and Personal Hygiene

In order to provide a respectful and appropriate work environment, _____ has established standards regarding interpersonal relations, dress, grooming and personal hygiene. The standards, outlined below, apply to all employees during normal hours of work and to any employee who is representing the company outside of normal hours of work. Employees who do not adhere to these standards may, after two warnings, have their employment terminated. These standards are to be reviewed by each applicant. On acceptance of employment, each employee must turn in a signed copy of this form to the Human Resources manager.

I.   Interpersonal Relations

It is expected that every employee will show respect by:

- addressing each person by title plus last name, unless permission has been given to use the first name

- using a quiet tone of voice when addressing another employee

- refraining from calling out or shouting across rooms or corridors

- refraining from using profane language

- seeking to solve differences through direct discussion

- using polite language when requesting service or assistance

II. Dress

It is expected that every employee will dress in business attire unless requested to do otherwise. The following guidelines should be observed:

Men

- Suit

- Slacks with sports jacket

- Shirt with collar

- Tie

- Dark socks, knee length

- Leather shoes in black or brown, no extreme styles

- Headwear should not be worn indoors unless for religious purposes

Women

- Skirted suit

- Dress with jacket

- Trouser suit

- Skirt or trousers with blouse and jacket

- Skirts and dresses should be no more than two inches above the knees

- Stockings in neutral tones

- Leather or fabric shoes (no sandals, flip flops or slides)

- Headwear should not be worn indoors unless for religious purposes

III. Grooming

In general, employees are to refrain from extreme styles and grooming practices.

The following examples are illustrative:

Jewelry: Simple and minimal is preferred. Wedding bands or sets and one class or organizational ring are acceptable. One earring per ear for female employees is acceptable. No facial jewelry in any form is permitted. Jewelry which is used for religious or cultural purposes may be acceptable.

Tattoos: No visible tattoos are permitted.

Hair: Clean and neatly styled hair in natural-appearing colours of black, brown, blonde, red or gray is expected. Spiking, gluing, partial shaving and other extreme styles or treatments are not acceptable.

IV. Personal Hygiene

In order to maintain a pleasant and productive working environment, _____ expects that employees will observe a high level of personal hygiene. The following guidelines should be observed:

* daily bathing and use of deodorant or antiperspirant
* use of lightly scented or unscented shampoos, soaps and other grooming products
* daily change of undergarments and shirts or blouses
* frequent washing or dry cleaning of other apparel (In general, a suit should be cleaned after 3 to 7 wearings, depending on the weather and length of daily wear.)
* daily oral hygiene routine that includes flossing and brushing of teeth
* avoidance of strong smelling medications and remedies
* avoidance of heavily scented perfumes and colognes

Note: Smokers and those who consume foods that are heavily spiced must be very observant as they may need to increase their hygiene practices in order to avoid objectionable odours.)

I have read this policy document and acknowledge that I have a responsibility to maintain the standards as outlined.

_____   _____
(name)   **(date)**

Activity Plan 129

	Interviews on Volunteering	
Lesson 11		
	30 MINUTES	HANDOUT(S): 1

Set-up Stage . . . . 5 min

- Distribute Handout 1 as they listen and explain that you want them to check off the appropriate phrases as they listen.

Interviewing Stage . . . . 20 min

- Have learners interview one another in pairs for 10 minutes each on the topic of volunteering. Instruct them to conduct the interview as though it were an actual interview for a volunteer position. Have them take notes during the interview to offer feedback to one another afterwards.

Debriefing Stage . . . . 5 min

- Have them give one another feedback on their interactive and communicative skills and on their answers. Which answers would have made the agencies offer them to position; which answers may have made the agencies hesitate?

Ways to Add Support

- Give particular pairs specific sections of the questions to focus on during interviews so they don't have to make too many choices.

- Give the learners a few minutes before each interview to highlight or mark the questions they will ask first before beginning.

Ways to Add Challenge

- Have them work in threes, with one person serving as an observer to give feedback before rotating. Notice that this will also give them less time for each individual interview within the allotted 30-minute activity time.

Advanced Preparation

- Prepare **128 Listening**
- Prepare photocopies of:
  - ✓ Handout 1

Purpose

- Asking and answering questions about volunteering

Volunteering Interviews

Using the following questions, interview your partner about their volunteer experience and take notes during the interview. After 10 minutes, let your partner interview you.

On Volunteer Work

- What is a volunteer project?
- What is volunteer work?
  - What is your definition of volunteer work?
  - What is the dictionary definition of volunteer?
- Why do people volunteer?
- Would you like to work as a volunteer?
- Have you ever done any volunteer work?
- Is volunteering worth the time it takes?
- Why would you enjoy volunteering?

Who Volunteers?

- Do you know anyone who has done volunteer work?
  - Where and why did they volunteer?
  - Could you and would you like to work as a volunteer in the same way?
- Can you list some reasons why people volunteer?
- What benefits do you get personally by volunteering?
- Do you know anyone who has done volunteer work?
  - Where did they work and why did they volunteer?

What is Volunteer Work?

- What organizations do volunteer work?
  - What kind of work do they do?
- What situations need volunteer workers?
  - Can you think of different types of volunteer work?
  - Can you think of examples of professional and amateur volunteering?
- What could you do to help if you had no money?
- What are volunteer activities that people do?
- Can you think of ways to help people who need help?

Your Volunteer Experience

- Have you ever benefitted by someone's volunteer work?
  - What is volunteer screening?
- Have you and your family ever worked on a volunteer project together?
  - What did you do?
- Have you ever done any volunteer work?
  - Did you do it alone, with friends or with your family?
  - Did you make new friends while you were doing the work?
- Have you ever volunteered to help victims of natural disasters? Why?
- Would you volunteer to help people outside your community?
  - Would you volunteer to help people outside your country?
- Have you ever volunteered to help victims of natural disasters? Why or why not?
- Is there a history of volunteerism in your country?
  - Can you find information about volunteering in your country and two other countries?
- Why would you enjoy certain types of volunteer work?
- What types of volunteer work would be unpleasant for you?
- What benefits other than personal satisfaction could you personally get by volunteering?

Volunteer Organizations

- What are some organizations through which you can volunteer?
  - What kind of work did they do?
- What are some websites maintained by volunteer organizations?

Volunteering and Paid Work

- How can volunteers benefit from their work?
- How did you feel about volunteering before you started work?
  - How did you feel during the work?
  - How did you feel after you had finished the work?
- Is volunteering worth the cost to you?
  - In what situations and at what times in your life could you afford to volunteer?
- Can a volunteer be treated the same as paid staff?
- Should you volunteer if your main reason is to benefit monetarily or materialistically? (i.e.. Getting first pick at donated merchandise. Underpricing merchandise for your friends or family.)

The above questions derive from "Conversation questions for the ESL / EFL classroom" by *The Internet TESL Journal* under "Volunteering," Accessed on Aug. 20, 2011 at: http://iteslj.org/questions/

Activity Plan 130-EXT

Lesson 11	✏ **Practice Networking Session**
	75 MINUTES HANDOUT(S): 3

Set-up Stage . . . . 15 min

- Arrange for guests to come for 45 minutes (allowing 15 minutes set-up and 15 minutes for debriefing with learners)
  - Ensure learners have their cards
  - Review Handout 1: self-assessment inventory
  - Review Handout 2 with them (giving them one copy each)
  - Review who is to attend: remind them of the importance of remembering names and using pneumonic devices if necessary.
  - Then ask learners to help set-up room. You may have them each bring in a snack or food item to share as well.
- Ensure that at least several learners are assigned to the door to welcome guests, especially early arrivals.

Networking Stage . . . . 45 min

- You introduce yourself to each guest; give them Handout 2 and ask them to complete it after the networking session and return it to you; then introduce all the guests to the learners and vice-versa.
- The networking session should go on for about 40 minutes. It should be unstructured and allowed to work without your interference to make it as close to a natural condition as possible.
- Be sure to collect the completed forms (Handout 2) from the guests before they leave. You may want to end a few minutes early to give them time to complete Handout 2.

Debriefing Stage . . . . 15 min

- Learners should have time to do a silent self-assessment for 5 to 7 minutes before discussing their results with one another in small groups. They should hand in their self-assessments (Handout 1) to you, the instructor.

Ways to Add Support

- During the Set-up Stage, you could model interactive phrases, signs of showing interest, length of time to remain speaking with one guest and topics of conversation.

Ways to Add Challenge

- During the Set-up Stage, have learners brainstorm together about the above details (from Ways to Add Support) to prepare.
- Select learners to introduce guests and learners initially to the group and to welcome and request feedback forms from guests.

Advanced Preparation

- Print off extra copies of learners business cards, if required.
- Prepare photocopies for learners of:
  - ✓ Handout 1
- Prepare photocopies for guests and learners of:
  - ✓ Handout 2
- Prepare photocopies for the instructor of:
  - ✓ Handout 3 – assessment rubric

Purpose

- Practising networking and interaction skills in conditions that approximate the real
- Applying networking and interaction strategies learned as part of component 3 of Module 3
- Assessing and offering feedback to learners on their networking and communication skills

Assessment: Collect both the guests' and learners' self-assessment feedback to complete the rubric for Practice Networking Session found here in Handout 3 and in **Activity 94**. Cut guest feedback for specific learners into strips and attach them along with the learner's self-assessment to the back of Rubric; return it to the learners, even if you have the learners hand it in again, to keep as a record.

Self-Assessment for Networking Session

	Adequate	**Needs Development**	**Notes to Myself**
Non-Verbal Communication	Smile, hand shake, standing close but not too close, facing, eye-contact (warm, open)	Shy, reserved, rigid, …	
Presenting Business Cards	Clean, neat, in an appropriate place or container, handed with both hands, facing …	Awkward or a problem with cards …	
Introducing	I heard and remembered their name(s) and they seemed to recall mine. Friendly introductions.	I couldn't understand their names or who they were; they didn't seem to understand my name …	
Small Talk and Compliments	I began with topics we shared – room, clothes, weather, Vancouver – complimented the city, the instructor or the program.	I didn't know what to say …	
"Values" or Point Communicated	I remembered my core value or point and communicated it.	I didn't know how to do it or forgot …	
"Flow," Ease, or Comfort	Conversation seemed to flow comfortably, even when we misunderstood one another. Laughed.	Awkward. Uncomfortable.	
Verbal Communication	We seemed to understand one another well.	Communication kept breaking down; misunderstandings.	
Personal Story or Humour	I used at least one story and humour (laughed). I laughed at something they said.	I felt too awkward to tell a story or use humour.	
Follow-up Arranged or Suggested	We agreed to follow-up with one another in some way.	No follow-up.	

Guest Feedback for Networking Session

Please use the learner's card to record their name and any comments and feedback you may have for the instructor and the learner – to assist them in improving their networking skills.

Learner's Name	Non-Verbal	Verbal	General Comments

NAME: _____ CLASS: _____

Rubric for Component 3a: Practice Networking Session

		(1) Developing (CLB 6)	(2) Adequate (CLB 7)	(3) Fluent (CLB 8)	(4) Advanced (CLB 9)	Assessment
Holistic Criteria	Assessing Interaction	Communicates with some confidence in routine social situations and presents concrete information in some detail about familiar topics of personal relevance.	Communicates comfortably in most common daily situations, and presents concrete and some abstract information on familiar topics.	Communicates with confidence in most daily routine social and work situations and presents concrete and some abstract information on familiar topics.	Communicates with some confidence in challenging non-routine work and social situations and presents information about complex, abstract, general topics.	**CLB** = (holistic criteria)
Analytic Criteria	Indicator 1: Listening	**Interacting with Others** - Identifies facts and opinions. - Identifies expressions of openings, pre-closings, closings and leave-takings.	**Interacting with Others** - Understands the intent of expressions and responses. - Identifies situations, relationships, mood and attitudes.	**Interacting with Others** - Identifies situations and relationships between participants. - Identifies speakers' purpose and intent. - Identifies nuances in attitude, emotional tone and register.	**Interacting with Others** - Understands main intent and some implied meanings in complex communication - Appropriate register (formality) for context, status, and relations.	
	Indicator 2: Speaking	**Interacting with Others** Participates in routine social conversation: Opens and maintains a short formal conversation; closes with three steps (pre-closing, closing, leave-taking).	**Interacting with Others** Participates in less routine social conversations for a range of purposes (appreciation, complaints, satisfaction, dissatisfaction, hope).	**Interacting with Others** Participates in less routine social conversations for a range of purposes (such expressing and responding to empathy, clarifying conflicts, and providing reassurance.	**Interacting with Others** Manages a range of personal and business interactions to respond to needs, feelings, attitudes. - Uses appropriate assertive communication strategies.	
	Socio-Cultural 1	Expresses and responds to small talk. Encourages conversations by adding supportive comments. Provides appropriate apologies and explanations.	Introduces a personal formally to a group (appropriate to situation). Asks follow-up questions to keep the conversation going.	Introduces guests. Expresses and responds to sympathy, formal toasts or welcomes, minor conflicts or complaints.	Uses a range of polite expressions to show or respond to respect and friendliness.	
	Socio-Cultural 2	**Developing**: Takes turns by interrupting appropriately.	**Adequate**: Holds the floor, keeps the turn and resumes conversation after interruptions. Changes the topic appropriately.	**Fluent**: Encourages others to participate. Uses appropriate levels of formality.	**Advanced**: Uses appropriate non-verbal behaviours to keep conversation engaged.	
	Strategic	**Developing**: Indicates partial comprehension by asking clarifying questions.	**Adequate**: Confirms own comprehension by repeating or paraphrasing.	**Fluent**: Asks follow-up questions to keep conversation going.	**Ability to use** strategies to address or prevent communication breakdown.	
	Vocabulary	**Developing** use of vocabulary in discussions relevant to occupation or profession.	**Adequate** use of vocabulary in discussions relevant to occupation or profession.	**Fluent** use of vocabulary in discussions relevant to occupation or profession.	**Fluent and extensive** use of vocabulary in discussions relevant to occupation or profession.	
	Pronunciation	**Developing** intelligible and effective pronunciation (self-corrects when communication breaks down because of pronunciation).	**Adequate** intelligible and effective pronunciation (occasionally interrupts communication).	**Fluent** intelligible and effective pronunciation (seldom interrupts communication).	**Advanced** intelligible and effective pronunciation (never interrupts communication).	

COMMENTS:

Activity Plan 131

Lesson 12	**Strategies for Lifelong Learning: Jigsaw Reading**	
	60 MINUTES	HANDOUT(S): 4

Set-up Stage . . . . 5 min

- Remind learners that we talked about lifelong learning last week.

- Ask learners **how** they like to learn when learning something new? What helps them learn? Write answers on the board.

   Let learners know that they will be teaching different aspects of lifelong learning to each other for this activity. They will become experts on a learning topic in the first group, and then teach it to people in the second group.

Presentation Stage . . . . 45 min

- Divide the class into three groups (rearrange the desks in possible)

- Distribute Handout 1 to group 1

- Distribute Handout 2 to group 2

- Distribute Handout 3 to group 3

- Distribute Handout 4 to everybody

- Learners listen to the pre-reading questions and read the article together.

- Go through vocabulary questions and comprehension questions as a group making notes (Handout 4) and making sure all members have a good understanding. Practise summarizing main points in their own words.

- Once all the groups have finished the reading (20 to 30 minutes), rearrange the groups so that there is (at least) one person from each on the three groups.

- In the new groups, each learner has a chance to teach the others about what they have learned about Learning Habits, Benefits of Lifelong Learning, and How to be a More Effective Learner. Learners listen to each other and take notes.

Wrap-up . . . . 10 min

- Summarize each article (Ask a learner from original group 1 to summarize the article from group 2. Everyone can listen and see how much the listener caught of the main idea.)

- Answer any questions and review what was covered.

Ways to Add Support

- Go over some "vocabulary" in more detail from the audio clip; depending on the class, you may wish to do this beforehand or create extra worksheets for additional practice.

- Pair with stronger learners.

Ways to Add Challenge

- Pair with a weaker student.

- Ask them to prepare a written summary of the article.

Advanced Preparation

- Prepare photocopies of:
   - ✓ Handout 1
   - ✓ Handout 2
   - ✓ Handout 3
   - ✓ Handout 4

- Make overhead of handouts, if desired.

Purpose

- Practising the learning strategy of peer teaching on topics related to lifelong learning

- Building vocabulary

- Building strategy awareness

Group 1

BEFORE YOU READ, DISCUSS:

- Do you have good study habits? Do you have good learning habits? What are they?

- Is there anything you would like to improve about the way you study or learn? What?

- What would you like to be studying in 10 years? 25 years? Why?

Read the following article as a group. You can read, taking turns section by section, or sentence by sentence. Help each other with vocabulary and meaning.

HABIT

Strategies for getting into the habit of lifelong learning

But in a busy world, it can often be hard to fit in time to learn anything that isn't essential. The only things learned are those that need to be; everything beyond that is considered frivolous. Even those who appreciate the practice of lifelong learning can find it difficult to make the effort. Here are some tips for installing the habit of lifelong learning:

Always have a book.

It doesn't matter if it takes you a year or a week to read a book. Always strive to have a book that you are reading through, and take it with you so you can read it when you have time. By using the few minutes I have in between activities in my day, I can read about a book per week. That's at least 50 each year.

Keep a "To-Learn" List

We all have to-do lists. These are the tasks we need to accomplish. Try to also have a "to-learn" list. On it, you can write ideas for new areas of study. Maybe you would like to take up a new language, learn a skill or read the collective works of Shakespeare. Whatever motivates you, write it down.

Get More Intellectual Friends

Start spending more time with people who think; not just people who are smart, but people who actually invest much of their time in learning new skills. Their habits will rub off on you. Even better, they will probably share some of their knowledge with you.

Guided Thinking

Albert Einstein once said, "Any man who reads too much and uses his own brain too little falls into lazy habits of thinking." Simply studying the wisdom of others isn't enough; you have to think through ideas yourself. Spend time journaling, meditating or contemplating over ideas you have learned.

Put it into Practice

Skill-based learning is useless if it isn't applied. Reading a book on English grammar isn't the same as having a conversation in English. Studying painting isn't the same as picking up a brush. If your knowledge can be applied, put it into practice.

Teach Others

You learn what you teach. If you have an outlet of communicating ideas to others, you are more likely to solidify that learning. Start a blog, mentor someone, or even discuss ideas with a friend.

Learn in Groups

Lifelong learning doesn't mean condemning yourself to a stack of dusty textbooks. Join organizations that teach skills. Workshops and group-learning events can make educating yourself a fun, social experience.

Unlearn Assumptions

You can't add water to a full cup. I always try to maintain a distance away from any idea. Too many convictions simply mean too few paths for new ideas. Actively seek out information that contradicts your worldview.

Find Jobs that Encourage Learning

Pick a career that encourages continual learning. If you are in a job that doesn't have much intellectual freedom, consider switching to one that does. Don't spend 40 hours of your week in a job that doesn't challenge you.

Start a Project

Set out to do something you don't know how. Forced learning in this way can be fun and challenging. If you don't know anything about computers, try building one. If you consider yourself a horrible artist, try painting.

Follow Your Intuition

Lifelong learning is like wandering through the wilderness; you can't be sure what to expect and there isn't always an end goal in mind. Letting your intuition guide you can make self-education more enjoyable. Most of our lives have been broken down to completely logical decisions, and making choices on a whim has been stamped out.

The Morning 15

Use the first 15 minutes of your morning as a period for education. If you find yourself too groggy, you might want to wait a short time. Just don't put it off later in the day where urgent activities will push it out of the way.

Make it a Priority

Few external forces are going to persuade you to learn; the desire has to come from within. Once you decide you want to make lifelong learning a habit, it is up to you to make it a priority in your life.

http://www.lifehack.org/articles/lifestyle/15-steps-to-cultivate-lifelong-learning.html

Group 2

BEFORE YOU READ, DISCUSS:

- What do you think are some of the benefits to lifelong learning?

- Is there anything you would like to improve about the way you study or learn? What?

- What would you like to be studying in 10 years? 25 years? Why?

Read the following article as a group. You can read, taking turns section by section, or sentence by sentence. Help each other with vocabulary and meaning.

BENEFIT

The Benefits of Lifelong Learning

Many people will tell you that you really never stop learning. Others will say that it is never too soon or too late to learn. The Chinese say, "Continue to learn in the journey of life." Whatever phrase speaks to you, the need for continuous learning throughout your lifetime is an important part of what makes you human.

Lifelong learning is not just about formal schooling or employer training and development programs. Lifelong learning involves a variety of growth opportunities, from structured formal environments to independent and informal or even self-driven settings.

According to the European Lifelong Learning Initiative and the American Council on Education, "lifelong learning is the development of human potential through a continuously supportive process, which stimulates and empowers individuals to acquire all the knowledge, values, skills, and understanding that they will require throughout their lifetimes, and to apply them with confidence, creativity and enjoyment in all roles, circumstances, and environments."

Here then are five ways in which lifelong learning provides powerful benefits.

Sharpens Your Mind

Continuous learning helps to keep your mind sharp and improve your memory, especially as you grow older. It is a known fact that learning, in general, has beneficial effects on the brain (see our companion article: *Improving Your Memory: How to Remember Names and Other Important Information*). Research has shown that people with more education are less likely to have dementia in old age. Just like your body requires exercise to stay fit, your brain requires exercise to remain healthy. The best way to improve your reasoning and cognitive skills is to continually learn something new.

Sharpens Your Confidence

Sometimes, when someone has not stepped out of their routine for a while, they haven't taken on a new challenge or really applied themselves to learning something new, they may find the experience a bit daunting. With lifelong learning, this fear is more easily overcome. You gain confidence in your ability to learn and to share the information with others; you gain confidence in who you are and what you have to offer.

Sharpens Your Interpersonal Skills

While lifelong learning can take place in the quiet of a library reading a book, much of your learning will likely take place where you meet other people who share your same interest. The opportunity to socialize can help to greatly improve your interpersonal skills. When you are learning, you are engaged in life; you are engaged in those around you. And when you share what you know, you help others learn and further enhance your relationships.

Sharpens Your Career Opportunities

For anyone who has aspirations of moving their career to the next level, lifelong learning will very much need to be part of the package. Not only can learning enhance the skills you already have, it provides you with the opportunity to learn a new skill or trade and improve your chances of career growth. The more you know about your company, the industry, and current events, the more relevant your skills are to your organization.

Sharpens Your Ability to Communicate

When you learn, you generally employ the skills of reading, listening and writing; skills essential to your ability to communicate. Because human communication is such a large part of our daily work lives, it is a skill that most employers seek in their new hires. By enhancing these skills, you improve your ability to write a business letter, compile a marketing report, give a department presentation or even speak one-on-one to the company president.

Learning opens up so many doors. Lifelong learning opens those doors for you every day of your life. Why would you ever choose to close them?

http://www.officearrow.com/training/the-powerful-benefits-of-lifelong-learning-oaiur-861/view.html
Office Arrow: The Powerful Benefits of Lifelong Learning

Group 3

BEFORE YOU READ, DISCUSS:

• Are you an effective learner? Do you learn things easily? How?

• Is there anything you would like to improve about the way you study or learn? What?

• What would you like to be studying in 10 years? 25 years? Why?

Read the following article as a group. You can read, taking turns section by section, or sentence by sentence. Help each other with vocabulary and meaning.

How to Become a More Effective Learner: Tips from Psychology

1. **Memory Improvement Basics**

   Finding ways to improve your memory is important to continuous learning. What works for one person, may be different for another, but what is important is working that memory. Basic tips such as improving focus, avoiding cram sessions and structuring your study time are a good place to start, but there are even more lessons from psychology that can dramatically improve your learning efficiency.

2. **Keep Learning (and Practising) New Things**

   One sure-fire way to become a more effective learner is to simply keep learning. A 2004 Nature article reported that people who learned how to juggle increased the amount of gray matter in their occipital lobes – the area of the brain is associated with visual memory. When these individuals stopped practising their new skill, this gray matter vanished. So if you're learning a new language, it is important to keep practising the language in order to maintain the gains you have achieved. This "use-it-or-lose-it" phenomenon involves a brain process known as "pruning." Certain pathways in the brain are maintained, while other are eliminated. If you want the new information you just learned to stay put, keep practising and rehearsing it.

3. **Learn in Multiple Ways**

   Focus on learning in more than one way. Instead of just listening to a podcast, which involves auditory learning, find ways to rehearse the information both verbally and visually. This might involve describing what you learned to a friend, taking notes or drawing a mind map. By learning in more than one way, you're further cementing the knowledge in your mind.

4. **Teach What You've Learned to Another Person**

   Educators have long noted that one of the best ways to learn something is to teach it to someone else. Start by putting the information into your own words. This process alone helps solidify new knowledge in your brain. Next, find some way to share what you've learned. Some ideas include writing a blog post, creating a podcast or participating in a group discussion.

5. **Utilize Previous Learning to Promote New Learning**

    Another great way to become a more effective learner is to use relational learning, which involves relating new information to things that you already know. For example, if you are learning about *Romeo and Juliet*, you might associate what you learn about the play with prior knowledge you have about Shakespeare, the historical period in which the author lived and other relevant information.

6. **Gain Practical Experience**

    For many of us, learning typically involves reading textbooks, attending lectures or doing research in the library or on the Web. While seeing information and then writing it down is important, actually putting new knowledge and skills into practice can be one of the best ways to improve learning. If you are trying to acquire a new skill or ability, focus on gaining practical experience. If it is a sport or athletic skill, perform the activity on a regular basis. If you are learning a new language, practise speaking with another person and surround yourself with immersive experiences.

7. **Understand How You Learn Best**

    Another great strategy for improving your learning efficiency is to recognize your learning habits and styles. There are a number of different theories about learning styles, which can all help you gain a better understanding of how you learn best. Do you like to read about how something works and then touch it, or do you like to touch and try to manipulate it before reading the instructions. If you are not sure whether you are a visual learner or a tactile learner, for example, you may have to try out a few different learning styles to see which one best suits you.

8. **Stop Multitasking**

    For many years, it was thought that people who multi-task, or perform more than one activity at once, had an edge over those who did not. However, research now suggests that multi-tasking can actually make learning less effective. In the study, participants lost significant amounts of time as they switched between multiple tasks, and lost even more time as the tasks became increasingly complex. By switching from one activity to another, you will learn more slowly, become less efficient and make more errors. How can you avoid the dangers of multi-tasking? Start by focusing your attention on the task at hand and continue working for a predetermined amount of time.

http://psychology.about.com/od/educationalpsychology/tp/effective-learning.htm About.com
How to Become a More Effective Learner

Use the grid to take notes of <u>main ideas</u>, important <u>details</u>, and new <u>vocabulary</u> from your group's article. Use these notes when you are teaching in the new group. Write what you learn from the other group members in the appropriate box.

Strategies for getting into the habit of lifelong learning

The Benefits of Lifelong Learning

How to Become a More Effective Learner: Tips from Psychology

Activity Plan 132

Lesson 12	**Lifelong Learning Discussion**	
	30 MINUTES	HANDOUT(S): 1

Set-up Stage . . . . 5 min

- You have just learned a great deal about strategies for developing your lifelong learning practices. But what does it mean to you?

Presentation Stage . . . . 20 min

- Distribute Handout 1.
- In new groups, learners work through questions and discuss ideas. Review as a class.

Wrap-up . . . . 5 min

- Go through the questions as a class. Discuss. Answer any questions and review what was covered.

Ways to Add Support

- Have stronger learners work with those that need help.

Ways to Add Challenge

- Have stronger learners work with those that need help.

Advanced Preparation

- Prepare photocopies of:
  - ✓ Handout 1

Purpose

- Discussing in detail ideas (presented in previous activity) on learning benefits, strategies and habits

DISCUSSION

Lifelong Learning: Strategies, Habits and Benefits

Working with three or four other people, discuss the following questions. Be sure to ask each other for more information and find out why they think what they think. Offer suggestions if you can think of an idea that might support their learning challenges.

Questions:

1. If you are doing a project, do you prefer to work as a team or to work individually? Why?

2. When you go to class, do you take a lot of notes? Why or why not? What do you do with the notes once you have taken them?

3. If you have perfect study and learning habits, what would they look like? How would you act?

4. Would you describe yourself as artistic and creative, methodical and calculating, or practical and hands-on? How do you think this affects your learning style?

5. How motivated are you to continue learning throughout your career and your life? Why?

6. What are some memory tricks you practise when you are studying? Are they effective?

7. What is something related to learning that you can change that prevents you from moving forward in your career?

Activity Plan 133

Lesson 12	**Using Modals for Planning** ◆	
	60 MINUTES	HANDOUT(S): 2

Set-up Stage . . . . 5 min

- When we talk about our plans and goals, we often use MODALS for the structure of the sentence. This allows individuals to show the varying degrees of certainty with which they intend to do something. We saw this when making stronger or weaker SMART goals: "I will complete my degree in two years." vs. "I should complete my degree."

Presentation Stage . . . . 45 min

- Distribute Handout 1 and 2.

- Learners read through the worksheets and work through the questions individually, then compare with a partner. Discuss as a group.

Wrap-up . . . . 5 min

- Summarize the grammar rules of modal verbs.

- Answer any questions, and remind learners that they may choose to use some of this kind of language in their SMART plans.

Ways to Add Support

- Have stronger learners work with those that need help.

Ways to Add Challenge

- No dictionaries.

- Have the stronger learners assist the weaker ones.

Advanced Preparation

- Prepare photocopies of:
  - ✓ Handout 1
  - ✓ Handout 2

Purpose

- Practising the use of modal verbs, particularly for goal setting and planning

MODAL VERBS: How are they formed?

Rule 1: Modals are formed like this:

modal auxiliary + simple verb (no '*s*', no '*-ed*', not '*-ing*')
modal auxiliary + **not** + simple verb (for the negative)

Rule 2: Modal verbs do not take "-s" in the third person singular (he, she, it).

Examples:

Can they control their budget?

Brazil may become a major economic power.

He gave up his office so that he could work from home.

Sandra should be on time. She left the house an hour ago.

Mike can speak Urdu.

Margaret needs to be here by 11:00.

MODAL VERBS: What do they mean?

The list below shows the basics of modal verbs. After studying the following chart, try the modal verb quizzes that follow.

MODAL	MEANING
Can do something	It is possible to do, or they are able to do
Could do something	It's possible for someone to do something (but they might not do)
Couldn't do something	Someone is unable to do something, or was unable to
Must do something	It's absolutely necessary for someone to do something
Mustn't do something	It's forbidden for someone to do something
Need to do something	It's important to do something
Have to do something	It's absolutely necessary for someone to do something and someone else requires it
Don't have to do something	It isn't necessary for someone to do something
Should do something	It's a good idea for someone to do something
Shouldn't do something	It isn't a good idea for someone to do something
Might do something	It's a possibility that someone might do something

Now try these activities to practise using modals in sentences. Get in touch with your teacher if you have any questions.

Look at the names of the people across the top of the chart. Think about what they do and don't do in their lives. Answer the questions in the left-hand box about each person. Use your imagination if you like. An example is done for you.

	Barak Obama	**David Beckham**	**A boss of a company**	**A nurse**
What is something this person can do?				
What is something this person can't do?				
What is something this person should do?				
What is something this person shouldn't do?			*He shouldn't come late every day.* *She shouldn't be mean to the employees.*	
What is something this person **has to** do?				
What is something this person **must** do?				
What is something this person **mustn't** do?				

PLANNING WITH MODALS:

will   **When you are absolutely determined to achieve something**. (<u>high certainty</u>)

I will finish my project by tonight, even if I have to drink a whole pot of coffee.

She said she will be here on time. Don't worry.

might   **When you are thinking about doing something**. (<u>not certain</u>)

I might take a class at the massage therapy college.

John and Lisa said they might like to go to the conference.

should   **You feel an obligation to do this, but you might not do it**. (<u>not certain</u>)

We also use this when giving advice or ideas to others.

I should get a life coach to help me achieve my goals.

Monica shouldn't wear those short skirts to work. It's not appropriate.

have to   **When you are required to do something** (<u>quite high certainty</u>)

need to   *I have to finish English 150 before I can take the accounting course.*

must   *Elijah needs to work hard on his sales skills if he wants that pay raise.*

Millie must complete her CPR requirement before she can get her lifeguarding certification.

I must lose some weight! I'm not healthy!

Writing modal statements

Using the modal verbs given, write statements about what you need to do in your life or in your work or your school **today**. Compare with a partner when you are done.

(will)   *Today I will ....* _____

(won't) _____

(might) _____

(might not) _____

(should) _____

(shouldn't) _____

(have to) _____

(don't have to) _____

Activity Plan 134

Lesson 12	**SMART Planning: Part 2**	
	25 MINUTES	HANDOUT(S): 1

Set-up Stage . . . . 4 min

- Remind learners that in the first week of this model, everyone did a SMART plan, based upon their personal and professional goals at the time. Have these changed at all over the course of this module? Have your goals gotten clearer? Have you decided on new goals? We are going to do SMART plans again.

Performance Stage . . . . 20 min

- Distribute Handout 1. Learners complete the SMART planning sheet again. Remember, the plans are YOURS. You don't want to write plans for your children! Only after their SMART plans have been filled out a second time should learners take out the one they did earlier to compare.

Wrap-up . . . . 1 min

- Summarize and indicate that we will need these action plans as we take goal setting a step further.

Ways to Add Support

- Partner novice learners with more experienced learners.

Ways to Add Challenge

- No dictionaries.
- Assist others.

Advanced Preparation

- Prepare photocopies of:
  - ✓ Handout 1

Purpose

- For learners to reassess their goals

Writing SMART Plans: Part 2

At this point in the module, we would like you to look at your plans again. Have they changed? Have they become more focussed? Clearer? Is there something new related to networking or getting new credentials (or something else from this module) that you would like to add to your plan?

Using the materials, language and structures that you have learned, _re-write_ your **SMART Plans** in the following areas. Be sure to make them **S**pecific, **M**easurable, **A**ttainable, **R**ealistic, and **T**imely.

Educational Plans

_____

_____

_____

Professional Development Plans

_____

_____

_____

Work Related Plans

_____

_____

_____

Financial Plans

_____

_____

_____

Health and Wellness Plans

_____

_____

_____

We will be using this new information in the Extension and for an assignment.

Activity Plan 135-EXT

Lesson 12	**Intro to Continuous Learning ACTION PLAN and Role Play**
	75 MINUTES HANDOUT(S): 2

Learners may need time to finish up a previous activity. Some time can be given, as the instructor sees fit.

Set-up Stage . . . . 5 min

- Indicate to learners that they are going to be working on two activities in this extension period: Learning about ACTION PLANS (taking their SMART plans to the next level) and preparing a Role Play.

Practice Stage . . . . 70 min

- Give out Handout 1. Learners read and answer questions. Compare answers with a partner.

- Give out Handout 2. Learners work through and plan, write, and practise a role play to present in **Activity 137**.

- Instructor assist with language and ideas, where needed.

Ways to Add Support

- Give a sample script of a suitable role play.

- Provide vocabulary support.

- Partner novice learners users with more experienced learners.

Ways to Add Challenge

- Partner experienced learners with less experienced learners.

- Make stronger learners the "director" of the role play.

Advanced Preparation

- Prepare photocopies of:
  - ✓ Handout 1
  - ✓ Handout 2

Purpose

- Helping learners develop an understanding of an ACTION PLAN

- Allowing learners to consolidate some of what they have learned in this module into a Role Play – to be presented in the next lesson. Peer and instructor feedback will be given for the Role Plays

The main steps in preparing an ACTION PLAN are as follows:

- Have a clear objective. You have already done this by writing your SMART plans!

- **List the benefits** you would gain by achieving your goal.

- Start with what you will do NOW. There is no point in having an action plan that will start in six months' time.

- Clearly define the steps you will take. ("How do I get there?") Think of all the possible things that you could do to take you closer to achieving your goal – no matter how small. **Break down any large steps into smaller components**, so that it doesn't seem so difficult to achieve.

- Set **mini-goals** (end points) for each step, and give yourself a small reward for completing them. This could be a treat – like new clothes, a gadget, book or ...

- **Arrange the steps** in a logical, chronological order, **and put a date** by which you will start each step. Put these dates into your diary or onto a calendar. Try to set yourself weekly goals. It's also a good idea to get into the habit of planning a timetable each evening – listing your tasks for the next day or two.

- Think about the type of obstacles you might encounter at each step. What might keep you from achieving your goals? What you would do to overcome these problems? Concentrate 10 per cent on the problem and 90 per cent on the solution.

- Get external support. Who is going to support you? How? Tell your friends or relatives about your goals. They will provide encouragement when the going gets tough, and will also give you an incentive to keep going, as you'll feel embarrassed if you have to tell them you've given up!

There is an example of one type of action plan on the next page. All the details are there. The timelines on this action plan may be quite short, and you may choose to have a different "look", but hopefully, you can get an idea of what should be included.

During this extension period, <u>choose one of your SMART plan goals and write and action plan on the blank grid</u>. See if this style suits you. Tomorrow, you will be working an assignment of writing action plans for all your goals.

Example of a completed ACTION PLAN	Date I expect to complete this step	My reward for completing this step will be
MY OBJECTIVE IS: To choose my future career! **TO ACHIEVE THIS, I NEED TO**: List the steps you need to take. Be detailed and specific (not: "I'll contact some employers", but "Find email addresses of five local employers who have marketing departments and contact them."		
I will tell my plan to: my three best friends, my parents!		
I will start my action plan on (date):	3rd March	
Step 1. I will use the <u>Prospects Planner</u> computer guidance system to help me to identify jobs of interest.	4th March	Some nice chocolate!
Step 2. I will use the <u>"What can I do with my degree in ..."</u> pages to find out what jobs graduates from my subject can enter.	6th March	More nice chocolate!
Step 3. I will pick up booklets from Career Services on some of the careers suggested, and browse through these.	9th March	Time in gym to burn off chocolate!
Step 4. I will use the <u>Careers Network</u> to arrange a day shadowing the work of a graduate in the career that seems to be of most interest.	Over Easter vacation	Book by favourite author
Step 5. I will see my career adviser to discuss the ideas I have gotten from the above, and to narrow these down.	By 10th May	Meal out with friends
What problems am I likely to face? What will I do to overcome these? Fear of life after university. Have procrastinated too long, and now realize that I must take action or miss opportunities. Will I be able to arrange a suitable job-shadow? If no connections at Careers Network, I'll have to contact companies directly.		

Adapted from http://www.kent.ac.uk/careers/sk/skillsactionplanning.htm (accessed on August 17, 2011)

COMPLETED ACTION PLAN MY OBJECTIVE IS: TO ACHIEVE THIS, I NEED TO:	Date I expect to complete this step	My reward for completing this step will be
I will tell my plan to:		
I will start my ACTION PLAN on (date):		
Step 1.		
Step 2.		
Step 3.		
Step 4.		
Step 5.		
What problems am I likely to face? What will I do to overcome these?		

Role Play

Now is your chance to show us what you have learned!

In pairs or threes, prepare a role-play to present to the class. This presentation should include a conversation that features:

- Talking about goals and plans for personal and professional development
- Networking and make connections
- Showing initiative

You may also choose to add other aspects of this module that you have learned. Other than that, you can choose the setting for the conversation, the topic and the language to use. (Make it suitable and interesting!)

You will present your role-play in class tomorrow. Your classmates and your instructor will be giving you written feedback on how you did.

Here are the guidelines:

You can write out your role-play as a place to start, but you can't use your paper when you are doing the presentation. It should be natural sounding.

Everyone should use at least one prop. (It can be real, or you can make it up.)

Everyone in your group must say something.

It should be about five minutes long, and no more that seven minutes.

You have the rest of this extension period to work on it. **You will be given a little time in the morning** to practise before presenting to the class.

Use this role-play to demonstrate what you have learned in this module.

Activity Plan 136

Lesson 13	**Instructor Facilitated Practice for Role Plays**	
	30 MINUTES	HANDOUT(S): 0

Set-up Stage . . . . 30 min

• Learners are given time to practise and perfect their role-plays that are:

   ✓ Talking about goals and plans for personal and professional development.

   ✓ Networking and making connections.

   ✓ Showing initiative.

Ways to Add Support

• Instructor work with learners who are having trouble.

• Allow learners who are at a lower level to use notes for the role-play.

Ways to Add Challenge

• Pair with a weaker student.

• Ask them to prepare a written summary of the article.

Advanced Preparation

• Learners use the role-plays which they wrote and began to practise in **Activity 135-EXT.**

• OPTION: Instructors may choose to video these role-plays, if the facilities allow.

Purpose

• Giving learners a chance to practise their role-plays in readiness for their presentation

Activity Plan 137

Lesson 13	**Learner Role Plays / Peer Feedback**	
	45 MINUTES	HANDOUT(S): 1

Set-up Stage . . . . 5 min

- Learners are to present their role plays to the class. While one group is presenting, the rest of the class will be watching and gathering information to give peer feedback. Depending on the size of your class, you may want to split the class in half so all groups have time to present their role play in the time allotted.

Presentation Stage . . . . 35 min

- Distribute enough feedback forms so that each learner can give feedback for each group. (Handout 1, cut in half)

- Instructor should go through the points on giving feedback.

- When all groups are finished performing, distribute Handout 2 so that learners can do a self-evaluation before the feedback session in the next activity.

Wrap-up . . . . 5 min

- Review the questions as a class. Discuss. Answer any questions and review what was covered.

Ways to Add Support

- Have stronger learners work with those that need help with the feedback form.

- Go over any difficult vocabulary.

Ways to Add Challenge

- Have stronger learners work with those that need help.

Advanced Preparation

- Prepare enough photocopies of:
  - ✓ Handout 1**
  - ✓ Handout 2

**You will need one feedback form per person, per presentation.

Purpose

- Learners taking turns, presenting their role-plays to the class

- Learners taking turns, filling out peer feedback forms

- Instructor giving feedback

Peer Feedback Forms

Group _____

Please rate each of the following criteria on a scale of 1 (needs work) to 5 (good).

1.	The group did a good job **overall**.	1	2	3	4	5
2.	The group **spoke clearly and loudly** enough.	1	2	3	4	5
3.	The **grammar** was easy to understand.	1	2	3	4	5
4.	The **meaning** of the role-play was clear.	1	2	3	4	5

COMMENTS:

Something good: _____

Something that needs work: _____

A suggestion for next time: _____

Peer Feedback Forms

Group _____

Please rate each of the following criteria on a scale of 1 (needs work) to 5 (good).

1.	The group did a good job **overall**.	1	2	3	4	5
2.	The group **spoke clearly and loudly** enough.	1	2	3	4	5
3.	The **grammar** was easy to understand.	1	2	3	4	5
4.	The **meaning** of the role-play was clear.	1	2	3	4	5

COMMENTS:

Something good: _____

Something that needs work: _____

A suggestion for next time: _____

Self Evaluation

Name _____

Please complete the following sentences:

Overall, I think our presentation was   _____

Overall I think my part in the role-play was   _____

Please rate yourself on each of the following criteria on a scale of 1 (needs work) to 5 (good).

	1	2	3	4	5
1. My speaking was clear.	1	2	3	4	5
2. My pronunciation was good.	1	2	3	4	5
3. My grammar was easy to understand.	1	2	3	4	5
4. The meaning of the role-play was clear.	1	2	3	4	5
5. I was confident and relaxed.	1	2	3	4	5
6. We showed that we understand how to network.	1	2	3	4	5
7. We showed that we know how to show initiative.	1	2	3	4	5
8. We used correct grammar when talking about future plans.	1	2	3	4	5

COMMENTS:

Something good about my performance today: _____

Something I need to work on: _____

Something I will do differently next time: _____

Activity Plan 138

Lesson 13	**Giving Peer Feedback**	
	30 MINUTES	HANDOUT(S): 1

Procedure . . . . 25 min

- When the role-play presentations are finished, learners should have completed a self-evaluation (**Activity 137**, Handout 2). Once that is complete, learners can share their peer feedback with each other.

- The instructor can decide how to do this. (Small groups of three or four are probably most efficient.)

- Learners compare peer evaluations and suggestions with their self-evaluations.

- **Remind learners that giving and receiving feedback is a common workplace event (skill) that is part of continuous learning and lifelong development.**

- Instructors can give individual feedback as needed.

Wrap-up . . . . 5 min

- Summarize task, congratulate learners on a job well-done, offer general suggestions for next time.

Ways to Add Support

- Lend assistance to learners who are having trouble with self- evaluations.

- Give extra support on giving gentle feedback (something nice, something to work on, something nice).

Ways to Add Challenge

- Do the self-evaluation as a written report. Tie any perceived needs for improvement to goal setting.

Advanced Preparation

None

Purpose

- Practising to provide a peer with feedback -saying something positive, noting where improvement is needed, and offering suggestions

Activity Plan 139

Lesson 13	✏️🖱️ **Action Plans**	
	45 MINUTES	HANDOUT(S): 1

Set-up Stage . . . . 10 min

- Remind learners that in **Activity 135-EXT**, they looked at taking their SMART plans to the next level and turning them into ACTION PLANS. Yesterday, they practised putting together an action plan for ONE of their smart plans. Today, they will to a formal version of the rest of them.

- This activity is not assessed through a rubric. You will collect the ACTION PLANS and assess them according to whichever criteria you choose, marking the feedback directly on the learners' papers or on a self-made rubric form. Some criteria you may wish to assess on could be:

  - Completeness of task
  - Language (grammar, vocabulary)
  - Content

- Let learners know the criteria they will be marked on.

Performance Stage . . . . 35 min

- Distribute Handout 1. Learners work independently in the lab to complete their ACTION PLANS.

- When complete, print and hand in for feedback and assessment by the instructor.

Ways to Add Support

- Partner novice learners with more experienced learners.
- Use dictionaries.

Ways to Add Challenge

- No dictionaries.
- Assist others.

Advanced Preparation

- Book a computer lab with printer capabilities (this task should be done as a "formal" written document).

- If not available, hand-written will be fine.

- Prepare photocopies of:
  - ✓ Handout 1

Purpose

- Practising development of an action plan

- Having a tangible document that learners can use to help them achieve their professional development and personal goals

Writing ACTION PLANS

For this assessed task, you are going to write a series of ACTION PLANS to help you meet your professional development and personal goals. Preferably, you will write the plans using a computer (in Microsoft Word). Discuss with your instructor if you need an alternative.

The ACTION PLAN you looked at in **Activity 135-EXT** was in a grid. Not all ACTION PLANS are written that way. Many are written as a document. You may choose how you wish to write yours, as it has to appeal to you and work for you. (Different workplaces may have a specific format of how an ACTION PLAN is presented.)

You will need to write complete ACTION PLANS for your SMART plans (refer to them so that you don't have to re-write them). You will also need to include the specific steps you are going to take, when you are going to take them, how you will reward yourself, what obstacles you might face, and who will support you in reaching your goals.

You need to do this for your:

Educational Plans

Professional Development Plans

Work Related Plans

Financial Plans

Health and Wellness Plans

Please keep in mind that the timelines for each set of SMART plans will be different. No one expects you to plan to achieve all of your goals at the same time. That would likely not be practical.

This is more than just an exercise. It is hoped that you will produce a useful document that you can refer to in the future. Try to keep your expectations reasonable and your timelines manageable.

Refer to the document that you produced previously (Activity 135-EXT) for more detail, or as a reminder of the information you need to include in the ACTION PLANS you are producing today.

Activity Plan 140

Lesson 13	**Planning for Lifelong Learning: Component Review**	
	25 MINUTES	HANDOUT(S): 1

Learners may need time to finish up a previous Assessed task. Some time can be given, as the instructor sees fit.

Set-up Stage . . . . 5 min

- Indicate to the learners that for this period, they are going to review the Module 3 component on lifelong learning, also known as continuous learning.

Practice Stage . . . . 70 min

- Distribute Handout 1. Learners discuss questions in groups. Review as a class, if time allows.

Ways to Add Support

- Partner novice learners with more experienced learners.

Ways to Add Challenge

- Partner experienced learners with less experienced ones.

Advanced Preparation

- Prepare photocopies of:
  - ✓ Handout 1

Purpose

- Helping learners review and solidify in their minds the lifelong learning component of this module

DISCUSSION QUESTIONS FOR REVIEW

Component 2: Lifelong Learning

These discussion questions are aimed at helping you and your classmates review what was covered in Component 1 of this module. Talk about the questions in small groups and see how much you remember. You can help each other and refer to your notes if necessary. Take notes on this page if you like.

1. How would you define lifelong learning?

2. In your workplace, is lifelong learning supported? How?

3. What do you do to develop your professional skills and abilities?

4. What is a SMART goal? (What do all the letters stand for?) Why is it important to make such clear goals?

5. Why is showing confidence an important trait in Canadian workplaces? How do you show confidence at work?

6. If you are too assertive, it can be dangerous. Explain.

7. What is networking? Why do we do it? Why is it important in some workplaces? Is it important in yours?

8. What does it mean to show initiative at work? What are some ways that you can do this? Is taking a class to learn something new showing initiative? Explain.

9. If you are a professional in a different country and want to do the same job here, what do you have to do? Why might you NOT be able to work in Canada? Where can you go for more information to get Canadian credentials?

10. What are some strategies for Lifelong Learning?

11. What are some benefits of Lifelong Learning?

12. What are some good habits for Lifelong Learning?

13. What is an ACTION PLAN? How is an action plan different from a SMART plan?

14. How might an ACTION PLAN help you meet your Lifelong Learning goals?

Activity Plan 141-EXT

Lesson 13	**Wrap-up / Self-Evaluation / Sharing**	
	75 MINUTES	HANDOUT(S): 0

Learners may need time to finish up a previous assessed task or review discussion questions. More time can be given – as the instructor sees fit.

Set-up Stage . . . . 5 min

- Indicate to learners that this is the wrap-up of the first component of Module 3: Continuous Learning (also known as Lifelong Learning). At this point, there is an opportunity for learners to reflect on what they have learned in this component of the module.

Practice Stage . . . . 70 min

- Using some of the review discussion questions from the previous activity as a guide, learners can write their own **reflections** and a **self-evaluation** about the Lifelong Learning component. Some questions to ask themselves might be:
  - What did they learn?
  - What did they enjoy?
  - What did they find challenging?
  - How will they use what they learned?
- Instructor to set this up on the board or overhead.
- If suitable, learners can share what they wrote in small groups, as a class, with the instructor alone, or with no one. This will depend on the class dynamic.

Ways to Add Support

- Instructor can give support where needed as learners will be working independently.
- Dictionaries can be used.
- Learners can help each other.

Ways to Add Challenge

- No dictionaries.

Advanced Preparation

- Lined paper for learners to write on

Purpose

- Helping learners review and solidify, in their minds, the Lifelong Learning Component

Activity Plan 142

Lesson 14	**Culture Map: Skills in One-on-One Meetings** ◆
	30 MINUTES HANDOUT(S): 1

Set-up Stage . . . . 5 min

- Remind learners that this is Part 2 of the culture map in **Activity 125**.
- Discuss with learners:
  - ✓ If you know a supervisor has some hesitation about giving you a new job responsibility, what can you do?
  - ✓ Stress to learners the importance of identifying your specific job skill and supporting it with an example.

Speaking Stage . . . . 20 min

- In pairs, learners perform the dialogues. Point out to learners that now that Bob and Rajvir are speaking one-on-one, they can talk about more personal matters than they could in larger, formal meetings.
- Learners may need their attention drawn to this vocabulary:

  head off = leave

  handle the task = do the job in a certain way

  diplomatically = being sensitive to another person's feelings

- Elicit from the learners – what Bob's concerns are about Rajvir's suggestions. (Bob is concerned that Rajvir may not be very diplomatic and that he is too busy with his own project). Then draw learners' attention to the language Rajvir uses for addressing the employers' concerns. You may want to model appropriate intonation.

  - ✓ *So, I really think I can do a good job of the QC* (shows confidence and desire to take on a new task).

  - ✓ *I know you're looking for people who can handle the task diplomatically* (shows he understands the employer's need for someone who can give feedback to a colleague in a respectful and sensitive way).

  - ✓ *and I've already shown you I can do that with Chris's annual performance review.* (provides supervisor with an example of another time he demonstrated diplomacy).

  - ✓ *"Well, Janet's taking on more and more responsibility (concrete example) and I know (shows confidence) she could cover my work for the two days."* (provides a solution).

Advanced Preparation

- Prepare photocopies of:
  - ✓ Handout 1

Purpose

- Understanding how and when to communicate your skills to a supervisor
- Understanding, communicating, and anticipating a supervisor's concerns and presenting solutions

---

Debriefing Stage . . . . 5 min

- How does Rajvir deal with the fact that Bob is busy and trying to leave the meeting?

- Bob forgets that he and Rajvir were going to talk after the meeting. When Rajvir reminds him, Bob requests that they continue their discussion in the meeting room. Do you think that Bob is being rude? (Learners may think Bob is rude, or they may realize that Bob is very busy, and it is normal in Canadian workplaces to have to remind supervisors and set up impromptu meetings in a convenient location, perhaps not a private office.)

- Also point out how Rajvir indicates to Bob that he knows Bob is in a rush; *"Before you head off…"*

- Ask: Can you see yourself having this kind of conversation with a supervisor?

Culture Map – Letting a Supervisor Know that You Have the Skills to Do a Particular Task (Part 2: One-on-One)

The team leader meeting has just adjourned. The Chair is preparing to leave and you want to follow up on the suggestion you made earlier in the meeting. You've had some time during the last moments of the meeting to think more about your skills to undertake the QC. The chair, whose name is Bob, looks to be in a hurry.

A. (Approaching)

> Foreign professional or employee: Make eye contact and approach with confident body language head up, shoulders square.
>
> *"BOB, before you HEAD **OFF**, can we TALK aBOUT the **QC** for CHRIS's **PRO**ject?"*

B. (Bridging)

> Chair of meeting: You are very busy. You had forgotten about this and you are glad that Rajvir reminded you.
>
> *"Oh YEAH, that's a priORity RIGHT NOW. Can WE TALK **HERE**?"*
>
> Everyone else has left the meeting and the chair sits back down. You sit down too and lean forward a little.
>
> Foreign Professional: *SURE.*

C. (Communicating Message)

> Foreign professional or employee: Maintain friendly and relaxed body language. Continue to look at Bob. Take a deep breath and state your rationale:
>
> *"So, I REally THINK I can DO a GOOD JOB of the **QC**. I KNOW you're LOOKing for PEople who can HANdle theTASK diplom**AT**ically and I've alREADy SHOWN you I can DO THAT with CHRIS's ANnual perFORmance ap**PRAIS**al.*
>
> Chair of meeting: You are starting to feel more comfortable with Rajvir's suggestion.
>
> *"YES, I KNOW he was PLEASed with how that WENT. I'm STILL conCERNed about the TIME AWAY from your **PRO**ject though."*

Foreign professional or employee: You respond to the question confidently.

*"Well, JANet's TAKing on MORE and MORE responsiBlLity and I **KNOW** she could COVer my WORK for the TWO DAYS."*

Chair of meeting:

*"This is SOUNDing **DO**able. You can get STARTed on this **RIGHT AWAY**. Can I ASK you to CHECK IN with me to**MOR**row? I'd LIKE to KNOW how it's **GO**ing."*

(starts to stand up)

Foreign Professional; starts to stand up too and nods.

"Of COURSE."

D.   (Developing Closure)

Foreign professional or employee:

*"I'll COME BY tom**MOR**row at the END of the **DAY**."*

Chair of meeting: (as he is headed out the door)

"GREAT. See you THEN."

(puts his head back around the door)

*"Oh, and **THANKS**, RajVIR."*

Activity Plan 143

Lesson 14	**Pre-Listening for Behaviour-Based Interviews**	
	30 MINUTES	HANDOUT(S): 1

Set-up Stage . . . . 10 min

- Review the concept of behaviour-based interview questions (e.g., using concrete examples of how they behaved when facing workplace challenges).

- Discuss the different grammatical structures required to answer this type of question. Learners review the use of past tenses by giving examples.

Vocabulary Review . . . . 20 min

- Learners discuss unfamiliar vocabulary from the video they are about to view, using Handout 1 for this purpose. They read sentences with the new words or phrases and try to define them in their own words using the context of the sentences.

- Be sure to save enough time to review learners' answers together.

(**NOTE**: There is no answer key for these questions, as they are intended to encourage learners to guess the meaning and research the answers together.)

Ways to Add Support

- Divide the list into a few words or phrases for different groups of learners and have them research the meaning together and then share.

Ways to Add Challenge

- Have learners work independently with a dictionary and/or computer.

Toronto Catholic District School Division, *LINC 5-7 In the Classroom*, p. 91.

Advanced Preparation

- Prepare photocopies of:
  ✓ Handout 1

Purpose

- Recognizing and using vocabulary and past tense forms used in the video and in real-life behaviour-based interviews

Instructions: Look at the underlined words and phrases. Try to give the meaning of each in your own words.

1. The _**mannequins**_ in the window looked so realistic that we almost thought they were actors.

2. Instead of holding weekly meetings, let's meet _**every other**_ week.

3. The report _**prompted him**_ to think of a new approach to his own research.

4. He couldn't decide between a couple of computers so he _**went with**_ the best offer.

5. She could see that things were _**getting backed up**_ so she stayed late and worked on the weekend.

6. I _**took it upon myself**_ to clean up the staff kitchen since no one else was volunteering.

7. We _**worked out all the hitches**_ and everything is running smoothly now.

8. We _**went ahead**_ and made up a schedule without waiting for everyone to give their input.

9. The project _**took off**_ right away and everyone has been working hard at it ever since.

10. She really went beyond _**the call of duty**_ by staying late to help rearrange the furniture.

11. He _**was on the project**_ until he was relocated to a different branch.

12 She _**takes great pride in**_ her ability to remain patient with demanding clients.

Toronto Catholic District School Division, _LINC 5-7 In the classroom_, p. 95.

Activity Plan 144

Lesson 14	Active Listening: Part 2 ◆	
	30 MINUTES	HANDOUT(S): 2

Review Active Listening Strategies . . . . 10 min

- Learners review the Active Listening Strategies (Handout 1) they already completed in **Activity 119**.

- Discuss its application to a behaviour-based interview situation.

Develop an Interview Checklist . . . . 20 min

- Learners use information from the discussion, the reading text and the Active Listening Strategies and work in pairs to generate a checklist to evaluate an interviewee's responses in a behaviour-based interview.

- They then present their checklists to the rest of the group.

- Handout 2 is a model that one class came up with, if you would prefer to have it available to learners.

NOTE: Learners will need two (2) copies of whatever checklist they develop: a) one to complete while viewing the video on behavior-based Interviews during **Activity 145**; and b) for their own self-assessment of their interview later in the **Activity147-EXT** period.

Note: Therefore, it may be easiest to give them blank Word-generated tables for them to design their checklists with (as suggested), or to just give them copies of Handout 2.

Ways to Add Support

- Provide Handout 2 as a model.

Ways to Add Challenge

- Have them develop and use their own version and don't even show them Handout 2 (you can use it as a model to guide your feedback to them, however, as they develop their own checklists.)

Advanced Preparation

- Prepare photocopies of:
  - ✓ Handout 1
  - ✓ Handout 2 (Optional)

- You may wish to prepare blank tables with four columns and eight rows to assist learners in developing a checklist.

Purpose

- Understanding how to assess oral language skills and to improve it through systematic focus and effort

Active Listening Strategies: A Personal Checklist

	STRATEGY	Examples	Personal Listening Skills and Goals
Key Active Listening Behaviours	Being aware of differences in communication behaviours between individuals	Physical distance, body movements, touching, non-verbal sounds, eye contact, loudness, silence	☐
	Suspending thoughts, judgments and assumptions about the speaker		☐
	Listening attentively to the words and implied message of the speaker		☐
	Responding verbally and non-verbally to indicate interest, comprehension, empathy (see below)		☐
Non-Verbal Indicators of Active Listening	Eye contact to convey interest		☐
	Appropriate facial expressions	Smile, frown, expressions of concern, confusion	☐
	Posture and use appropriate gestures to indicate interest and reaction	Sitting up straight, facing the speaker, nodding to indicate interest	☐
Verbal Indicators of Active Listening	Responding verbally to indicate listening	"uh-huh," "wow," "really?," "Mmmmmm"	☐
	Asking questions or statements to clarify understanding and invite the speaker to elaborate.	"So what happened next?" "How did that make you feel?" "I wonder why?" "What do you mean?"	☐
	Paraphrasing or restating the speaker's message (spoken and implied) in your own words to confirm comprehension. This invites the speaker to confirm or correct your interpretations.	"It sounds like this means a lot to you;" "Hmmm, I can see you're upset about that;" So you got the promotion but you're not sure you want it."	☐
	Making statements to validate speaker's feelings and indicate empathy	"That must be really difficult." "That must have been frustrating."	☐

Toronto Catholic District School Board's *LINC 5-7 Curriculum Guideline*s, p. 313.

Sample Behaviour-Based Interview Checklist

Interview Checklist	Poor	Fair	Very Good
Overall impression of answers			✓
Choice of a story for answers			
Answers followed S/TAR format			
Use of appropriate level of formality			
Use of active listening strategies (see checklist)			
Appropriate body language (e.g., posture, eye contact, facial expression)			
Clothing and grooming			

Toronto Catholic District School Division, LINC 5-7 In the Classroom, p. 91.

Activity Plan 145

Lesson 14	🔊 🖱 **Behaviour-Based Interview**	
	55 MINUTES	HANDOUT(S): 1

Listening (Computer Activity) . . . . 55 min

- Learners watch a seven-minute mock behaviour-based interview, which is part of an online training video.

  Web Link:
  www.michigan.gov/mdcs/0,1607,7-147-6876_8241_31562-163241–,00.html: View interview only).

  Google Search Terms: "MCSC (Michigan Civil Service Commission) Behavior Based Interviews" and then enter "View interview only"

- Learners listen to the videotaped interview and answer questions on Handout 1, developed to accompany the video. Learners check their answers with their partners. In small groups followed by a class discussion, review the checklist prepared earlier and discuss what the candidate did well and what she could have improved.

Ways to Add Support

- Just use the one checklist provided as Handout 2 in **Activity 144**; go over it together as a class.

Ways to Add Challenge

- Have learners use their own checklist and complete it while they are viewing and afterwards in discussion with their partner(s).

Toronto Catholic District School Division, *LINC 5-7 In the Classroom*, p. 91.

Advanced Preparation

- Prepare photocopies of:
  - ✓ Handout 1
  - ✓ Learners need the **Activity 144** checklist that they developed (or Handout 2 from **Activity 144**)

Purpose

- Understanding, evaluating and preparing for behaviour-based interviews

Listening Comprehension Questions

Please go to the following website and choose "Interview only":
www.michigan.gov/mdcs/0,1607,7-147-6876_8241_31562-163241–,00.html

You will hear six interview questions. Please number them in the order in which they are asked.

☐ We all make decisions that turn out to be mistakes. Can you please describe a work decision that you regret making?

☐ Describe a time when you went beyond your job requirements to achieve an objective. What did you do, and what happened?

☐ Deadlines cannot always be met. Tell me about a time you missed a deadline on a project. What were the causes?

☐ Describe a major problem you have faced and how you dealt with it. Can you describe a situation in which you had to decide whether to accept or reject a recommendation?

☐ What did you decide and why, and what happened?

☐ Please tell me about a time when you had to deliver bad news to someone. How did they respond, and what did you do?

☐ Give me an example of a time you demonstrated leadership while working as part of a team. Think about a job that you had that required high attention to small details. How satisfied or dissatisfied were you with the job, and explain why.

☐ Can you tell me about a time when you had to handle an irate customer? What did you do, and what happened?

☐ Describe what you have done in the past to monitor the progress of projects and assignments, and in doing so, please provide specific examples.

☐ Change can be difficult. Please describe a time when you had to adjust to new circumstances on the job, and explain how you dealt with the situation.

Please answer the following questions:

• What do the interviewers say to introduce their questions? Give three examples.

• What does the candidate say to give herself time to formulate one of her answers?

• Which question does the interviewer ask a second time? Why?

• Which answer does the candidate most directly relate to the position of departmental analyst? How does she do this?

Please note which verb tenses the candidate uses in her answers, and give one example of each. Which form of the past tense does she use most often?

Choose one of the candidate's answers and do the following:

• Write the answer out in point form according to the S/TAR format.

• Assess the answer using the checklist developed by the class.

• Explain how the candidate tailors her answer (if she does) to fit the position for which she is applying.

Activity Plan 146

Lesson 14	Self-Assessment of Oral Language Skills ◆	
	30 MINUTES	HANDOUT(S): 1

Set-up Stage . . . . 10 min

- Return Rubrics to learners from their Practice Network Session from **Activity 130-EXT**. Discuss the event and give them time to read and process the combined feedback (self, guest, instructor).

- Ask learners how the three types of feedback differ, or how they are similar. Which type or source of feedback do they value the most and which the least? Discuss why self-assessment might be the most important. (You might point out that people don't usually give others feedback about their communication or interaction skills, so it is very important that we become our own critics!)

Self-Assessment . . . . 15 min

- Have learners work in pairs to go over the self-assessment inventory of oral language skills (CLB 7) in Handout 1. Tell them that these are the kinds of oral language tasks expected of someone who has completed an ELSA 6 (CLB 7 in Speaking and Listening).

- Discuss the need for honest appraisal:

    a) identify your strengths and weaknesses

    b) identify concrete, specific steps to developing in areas of both strength and weakness.

- Make it clear to learners that this checklist is for their own on-going self-evaluation.

Debriefing Stage . . . . 5 min

- Compare and contrast what learners found they could easily do and what seemed more difficult. Discuss practical ways to improve their oral language abilities every day, for example:

    a) talking to people on the bus (e.g., telling a story)

    b) helping someone who is lost and offering directions

    c) agree with your close friend to have an important conversation about your feelings in English

Ways to Add Support

- Go over the self-evaluation form together as a class to discuss what each category means with examples.

Ways to Add Challenge

- Have learners prepare a short report indicating which of the 3X categories they think they can do best (strength) and which 3X categories they find the most difficult. Have them identify at least one goal for improving each of the difficult categories (e.g., I will try telling a story to my landlady.)

Advanced Preparation

- Complete Rubric 1 Assessment Forms – based on the Networking Session from **Activity 130-EXT** period and return to learners. Remember to staple the strips of guest feedback and learners' self-assessment to the back of the rubric.

- Prepare photocopies of:
    ✓ Handout 1

Purpose

- Understanding how to assess their oral language skills and to improve it through systematic focus and effort

		Performance Assessment Results Learner: _____ **ELSA 6 Outcomes: Speaking and Listening: CLB 7**	
		CLB Competencies	**Comments and notes on learner's performance**
Speaking, CLB 7	I	Introduce a guest / speaker formally to a large familiar group.	
		Express and respond to gratitude, appreciation, complaint, disappointment, dissatisfaction, satisfaction and hope.	
		Confirm own comprehension.	
		Use a number of strategies to keep the conversation going.	
		Hold the floor.	
		Resume after interruption.	
		Change topic.	
		Take live phone messages with 5 to 7 details.	
	II	Give clear instructions and directions related to moderately complex familiar technical and non-technical tasks.	
	III	Give and respond to a warning; discourage others.	
		Request a word. Ask for and respond to recommendations or advice.	
		Make an extended suggestion on how to solve an immediate problem or make an improvement.	
	IV	Give a summary / report of the main points of a presentation by someone else.	
		Tell a story, including a future scenario.	
		Describe, compare and contrast in detail: two events, jobs or procedures.	
		Describe a moderately complex process.	
		Ask for and provide detailed information related to personal needs, varied daily activities and routine work requirements. (one-on-one)	
		Participate in a small group discussion/meeting: express opinions and feelings; qualify opinion, express reservations, approval and disapproval.	
		Express or ask about possibility, probability. (group interaction)	
Listening, CLB 7	I	Identify stated and unspecified details, facts and opinions about a situation and relationship of participants containing expression of, and response to – gratitude and appreciation, complaint, hope, disappointment, satisfaction, dissatisfaction, approval and disapproval.	
	II	Understand sets of instructions related to simple technical and non-technical tasks.	
		Understand simple directions on the phone.	
		Understand simple messages left on voice-mail (with 5 to 7 details).	
	III	Demonstrate comprehension of details and speaker's purpose in directive requests, reminders, orders and pleas.	
	IV	Demonstrate comprehension of mostly factual details and some inferred meanings in an extended description, report or narration when events (or stages) are reported out of sequence.	
		Identify rhetorical signals of chronological order, comparison and contrast, and cause and effect in the discourse.	

Oral Language Self-Assessment Checklist (ELSA 6 or CLB 7)

Toronto Catholic Division School Board. *LINC 5-7 In the classroom: Catherine, Carol and Milla's blank planning tools.* "Performance assessment: Carol's tools", p. 25.

Activity Plan 147-EXT

Lesson 14	✏ **Interview Session**	
	75 MINUTES	HANDOUT(S): 0

Remind Learners

- Learners should be leaving for their interviews with networking or volunteering agencies or opportunities in this EXTENSION period. Remind learners that they are responsible for preparing a self-evaluation of the interview that must include the following:

    a) **Networking Agency**: information on the networking or volunteer opportunity, including the agency and interviewer's name and contact information.

    b) **Description of Interview Session**: a brief description of what happened during the interview.

    c) **Self-Assessment**: some form of representing how well s/he feels she did in the interview, i.e., ideally, this would be the checklist that they developed in **Activity 144** earlier that day. Remind learners that you require specific feedback for their Rubric 3, which they will have to complete the following day.

    d) **Follow-up Plans**: plans or arrangements, including some sense of whether or not the learner is committed to pursuing the opportunity or not.

- This activity is not assessed with a rubric. It is self assessed through the written reflection (report, notes, checklist, etc.) that each learner creates when their interview is finished.

Advanced Preparation

- None

Purpose

- Engaging in a formal or informal interview for a networking or volunteering opportunity

Activity Plan 148

Lesson 15	**Punctuality** ◆	
	25 MINUTES	HANDOUT(S): 1

Set-up Stage . . . . 5 min

• Distribute Handout 1. Tell learners that they will choose acceptable excuses for lateness, working independently.

Activity Stage . . . . 10 min

• Learners have 10 minutes to consider acceptable excuses.

• Learners who finish early can discuss answers with others.

Discussion Stage . . . . 10 min

• Discuss possible answers with learners. Answers may not be clear-cut.

Ways to Add Support

• Go over the answers with learners as a class.

Ways to Add Challenge

• You may also want to discuss:

  Lying: Is it okay to lie?

  Blaming: Is it okay to blame someone else, such as your secretary, and what are the consequences of blaming?

  Frequency: How often can you use any of these excuses? If you find you are late for quite a few things at work, what are the consequences?

  Feedback: If Canadians are judging you for being late, how will you know this?

Advanced Preparation

• Prepare photocopies of:
  ✓ Handout 1

• Make overhead of handout

• Make an overhead of Answer Key Handout 1 if desired

Purpose

• Considering intercultural differences around punctuality, excuses for lateness, honesty and perceptions

Punctuality: Intercultural Awareness and Canadian Socio-Cultural Norms

Here in Canada, you work at a large consulting company in a professional capacity. You arrive late for a meeting. Which of the following excuses do you think would be acceptable to give to explain your lateness? This question is not asking you to identify the real reason for your lateness, but culturally acceptable reasons for being late within dominant Canadian culture.

1. I had to take my mother to the airport.

2. I had to take my friend to the airport.

3. I had an appointment with a specialist that I've been waiting six months for. She was running late and I got here as quickly as I could.

4. I had to pick up my friend from the airport and there was an accident which slowed traffic terribly.

5. I had to take my mother to the hospital.

6. I forgot about the meeting.

7. I received a very important personal call just as I was about to leave my office.

8. I received an important call from a client just as I was about to leave my office.

9. My secretary made a mistake in the scheduling.

10. I was feeling rather sick this morning, but came into work especially for this meeting after visiting my doctor.

11. I didn't sleep well last night and am kind of confused today.

12. My car broke down on the way to the meeting and I rushed to get here in a taxi.

13. My car broke down on the way here, so I got it started again and took it in to my mechanic who had a look at it.

14. There was a big party at my house last night and I only just got up.

15. I was sick over the weekend and I'm still getting caught up with my paper work.

16. My daughter's teacher asked that I come and have a chat with her today and I've just come from that.

Punctuality: Intercultural Awareness and Canadian Socio-Cultural Norms

Here in Canada, you work at a large consulting company in a professional capacity. You arrive late for a meeting. Which of the following excuses do you think would be acceptable to give to explain your lateness? This question is not asking you to identify the real reason for your lateness, but culturally acceptable reasons for being late within dominant Canadian culture.

1.

2.

3. I had an appointment with a specialist that I've been waiting six months for. She was running late and I got here as quickly as I could.

4. I had to pick up my friend from the airport and there was an accident which slowed traffic terribly.

5. I had to take my mother to the hospital.

6.

7.

8. I received an important call from a client just as I was about to leave my office.

9. My secretary made a mistake in the scheduling.

10. I was feeling rather sick this morning, but came into work especially for this meeting after visiting my doctor.

11.

12. My car broke down on the way to the meeting and I rushed to get here in a taxi.

13.

14.

15.

16.

Activity Plan 149

Lesson 15	**Canadian Work Culture: Positive Attitude** ◆	
	60 MINUTES	HANDOUT(S): 2

Set-up Stage . . . . 3 min

- Distribute Handout 2, "Canadian Workplace Culture". This reading provides support for the importance of a positive attitude when trying to fit into the Canadian workplace culture.

- Distribute Handout 1.

Reading Stage . . . . 40 min

- Learners read the passage, either independently, or they could read alternative paragraphs to one another out loud.

- Learners work in pairs to answer the questions.

Speaking Stage . . . . 12 min

- Divide learners into small groups for discussion.

- Learners compare answers and engage in discussion.

- Learners will likely want to compare George's experience with their own.

- Circulate; prompt discussion and monitor for concerns.

Debriefing Stage . . . . 5 min

- Have learners (if they are comfortable) share some of the actions that they have used to develop their understanding of Canadian workplace values.

Ways to Add Support

- Learners can work in pairs and read to one another – one paragraph at a time, stopping to check comprehension with one another.

- Provide learners with the Answer Key as they begin answering questions so that they can check if they are confused.

Ways to Add Challenge

- Learners initially work independently to answer the questions before working with a partner to compare answers.

Advanced Preparation

- Prepare photocopies of:
  - ✓ Handout 1
  - ✓ Handout 2: "Canadian Workplace Culture"

- Make an overhead of Answer Key Handout 1 if desired

Purpose

- Giving learners opportunity to reflect on Canadian workplace values and to understand the actions that demonstrate these values

Reference H

"Canadian Workplace Culture". *Immigrants and the World of Work – Tips to Help your Job Search*. (2003). page 6. Employment Services at the Immigrant Services Society of British Columbia.

The Importance of a Positive Attitude

A positive attitude is a very highly-valued workplace trait. If you have a positive attitude and are eager to learn, people want to work with you and will make concessions for you. Making an effort to understand Canadian ways of working goes a long way.

Following is a reading about a foreign-trained professional who learned the importance of attitude and trying to understand the Canadian workplace culture.

Reading: "Canadian Workplace Culture" – See Activity 149 Handout 2

(Taken from *Immigrants and the World of Work*. (2003). page 6. Employment Services at the Immigrant Services Society of British Columbia)

Answer and discuss the following questions:

1. What assumptions did George have about his ability to find work in his field in Canada when he first arrived in Canada?

   Why did he think this?

2. What is a possible reason why he wasn't he able to find work at first?

3. When he finally did find entry level jobs in his field, what happened?

   Why do you assume he was let go?

4. How do you think he felt about accepting entry-level work in the first place?

   How do you think that affected his attitude on the job?

   How do you think that affected his chances of advancement?

5. George was eventually successful at finding work commensurate with his skills and abilities. What does he attribute this to in the end?

6. Below, list the Canadian workplace values that George discovered and supporting actions:

Canadian Workplace Values	Example Action to Support the Value
For example: 1. *teamwork*	*Working as a team and doing anything that needs to be done to make the whole team look good.*

Other example actions you can think of to show support of this value:

For example:

Asking and listening to the opinion of all members of the team – including those you may see as having inferior status.

Canadian Workplace Values	Example Action to Support the Value
2.	

Other example actions you can think of to show support of this value:

Canadian Workplace Values	Example Action to Support the Value
3.	

Other example actions you can think of to show support of this value:

Canadian Workplace Values	Example Action to Support the Value
4.	

Other example actions you can think of to show support of this value:

Canadian Workplace Values	Example Action to Support the Value
5.	
Other example actions you can think of to show support of this value:	

Canadian Workplace Values	Example Action to Support the Value
6.	
Other example actions you can think of to show support of this value:	

Canadian Workplace Values	Example Action to Support the Value
7.	
Other example actions you can think of to show support of this value:	

6. Choose three more Canadian workplace values and write example actions to support these values.

Canadian Workplace Values	Example Action to Support the Value
8.	
9.	
10.	
11.	

The Importance of a Positive Attitude

A positive attitude is a very highly-valued workplace trait. If you have a positive attitude and are eager to learn, people want to work with you and will make concessions for you. Making an effort to understand Canadian ways of working goes a long way.

Following is a reading about a foreign-trained professional who learned the importance of attitude and trying to understand the Canadian workplace culture.

Reading: "Canadian Workplace Culture" – See 149 Handout 2

(Taken from *Immigrants and the World of Work*. (2003). page 6. Employment Services at the Immigrant Services Society of British Columbia)

Answer and discuss the following questions:

1. What assumptions did George have about his ability to find work in his field in Canada when he first arrived in Canada?

   He assumed that finding a job in his field would be quite easy.

   Why did he think this?

   He was confident that his accomplishments (a Master's Degree in civil engineering and a great variety of successful projects) would be the key to his success in Canada.

2. What are some possible reasons why he wasn't he able to find work at first? Brainstorm with your group.

   He didn't understand how to look for work in Canada.

   He didn't present himself in a way that was appropriate in Canadian culture.

   He didn't understand how to show appreciation for Canadian employers' values in his resume and cover letter. (employability skills)

   He was applying for similar positions to the ones he had held in his country, but he didn't have any related Canadian experience or Canadian contacts in the field.

   He wasn't willing to apply for work that he felt was beneath him.

   He didn't have Canadian accreditation and employers didn't trust or recognize his credentials.

   He was unable to talk about his skills and abilities in a way that Canadian employers expected (up to date jargon; facility with English)

   He didn't present well in an interview (Strong accent = burden on the listener; direct way of talking = lack of socio-cultural competencies; and interpersonal skills = small talk, etc.

   He didn't understand how the hidden job market worked. (Importance on making a positive impressions on people; valuing communication with others; networking, etc.)

   He didn't realize that his level of English was inadequate.

3. When he finally did find entry level jobs in his field, what happened?

    He couldn't retain the work.

    Why do you assume he was let go?

    Probably not because of a lack of technical ability, but rather a lack of socio-cultural competencies. Not understanding the Canadian workplace culture. Making an assumption that the workplace culture was the same as back in his country. Not seeking and / or understanding feedback. Not asking enough questions and showing an interest in how things are done here. Not understanding how to work in a team. Poor interpersonal skills.

4. How do you think he felt about accepting entry-level work in the first place?

    Probably not very good at first because he felt he had the technical skills for a higher position. He may have felt humiliated, depressed or desperate. He may have felt angry.

    How do you think that affected his attitude on the job?

    He probably didn't feel very good about himself. This probably showed in his body language and demeanor. He probably avoided eye contact, didn't smile very often and didn't initiate conversations. He probably refrained from asking others for help because he thought this would show weakness. He probably tried to just do his job and "stay out of trouble". Others on the job probably felt that he didn't like his job or them and that he didn't really want to be there.

    How do you think that affected his chances of advancement?

    His poor attitude and negative demeanor would have definitely harmed his chances for advancement – even though he had the technical ability. A higher job would have called for more social interaction and perhaps management of others and he didn't show any promise of being able to do these things.

5. George was eventually successful at finding work commensurate with his skills and abilities. What does he attribute this to in the end?

    A change in attitude and a better understanding of Canadian workplace culture.

6.   Below, list the Canadian workplace values that George discovered and supporting actions:

Canadian Workplace Values	Example Action to Support the Value
For example: 1. *teamwork*	*Working as a team and doing anything that needs to be done to make the whole team look good.*

Other example actions you can think of to show support of this value:

For example:

Asking and listening to the opinion of all members of the team – including those you may see as having inferior status.

Canadian Workplace Values	Example Action to Support the Value
2. Interpersonal Skills	***Learning how to relate to others who are very different from you. Not making jokes about others. Taking time to understand and respect that there are different ways of doing things.***

Other example actions you can think of to show support of this value:

Showing an interest in others. Initiating conversations and engaging in small talk.

Canadian Workplace Values	Example Action to Support the Value
3. Initiative	***Taking initiative, such as suggesting a new way of doing something. Sharing ideas when you think they will help the team or company.***

Other example actions you can think of to show support of this value:

Showing that you are willing to try new things or take on more responsibility.

Canadian Workplace Values	Example Action to Support the Value
4. Continuous Learning	***Upgrading your knowledge and skills through reading and taking various courses.***

Other example actions you can think of to show support of this value:

Canadian Workplace Values	Example Action to Support the Value
5. Commitment and Responsibility	*Sometimes taking on jobs that are not even in your job description.*

Other example actions you can think of to show support of this value:
T*aking on roles with more and more responsibility – for example, leading a team.*
Making on-the-job decisions that show consideration and respect for the company's reputation.

Canadian Workplace Values	Example Action to Support the Value
6. "Fit"	*Adapting your body language and dress code to fit with your new work environment.*

Other example actions you can think of to show support of this value:
Other example actions you can think of to show support of this value:
Picking up and using buzz words from the field.
Making an effort to engage in small talk with colleagues.

Canadian Workplace Values	Example Action to Support the Value
7. A Positive Attitude	*Trying to be positive and professional.*

Other example actions you can think of to show support of this value:
Not getting upset when things don't work as had planned. Learning from mistakes. Talking responsibility instead of blaming and complaining about others. Keeping negative thoughts to yourself and sharing ways to make the situation better.

(Taken from *Immigrants and the World of Work* (2003), page 6. Employment Services at the Immigrant Services Society of British Columbia)

Canadian Workplace Culture

Immigrants looking for work or career advancement might be more successful in their efforts after gaining a greater understanding of Canadian workplace culture. Behaviours that are acceptable and expected in the Canadian workplace may be quite different from the values and expectations that are common in immigrants' countries of origin. While only one example, George's experience illustrates some common Canadian workplace values:

George, a former project manager in the field of civil engineering, came to Canada five years ago. Since he had a master's degree in civil engineering and a great variety of successful projects to add to his accomplishments, he felt confident that finding a job in his field would be quite easy. However, his job search took quite a bit longer and was much more painful than he had anticipated. Finally, George was able to land an entry-level job in his field. Unfortunately, he was not able to retain it for long. This experience was repeated with his second job, which he lost again within a short time period. Five years later and now successfully employed, George admits that it took him two years to realize that the reasons for his previously unsuccessful job search and job retention were related to his attitude and his lack of understanding of the Canadian workplace culture.

This is what George came up with:

- "In the past, I was very competitive with co-workers because that's what was expected in my past jobs. Since I became aware of how much team work is valued in Canadian workplace culture, I work as a team member and do anything that needs to be done in order to make the whole team look good."

- "I have improved my communication skills and learned how to relate to people who are very different from me. I no longer make the kind of jokes or comments that I made in the past, and I take much more time to understand and respect different ways of doing things."

- "When I take initiative, such as suggesting a new way of doing something, I try to acknowledge that there are many ways of doing a task and make an effort to be clear about what I am suggesting. My boss appreciates the initiative I take to improve systems at work and has implemented many of my ideas."

- "I take initiative in upgrading my knowledge and skills through reading and taking various courses, and I continually try to increase my self-awareness. Learning about myself and how I am with others is really important to me."

- "Sometimes I do tasks that are not even in my job description. My boss knows that I have a strong commitment to our company and she appreciates me for that."

- "I have even adapted my body language and my dress code to fit with my new work environment. You can be different at work – but you still need to fit in."

- "I try to be positive and professional – and believe me, it works! Your attitude is the key to your career success."

According to many surveys, having the right attitude is the most valued workplace trait. All workplaces have different norms and expectations, and new workers can help themselves by being aware of what others are doing, and by asking questions to clarify what they are learning. For more information on succeeding in the Canadian workplace, try Canada WorkInfoNet at http://workinfonet.ca or www.jobsetc.ca.

Activity Plan 150

Lesson 15	✏ **Sharing Interview Self-Assessments**	
	60 MINUTES	HANDOUT(S): 1

Set-up Stage . . . . 5 min

- Review the criteria learners are to include in their self-assessments (see **Activity 147-EXT**).
- Learners may wish to use the following from yesterday to support their self-assessments:
  - ✓ Checklists for analyzing Behaviour-based Interviews
  - ✓ Active Listening Strategies – Personal Checklist
  - ✓ Oral Language Self-Assessment Inventory

Self-Evaluation Stage . . . . 15 min

- Give learners time to prepare self-assessments of their interview experiences. They should decide the format of their notes or report. They are then to complete the rubric called Component 3b: Interview (Self Assessment) in Handout 1. Learners fill in the rubric to assess how they did during the interview. They use their notes or the Self-Assessment report they wrote after the interview to help them fill in the rubric and as evidence for their marking choices.

Discussion Stage . . . . 30 min

- Learners work in groups of two or three to share their interview experiences and self-evaluations.

Debriefing Stage . . . . 10 min

- Have learners share experiences and self-assessments with the whole class if they are willing and comfortable.

Advanced Preparation

- Make sure learners have:
  - ✓ Notes from their interviews
  - ✓ Forms and checklists from yesterday
  - ✓ Rubric b from Component 3 (of Module 3) found here as Handout 1 or in **Activity 94**.

Purpose

- Learning to apply self-assessment in evaluation interview experiences

NAME: _____ CLASS: _____

Rubric for Component 3b: Interviewing (Self-Assessment)

		(1) Developing (CLB 6)	(2) Adequate (CLB 7)	(3) Fluent (CLB 8)	(4) Advanced (CLB 9)	Assessment
Holistic Criteria	**Assessing Interaction**	Communicates with some confidence in routine social situations and presents concrete information in some detail about familiar topics of personal relevance.	Communicates comfortably in most common daily situations, and presents concrete and some abstract information on familiar topics.	Communicates with confidence in most daily routine social and work situations and presents concrete and some abstract information on familiar topics.	Communicates with some confidence in challenging non-routine work and social situations and presents information about complex, abstract, general topics.	**CLB** = (holistic criteria)
Analytic Criteria	**Indicator 1: Listening**	**Interacting with Others** - Identifies facts and opinions. - Identifies expressions of openings, pre-closings, closings and leave-takings.	**Interacting with Others** - Understands the intent of expressions and responses. - Identifies situations, relationships, mood and attitudes.	**Interacting with Others** - Identifies situations and relationships between participants. - Identifies speakers' purpose and intent. - Identifies nuances in attitude, emotional tone and register.	**Interacting with Others** - Understands main intent and some implied meanings in complex communication. - Appropriate register (formality) for context, status, and relations.	
	Indicator 2: Speaking	**Interacting with Others** Participates in routine social conversation: Opens and maintains a short formal conversation; closes with three steps (pre-closing, closing, leave-taking).	**Interacting with Others** Participates in less routine social conversations for a range of purposes (appreciation, complaints, satisfaction, dissatisfaction, hope).	**Interacting with Others** Participates in less routine social conversations for a range of purposes (such expressing and responding to empathy, clarifying conflicts, and providing reassurance.	**Interacting with Others** Manages a range of personal and business interactions to respond to needs, feelings, attitudes. - Uses appropriate assertive communication strategies.	
	Socio-Cultural 1	Expresses and responds to small talk. Encourages conversations by adding supportive comments. Provides appropriate apologies and explanations.	Introduces a personal formally to a group (appropriate to situation). Asks follow-up questions to keep the conversation going.	Introduces guests. Expresses and responds to sympathy, formal toasts or welcomes, minor conflicts or complaints.	Uses a range of polite expressions to show or respond to respect and friendliness.	
	Socio-Cultural 2	**Developing**: Takes turns by interrupting appropriately	**Adequate**: Holds the floor, keeps the turn and resumes conversation after interruptions. Changes the topic appropriately.	**Fluent**: Encourages others to participate. Uses appropriate levels of formality.	**Advanced**: Uses appropriate non-verbal behaviours to keep conversation engaged.	
	Strategic	**Developing**: Indicates partial comprehension by asking clarifying questions.	**Adequate**: Confirms own comprehension by repeating or paraphrasing.	**Fluent**: Asks follow-up questions to keep conversation going.	**Ability to use** strategies to address or prevent communication breakdown.	
	Vocabulary	**Developing** use of vocabulary in discussions relevant to occupation or profession.	**Adequate** use of vocabulary in discussions relevant to occupation or profession.	**Fluent** use of vocabulary in discussions relevant to occupation or profession.	**Fluent and extensive** use of vocabulary in discussions relevant to occupation or profession.	
	Pronunciation	**Developing** intelligible and effective pronunciation (self-corrects when communication breaks down because of pronunciation).	**Adequate** intelligible and effective pronunciation (occasionally interrupts communication).	**Fluent** intelligible and effective pronunciation (seldom interrupts communication).	**Advanced** intelligible and effective pronunciation (never interrupts communication).	

COMMENTS:

Activity Plan 151

Lesson 15	🖱 **Module Feedback**	
	30 MINUTES	**HANDOUT(S): 1**

- Email a copy of the electronic project feedback form to the learners and ask them to fill it out and email it back to you.
- To make changes to the document, the password to unlock it is:
  pass4efw
- For more instructions on changing the feedback forms, see the Instructor's Guide.
- Handout 1 is an example of what the learners will will receive from you in electronic form. Use it, if you like, to go over the feedback questions in class.

Advanced Preparation

- Prepare photocopies of:
  ✓ Handout 1 (if desired)
- Prepare the password protected project feedback form to email to the learners.

  It is available on the course disk.

Module 3 Language for Career Planning: Feedback Form

Complete the feedback form and email it to your instructor as an attachment. This is an opportunity for you to give feedback on the materials and activities for this module. It is not an evaluation of your instructor. When your instructor emails you this form, you need to save it first, then complete the form and save it again before emailing it back to your instructor.

In order to choose an answer, click on the grey box, and then click on the answer. In order to type a comment, click on the grey comments box and begin typing. Use the tab key to move between boxes.

1. For the introduction to language for career planning (**Activities 75** and **76**)

   I received enough information. choose one answer

   COMMENTS: type any comments here

2. For the introduction to lifelong learning (**Activities 80**, **100**, **131**, **132**, and **133**)

   I received enough information. choose one answer

   COMMENTS: type any comments here

3. The web searching activities in **78**, **84**, **87**, **91** and **112** were an effective way to practise applying and accessing what I need for career planning.

   I received enough information. choose one answer

   I spent enough time practising using the model. choose one answer

   COMMENTS: type any comments here

4. For self-promotion (Activities **86**, **106**, **111**)

   I received enough information. choose one answer

   I spent enough time practising with the model. choose one answer

   COMMENTS: type any comments here

5. For interview preparation (**Activities 127**, **129**, **142**, **147**, and **150**)

   I received enough information. choose one answer

   I spent enough time practising with the model. choose one answer

   COMMENTS: type any comments here

6. For networking (**Activities 94**, **95**, **103**, **104**, **123** and **130**)

   I received enough information. choose one answer

   I spent enough time practising with the model. choose one answer

   COMMENTS: type any comments here

7. For the job search dossier (**Activities 85**, and **113**)

    I received enough information. choose one answer

    I spent enough time practising with the model. choose one answer

    COMMENTS: type any comments here

8. For goals setting and SMART planning (**Activities 81**, **83**, **134** and **135**)

    I received enough information. choose one answer

    I spent enough time practising with the model. choose one answer

    COMMENTS: type any comments here

9. For being assertive and showing initiative (**Activities 101**, **102**, **114**, **115** and **135**)

    I received enough information. choose one answer

    I spent enough time practising with the model. choose one answer

    COMMENTS: type any comments here

10. For creating an Action Plan detailing my lifelong learning goals (**Activities 134** and **139**)

    I received enough information. choose one answer

    I spent enough time practising with the model. choose one answer

    COMMENTS: type any comments here

11. Overall, I found the learning activities very helpful in preparing me planning for my career development.

    choose one answer

    COMMENTS: type any comments here

12. For being able to use active listening while conducting interviews (**Activity 119**, **143**, **144**, and **147**)

    I received enough information on active listening. choose one answer

    I spent enough time preparing and practising for active listening. choose one answer

    I was successful at active listening during the interview. choose one answer

    COMMENTS: type any comments here

13. For cultural points such as talking about personal attributes, being helpful and approachable, risk taking, manners and hygiene, and positive attitude : (**Activity 86**, **98**, **107**, **128**, and **149**)

    I received enough information. choose one answer

    I spent enough time practising with the model. choose one answer

    COMMENTS: type any comments here

14. Overall, what was useful about this project for you?

    COMMENTS: type any comments here

Activity Plan 152-EXT

Lesson 15	🖱 **Module Feedback, etc.**	
	75 MINUTES	**HANDOUT(S): 0**

Learners can use this time to complete the module feedback and email it to you.

You can take the time to meet with them and review their self-assessments on both their interviews and networking sessions.