

**A Job Search Brochure**

**Level 3, Sample 1**

**Q:** How can I get more experience and develop new skills?

**A:** There are two great ways to get more experience and develop new skills: night courses and volunteering.

Night courses provide classes on many different subjects that are useful for the work force. These are great ways to learn more and take place in many different communities, just ask for municipality for more information.

Volunteering is a great way to gain experience and improve your community. Not only is it good for you, it also looks great on your resume!

**Q:** Where can I find more on searching for a job?

**A:** You can find more on searching for a job at your local Human Resources Development Office or by visiting some of these web sites:

- Ontario Work Info Net  
[www.on.workinfolnet.ca](http://www.on.workinfolnet.ca)
- Career Gateway  
[www.youthjobs.gov.on.ca](http://www.youthjobs.gov.on.ca)
- CanLearn  
[www.canlearn.ca](http://www.canlearn.ca)

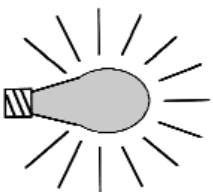
**SOURCES USED:**

- "Trends for the Future"  
Southern Ontario First Nations Career Fair, 2001

- Classroom Notes  
May 15, 2001



**Finding a Job**



**Q:** What jobs should I look for?

**A:** In the end the jobs you look for should depend on your interests, what you want to do, and what you're good at.

However, you may not know these things. No problem. There are many different ways that you can assess yourself to find out these things. You can utilise:

- APTITUDE TESTS
- SKILLS INVENTORIES
- PERSONALITY TESTS
- INTEREST INVENTORIES

You can find these tools in many different places. They can be found at your high school guidance office, a human resources office, a Development Canada office, a private career counsellor, or on the internet.

**Q:** What are some of the "hot" jobs and skills needed in the near future?

**A:** In the near future, certain jobs will be in greater need because of today's trends.

Globalisation is making worldwide communication and trading easier every day. This trend is making the need for jobs like telecommunications, travel management, and foreign language interpretation much higher.

Another example of a big trend is how the population in Canada is aging. This is making the need for jobs like home care services, household repairs, and golf and leisure activities higher as well.

One of the skills that is needed for future employment is computer skills. Today, computers are everywhere.

**Q:** I've never looked for a job before. What should I do?

**A:** If you have never searched for a job before there are some certain things that you should do. Send your resumé out as soon as possible to the locations you want to work at. Follow up with a phone call to the owner/manager to show him/her you really want the job.

Use the internet to find more information about jobs you want and/or apply for them.

Network! This is very important to do. Talk to everyone and let them know you're looking for a job. Most jobs today are never advertised because they are filled by a "known" person.

## Teacher's Notes

### Knowledge/Understanding

- The student demonstrates a considerable degree of understanding of the process of finding work (e.g., cites a range of job search techniques, including using the Internet to get more information, networking, and sending out résumés and later following up on them with employers).
- The student demonstrates a considerable degree of understanding of the purpose of self-assessment strategies (e.g., directs readers to take aptitude, skill, personality, and interest tests to find out what kinds of jobs they are suited to).

### Thinking/Inquiry

- The student describes the influence of societal and economic trends on the job market with considerable accuracy (e.g., explains that globalization and the aging population mean increased numbers of jobs in such areas as telecommunications, travel and leisure, and home care services).

### Communication

- The student communicates information with considerable clarity by using well-structured sentences in coherent and well-ordered paragraphs (e.g., the answer to the question on “hot” jobs).
- The student communicates in a style that has considerable appropriateness to and effectiveness for the target audience, as illustrated by the following:
  - Choice of fonts and consistent visual formatting enhance the brochure’s appeal (e.g., use of the same “friendly” font for headings and repeated “Q”s and “A”s).
  - The choice of language is geared to the target audience (e.g., reference to “hot” jobs and skills; “... you may not know these things. No problem.”).
  - The use of the first person (e.g., “I’ve never looked for a job before. What should I do?”) makes the brochure engaging.

## Application

- The student constructs questions and answers that have considerable relevance for job seekers, as illustrated by the following:
  - The questions are pertinent and the answers are informative and practical (e.g., “How can I get more experience and develop new skills?” and its answer, which describes two ways of doing so).
  - The brochure provides considerable information on a variety of subjects related to the job search process (e.g., “Volunteering is a great way to gain experience and improve your community. Not only is it good for you, it also looks great on your resume!”).

## Comments/Next Steps

- The student has provided good ideas and helpful advice for young people seeking employment.
- The size of the font could be decreased to help keep the text within the borders of the panels, and a few more graphics could be inserted to enliven the brochure and improve readability by breaking up the text.

**A Job Search Brochure**

**Level 3, Sample 2**

**What are some tips for an interview?**

**Interview Do's**

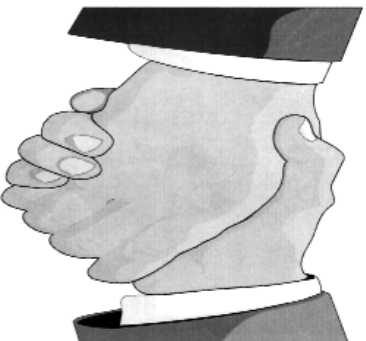
- ★shake the interviewer's hand firmly
- ★dress formally
- ★show energy and enthusiasm for the job that you are applying for
- ★make good eye contact, and listen closely to the interviewer
- ★answer all the questions with honesty, and take the time to think over your answer if you need to

**Interview DON'Ts**

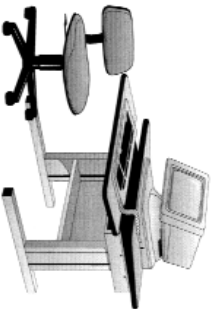
- ★don't chew gum
- ★don't be late
- ★don't be negative about past employers, or other people
- ★don't answer questions with a "yes" or a "no". Expand your answers with explanations or experiences
- ★don't act too shy, or too aggressive

**Sources used:**

- ★notes
- ★A Guide for Youth -page 5 -page 12
- ★Careers 10 ; page 3



**HOW TO  
FIND A  
JOB AND  
KEEP IT**



**What steps should I follow to find a job?**

- ★apply for your social insurance number
- ★do self-assessment tests to find out more about yourself
- ★do some volunteer work for more experience
- ★create a resume
- ★look for advertised jobs and apply for them
- ★drop off your resume at many businesses and fill out application forms
- ★prepare for job interviews
- ★write a thank you letter to the interviewers thanking them for their time, and reminding them of your skills and qualifications
- ★KEEP TRYING!!!

**What are job market trends?**

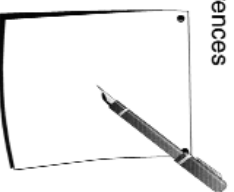
Understanding job market trends helps us choose what jobs we want to enter into. Economic and societal trends that influence our job choices are the aging population, an emphasis on healthy living, a large population group with increased leisure time, and environmental awareness. Also, globalization is a big trend today. Canadian companies produce many products and services for the global market. The most important trend in the job market is information technology, and more people are needed to work in related industries. One disadvantage of the technological advances is downsizing, because telecons, email, fax, voicemail, etc., save alot on labour.

**Why is it a good idea to do self-assessment?**

Self-assessment is a kind of review of yourself. The process of self-assessment includes quizzing yourself to discover your interests and skills. Understanding yourself is an important step before you consider starting a career. It is a way to be open and honest in evaluating yourself – your skills, values, influences, experiences and personality – to discover the "real" you. Everyday you have opportunities to assess yourself, for example, how you did on school assignments, what you handled well. Many self-assessment tests are available on the Internet. Reflecting on who you are will help you narrow down your job search.

**What steps do I need to follow to make a good resume?**

- ★make it easy to read, and organized
- ★use good quality, white paper
- ★make sure that you do not exceed more than 2 pages long
- ★use dynamic words to describe your good skills and qualities
- ★have someone edit your grammar and spelling errors before hand
- ★make sure to include the following: contact information, career objective, skills and/or accomplishments, work experience, education and references



## Teacher's Notes

### Knowledge/Understanding

- The student demonstrates a considerable degree of understanding of the job search process (e.g., information supplied in answer to the question “What steps should I follow to find a job?” is comprehensive and presented in a logical order).
- The student demonstrates a considerable understanding of the purpose of self-assessment strategies in finding a job. He or she says self-assessment helps you to “discover the ‘real’ you” by “evaluating yourself – your skills, values, influences, experiences and personality”, and says that “Reflecting on who you are will help you narrow down your job search.”

### Thinking/Inquiry

- The student describes the influence of economic and societal trends on the job market with considerable accuracy, referring to a number of trends (i.e., the aging population, a greater emphasis on healthy living, increased leisure time, environmental awareness, globalization, growth of technology), as well as to the effects of such trends on the job market (e.g., more jobs in technology; “downsizing, because telecoms, email, fax, voicemail, etc., save alot on labour”).

### Communication

- The student communicates information with considerable clarity, particularly through the use of lists (e.g., the interview tips are informative, concise, and clearly expressed).
- The student communicates information with considerable appropriateness to and effectiveness for the target audience, both through the use of simple, direct language and through the brochure’s visual appeal (e.g., headings are laid out well, good use is made of bulleted lists, graphics are well placed).

## Application

- The student constructs questions and answers that have considerable relevance for job seekers, as illustrated by the following:
  - The answers to the questions about the job search and résumé writing contain much practical advice.
  - The sequencing of questions is logical and effective (e.g., “What steps should I follow to find a job?” precedes the question about the résumé, which, in turn, precedes the one about interviews).

## Comments/Next Steps

- The student provides useful, practical information for young people seeking work.
- In addition to listing a number of job market trends, the student should provide examples of opportunities and careers that have been created by these trends.
- The student should make sure that the title and headings accurately represent the content of the text (e.g., the title wrongly implies that information will be provided on how to keep a job).
- The student should proofread carefully to eliminate occasional errors in grammar and spelling.