

Job Interviews

Topic Development Ideas

Classes might want to learn more about...

- appropriate body language and gestures
- calling a company to request information
- employer expectations at an interview (e.g., degree of formality, preparedness for the interview)
- illegal questions
- importance of emphasizing personal qualities
- thank-you letters after interviews
- tier interviews (e.g., initial screening on the telephone, first interview)
- tips for interview presentation (e.g., attire, posture, etc.)
- types of interviews (e.g., one-on-one, panel interviews, telephone interviews)
- volunteering to gain Canadian experience

Strategies for Learners

Learners find it useful to...

- learn how to discuss weaknesses in a positive way
- learn strategies to refuse politely to answer illegal or embarrassing questions
- practice a mock interview and tape for review
- prepare a list of adjectives to describe own personal qualities
- rehearse cold calling
- research information (e.g., annual report, web site) about a company before going for an interview and prepare comments about the company
- use notes and personal data cards to memorize, and rehearse interview answers
- use repetition, rephrasing to clarify information

Resources for Developing and Teaching Topic

- 📖 *A Toolbox for ESL Tutors*: Unit 1, “Finding a Job”
- 📖 *Canadian Concepts 4, Second Edition*: Unit 10, “Getting a Job”
- 📄 employment interview brochures from Human Resources Development Canada
- 📄 industry publications, annual reports, publicity materials
- 📖 visit local libraries or human resource centres to research business directories such as:
 - 📖 *National Directory of Service Companies*
 - 📖 *Scott’s Directory*
 - 📖 *The Official Canadian Fax Directory*
- 👤 *Are You Ready? Looking for Work in Canada*
- 👂 *CLB Listening/Speaking Resource*: Stage II, Workplace dialogue 38
- 🌐 211Toronto.ca: <http://www.211toronto.ca> (Employment, education, training)
- 🌐 Monster.ca: <http://www.monster.ca>
- 🌐 Nextsteps: <http://www.nextsteps.org> (Job Search and Interviews)
- 🌐 Settlement.org: <http://www.settlement.org> (Employment, Job Search)
- 🔍 job interview, employment interview

Job Interviews

Topic Outcomes (CLB 4, 5)

Possible outcomes for this topic:

- 👂 express non-comprehension by asking for clarification and repetition
- 👂 give a detailed description of past work experiences and education
- 👂 ask for and give information
- 👂 understand factual details and some implied meanings in a descriptive or narrative text
- 📖 find information in an authentic directory
- 📖 get information from a short business notice (e.g., job posting)
- 📖 get information from a simple two- to three-paragraph text
- ✍ write a short one-paragraph business letter
- ✍ write a one-paragraph description of a past experience

Language Focus

Items to help learners achieve the outcomes:

- vocabulary (*strengths, weaknesses, asset, benefits, hobbies, hire, qualities, goals*)
- adjectives to describe personal qualities
- modals: requests, ability, inability
- prepositional phrases of location and time
- verbs to describe past work experiences
- verb tenses: simple and continuous tenses
present perfect tense
- pronunciation: -ed endings
/d/ (organized), /t/ (worked), /əd/ (tested)

Sample Tasks

1. Role-play a panel interview. Interviewers evaluate interviewee using a checklist.
2. Listen to a taped job interview and match to best responses in a list of possible answers.
3. Read a list of interview questions and match to a list of appropriate answers.
 - 📖 **Experienced:** Open two instructor-made files: a question and an answer document. Copy sample job interview answers from one document and paste them under the relevant questions in the other. Preview and print for peer evaluation. (See <http://alphaplus.ca/linc/activities.htm> [Job Search Answers and Job Search Questions] for a sample activity.)
 - Skills:** Open, Copy, Paste, Working with Multiple Files, Print Preview, Print
4. Write a thank-you letter to an interviewer.

Additional Tasks

- 👂 ELLIS – Intro – **Looking for a Job – Sections 3, 4, 5**
- 👂 ELLIS – Senior Mastery – **Job Hunting – I think I'll give them a call, You can stop by for an interview**
- 👂 ELLIS – Senior Mastery – **Job Interview**
Skills: Open/Close Application, Select and Navigate Through Options, Mouse Skills

Job Search

Topic Development Ideas

Classes might want to learn more about...















- application forms (paper and on-line)
- bilingualism as a requirement for jobs in national companies or the federal government
- common steps in job-search process
- community resources for job search
- differences between job search in Canada and other countries
- discrimination in finding employment (systemic, non-systemic)
- employer expectations in Canada
- employment interviews in Canada, including different interview formats, types of questions, illegal questions
- hidden job market
- importance of networking
- job postings on the Internet
- volunteer work to obtain Canadian experience
- ways to overcome frustration and discouragement

Strategies for Learners

Learners find it useful to...

- establish networks within their own cultural community
- get help from others (e.g., employment counsellors, teachers)
- have their documents translated and assessed
- learn about resumé and cover-letter software and wizards
- learn how to fax or e-mail attachments
- look up businesses in the Yellow Pages, on-line, and in directories
- organize and keep daily records of places they have been to
- post resumé on the Internet
- prepare a resume
- see sample resumé, cover letters, application forms
- set realistic goals and objectives

Resources for Developing and Teaching Topic

-  *Business Communication Games*: “How to Get That Job”
-  *Canadian Concepts 4, Second Edition*: Unit 10, “Getting a Job”
-  *Ontario Reader 2001*: “How much do Canadians make?”
-  *Words We Use*: Unit 5, “Employment”
-  community-based resumé clinics and employment services
-  employment resource centres
-  *Are You Ready? Looking for Work in Canada*
-  Human Resources Development Canada: <http://www.hrdc-drhc.gc.ca>
-  Monster.ca: <http://www.monster.ca>
-  Nextsteps: <http://www.nextsteps.org> (Job Search and Interviews)
-  Ontario Ministry of Education: <http://www.edu.gov.on.ca/eng/career/resume.html>
-  Possibilities Project: <http://www.poss.ca>
-  Settlement.org: <http://www.settlement.org> (Employment, Looking for a Job)
-  **job search Canada, job interview**

Topic Outcomes (CLB 4, 5)

Possible outcomes for this topic:

- 👂 express non-comprehension by asking for clarification and repetition
- 👂 ask for and give information in an enquiry related to job search
- 👂 understand factual details and some implied meanings in a dialogue containing simple advice or suggestions relating to job search
- 📖 find information in an authentic directory
- 📖 get information from a simple two- to three-paragraph text
- ✍ fill out an employment-related application form with up to 20 items
- ✍ write a one-paragraph description of past work experiences and plans for the future, giving reasons

Language Focus

Items to help learners achieve the outcomes:

- vocabulary (*functional resumé, chronological resumé, extracurricular activities, curriculum vitae, employment resource centre, counsellor*)
- adjectives
- adverbs
- gerunds and infinitives (*I'm good at..., I like to...*)
- modals: requests, suggestions, advice
- questions: wh-, embedded, tag
- verbs to describe skills (*organized, managed, taught, developed*)
- verb tenses: present continuous, simple past, present perfect, future with *going to*
- pronunciation: word stress in three- and four-syllable words (*functional, resumé, chronological, curricular*)

Sample Tasks

1. Jigsaw: In groups, read about different aspects of the job search process in Canada. Regroup, present your information, and ask and answer ques.
2. Listen to suggestions for finding a job. Answer true/false questions.
3. Read a cover letter and resumé and complete a table containing the following titles: Educational Background, Skills, Interests.
4. Write a description of the kind of job you would like and give reasons.

Additional Tasks

- 📖 **Novice:** Create a simple resumé by following a given format. Preview and print for group or peer evaluation/editing.
Skills: Bullets, Font, Font Size, Resumé/Cover Letter Templates, Print Preview, Print
- 📖 **Advanced:** Examine an unformatted instructor-made resumé and format using different tools (Alignment and Font). Preview and print for comparison with classmates.
Skills: Font, Font Size, Underline, Bold, Text Alignment, Insert Bullets and Numbering

Skills Assessment

Topic Development Ideas

Classes might want to learn more about...


- barriers to employment for immigrants
- cultural differences in valued personal qualities
- how personal qualities affect professional relationships
- labour market information
- occupations relevant to their field of work
- self-assessment analysis (e.g., interests, needs, values, attitudes, and job expectations)
- skill types (e.g., personal, job-specific, hard, soft, transferable)
- translation and assessment of foreign academic credentials

Strategies for Learners

Learners find it useful to...


- consult reference texts (e.g., National Occupational Classifications, Ontario Job Futures) for information about own occupation
- do a self-assessment checklist inventory to identify personal skills
- have someone videotape them while practicing for an interview
- learn how to make positive statements about their skills and job experience
- prepare to talk about own skills (soft and transferable)
- role-play job interviews

Resources for Developing and Teaching Topic


 *I Can Do the Job Very Well*


 *New Interchange 3: Unit 2, “Career moves”*


 *Words We Use: Unit 5, “Employment”*

 invite speakers to share job profiles based on class interest


 visit local libraries to research occupational directories

 Canada Prospects: http://www.careerccc.org/products/cp_99_e/index.html

 Essential Skills Profiles: <http://www15.hrhc-drhc.gc.ca>

 National Occupational Classification: http://www.worklogic.com:81/noc/splash2_e.html

 Ontario Job Futures 2000: http://www.on.hrhc-drhc.gc.ca/english/lmi/eaid/ojf/ojf_home_e.html

 Possibilities Project: <http://www.possibilitiesproject.com>

 Settlement.org: <http://www.settlement.org> (Employment, Job Search)

 World Education Services: <http://www.wes.org>

 skills assessment, employability skills, job search

Skills Assessment

Topic Outcomes (CLB 4, 5)

Possible outcomes for this topic:

- tell a detailed story about past work experiences
- give a detailed description of own strengths and weaknesses
- ask for and give information in an inquiry about skills assessment
- understand factual details and some implied meanings in a descriptive or narrative text
- get information from a two- or three-paragraph text
- write a one-paragraph description of experience or events in the past and plans for the future, giving reasons

Language Focus

Items to help learners achieve the outcomes:

- vocabulary (*soft skills, transferable skills, personal skills, characteristics, personality traits*)
- verbs for skills (*coordinate, troubleshoot, design, develop, manage*)
- adjectives related to personal qualities (*honest, hard-working, conscientious*)
- expressions of time, frequency
- gerunds and infinitives
- phrasal verbs
- questions: yes/no, wh-, embedded
- verb tenses: simple present, simple past, present perfect, future with *going to*
- pronunciation: stress in content or function words (*I can **type** and use a **computer**, I can't drive a truck*)

Sample Tasks

1. Interview a partner about past work experiences and responsibilities.
2. Listen to a biography of someone and identify her/his hard and transferable skills.
3. Read a short story about someone's personal accomplishments. Answer questions about her/his skills and identify appropriate jobs.
4. Write a paragraph describing personal skills and plans for future employment.

📄 **Novice:** Word-process Language Task 4. Follow instructions to enhance document. Print for peer evaluation.

Skills: Save As, Font, Font Size, Font Style (Bold, Underline, Italics), Print

📄 **Experienced:** Create a table with three headings: Personal Skills, Transferable Skills, Job-Specific Skills. Insert skills under each heading. Write a paragraph describing how the skills were used in the past. Preview and print.

Skills: Insert and Format Table, Table AutoFormat, Keyboarding, Print Preview, Print