

# Employment ■ Job Interviews

### **Classes might want to learn more about ...**

- ① the importance of emphasizing personal qualities (i.e. selling yourself)
- ① employment interviews in Canada including different formats, illegal questions
- ① telephone interviews; telephone etiquette
- ① tier interviews (i.e. initial screening on the telephone, first interview)
- ① information interviews (i.e. calling a company to request information)
- ① appropriate attire for interview
- ① the importance of volunteer work to gain Canadian experience
- ① body language and gestures appropriate for interview situations (e.g. eye contact)
- ① employer expectations in Canada (i.e. degree of formality, preparedness for the interview)
- ① letter format for writing thank-you letter

### **Learners find it useful to ...**

- ◇ use repetition, rephrasing to clarify information
- ◇ learn strategies to refuse politely to answer illegal or embarrassing questions
- ◇ use notes and personal data cards to summarize, memorize and rehearse interviews
- ◇ research information (e.g. annual report) about a company before going for an interview and prepare comments about the company
- ◇ practise a mock interview on tape
- ◇ prepare a list of adjectives to describe own personal qualities
- ◇ rehearse cold calling

## **Suggested Resources**

*How to Prepare for an Employment Interview*

*Looking for Work in Canada*

Visit local libraries or human resource centres to research business directories such as:

*Scott's*

*National Directory of Service Companies*

*The Official Canadian Fax Directory*

*Dun & Bradstreet*

Industry publications, annual reports, publicity materials, etc.

Employment interview brochures by Human Resources Development Canada

Simulated job interview: <http://www.thrall.org/interjob.html#interview>

The Hot Seat: <http://www1.kaplan.com/view/article/0.1898.2562.00.html>

<http://cafe.sdc.uwo.ca/resumeinfo.html>

 **job interview, employment interview**

# LINC 4

## Employment ■ Job Interviews

### Topic Outcomes

**By the end of this topic, learners will be able to:**

- ask and answer interview questions
- describe past experiences and future goals in a job interview in person or on the telephone
- ask for clarification and repetition during job interview
- express necessity and reason in a job interview
- identify main ideas in text about illegal/inappropriate questions in job interviews
- write a business letter

### Language Focus

**Items to help learners achieve the outcomes:**

- vocabulary (*strengths, weaknesses, asset, drive*)
- vocabulary: stative verbs (*thought, understood, observed*)
- vocabulary: action verbs (*coordinated, organized, followed*)
- simple and continuous tenses
- modifying adjectives and adverbs
- past, present, and future time references
- prepositional phrases of time and location
- subject-verb agreement
- basic letter writing conventions
- pronunciation: -ed endings

### Sample Language Tasks

1. Role-play a job interview in person or on the telephone. Learners evaluate interviewee using a checklist.
2. Read a job interview dialogue and identify illegal questions.
3. Write a thank you letter to an interviewer.

### Sample Computer Tasks

**Computer Levels:** Novice-Advanced

**Computer Skills:** Copy and Paste; working with multiple files, Print Preview, Print

**Experienced/Advanced:** Copy sample job interview answers from one file and paste them under the relevant questions in another file. Print for peer evaluation.

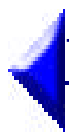
**Computer Skills:** Open/Close application, select and navigate through options, mouse skills

**All levels:**

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



# Employment ■ Job Search Tools

### ***Classes might want to learn more about ...***

- ① different types of resumes, current formats
- ① different types of cover letters, current formats
- ① types of letter formats
- ① employer expectations in Canada
- ① scanning format (i.e. format used in scanners to input documents)
- ① common steps in job search process
- ① how to look for a job (i.e. cold calling, networking, Internet search)
- ① differences between job search in Canada and other countries
- ① resume clinics
- ① the importance of networking
- ① the hidden job market

### ***Learners find it useful to ...***

- ◇ see sample resume, cover letters, application forms
- ◇ compile current job search terminology and use them in developing job search tools
- ◇ practise identifying common mistakes in sample job search tools
- ◇ identify which type of resume best displays their strengths
- ◇ learn about resume and cover letter software and wizards
- ◇ learn how to fax, email documents or send attachments
- ◇ organize information in resume to emphasize strengths
- ◇ post resume on the Internet

### **Suggested Resources**

Community-based resume clinics

Community-based employment services

*Looking for Work in Canada*

Employment Resource Centres

Place a resume on line: <http://www.jobshark.com/resumwiz.html>

<http://www.thrall.org/interjob.html#resumes>

[http://www.stetson.edu/~rhansen/resume\\_samples.html](http://www.stetson.edu/~rhansen/resume_samples.html)

<http://worksearch.gc.ca/cgi-bin/framer.pl?browser=frames&lang=E&uid=7839>



**resume, cover letter**

# LINC 4

## Employment ■ Job Search Tools

### Topic Outcomes

**By the end of this topic, learners will be able to:**

- describe past work experiences in detail
- ask and answer questions about personal skills, past work experience, and education
- get specific information from job ads by scanning
- follow written instructions for filling out job application forms
- fill out employment-related application forms
- describe past work experiences and plans for the future in writing

### Language Focus

**Items to help learners achieve the outcomes:**

- vocabulary (*functional resume, chronological resume, extra-curricular activities, full block letter, curriculum vitae*)
- simple tenses
- adjectives and adverbs
- sequence markers
- wh-questions in the past
- relationship between paragraphs (opening, body, closing)
- punctuation and capitalization
- basic letter-writing conventions

### Sample Language Tasks

1. Role-play request for a job interview in person or on the telephone.
2. Scan classifieds or job descriptions to locate job ads relevant to own skills; scan sample relevant resumes and decide which applicant is best suited to the job.
3. Write about the kind of job one wants to do and why; fill out a simplified employment application form.

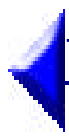
### Sample Computer Tasks

**Computer Levels:** Novice-Advanced

**Computer Skills:** Bullets, Font, Font size, Resume/Cover Letter Templates, Print Preview, Print

**Novice:** Fill out instructor-made job application form on screen and print for peer evaluation.

**Experienced/Advanced:** Examine resume/cover letter templates. Discuss preferences with partner.



# Employment ■ Skills Assessment

### **Classes might want to learn more about ...**

- ① cultural differences in valued personal qualities
- ① how personal qualities affect personal and professional relationships
- ① labour market information
- ① Canadian job market; career research
- ① occupations relevant to their field of work
- ① skill types (i.e. soft, transferable)
- ① steps for self- assessment analysis (i.e. interests, needs, values, attitudes, and job expectations)
- ① barriers to employment for immigrants; discriminatory practices by professional organizations

### **Learners find it useful to ...**

- ◇ do a self-assessment checklist inventory to identify personal skills
- ◇ identify information needs about a chosen occupation, consult a reference (e.g. National Occupational Classifications), and research information
- ◇ role-play job interviews with instructor
- ◇ fill out sample performance appraisal forms
- ◇ make positive statements about their skills and abilities
- ◇ memorize a list of own employability skills (soft and transferable) suitable for their profession

## **Suggested Resources**

*I Can do the Job Very Well*

*Canada Prospects & Ontario Prospects*

Invite speakers to share job profiles based on class interest

Visit local libraries to research occupational directories such as:

*National Occupational Classifications*

*Job Futures, Volume 1 and 2; Ontario Job Futures (also available on-line)*

*Career Directions*

*Career Connections*

*Career Selectors*

*Guidance Centre Job Profile Series*

[http://www.st-thomas.hrdc-drhc.gc.ca/cjb/3818/e\\_3818\\_3359\\_new.html](http://www.st-thomas.hrdc-drhc.gc.ca/cjb/3818/e_3818_3359_new.html)

The Essential Skills Profiles: <http://www.hrdc-drhc.gc.ca/hrib/hrp-prh/skills/essentie.html>

<http://cafe.sdc.uwo.ca/tests.html>

 **skills assessment, employability skills, job search**

# LINC 4

## Employment ■ Skills Assessment

### Topic Outcomes

**By the end of this topic, learners will be able to:**

- ask and answer questions about past experience and work duties
- answer questions about strengths and weaknesses
- identify main idea and supporting points in a biography
- find specific information in a biography
- describe experiences and plans for the future in writing

### Language Focus

**Items to help learners achieve the outcomes:**

- vocabulary (*soft skills, transferable skills, characteristics, personality traits*)
- polite expressions for giving suggestions (*I would..., I think...*)
- adjectives related to personal qualities (*honest, hardworking, conscientious*)
- prepositions/adverbs of time
- past and present time references
- sequence markers
- simple tenses
- relationship between paragraphs (introduction, body, closing)
- pronunciation: -ed endings

### Sample Language Tasks

1. Interview a partner about past experience and duties at work.
2. Read a short story about partner's personal accomplishments. Identify transferable skills and provide feedback.
3. Write a list of own personal and transferable skills.

### Sample Computer Tasks

**Computer Levels:** All

**Computer Skills:** Open, Save As, Font, Font Size, Font Style (Bold, Underline, Italics) , Print  
Word-process Language Task 3. Follow instructions to enhance document. Print for peer evaluation.

**Computer Skills:** Open/Close application, select and navigate through options, mouse skills  
Tense Buster-Elementary - **I, me, my Test!**

**A, an, the Words! More jobs, Words! Word groups**