



EMPLOYMENT

Day 1 Explain that school for the duration of this unit will be considered their job. Businesslike Attitudes and Behaviours Intro Assignment (reading)	Day 2 Library/Internet/Community Search for Job Search Information and Resources (reading and writing)	Day 3 Creating a Resume (reading and writing)	Day 4 Portfolio Creation (reading, writing, and viewing)	Day 5 Portfolio Creation (reading, writing, and viewing)
Day 6 Researching Companies (speaking, reading, and writing)	Day 7 The Cover Letter/ Letter of Application (reading and writing)	Day 8 Application Forms (reading and writing)	Day 9 Dressing for Success (writing and representing)	Day 10 Interviewing (speaking and representing)
Day 11 Accepting or Rejecting an Offer (speaking and writing)	Day 12 Understanding Your Pay Stub (reading and writing)	Day 13 Telephone Etiquette and Taking Messages (speaking and writing)	Day 14 Scheduling Your Time (writing)	Day 15 Professional Development Opportunities in Your Area of Interest (reading and writing)
Day 16 Listening Skills and Following Directions (listening, reading, and representing)	Day 17 Bosses Mini Unit - Animal Research (reading, writing, and speaking)	Day 18 Bosses Mini Unit - Using Frames to Acquire Knowledge (reading and writing)	Day 19 Bosses Mini Unit - Role Play (reading, speaking, and representing)	Day 20 Would You Like To Have a Million-Dollar Salary? (speaking and writing)

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JOURNAL ENTRIES

- 📖 Describe your ideal job/career.
- 📖 Describe what you would do if one of your co-workers constantly talks to you and complains about everything and everybody while you are trying to get your work done.
- 📖 Where do you see yourself ten years from now?
- 📖 If you were famous, for what would you be famous?
- 📖 Think about a situation in your life where you encountered a difficult person. How did you handle it? Would you handle it differently now?
- 📖 What accomplishments have given you the most satisfaction and why?
- 📖 What do you consider your greatest strengths and weaknesses?
- 📖 What are the most important rewards that you expect in your career?
- 📖 What is more important to you, the salary or the type of job?
- 📖 Why should an employer hire you instead of somebody else?
- 📖 Which of your past jobs did you like the best and why?
- 📖 What type of environment or management style suits you best?
- 📖 What subjects did you enjoy at school/college/university?
- 📖 What recreational and leisure activity interests you?
- 📖 How would your co-workers describe you?
- 📖 How well do you perform in stressful situations? Give an example.
- 📖 Is Honesty the best policy?

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JOURNAL ENTRIES CONTINUED

📖 Would you consider yourself to be a good communicator? Explain.

📖 Would you consider yourself to be a good listener? Explain.

📖 What does the following mean to you: "Of all the things you wear, your expression is the most important."

📖 What does the following mean to you: "Success is more attitude than aptitude."

📖 What does the following mean to you: "Most of us will never do great things, but we can do small things in a great way."

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Expected Outcomes

Stage 3

Unit 4 Assignment 4

Stage 4 Employment

Unit 3 Assignment 1

Unit 3 Assignment 2

Unit 6 Assignment 1

Unit 9 Assignment 1

BUSINESS- LIKE ATTITUDES AND BEHAVIOURS



Description

1. Tell the students that they are about to begin a unit on employment and that for the duration of the unit, coming to classes will be their "job."
2. Set up a time clock for the students to sign in when they arrive and sign out when they leave and discuss coffee break and lunch break times (you may want to refer to the labour laws).
3. Inform the students that, at the end of the unit, they will be paid for their work. At the Samaritan House Training Centre, we have a Samaritan Silver program in which the students earn silvers (a coin-looking paper disc, photocopied onto gray paper) that they may use to purchase their coffee, juice, or other available treats.
4. At this point, the teacher may want to refer to the goal setting assignment in the Ourselves Unit (particularly the career and perhaps education pieces).
5. The teacher will cut the blackline master entitled, Business-Like Attitudes and Behaviours, into the indicated parts

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BUSINESS LIKE ATTITUDES AND BEHAVIOURS CONTINUED

- 6 The teacher will place the cut strips of attitudes and behaviours into one envelope and the definitions into the other envelope (each group will need a set). Have the students remove the strips from the envelopes and match the attitudes and behaviours to the definitions.
- 7 Once all of the groups have completed the task, discuss the results, as one group.

Sub-skills Needed:

1. Co-operative learning strategies
2. Discussion strategies

Materials Needed

1. Copies of the blackline master entitled, Business-Like Attitudes and Behaviours, cut into the appropriate strips - one for each group
2. Two envelopes per group in which to place the different sets of strips

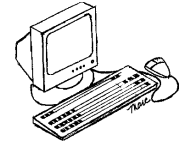
Resources

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Personalized Outcomes

BUSINESS LIKE ATTITUDES AND BEHAVIORS CONTINUED



Computer Integration

The students will create a chart stating the business-like attitude or behaviour on one side and the definition of the attitude or behaviour on the other. The students should also include a title for the assignment at the top of the page.

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BUSINESS LIKE ATTITUDES AND BEHAVIORS CONTINUED

Evaluation

Group Work Rubrics and Checklists

- Group Participation Assessment Rubric
- Class Participation Assessment Rubric
- Group Work Rubric

Teacher Notes

Resources

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Expected Outcomes

Stage 3

Unit 1 Assignment 1
Unit 1 Assignment 2
Unit 2 Assignment 1
Unit 2 Assignment 2

Stage 4 Academic

Unit 1 Assignment 1
Unit 2 Assignment 2

Stage 4 Employment

Unit 3 Assignment 1
Unit 7 Assignment 3
Unit 9 Assignment 5
Unit 8 Assignment 2
Unit 14 Assignment 1

LIBRARY/INTERNET/COMMUNITY SEARCH FOR JOB SEARCH INFORMATION AND RESOURCES



Description

1. For this assignment, the students will create a booklet featuring library, Internet, and community resources for job searching.
2. Under each of these three categories, the students should find resources for:
 - Testing and upgrading yourself
 - Researching careers
 - Looking for job openings
 - Identifying potential employers
 - Preparing resumes, cover letters, portfolios, references, etc.
 - Rounding out resumes
 - Preparing for job interviews
 - Participating in job interviews
 - Creating your own jobs
3. For each resource found, the students should write the bibliography information of the resource and a brief description of the information found in the resource.
4. The booklet may be created by folding in half and stapling 8 1/2" x 11" sheets of paper. The title on the front of the booklet should be, *Job Searching*, and the student(s) should also include the authors on the front cover. To add creativity, have the students design the front cover with more than just text.

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LIBRARY INTERNET JOB SEARCH CONTINUED

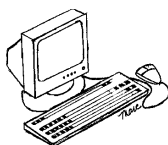
5. The teacher may decide to have the students work individually or in small groups for this project.

Sub-skills Needed:

1. Co-operative learning strategies
2. Research strategies

Materials Needed

1. 8 1/2" x 11" unlined paper
2. Markers, pencil crayons, stencils, etc.



Computer Integration

The students will create their booklet using the word processing program. The booklets should be created in two Columns from the Landscape position in the page set up. When the booklet is folded in half and stapled, note that page one will not be on the same page as page two.

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Resources

Strumpf, Lori, and Beth Blanchard-Smith.

Essential Skills for the Workplace Level One Using Forms and Documents.

Lincolnwood, Illinois: Contemporary books, 1993.

Strumpf, Lori, and Kristine M. Mains.
Essential Skills for the Workplace Level One Obtaining Information and Using Resources.
Chicago: Contemporary Books, 1993.

Strumpf, Lori, and Kristine M. Mains.
Essential Skills for the Workplace Level Two Building Workplace Competencies.
Lincolnwood, Illinois: Contemporary Books, 1993.

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Personalized Outcomes

LIBRARY INTERNET JOB SEARCH CONTINUED

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Evaluation

Group Work Rubrics and Checklists

- Group Participation Assessment Rubric
- Group Work Rubric

General Rubrics and Checklists

- Rubric Template

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LIBRARY INTERNET JOB SEARCH CONTINUED

Teacher Notes

Resources

Strumpf, Lori, and Beth Blanchard-Smith.

Essential Skills for the Workplace Level Two Improving Workplace Performance. Chicago: Contemporary Books, 1993.

Strumpf, Lori, and Kristine M. Mains.

Essential Skills for the Workplace Teacher's Guide. Lincolnwood, Illinois: Contemporary Books, 1994.

<http://www.nald.ca/fulltext/hudson/internet/page38.htm>

http://www.kindermagic.com/career_planning/AorA_Menu.html

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Expected Outcomes

Stage 3

Unit 3 Assignment 2

Unit 3 Assignment 3

Unit 4 Assignment 4

Stage 4 Academic

Unit 2 assignment 1

Unit 2 Assignment 4

Stage 4 Employment

Unit 2 Assignment 1

Unit 3 Assignment 2

Unit 3 Assignment 3

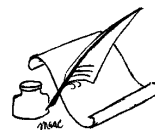
Unit 4 Assignment 2

Unit 8 Assignment 2

Unit 8 Assignment 4

Unit 10 Assignment 1

CREATING A RESUME



Description

1. Break the students into groups of three or four. In their groups, the students should brainstorm the question, "What is the purpose of a resume?" Of course, if your students are not familiar with resumes, you may want to have a more basic class discussion.
2. Once the groups have completed their tasks, regroup and have each group's reporter share the results with the class.
3. Discuss the different types of resumes (functional, chronological, and combination). Discuss when it might be appropriate to use each of the different types of resumes.
4. Have the class return to their small groups. Have each group do research on resumes. While researching, the groups should look for:
 - The different things that should be included in a resume
 - Examples of the different types of resumes
 - Examples of different ways of setting up a resume aesthetically
 - Different places where individuals could go in order to get help with the creation of a resume.

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CREATING A RESUME CONTINUED

5. Encourage the students to look for sources of information at the library, on the Internet, and at employment support agencies. The groups should already know where to find this information based on the assignment from the previous day.
6. Once the groups have collected all of their research, have the groups work together to create resumes for each individual in the group. If the group is larger than three, have the students work in pairs for this part of the assignment. We have found that it works well to have someone else probe one's memory for the things that one has done.
7. The end product should be a resume for each individual in the classroom. Each should feel proud of the end result, but they also should be told that a resume is an ever-evolving work. It changes, depending on the job for which you are applying, and it changes as you grow in your life and experience.

Sub-skills Needed:

1. Co-operative learning strategies
2. Discussion strategies
3. Research strategies

Materials Needed

1. Access to research materials or the Internet

Resources

<http://jobsearchcanada.miningco.com/>

MacLean, Cathy et al.
Adult Basic Education
Communications, Module
5: Putting It All together:
Writing For Work.
British Columbia:
Province of British
Columbia Ministry of
Education, Skills and
Training, 1995.

<http://www.wm.edu/csrvcareer/stualum/resmdir/contents.html>

<http://www.nald.ca/fulltext/hudson/internet/page61.htm>

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CREATING A RESUME CONTINUED

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Evaluation

Writing Rubrics and Checklists

- Student Writing Assessment Checklist
- Group Work Rubrics and Checklists
- Group Participation Assessment Rubric
 - Group Work Rubric

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CREATING A RESUME CONTINUED

Teacher Notes

Resources

Employment Projects for Woman Inc. The Job Seeker's Handbook: A Guide for Literacy and ESL Learners. Winnipeg, MB: 1997

Employment Projects for Woman Inc. The Job Seeker's Handbook: A Supporting Guide for Literacy Practitioners. Winnipeg, MB: 1997.

<http://www.charityvillage.com/charityvillage/job.html>

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Expected Outcomes

Stage 3

Unit 1 Assignment 1
Unit 2 Assignment 1, 2
Unit 3 Assignment 2, 3
Unit 4 Assignment 4

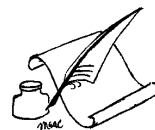
Stage 4 Academic

Unit 1 Assignment 1

Stage 4 Employment

Unit 2 Assignment 1
Unit 3 Assignment 1, 2, 3
Unit 4 Assignment 4
Unit 6 Assignment 1
Unit 9 Assignment
1,2,3,4,5,6
Unit 10 Assignment 1
Unit 12 Assignment 1,2,3
Unit 13 Assignment 1
Unit 14 Assignment 1

PORTFOLIO CREATION



Description

1. The purpose of this assignment is to have the students become familiar with the use and creation of an employability portfolio.
2. To begin with, have the students do some research on employability portfolios. The students should be able to refer back to the lesson on day 2 of the unit for references. Performing an Internet search for "employability portfolio" will also get many references to the subject. Manitoba also has an organization called the Prior Learning Assessment Centre, If you are interested in spending more time on this area, a facilitator will do prior learning assessment workshops with different groups. There are Prior Learning Assessment Centres located in Brandon, The Pas, Thompson, and Winnipeg.
3. While researching, the students should determine the types of information that should be put into an employability portfolio, how to go about putting that information together, and how an employability portfolio is different from a resume.
4. After researching, the students should attempt to use some of what they have learned in order to begin their own employability portfolio. The Prior Learning Assessment workshop begins by

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PORTFOLIO CREATION CONTINUED

having participants write a chronology of past experiences and a life-history paper (from the age of 17 up). The teacher may wish to begin here with the students.

5. The students should be reminded that a portfolio is never complete. It will change as each individual has new experiences. Emphasis should be placed on the uniqueness of each portfolio. In so doing, the students should be encouraged to use their own words and creativity in the portfolio creation. For example, those who are photographers may want to scan in pictures that they have taken to use as title pages in the different sections. Those who like poetry may wish to include some in their portfolio introduction. The possibilities are endless.
6. Lastly, if the teacher has or can borrow somebody's employability portfolio, examples are always an excellent tool for understanding. As they say, "A picture is worth a thousand words."
7. We have allotted two days for this assignment. The teacher may want to spend more time on this area.

Sub-skills Needed:

1. Research strategies

Resources

<http://www.hrdc-drhc.gc.ca/JobFutures?english/volume1/index.htm>

<http://worksearch.gc.ca/english/index.pl?sid=F4yeFJKWd3VtyI&tid=56>

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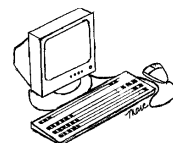


Personalized Outcomes

PORTFOLIO CREATION CONTINUED

Materials Needed

1. Research materials on employability portfolios and/or access to the Internet



Computer Integration

The students will use the word processing program to make notes on employability portfolios. The students may choose any method they wish for note taking. Therefore, there are many different possibilities; for example, if using the Cornell Method of note taking, the students may choose to use the Table or Columns features. If the students use the Mapping Method of note taking, then they may want to use the features on the Draw toolbar to create their notes.

The students will also use the word processing program to create the different parts of their own personal employability portfolios, depending on how far the teacher chooses to take this assignment.

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PORTFOLIO CREATION CONTINUED

Evaluation

Note: Evaluation Tools will vary depending on the approach the students take towards the portfolio creation.

General Rubrics and Checklists

- Rubric Template

Teacher Notes

Resources

Prior Learning Assessment
Centre - Brandon
Room 102, 340 9th Street
Brandon, Manitoba
R3C 6C2
Telephone: (204) 726-6325
Fax: (204) 726-6912

Prior Learning Assessment
Centre - The Pas
C/O The Pas Employment
Centre
340 Third Street East
Box 7
The Pas, Manitoba
R9A 1K7
Telephone: (204) 627-8160
Fax: (204) 627-8161

Prior Learning Assessment
Centre - Thompson
C/O Thompson Employment
Centre
118-3 Station Road
Thompson, Manitoba
R8N 0N3
Telephone: (204) 677-0627
Fax: (204) 677-0628

Prior Learning Assessment
Centre - Winnipeg
765 Portage Avenue
Winnipeg, Manitoba
R3G 0N2
Telephone: (204) 945-6788
Fax: (204) 948-2549

Internet Search:
"employability portfolio"

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Expected Outcomes

Stage 3

Unit 1 Assignment 1, 2

Unit 2 Assignment 1, 2, 3

Unit 3 Assignment 1, 3,
4, 5

Unit 4 Assignment 1, 2,
3, 4

Stage 4 Academic

Unit 1 Assignment 1

Unit 2 Assignment 2, 3

Stage 4 Employment

Unit 3 Assignment 3

Unit 7 Assignment 1

Unit 8 Assignment 1, 2

Unit 9 Assignment 1, 5

Unit 10 Assignment 1

Unit 12 Assignment 3, 1

Unit 14 Assignment 3, 1

RESEARCHING COMPANIES



Description

1. For this assignment, the students will choose a company for which they think they would like to work. The students will work on this assignment individually.
2. Using the Internet, the library, the local chamber of commerce, pamphlets and information from the company, a company employee, or any other source, the students will find answers to the following prompts:
 - How is the company structured?
 - What products and services does the company offer its customers?
 - Where are the company's main offices located?
 - What kinds of jobs are available at the company?
 - What has the growth rate been like in the last few months?
 - What plans for expansion does the company have?
 - What are the major company policies?
 - What are the tasks and responsibilities of the jobs being offered at the company?
 - Are there opportunities for advancement?
3. The students will use the blackline master entitled Company Research on which to record their findings. Note that, if your centre is located in a small town, a number of students may choose to

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RESEARCHING COMPANIES CONTINUED

research the same company. The teacher may then want to break the class into small groups to do the research.

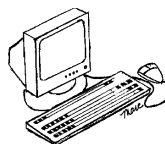
4. Once the research has been completed, have the students present their findings to the class. This should be a presentation using visual aids such as flip charts or the overhead projector. In the presentation each student (or group of students) should inform the class how they got their information.

Sub-Skills Needed:

1. Co-operative learning strategies
2. Research strategies
3. Speaking strategies

Materials Needed

1. Copies of the blackline master entitled Company Research - one for each student or group of Students
2. Flip chart paper or blank overhead sheets for visual aid creation



Computer Integration

The students will create their own charts to record their research using the table feature in the word processing program.

Resources

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Personalized Outcomes

RESEARCHING COMPANIES CONTINUED

They will also use some of the creative features in the program to assist them in creating their visual aids for the presentation. If the centre has an inkjet copier, the teacher may want to provide overheads for the students to print their materials. Not just any overhead film will do! There is special overhead film that must be purchased for printers.

Finally, the students will use the word processing program to create their speaking notes for the presentation. The students may choose to use different font styles or colours or different bullet types to separate the different points in their introductions. If the students prefer speaking from index cards, they may wish to size their notes to paste onto the cards. Otherwise, they may use the printed 8 1/2 x 11 sheets.

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RESEARCHING COMPANIES CONTINUED

Evaluation

Group Work Rubrics and Checklists

- Group Participation Assessment Rubric
- Class Participation Assessment Rubric
- Group Work Rubric

Teacher Notes

Resources

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Expected Outcomes

Stage 3

Unit 3 Assignment 2,4

Unit 4 Assignment 4

Stage 4 Academic

Unit 1 Assignment 1

Unit 2 Assignment 1,2

Stage 2 Employment

Unit 3 Assignment 1,2,3

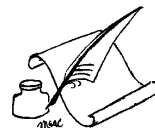
Unit 4 Assignment 2

Unit 8 Assignment 2

Unit 9 Assignment 1,3

Unit 14 Assignment 1

THE COVER LETTER/LETTER OF APPLICATION



Description

1. The students will work on this assignment individually. Have the students find an ad for a job for which they would be interested in applying. This may be found in the newspaper, in a magazine, on a job board at an employment office, on the Internet, etc. However, the job ad that they choose should list some of the qualifications for which the potential employer is looking.
2. Using the blackline master entitled, Cover Letter Overview, discuss with the class the different parts and layout of a cover letter. This guide is suggesting the use of the full-block format.
3. The teacher should have a mock example of a job ad to place on the overhead. As a class, review the job ad and create a cover letter (either together on the blackboard or in small groups) that would be suitable for the position being offered.
4. Now, having practiced the writing of a cover letter, have the students write a cover letter for the ad they found. The teacher may want the students to hand in their cover letters with their resumes adjusted to the position for which they are applying in order to give the students the full impression of what is required when applying for a job.

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COVER LETTER/LETTER OF APPLICATION CONTINUED

Sub-skills Needed:

1. Co-operative learning strategies
2. Writing strategies

Materials Needed

1. Resources from which the students may find job ads
2. Overhead with a mock job ad on it
Copies of the blackline master entitled, Cover Letter Overview - one for each student



Computer Integration

The students will use the word processing program to create their cover letters in full-block format. The students may use one of the letter Templates provided in the program in order to create their letter, or they may create their letter from scratch.

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Resources

MacLean, Cathy et al.
Adult Basic Education Communications, Module 5:
Putting It All Together: Writing for Work.
Province of British Columbia: Ministry of Education, Skills and Training, 1995.

Tessier, Angela. The Job Seeker's Handbook: A Supporting Guide for Literacy Instructors.
Winnipeg: Employment Projects for Women Inc., 1997.

Bertram, Chris, Judy Johnson, and Frances Molaro. ESL Job Search Handbook: Second Edition: Adult ESL Curriculum Resource.
Winnipeg: Settlement and Adult Language Training Branch
Manitoba Culture, Heritage & Citizenship, 1998.

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COVER LETTER/LETTER OF APPLICATION CONTINUED

Evaluation

Writing Rubrics and Checklists

- Business Letter Rubric
- Student Writing Assessment Checklist

Employment Rubrics and Checklists

- Cover Letter Checklists

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COVER LETTER/LETTER OF
APPLICATION CONTINUED

Teacher Notes

Resources

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Expected Outcomes

Stage 3

Unit 1 Assignment 1

Unit 3 Assignment 1,2

Unit 4 Assignment
1,2,3,4

Stage 4 Academic

Unit 2 Assignment 4

Stage 4 employment

Unit 3 Assignment 2,3

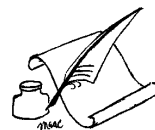
Unit 8 Assignment 1,2

Unit 9 Assignment 1,6

Unit 10 Assignment 1

Unit 14 Assignment 1

APPLICATION FORMS



Description

1. Divide the class into small group of three or four students.
2. Have each of the groups collect application forms from at least four different places of employment.
3. As one group, have the students compare and contrast the different application forms using the blackline master entitled, Application Forms Compare and Contrast Frame.
4. As they work through the different application forms, have the groups write a list of terms or questions that they don't understand. These can be entered on the blackline master entitled, Application Form Confusing Terms and Questions.
5. Once the smaller groups have completed these tasks, regroup. Discuss how to give your application form a greater chance of being noticed:
 - By following directions
 - By knowing your rights
 - By being accurate and complete
 - By being neat
 - By being specific about the job for which you are applying
 - By proof-reading the form before submitting it

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APPLICATION FORMS CONTINUED

6. Discuss the questions that were common on all of the application forms, and discuss some of the different questions that were asked. Discuss how one would go about answering each of those questions properly.
7. Have the class present the lists of terms and questions that they didn't understand. The students should share these and the class should discuss the meanings.
8. Finally, have the students practise completing application forms by either providing a generic form or having the students complete one of the application forms that was collected.

Sub-skills Needed:

1. Co-operative learning strategies
2. Discussion strategies

Materials Needed

1. Copies of a number of different application forms from different places of employment
2. Copies of the blackline master entitled, Application Forms Compare and Contrast Frame - one for each group
3. Copies of the blackline master entitled, Application Form Confusing Terms and Questions - one for each group

Resources

See resources listed under The Cover Letter assignment

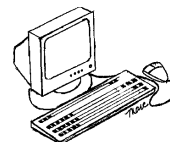
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Personalized Outcomes

APPLICATION FORMS CONTINUED

4. Copies of a generic application form if desired



Computer Integration

The students will use the table feature in the word processing program in order to create their own charts to complete the assignment requirements. See the blackline masters entitled, Application Forms Compare and Contrast Frame and Application Form Confusing Terms and Questions.

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Evaluation

Group Work Rubrics and Checklists

- Group Participation Assessment Rubric
- Class Participation Assessment Rubric
- Group Work Rubric

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APPLICATION FORMS CONTINUED

General Rubrics and Checklists

- Rubric Template

Teacher Notes

Resources

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Expected Outcomes

Stage 3

Unit 1 Assignment 1,2

Unit 3 Assignment 5

Unit 4 Assignment 1,4

Stage 4 Academic

Unit 1 Assignment 1

Unit 2 Assignment 2

Stage 4 Employment

Unit 3 Assignment 1,2

Unit 4 Assignment 1,2

Unit 8 Assignment 1,2

Unit 10 Assignment 1

Unit 12 Assignment 1

DRESSING FOR SUCCESS



Description

1. For this assignment, the students may work individually or in small groups.
2. The students will look through catalogues and magazines for two different pictures. One picture should be of a person who is dressed for success at a job interview. The second picture should be of a person who would not set a good first impression at an interview.
3. The students will take the two pictures and create two posters. The students should label the different elements of the pictures that would present or not present a good first impression to a potential employer.
4. The students can be as creative as they want, keeping in mind the elements of good design when creating a poster.

Sub-skills Needed:

1. Co-operative learning strategies

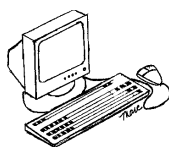
Materials Needed

1. Old catalogues and magazines from which the students may cut
2. Poster board
3. Glue and markers or pencil crayons
4. Stencils, perhaps

EMPLOYMENT



DRESSING FOR SUCCESS CONTINUED



Computer Integration

The students will use some of the creative features in the word processing program to assist in the creation of their posters. They may choose to use WordArt or some of the other features found on the draw toolbar.

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Change Font, Font Sizes, and Colours Page 77
ClipArt Page 151
WordArt Page 157
Save a Document Page 31
Preview and Print a Document Page 32

Evaluation

Group Work Rubrics and Checklists

- Group Participation Assessment rubric
 - Group Work Rubric
- General Rubrics and Checklists
- Rubric Template

Teacher Notes

Resources

<http://www.adm.uwaterloo.ca/infocecs/CRC/manual/success.html>

EMPLOYMENT



Expected Outcomes

Stage 3

Unit 1 Assignment 1,2

Unit 4 Assignment
1,2,3,4

Stage 4 Employment

Unit 3 Assignment 1,2,3

Unit 4 Assignment 1,2

Unit 6 Assignment 1

Unit 7 Assignment 3

Unit 8 Assignment 1,2

Unit 10 Assignment 1

Unit 12 Assignment
1,2,3,4

INTERVIEWING



Description

1. For this assignment, the students should work in groups of two or three.
2. One or two students, depending on whether the group has two or three members, will assume the role of the interviewer. The other student will assume the role of the interviewee.
3. The students should use their prepared resumes for this assignment.
4. Using the blackline master entitled, Examples of General Interview Questions, have the students perform a mock interview. The students should take turns in the different roles. Not all of the questions will pertain to every situation.
5. Have a couple of the groups of students perform their mock interview in front of the class. Hold a class discussion to discuss some of the answers to the interview questions.
6. The students should keep in mind that they will perform the way they practise, so practise perfectly. This

EMPLOYMENT



INTERVIEWING CONTINUED

includes beginning with introductions and handshakes as well as carrying oneself with confidence. Try to make the situation as realistic as possible.

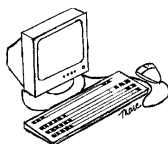
7. The teacher may want to have the interviewers represent a certain company. Use the information gathered in the Researching Companies assignment to answer some of the interview questions

Sub-skills Needed:

1. Speaking strategies

Materials Needed

1. Copies of the information gathered in the Researching Companies assignment
2. Copies of the blackline master entitled, Examples of General Interview Questions
- 3 Students' resumes



Computer Integration

Using the word processing program, the students will type the general interview questions. They will then type in acceptable responses to those interview questions from their own experience. These questions and responses should be kept for reference.

Resources

Tessier, Angela. The Job Seeker's Handbook: A Supporting Guide for Literacy Practitioners. Winnipeg: Employment Projects for Women Inc., 1997.

Stein, Wendy. Communication Skills That Work: A Functional Approach for Life and Work: Book One. Chicago: Contemporary Books, 1991.

Bertram, Chris, Judy Johnson, and Frances Molaro. ESL Job Search Handbook: Second Edition. Winnipeg: Settlement and Adult Language Training Branch Manitoba Culture, Heritage & Citizenship, 1998.

EMPLOYMENT



Personalized Outcomes

INTERVIEWING CONTINUED

See Computer Curriculum Guide:

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Numbers Page 100
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Evaluation

Employment Rubrics and Checklists

- Interview Checklist I
- Job Interview Checklist
- Interview Evaluation Checklist
- Interview Checklist II

EMPLOYMENT



INTERVIEWING CONTINUED

Teacher Notes

Resources

<http://www.cacee.com/english/students/ethical.html>
1

EMPLOYMENT



Expected Outcomes

Stage 3

Unit 1 Assignment 1,2,4

Unit 2 Assignment 1,2,3

Unit 3 Assignment
1,2,3,4

Stage 4 Academic

Unit 2 Assignment 4 A

Stage 4 Employment

Unit 3 Assignment 1,2,3

Unit 4 Assignment 1,2

Unit 6 Assignment 1

Unit 14 Assignment 1

ACCEPTING OR REJECTING AN OFFER



Description

1. This assignment teaches the students the appropriate method of accepting or rejecting an offer.
2. To do this, prepare a job offer for the class. Discuss how someone being offered a job over the phone should go about accepting or rejecting it.
3. Then, using the blackboard, have the class create a follow-up letter of acceptance and a follow-up letter of rejection. Two blackline masters entitled, Example Acceptance of Offer and Example Rejection of Offer, have been included along with a checklist of the elements that should be included in accepting or rejecting an offer. This may be found in the evaluation section.
4. Have the students find job ads that state the wage/salary, duties, and education requirements. Pretending that they were offered the position, the students will use this information to write their own letters of acceptance and rejection.
5. In partnership, they will also role-play the phone offer.

EMPLOYMENT



ACCEPTING OR REJECTING AN OFFER CONTINUED

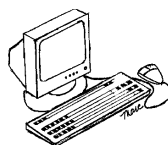
Resources

Sub-skills Needed:

1. Discussion strategies
2. Co-operative learning
3. Writing strategies
4. Speaking strategies

Materials Needed

1. Copies of the blackline masters entitled, Example Acceptance of Offer and Example Rejection of Offer
2. A selection of job ads



Computer Integration

The students will use the word processing program to create their letters of acceptance and rejection. In order to create their letters, the students may choose to use one of the letter Templates. They may choose to create their letters from scratch. Full-block format should be used for the typing of the letters.

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Change Font, Font Sizes, and Colours Page 77
Templates Page 261
Letter Wizard Page 273

EMPLOYMENT



Personalized Outcomes

ACCEPTING OR REJECTING AN OFFER CONTINUED

Save a Document Page 31

Preview and Print a Document Page 32

Evaluation

Writing Rubrics and Checklists

- Business Letter Rubric
- Student Writing Assessment Checklist

Employment Rubrics and Checklists

- Job Offer Evaluation Checklist

EMPLOYMENT



ACCEPTING OR REJECTING AN OFFER CONTINUED

Teacher Notes

Resources

EMPLOYMENT



Expected Outcomes

Stage 3

Unit 1 Assignment 1, 2

Unit 2 Assignment 1, 3

Unit 3 Assignment 1

Unit 4 Assignment 1, 4

Stage 4 Academic

Unit 3 Assignment 2

Stage 4 Employment

Unit 5, Assignment 1, 2,
3, 4

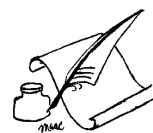
Unit 8 Assignment 2

Unit 9 Assignment 6

Unit 10 Assignment 1

Unit 14 Assignment 1

UNDERSTANDING YOUR PAY STUB



Description

1. The students will do research on the different deductions that appear on a pay stub. This assignment may be done individually or in small groups.
2. The students will complete the blackline master entitled, Pay Stub Deductions.
3. The possible deductions are listed along the left-hand side. The second column, "What is it?," is for the students to write the acronym in words or to further explain what the deduction is. In the third column, "Why is it deducted?," the students are to write where that deduction goes and how it is used, as well as, whether or not the deduction is optional.

Sub-skills Needed:

1. Co-operative learning strategies
2. Note taking strategies
3. Research strategies

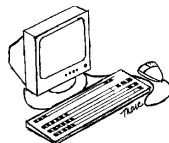
EMPLOYMENT



UNDERSTANDING YOUR PAYSTUB CONTINUED

Materials Needed

1. Copies of the blackline master entitled, Pay Stub Deductions - one for each student or one for each group
2. Research materials on payroll deductions



Computer Integration

The students will use the Table feature in the word processing program to create the chart for their notes. The students should feel free to be creative with the Table features. They may, for example, use Colour in the headings or the Columns.

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Evaluation

Group Work Rubrics and Checklists

- Group Participation Assessment Rubric
- Group Work Rubric

Resources

The Government of Canada. Employers' Guide: Payroll Deductions: (Basic Information: 1999-2000. Ottawa: Publishing Directorate Canada Customs and Revenue Agency, 1999.

EMPLOYMENT



Personalized Outcomes

UNDERSTANDING YOUR PAYSTUB CONTINUED

General Rubrics and Checklists

- Rubric Template

EMPLOYMENT



UNDERSTANDING YOUR PAYSTUB CONTINUED

Teachers Notes

Resources

EMPLOYMENT



Expected Outcomes

Stage 3

Unit 4 Assignment 4

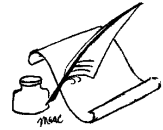
Stage 4 Academic

Unit 1 Assignment 9

Stage 4 Employment

Unit 7 Assignment 2, 3

TELEPHONE ETIQUETTE AND TAKING MESSAGES



Description

1. The students will create a number of scenarios that an administrative assistant/operator/secretary/co-worker might encounter. A blackline master entitled, Telephone Scenario Outline has been provided for the students. They will know what kinds of information to put into their messages.
2. Once the scenarios have been created, the students should form groups of two. One person will be the caller and the second person will be the company's representative. Before beginning the call, the company representative should be informed which company is to be represented. As the scenario unfolds the company representative then makes up the information needed. Keeping in mind the use of proper telephone etiquette.
3. The person taking the message will record the conversation on an overhead projector using a blackline master entitled, Message Frame.
4. The message recorder will also be engaged in the conversation. The message reader's conversation should not be written into the scenario. The purpose of the activity is to learn how to reply with acceptable responses. Proper telephone etiquette should be used during the course of the conversation.

EMPLOYMENT



TELEPHONE ETIQUETTE AND TAKING MESSAGES CONTINUED

5. A class discussion about the message taken should follow the conversation.

Sub-skills Needed:

1. Discussion strategies
2. Note taking strategies

Materials Needed

1. Copies of the scenarios on the blackline master entitled, Telephone Scenarios
2. Copies of the blackline master entitled, Message Frame - copied onto overhead film



Computer Integration

The students will create their own form for taking messages. The form should be one with which they feel comfortable, and it should include the prompts that they feel are most important for efficient message taking.

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Check Spelling and Grammar Page 40
Apply Bold, Italic or Underline Page 60
Change Font, Font Sizes, and Colours Page 77
Draw Objects Using Drawing Tools Page 135

Resources

Ramos-Urbano, Regina. Learn to Earn: A Self-Directed Job Search Guidebook For Manitobans. Winnipeg: Employment Projects for Women Inc., 1997.

Bertram, Chris, Judy Johnson, and Frances Molaro. ESL Job Search Handbook Second Edition. Winnipeg, MB: Settlement and Adult Language Training Branch Manitoba Culture, Heritage and Citizenship, 1998

EMPLOYMENT



Personalized Outcomes

TELEPHONE ETIQUETTE AND TAKING MESSAGES CONTINUED

Creating Paragraph Border Page 89

Bullets Page 98

Save a Document Page 31

Preview and Print a Document Page 32

Evaluation

Speaking Rubrics and Checklists

- Speaking Rubric
- Speaking Rubric II

General Rubrics and Checklists

- Rubric Template

Employment Rubrics and Checklists

- Telephone Effectiveness Checklist

EMPLOYMENT



TELEPHONE ETIQUETTE AND TAKING MESSAGES CONTINUED

Teacher Notes

Resources

EMPLOYMENT



Expected Outcomes

Stage 3

Unit 1 Assignment 1,2

Unit 2 Assignment 2,3

Unit 3 Assignment 2

Stage 4 Academic

Unit 2 Assignment 2

Unit 3 Assignment 2

Stage 4 Employment

Unit 3 Assignment 1,2

Unit 4 Assignment 1

Unit 6 Assignment 1

Unit 8 Assignment 1,2

SCHEDULING YOUR TIME



Description

1. The students will pretend that they are now employed. The large part of their day, that was once available for errands and household matters, is now spent at a workplace. However, the needs at home still have to be met. In this assignment, the students will learn how to prioritize and schedule the household tasks.
2. Have the students schedule and log everything they do for one week. The schedule should be as complete as possible. A blackline master entitled, Weekly Schedule, has been included.
3. At the weeks end, the students will itemize the different activities in which they took part. This should include activities such as errands, recreation, and personal needs.
4. Each student will then prioritize the activities in which they took part.
5. The students use their prioritized list to schedule the upcoming week. The schedule should be reasonable and should include fun things as well as chores.
6. The students will then test-drive their schedules.

EMPLOYMENT



SCHEDULING YOUR TIME CONTINUED

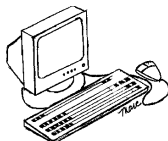
They will use their schedules for one week and then reflect upon the process. See the evaluation section for a list of questions that may be considered when reflecting.

Sub-skills Needed:

1. Writing strategies

Materials Needed

1. Copies of the blackline master entitled, Weekly Schedule - two for each student



Computer Integration

The students will use the features in the word processing program to create a frame on which they can record their weekly schedules. The frame that they create should be one that they feel would best suit their needs.

The students will also use the word processor to type the answers to their reflection questions. Once complete, these should be submitted to the teacher.

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Tables Page 215

Resources

Ellis, Dave. Becoming a Master Student: Canadian Second Edition. Boston: Houghton Mifflin Company, 1998.

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Personalized Outcomes

SCHEDULING YOUR TIME CONTINUED

Save a Document Page 31

Preview and Print a Document Page 32

Evaluation

Questions for Reflection:

1. Was I able to stick to my schedule?
2. What made it difficult/easy to stick to my schedule?
3. Do I need to make some adjustments to my schedule?
4. Did I find that I seemed to have more time?
5. Did I make time to have fun in my schedule?
6. Will I try making a schedule again?

EMPLOYMENT



SCHEDULING YOUR TIME CONTINUED

Teacher Notes

Resources

EMPLOYMENT



Expected Outcomes

Stage 3

Unit 1 Assignment 1,2,4

Unit 2 Assignment 1,2,3

Unit 3 Assignment
1,2,3,4

Stage 4 Academic

Unit 2 Assignment 4 A

Stage 4 Employment

Unit 3 Assignment 1,2,3

Unit 4 Assignment 1,2

Unit 6 Assignment 1

Unit 14 Assignment 1

PROFESSIONAL DEVELOPMENT AND TRAINING OPPORTUNITIES IN YOUR AREA OF INTEREST



Description

1. The students shall research the different training and professional development opportunities in their areas of interest. To complete this assignment, the students should have no limits. They should not be limited by distance to travel or the cost of the training. The objective of the assignment is for the students to see all available opportunities.
2. To find this information, the students should check university and college catalogues, check with personnel working in the field, check with employment and training centres, check the Internet, etc.
3. The blackline master entitled, Professional Development and Training Opportunities, has been provided for the note taking process.

Sub-skills Needed:

1. Research strategies
2. Note taking strategies

Materials Needed

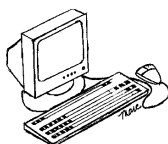
1. If possible, access to college/university catalogues and the Internet

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PROFESSIONAL DEVELOPMENT AND TRAINING CONTINUED

2. Copies of the blackline master entitled,
Professional Development and Training
Opportunities



Computer Integration

The students will create their own chart using the features in the word processing program, or they may use any of the other note taking methods with which they feel comfortable. Therefore, there are many different possibilities; for example, if using the Cornell Method of note taking, the students may choose to use the Table or Columns features. If the students use the Mapping Method of note taking, then they may want to use the features on the Draw toolbar to create their notes.

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Columns Page 202
Draw Objects Using Drawing Tools Page 135
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Resources

EMPLOYMENT



Personalized Outcomes

PROFESSIONAL DEVELOPMENT AND TRAINING CONTINUED

Evaluation

General Rubrics and Checklists

- Rubric Template

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PROFESSIONAL DEVELOPMENT AND TRAINING CONTINUED

Teacher Notes

Resources

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Expected Outcomes

Stage 3

Unit 1 Assignment 1

Unit 3 Assignment 2

Stage 4 Employment

Unit 3 Assignment 1,2

Unit 7 Assignment 3

Unit 10 Assignment 1

LISTENING AND FOLLOWING DIRECTIONS



Description

1. In order to carry out the two activities of this assignment, the students will practise listening to directions; in the second activity the students will practise reading written directions.
2. Use the blackline master entitled, Listening and Following Directions, for the listening activity. The teacher will read the directions to the students; the students will perform the tasks as they hear them. Each student will be given a copy of the blackline master entitled, Listening Grid, on which to perform their tasks. A copy of what the finished product should look like has been provided.
3. Use the blackline master entitled, Reading and Following Directions, for the reading activity. Provide a copy of the blackline master for each student and time the test for three minutes.
4. By the end of these two activities, the students should have a good idea as to how well they comprehend and follow directions.

EMPLOYMENT



LISTENING AND FOLLOWING DIRECTIONS CONTINUED

Sub-skills Needed:

1. Listening skills

Materials Needed

1. One copy of the blackline master entitled, Listening and Following Directions
2. Copies of the blackline master entitled, Listening Grid - one for each student
3. Copies of the blackline master entitled, Reading and Following Directions - one for each student



Computer Integration

A blackline master entitled, Reading and Following Directions on Computer, has been included with this lesson. If the activity entitled, Reading and Following Directions, has already been done, then this activity will not be successful. The teacher should choose one of the activities to do, not both.

Likewise, a blackline master entitled, Listening and Following Directions on Computer, has been included with this lesson. This activity may be performed whether or not the students have done the activity entitled, Listening and Following Directions.

Resources

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Personalized Outcomes

LISTENING AND FOLLOWING DIRECTIONS CONTINUED

See Computer Curriculum Guide:

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Draw Objects Using Drawing Tools Page 135
Numbers Page 100
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Evaluation

The evaluation for this assignment is simply whether the individual student was able to follow the given directions or not. This will be obvious when the student submits the finished product.

EMPLOYMENT



LISTENING AND FOLLOWING DIRECTIONS CONTINUED

Teacher Notes

Resources

Stein, Wendy.
Communication Skills
That Work: A Functional
Approach for Life and
Work: Book One.
Chicago: Contemporary
Books, 1991.

Romanek, Elizabeth.
Communication Skills
That Work: A Functional
Approach for Life and
Work: Book Two.
Chicago: Contemporary
Books, 1991.

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Expected Outcomes

Stage 3

Unit 1 Assignment 1,2,6

Unit 3 Assignment 2,3,4

Unit 4 Assignment

1,2,3,4

Stage 4 Academic

Unit 1 Assignment 1

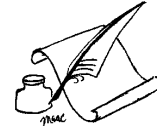
Unit 2 Assignment 1,2,4

Stage 4 Employment

Unit 7 Assignment 3

Unit 8 Assignment 1,2

BOSSSES MINI UNIT - ANIMAL RESEARCH



Description

1. This assignment should be done in small groups.
2. Each group will make predictions about and research the habits/behaviours/characteristics of one of the following animals:
 - Lion
 - Peacock
 - Elephant
 - Bull
 - Chimpanzee
 - Chameleon
3. While making the predictions and doing the research, the group members should keep this question in the back of their minds, "If this animal were my boss, what would it be like?"
4. Each group will prepare a handout for the class describing the habits/behaviours/characteristics of the animal they were to research. The handout should also make a prediction as to what this animal would be like as a boss.
5. Each group will then present their handout to the class and moderate a short discussion about the research. Preparation for the presentation and the discussion may take some time. The groups will want to focus

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BOSSES MINI UNIT – ANIMAL RESEARCH CONTINUED

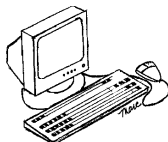
on the key points of making a presentation and leading a discussion.

Sub-skills Needed:

1. Co-operative learning strategies
2. Discussion strategies
3. Speaking strategies
4. Research strategies

Materials Needed

1. Paper on which the groups can create their class handouts
2. Access to the Internet or other reference materials for research purposes



Computer Integration

Using the features of the word processing program, the students will make notes on the different animals they research. They may use any note taking method that they wish. Therefore, there are many different possibilities; for example, if using the Cornell Method of note taking, the students may choose to use the Table or Columns features. If the students use the Mapping Method of note taking, then they may want to use the features on the Draw toolbar to create their notes.

The students will also use the word processing program to create the handout that will be

Resources

EMPLOYMENT



Personalized Outcomes

BOSSSES MINI UNIT – ANIMAL RESEARCH CONTINUED

photocopied for their classmates. The students will want this page to look as attractive and readable as possible.

Lastly, the students will use the word processing program to create their speaking notes for the presentation. The students may choose to use different font styles or colours or different bullet types to separate the different points in their introductions. If the students prefer speaking from index cards, they may wish to size their notes to fit onto the cards. Otherwise, they may use the printed 8 1/2 x 11 sheets.

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Draw Objects Using Drawing Tools Page 135

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EMPLOYMENT



BOSSSES MINI UNIT – ANIMAL RESEARCH CONTINUED

Evaluation

Speaking Rubrics and Checklists

- Speaking Rubric
- Speaking Assessment Criteria
- Oral Presentation Checklist
- Speaking Rubric II

Group Work Rubrics and Checklists

- Group Participation Assessment Rubric
- Group Presentation Assessment Rubric
- Group Work Rubric

Teacher Notes

Resources

Held, Vera N. "Bosses:
A Field Guide."
Canadian Living
November 1999: 59-60.

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Bosses: A Field Guide

Many species lurk in the workplace jungle. Here's how to get your boss to eat out of your hand – or at least not to bite it off!

By Vera N. Held

Some bosses are tame and affectionate, others are territorial and intimidating, and some are just plain beastly. The trick is to recognize your boss's style. The better you understand it and know how to work with it, the more productive and pleasurable work will be.



THE LION

HOW THE LION SOUNDS

"When will you have the product ready? I need to have final copy and all

costs for the client by 1 tomorrow."

With a tendency to "roar," the Lion is a straightforward tactical manager of few words. Potentially intimidating and sometimes abrupt-sounding, the Lion has the vision and can lead the team through the process.

HOW TO DEAL WITH LIONS

Progress is always greatest with the Lion manager when you work toward a solution – with as few words as possible. Chatter is out and brevity is in. Be energy- and time-efficient with this charismatic communicator and you will have limited problems. As the Lion is not



terribly tolerant or flexible, it is to your advantage to be both in dealing with her. Whenever you hear that tone of impatience, be helpful and considerate and work toward a solution.

TIP: Get to the bottom line – and fast.

THE PEACOCK

HOW THE PEACOCK SOUNDS

"Well, last month I attended a conference in London, then flew out to Victoria for a sales meeting. Then this month..."



This analytical manager enjoys bantering – just for the heck of it. Eloquent, persuasive and sometimes arrogant, she presents strategic, focused arguments – with persistence beyond belief. However, since the Peacock is prone to asking questions, it can take her a while to get to the point and to get things done.

HOW TO DEAL WITH PEACOCKS

To work best with a Peacock, give her the floor; the Peacock thrives on being listened to. If you're negotiating your duties, salary or anything else with a Peacock, be forewarned, she will

strategically return to the same point again and again to get what she wants. A Peacock has a tendency to see things only from her point of view and interrupt in an attempt to control the conversation. It's often best to ignore this behaviour, but if you feel the need to confront her, do so by focusing on the problem rather than her behaviour.

TIP: Prepare a solid argument.



THE ELEPHANT

HOW THE ELEPHANT SOUNDS

"I know your heart must be broken. It's been a challenging time for everyone. I appreciate how you feel. How can I help?"

A peacemaker and peacekeeper, the Elephant will sometimes forgo the facts in favour of the feelings. She shows true empathy, gives accurate details, is abundantly patient and creates harmony in difficult conversations. The Elephant can appear nonassertive and nonauthoritative since she often avoids conflict and avoids making decisions or setting concrete goals.

HOW TO DEAL WITH ELEPHANTS

Working with an Elephant can be both harmonious and frustrating because her attention is not necessarily centred on getting to the facts and solving the problem. Gently focus an Elephant boss on the task and provide her with solid direction. Words such as *let's*, *us* and *together* make an Elephant feel comfortable. Combine these with task-oriented words such as *focus*, *purpose*, *goal*, *outcome*, *solution* and *direction*.

TIP: Share your feelings.



THE BULL

(combines the Lion and Peacock styles)

HOW THE BULL SOUNDS

"I'm positive that what you mean is..." "Where would your talents and skills best fit?"

The Bull is just that – bullish. Solution-oriented and formidable, she is strong in both oral and written language. She's also competent and can cut to the heart of an issue just like a laser.

HOW TO DEAL WITH BULLS

As the Bull boss can be intense and passionate, she will unwittingly interrupt, can be competitive and tend to lecture. If it serves your purpose, ignore her behaviour or, if it's worth it, confront her behaviour to solve the problem. The Bull often gives unsolicited advice; deal gently with these nuggets as the Bull is well intentioned and there just might be something worthwhile there for you.

TIP: State your point clearly.

THE CHIMPANZEE

(combines the Peacock and Elephant styles)

HOW THE CHIMPANZEE SOUNDS

"I'd really like to encourage you to come out to our next product demo. We'd love to have you. I feel that it would be a great idea if you joined us."

This enthusiastic manager analyses and strategizes well and is committed to building harmonious relationships. Equally, the Chimpanzee can send you up a tree with her nonstop chatter. Though the Chimpanzee is clever, analytic and persuasive, this



peacekeeper can also appear and be self-absorbed. Since she sees all sides of an issue, she may avoid making decisions so as not to hurt anyone.

HOW TO DEAL WITH CHIMPANZEES

To gain ground with a Chimpanzee, let her talk about herself. As the Chimpanzee is big on harmony and has the potential to understand multiple mind-sets, you can easily refocus any conversation. Go with her flow; you'll get a lot done, feel good and learn something about yourself.

TIP: Pay attention.

THE CHAMELEON

(switches between all of the other five styles)

HOW THE CHAMELEON SOUNDS

"I appreciate your feelings and I'm sorry about the rush job. Equally, we did promise the client the material for Thursday. How would you like to move forward?"

Tricky to spot, the Chameleon is skilled at switching gears to meet the needs of each new situation. She has diverse resources to draw on and can bring out particular style traits at specific times or even display several traits simultaneously. Smart and powerful, she knows and understands people and so commands considerable authority.

HOW TO DEAL WITH CHAMELEONS

The Chameleon is unpredictable. So the best success strategy is to get to really know and trust her.

TIP: Share facts, analysis and feelings.



Vera N. Held is a Toronto workplace coach and author of *How Not to Take It Personally* (VNH Communications, 1998).

BOSSSES IN ACTION

Let's say you're an experienced executive assistant and have just found out that the rush courier you ordered one and a half hours ago is still stuck in heavy traffic. Your boss, Martha, is on pins and needles waiting for the courier to arrive.

- If Martha is a Lion, she will be abrupt and impatient. Your best strategy is to reassure Martha (a) that the courier is due any moment, (b) that you have already notified Julia, the recipient of the material, that the package will be arriving late and (c) that you will contact Julia immediately once the courier is en route.
- If Martha is a Peacock, she will want to talk about the problem. Let her vent her frustrations. To reassure Martha, you need to (a) discuss why the courier is late, (b) replay your conversation with Julia, letting Martha know that Julia is ready

to act immediately to make up for lost time and (c) apologize profusely on behalf of the courier company.

- If Martha is an Elephant, she will be understanding and patient. Apologize anyway and let her know how badly you feel.
- If Martha is a Bull, be prepared for some serious snorting and puffs of smoke coming from both ears. Combine all of the strategies you used for the Lion and the Peacock.
- If Martha is a Chimpanzee, be prepared to listen. Combine all of the strategies you used for the Peacock and the Elephant.
- If Martha is a Chameleon, she'll bring some levity to this tense situation with either a diversion or a good joke. Laugh together. Then, as with all the other bosses, take immediate action once the courier arrives.

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Expected Outcomes

Stage 3

Unit 1 Assignment

1,2,3,4,5,6

Unit 3 Assignment

2,3,4,5

Unit 4 Assignment 4

Stage 4 Academic

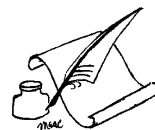
Unit 1 Assignment 1

Unit 2 Assignment 2,4

Stage 4 Employment

Unit 7 Assignment 1

BOSES MINI UNIT- USING FRAMES TO ACQUIRE KNOWLEDGE



Description

1. The students shall read the story from the Canadian Living Magazine entitled, *Bosses: A Field Guide* by Vera N. Held.
2. While reading, have the students make notes on the article, using the mapping method of note taking.
3. Once the students have completed their mapping exercise, have them regroup with their original group, to do the Compare and Contrast Frame. In this exercise, the students will be comparing and contrasting the habits/behaviours/characteristics they found in the article about the animal.
4. The reporters from the individual groups shall report what they discovered when comparing and contrasting the research and the magazine story.

Sub-skills Needed:

1. Co-operative learning strategies
2. Speaking strategies
3. Note taking strategies

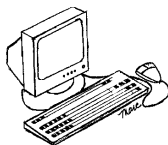
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BOSSSES MINI UNIT - USING FRAMES TO ACQUIRE KNOWLEDGE CONTINUED

Materials Needed

1. Copies of the blackline master entitled, Mapping the Story - one for each student
2. Copies of the blackline master entitled, Bosses Compare and Contrast Frame - one for each group



Computer Integration

Firstly, the students will use the features on the Draw toolbar in the word processing program to create their mapping notes on the article.

Secondly, the students will create their own compare and contrast chart using the Table feature or, again, features from the Draw toolbar.

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Resources

EMPLOYMENT



Personalized Outcomes

BOSSES MINI UNIT - USING FRAMES TO ACQUIRE KNOWLEDGE CONTINUED

Evaluation

Reading Rubrics and Checklists

- States Main Idea and Gives Supporting Details Rubric

Group Work Rubrics and Checklists

- Group Participation Assessment Rubric
- Group Work Rubric

EMPLOYMENT



BOSES MINI UNIT - USING FRAMES TO ACQUIRE KNOWLEDGE CONTINUED

Teacher Notes

Resources

EMPLOYMENT



Expected Outcomes

Stage 3

Unit 1 Assignment
1,2,3,4,6

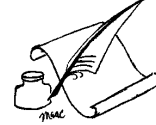
Stage 4 Academic

Unit 1 Assignment 9

Stage 4 Employment

Unit 7 Assignment 1,3
Unit 8 Assignment 1,2

BOSSSES MINI UNIT - ROLE-PLAY



Description

1. Read and discuss with the class the “Bosses in Action” section at the end of the *Bosses: A Field Guide* article.
2. Using the situations in the blackline master entitled, More Bosses in Action, have alternate groups of students role-play how different types of bosses would react to the situation and what strategies the employee should use in order to deal with one’s boss. The players should choose their words and actions according to the information found in the article. Give the groups 5-10 minutes to discuss how they are going to portray the situation and what they are going to say.
3. Following each role-play, the teacher may wish to have a class discussion to allow for audience reaction.

Sub-skills Needed:

1. Discussion strategies

Materials Needed

1. Copies of the different employee/employer situations found in the blackline master entitled, More Bosses in Action

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BOSSSES MINI UNIT - ROLE-PLAY CONTINUED



Computer Integration

The students will use the word processing program in order to create the scripts needed for their role-plays. This may be accomplished in a variety of ways using a number of different features in the word processing program to highlight the different parts of the script.

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Evaluation

Speaking Rubrics and Checklists

- Speaking Rubric

General Rubrics and Checklists

- Rubric Template

Resources

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Expected Outcomes

Stage 3

Unit 1 Assignment

1,2,3,4,6

Unit 3 Assignment 2,3,4

Unit 4 Assignment 1,2,4

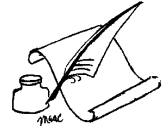
Stage 4 Academic

Unit 2 Assignment 1,2,4

Stage 4 Employment

Unit 8 Assignment 1,2

WOULD YOU LIKE TO HAVE A MILLION- DOLLAR SALARY



Description

1. This assignment is modelled after the game *Who Wants To Be A Millionaire*. Use this assignment as the conclusion to the employment unit. The purpose of the game is to have the students reflect on what they have learned.
2. Divide the class into small groups of three or four.
3. Have the student groups review all of the assignments from the unit.
4. Each group should come up with a number of questions and four possible answers to each question. Of course, one answer will be the correct answer for each question. The groups should label the answers to their questions as A, B, C, and D.
5. Each group will hand in the written questions and the answers.
6. These questions will be used to determine the contestant who will answer the 15 questions towards the million-dollar salary and for the 15 questions to win the game.
7. Make a poster board which states the 15 salary levels (\$100/month, \$200, \$300, \$500, \$1000, \$2000, \$4000, \$8000, \$16 000, 32 000;

EMPLOYMENT



MILLION-DOLLAR SALARY CONTINUED

\$64 000, \$125 000, \$250 000, \$500 000, \$1 000 000) and attach it to the wall. Also, make a pointer, which will be moved each time the contestant advances a level.

8. For practise in listening skills, the questions may be asked orally. The teacher may want to write the questions and answers on the board.
9. The students will now be working individually. To determine the contestant who will answer the 15 questions, have the participating students gather around a table. On the table, place a spoon. When the question is asked, the participant(s), who knows the answer to the question, will grab for the spoon. The participant who acquires the spoon must then provide an answer. If the answer is correct, the participant will move onto the 15 salary level questions. If the answer is incorrect, the participant must sit out the next spoon-grabbing question.
10. Be as creative as you want with this game. It is meant for fun and review.

Sub-skills Needed:

1. Co-operative learning strategies
2. Discussion strategies

Materials Needed

1. Poster board and markers

Resources

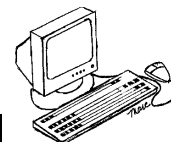
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Personalized Outcomes

MILLION- DOLLAR SALARY CONTINUED

2. Blackboard
3. Spoon



Computer Integration

Use the word processing program to create the different materials needed for the execution of the game. The students will want to create the board on which the 15 different levels of salary are listed, as well as the arrow that points to the different salary levels.

Using the word processor, the students will also create their questions and the four possible answers. These will be used by the teacher to compile a question pool for the game. The students should also be sure to include the correct answers at the bottom of the sheets.

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EMPLOYMENT



MILLION-DOLLAR SALARY CONTINUED

Evaluation

Note: The evaluation for this activity is witnessed in the ease in which the students answer the questions that were created. The activity is meant for fun and review.

Teacher Notes

Resources

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