

ENTERING THE WORKFORCE: A HOW- TO COURSE



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HACC

Entering the workforce: A How-To course
(Blakeslee)

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Licensing

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Course Goals

After taking this course you should feel confident to:

- List traits that make a valuable employee
- Explain what your personal soft and hard skills are
- Discuss your 'personal branding' in one or two sentences
- Search for a job using networking, writing cover letters and resumes, and going to job fairs
- Meet with employers and get a job

Course Outline

Course Outline

Unit 1-What makes a good employee?

Unit 2-Job Search Skills

Unit 3-Job Fairs

Unit 4-Interviewing with practice videos

If you want to learn more about job fairs, networking or going to interviews, this course is for you!

Developer Information



Deborah Blakeslee is a TESOL certified English language instructor at Harrisburg Area Community College. She saw the need for a course to help students navigate the job market.

CHAPTER OVERVIEW

1: What makes a good employee?

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1.1: Outcomes Unit 1

After completing this unit you should be able to:

- list what skills employers are looking for in good employees
- tell employers what skills and experience you have
- explain your 'personal brand' in one or two sentences

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1.2: Types of jobs

There are many types of jobs.

When you are learning the language of a new country it is hard to get your favorite job. But you can get a job that pays you fairly, treats you with respect, and helps get the skills and language you need to get a better job in the future.



FULL TIME JOBS

These are jobs that you work 40 hours a week. These jobs should come with benefits such as health-care, paid time off (PTO) and overtime pay. You may have a set schedule, or your schedule might change each week.



PART TIME JOBS

These are jobs that you work less than 40 hours a week. These jobs are paid by the hour. You will usually have a schedule that changes each week.



TEMPORARY JOBS

Jobs that you can find through a temporary agency or staffing service. These jobs may be for a few weeks or a few months. This is a good way to get many skills and practice good work habits.

Service and labor jobs

construction,
restaurants
(dishwasher, line cook,
prep cook, busboy)
landscaping, painting,
flooring, farm worker,
factory worker,
hotel/motel cleaning,
office cleaning,
warehouse work

Ask for help

Go to PA Career Link:

100 N Cameron St.
Harrisburg, PA 17101

OR

841 Vogelsong Rd.
York, PA 17404

Professional jobs

If you are skilled in
healthcare, teaching,
or business try looking
for jobs that say
entry level.
Some ideas:
CNA, technician,
childcare worker, mail
clerk, office assistant

<https://www.pacareerlink.pa.gov/jponline/>

powered by



1.3: Hard skills

Hard skills might be something that is NOT hard for you to do!

Hard skills are things you are *trained to do*, or *have experience in*, or have *done on other jobs*.

Hard skills include knowing how to use machines, for example: a forklift, cash register, printing press, scissors lift, computer, scanner, word processor

Hard skills also include things you know how to do, such as: clean, type, office management, file, work with wood or metal, plumbing, electrical work, drive a car, childcare, fix things, cook

If you think hard, you can probably name some hard skills you have!

Play this dialog card game now to help you remember what are hard skills!

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1.4: Soft skills

Soft skills are what we call the things we can do, or the personal traits we have, that an employer would like.

Soft skills include being: *reliable, friendly, honest, enthusiastic, or a team player.* **Soft skills employers like to see** in people they hire also include *good communication skills, ability to follow directions, work on your own or multi-task and be able to resolve conflicts with people.*

We all have some of these skills that we use in our daily life. We use these soft skills at school, in our community, within our family and at work.

Read the soft skills definitions on the next page and start remembering what these soft skills are. **Remember to think about the ones you have!**

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1.5: Soft skills definitions

TEN SOFT SKILLS TO HELP YOU SUCCEED:

- 1 reliable**—This type of person can be counted on to get things done. They come to work on time.
- 2 friendly**—This person is outgoing and kind to others.
- 3 team player**—This person works well with other people and does their best to help the company or group succeed.
- 4 communication skills**—This type of person is good at talking and explaining things. They make sure people are heard and answered.
- 5 follow directions**— This person can do what they are told in the right way. They can ask for clarification if they are not sure.
- 6 honest**—This type of person can be trusted and will not steal or be lazy.
- 7 enthusiastic**—This person has a cheerful and upbeat attitude.
- 8 conflict resolution skills**—This person is able to deal with problems and work things out with the people involved without causing a scene or making drama.
- 9 ability to work on your own**— A person like this works well by themselves or with little supervision. They don't need to be watched or supervised to do the right thing.
- 10 multi-tasking**—This type of person can do more than one thing at a time and not become confused.

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1.6: Soft skills flash cards

Test yourself and see if you've learned the soft skills:

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1.7: Soft Skills Check

Take the check-up quiz to see if you understand what soft skills are.

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1.8: What are your skills?

WHAT ARE YOUR SKILLS?

Answer the questions:

Save your answers and re-read them before you go to talk to employers at a job fair or before you go to a job interview.

Remember: You've got what it takes!

Write 4 soft skills you feel confident you are very good at.

Write one or two sentences that tell why you are good at these 4 things.

Write 4 hard skills you know you do well.

Write one or two sentences explain when you have done these things.

Write a sentence explaining what type of worker you would be.

Read ALL your sentences to yourself. Say them to yourself in the mirror. Say them to your family, a friend, a teacher or job coach.

Now, when you are asked, you have the words ready to talk about your skills!

Remember: You've got what it takes to get a job, and to do a good job!

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1.9: Personal branding

Personal brand is a term that means an individual is unique and has something different and good to offer. When you meet with prospective employers you want them to know that you know yourself, you know what you want and where you want to go.

Who are you?

Give facts— You want to show that you are credible, believable, genuine

Exude Confidence—show your skill and ability to complete and succeed

Share hope & ambition—let people you meet know you have a plan for your future

Build a rapport or connection—be yourself, build bridges and make bonds with the people you meet

Share strength of character—when have you forged ahead when things were hard?

Think about all these things and then state who you are in under 50 words. That's your Personal Brand!

Remember, once you figured this all out, what you say, what you do and what you post on social media should reflect this. This should be who you really are or who you are working to become!

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CHAPTER OVERVIEW

2: Preparing for your job search

Outcomes

- 2.1: Outcomes Unit 2
- 2.2: Setting Goals
- 2.3: Preparing a Short- and Long-Term Career Plan
- 2.4: Preparing a Resumé
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2.1: Outcomes Unit 2



Outcomes

- Describe effective goal setting
- Prepare a short and long-term career plan
- Prepare a resumé

This chapter focuses on effective goal setting techniques, how to prepare a short and long-term career plan, and how to prepare a resumé.

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2.2: Setting Goals

To become successful, you must know what you want, set goals, and work toward those goals. Success can only be determined personally. What is success for one person may not be success for another.

Your definition of success is determined by your values and beliefs. Once you know what you want from life, there is a common set of skills that can be applied to reach those goals whether you wish to become a member of the national culinary team, own your own restaurant, or teach cooking in a developing country.

Once you have completed your apprenticeship, there are many career paths available to you. You may wish to open your own restaurant, which may mean saving money to purchase and develop the property. You will also have to acquire skills in business management. You may choose to work in large hotels, working your way up through a variety of positions and properties to become an executive chef. You may aspire to be an educator, to cater meals in a client's home or on movie locations, or to work in an institutional setting such as a hospital or ferry. Other individuals are content to work under a well-known chef or in a particular restaurant chain. It all depends on what you want from your job and from life.

Setting goals gives your life direction. Goals give you something to work for and provide a sense of accomplishment. While this book focuses mainly on work-related goals, the same process can be used to set and work toward goals in any area of your life. Of course, once you have set a goal, this does not mean that you have to rigidly follow a set path. Often, opportunities may come up that create a means to shorten your path or change direction. For example, the bankruptcy of the restaurant in which you are working or a job shortage may cause you to create your own job or change your career direction.

Values and Beliefs

What you want in life depends on what you value and believe. The first step in setting goals is to think about what is important to you. If you simply base your goals on what others want or believe to be important, you may not be happy even though you achieve these goals. Your choices and decisions have to be based on what you think, feel, and believe.

Your values and beliefs come from your family and your experience of the world. For example, if you come from a close and loving family where parents and children spend a lot of time together, you are likely to place a strong value on family time. You may also develop this value if you feel that you were lacking in this closeness as a child.

Values and beliefs may shape:

- Where you want to live
- What hours you want to work
- How much money you want to have
- What kind of family life you want
- What kind of job and job responsibilities you want
- What kind of community involvement you choose
- How much leisure time you desire
- How important religion, altruism (generosity to others), and spirituality are to your life

These factors, in turn, will shape what type of job you want. For example, some people are willing to work long, hard hours in a remote mining camp away from friends and family in order to make more money and to spend time in a remote wilderness setting. Notice that there is seldom a way of having it all. You have to set priorities, deciding which values are more important than others. Sometimes these decisions are long term. A person whose long-term goals include making money and spending time hiking and fishing may spend many seasons working in a remote lodge setting.

For others, these goals may be short-term decisions that form a stepping stone to reaching another goal. For example, the attractive wages in an oil drilling camp might allow a person to save enough money to open a bistro or coffee shop. This person may be willing to spend two or three seasons working in a camp while saving as much as possible.

Before proceeding any further, think about your values and beliefs. What are your priorities in life? What is your current situation? What are your current responsibilities?

What Are Goals?

Goals are statements of what you want to achieve, do or be. They should be:

- Specific
- Measurable
- Achievable
- Realistic
- Timely

For example, “I want to qualify as a chef de cuisine within the next seven years” is a realistic goal for someone who is completing the Cook Apprenticeship program. At the end of seven years, you would be able to tell whether you had achieved this goal or not. Whether a goal is realistic depends on the your situation. For example, if you have not completed high school or begun a cooking apprenticeship, this goal may not be realistic.

“I want to live in a nice place” is not a measurable goal. You haven’t said when you want to achieve this goal, whether the place is a city or town, or a house or apartment. Does the statement mean that you own the place? You can’t tell from the way it is worded. The more specific you are about your goals, the more likely you are to achieve them.

Factors that prevent people from setting and achieving goals

At first thought, lack of money, education, and time seem to be important factors that prevent people from achieving their goals. However, the success of some people who lack all of these things and have family responsibilities as well suggests that other factors are more important. The most critical factors that prevent people from reaching their goals are fear of failure, lack of self-esteem, a fear of missing other opportunities, and a lack of confidence in their ability to meet their goals.

Keys to successful goals

The key to achieving goals is, first and foremost, to set a goal that you really want: a goal that you are passionate about and willing to work hard toward. You must believe that you can reach your goals. Your goal must be achievable. There is no point in setting an unattainable goal. You need to have timelines for achieving the goals. You must recognize that you need the support of others in reaching the goal. This may include your friends and family. You also need to recognize that some people will not be supportive and find ways to minimize your interaction with them.

Not enough time

Lack of time is a common complaint and a common excuse for not reaching goals. Everyone has just 24 hours a day. Some people have better time management skills. This allows them to get more done in a day than others can accomplish. Everyone finds time for those things that are most important to them. If you find lack of time a problem, consider how you manage your time. Do you waste a lot of time? Do you set priorities for your time? Could you delegate some chores to others? Are there some things you could drop or postpone in order to have time to achieve your goals?

Obviously, some people have more commitments than others. Some people also have lower energy levels or a higher need for sleep than others. This may mean that they must allow more time in order to achieve the same goals, or find other ways of achieving these goals. For example, you may only be able to attend one course per year rather than two or three while working full time if you are also a full-time parent. Perhaps a distance education course might be an option that allows you to achieve your goal.

Taking Stock

Once you have set a goal, you need to take stock of where you are. This means identifying your strengths related to the goal, and the barriers in the way of reaching your goal. Strengths include skills and experience related to the goal, any personal habits that make it easier to achieve success, the support of family and friends, and resources that you have such as access to a car, a special library, or a free babysitter. Barriers are all the things that get in the way of meeting your goals. They may be a lack of something, such as education, money, information, or experience. They may also be an existing financial or personal commitment that gets in the way of easily achieving the goal.

For example, Susan, who wants to own her own restaurant, might identify the strengths and barriers as shown in Table 4.

Table 4. Sample list of strengths and barriers

Strengths	1. Will complete Cook Apprenticeship program this year 2. Three years' experience working in a restaurant 3. Worked as a bus person and server during high school 4. Knowledge of wines as a result of my winemaking hobby 5. Have been promised a full-time job as a cook on completion of apprenticeship 6. Confident self-starter 7. Highly motivated 8. Need little sleep 9. Can work long hours 10. Supportive family 11. Uncle owns a restaurant
Barriers	1. Lack business management skills and experience 2. Have not developed a menu on my own 3. Do not know the market for new restaurants in this community 4. Do not know the legislation and legal requirements for opening a restaurant 5. Do not know how to mix drinks 6. Do not know how to deal with customers or sell 7. Lack the capital to start a business 8. Have a car loan of \$5,000 9. Make child support payments of \$200 a month 10. Work irregular shifts which make it hard to attend courses

Once you have assessed your skills, strengths, and barriers, you are ready to start the next step, planning. Planning must take into consideration the strengths and barriers you have identified. To begin, use cards or small pieces of paper to write down ideas about steps you can complete to bring you closer to your goal (Figure 16).



Figure 16. Write down the steps you need to take on small cards or sticky notes.

Once you have run out of ideas, arrange the papers or cards in time order. For example, Susan may want to rearrange her budget and move to a smaller apartment so that she can pay off her car loan more quickly and then begin saving money. She might also decide to sell her car and buy an older, used car so that she can pay off her loan right away.

Check to see that you have not missed any steps. Refer to your barriers to see whether you have found ways around each. Look at each card to see if there are any steps you need to complete before you complete this one. For example, in order to register for a distance education course, you may have to request high school transcripts from another province.

Each step should be something that you can complete in a short period of time, usually no more than several months. Each step should bring you a little closer to reaching your goal. Be realistic about the time it will take to complete a step. Make the steps a little smaller if they will take a year or more. The steps you will identify will be different from those for another person with a similar goal because you start with different skills, abilities, and strengths and face different barriers.

Once you think that you have all the necessary steps listed, ask a friend or family member for input. Add any new steps and reorder them if necessary. In Susan's case, her uncle, who owns a restaurant, could provide valuable assistance. He may also be able to suggest ways in which he could help Susan, perhaps by acting as a mentor.

Finding a Mentor

A mentor is a person who is a trusted advisor, someone you can consult on an ongoing basis concerning your progress and problems. You could approach someone who has already achieved a goal similar to the one you have set for yourself. This could be a former supervisor, a chef you have met through the local chefs' association, or a restaurant manager you know. You should try to find someone you like and trust, a person who is willing provide you with help and encouragement. This individual should also be prepared to give you constructive criticism when you need it.

A mentor can be very helpful in keeping you focused and working toward your goals. He or she usually has more experience and can help you tackle the problems that arise as you work through your action plan.

Setting a timeline and sticking to it

Next, set a time for completing each step in your plan. Be realistic about the amount of time it will take to complete the step and the amount of time you can devote to the step during a particular time period. Plan to accomplish something each week and month, even if these steps are very small. Promise yourself a small reward for accomplishing a certain number of tasks on time. Share your plan with others who will help keep you motivated and ask them for their continued support. For example, Susan's uncle might offer to meet with her once a month to review her progress toward her goal.

Enlist the help of family members and friends when appropriate. For example, Susan knows someone who might be willing to share a house and who would be willing to have her four-year-old son (who lives with his father) visit on weekends. By sharing, both Susan and her friend might reduce their living costs.

Keep checking your action plan to see whether you are on target. Don't get discouraged if you miss a deadline occasionally. Readjust your timeline to catch up with the steps. If some unexpected problems arise, take stock again, add new steps if necessary, and readjust. For example, Susan had a car accident that caused her to miss two months of work and undergo intensive rehabilitation. During that time, she was unable to complete a course. Once she had recovered, she reviewed her action plan and adjusted her dates as necessary.

Table 5 shows a partial list of the steps Susan identified in order to meet her goal and the timeline she prepared. She prepared this plan in March; you are looking at her progress in early May.

Table 5. Progress on Susan's action plan

Step	Planned Completion Date	Actual Completion Date
Rework personal budget to save \$200 per month	March 31	March 31
Give notice to present landlord	March 31	March 31
Find new accommodation that fits new budget	April 15	April 6
Sell car and pay off car loan	April 15	April 18
Use proceeds to buy older car without loan (brother may have a lead on a good car)	April 22	April 23
Move into new apartment	May 1	May 1
Write Cook Red Seal exam	May 15	
Increase monthly savings to \$400 as a result of having no car loan	June 1	
Borrow Restaurant Operations Manual from uncle and study legal and legislative requirements section; rework action plan if necessary	June 15	
Register for a bartender's course to start in September	June 15	

Note that Susan has not met all of her timelines. However, she is making steady progress toward her goal. With support from her uncle, other family members, and friends, she will achieve success. At the end of June, Susan had met all of her goals so far and gave herself a weekend camping trip as a reward.

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2.3: Preparing a Short- and Long-Term Career Plan

Setting Employment Goals

Previously, we talked about setting goals. The example given in the text was Susan's goal of eventually owning her own restaurant. In this example, she was promised a job on completion of her apprenticeship. On completion of training, many graduates look for employment. Before applying for jobs, you need to decide what kind of a job you want and where you want to work. In other words, you have to focus your search. Ideally, the job you seek should relate to your long-term career and personal goals.

Some people simply want to have a job. They apply for jobs without considering their skills and experience, their interests, and their goals. This process is bound to be frustrating. You may apply for jobs at a much higher level than you are qualified for and be turned down so often that you get discouraged. Or you may apply for jobs for which you are overqualified. You may not be hired because the employer thinks you will not stay at the job long. Or you may be hired and become bored because of the lack of challenge in the work. If you work at a job you do not enjoy, you will likely suffer a lot of stress.

Making an Inventory of Your Skills, Abilities, and Interests

Many people believe that they do not have skills because they have limited job experience. Others think that because they are making a career change, they have few skills of relevance to their new goals. These beliefs are not true. You have acquired skills in a wide variety of ways during your life. Places where you may learn skills and examples of some skills you may have acquired are shown in Table 6.

Table 6. Examples of places in which skills are acquired and examples of skills learned

Place to Acquire Skills	Skills Acquired
Home	• Managed a personal budget • Organized time
School	• Planned student association or club functions • Operated a computer • Worked as a part of a team during group projects
Church	• Public speaking experience • Planned community celebrations or concerts
Clubs and community organizations	• Knowledge of wines as a result of membership in wine tasting club • Ability to conduct meetings • Planned and prepared fundraising dinner
Community	• Dependability as a result of delivering community newspaper • Got jobs done on time
High school cafeteria	• FOODSAFE Level 1 • Prepared and garnished salads • Established respectful working relationships with cooks and servers

An inventory of your skills is an initial first step in preparing to find a job. It provides a full list of your skills and abilities. You can then use this list to prepare your resumé.

Transferable Skills

Transferable skills are those skills that you have learned in one setting and that you can apply in a variety of situations. For example, you may have learned to plan a function or event when you were on the social committee for an association, but you can apply that skill in the hospitality industry. Similarly, you may have learned to supervise other employees when you worked at a

fast-food restaurant, but you can transfer that learning to other jobs. You may have dealt with customers when you worked at the front desk of a hotel (Figure 17), but the essential skills of customer service are the same in other jobs.



Figure 17. Customer service skills are transferable.

When preparing your inventory, focus on transferable skills unless the skills are directly relevant to your present employment goal.

Identify Your Interests



Figure 18. A list of enjoyable accomplishments can help you decide what job factors are important. of go2HR.

You may have a wide variety of skills, but some of these skills may have been gained in jobs which you do not want to do again. This is why it is important to identify your interests. What kind of job do you want? What kind of skills do you want to use? What kind of work do you find satisfying? The answers to these questions will help you target the kind of job you want. Some people already know exactly what they want from a job. However, most people are not completely clear about their interests.

A good starting point is to make a list of all of the enjoyable accomplishments in your life (Table 6). These are things you did well and felt good about. Try to list at least 25 accomplishments from all parts of your life: school, work, volunteering, hobbies, and your personal life. Develop this list over four or five days. Write down the ideas as they occur to you.

Once you have a list, select the seven most important. Rank the accomplishments with the most important first. Write a paragraph about each accomplishment. Then identify what things are common to each of the stories. For example, you may find that your most important accomplishments all include elements of completing tasks against intense time pressure, preparing elegant and beautifully presented meals, dealing with people, and organizing activities. This suggests that these factors are ones you find important and should look for in your work.

Other exercises you can complete to discover your interests include:

- Identifying your work-related values
- Listing the things you really like to do
- Thinking about each job you have held and identifying what you found satisfying and dissatisfying
- Thinking about the qualities of supervisors or managers with whom you had a good relationship
- Imagining where you would like to be in your life in five or 10 years
- Inventing your ideal job
- Imagining the job you would have if you won the lottery, but still wanted to work

For each of the statements below, rank how important it is in terms of your overall career objectives. Use the following scale:

1. Not important at all
2. Somewhat important
3. Reasonably important
4. Very important in my choice of job

Career Objectives Test

—	ability to advance in the job
—	helping others
—	supervising others
—	helping society
—	meeting challenges
—	working for something you believe in
—	public contact
—	pleasant and friendly co-workers
—	competition
—	working alone
—	working with others
—	personal growth and development
—	minimal supervision
—	enjoyable work tasks
—	freedom from pressure
—	high pressure environment
—	being an expert
—	recognition from the community
—	ability to be creative
—	learning on the job
—	location of the workplace
—	tranquility on the job
—	predictable schedule
—	money earned
—	change and variety
—	fast pace
—	having time for personal life
—	power
—	adventure or risk-taking
—	prestige
—	recognition from supervisors and co-workers
—	job security
—	chance to make an impact
—	clear expectations and procedures

Once you have completed the exercise, circle those items you marked “4” and choose the five most important. Which would you give up if you were forced to compromise? Which would you be most reluctant to give up?

Identify Possible Jobs

There are many options and environments when it comes to finding the right fit for your skills and interests. To find the right situation for you, take the information you have gathered and start to think about the employers and places in your community where you could work. If you are not sure how your interests and skills match with the jobs you have identified, talk to your instructors, friends, or acquaintances who work with a particular employer or visit the restaurant or food service facility as a customer (Figure 19).



Figure 19. Visiting a restaurant can help you decide whether you want to work there.

Plan Short- and Long-Term Career Goals

Remember Susan and the steps she took to plan her goals? Taking the goal-setting approach to your career is equally important. Think about the next 10 years and where you would like to be in your career at that time. Think of the skills and experience you will need to gain in order to accomplish those career goals. Writing down your career path and goals will help you accomplish them, and allow you to focus on each step at a time. Table 7 shows a completed table of timelines, career goals, and skills and experience.

Table 7. Planning sheet for short- and long-term career goals

Timeline	Career Goal	Required Skills and Experience
1–2 years	Complete apprenticeship and obtain Red Seal	• Complete technical training and hours • Gain experience on all stations
4–5 years	Sous-chef position in leading restaurant	• 2–3 years’ experience in similar environment after Red Seal • Supervisory training
6–7 years	Chef position in leading restaurant	• 2–3 years’ experience as sous chef • Additional management training
10 years	Open own restaurant	• 2–3 years’ experience as Chef • Additional business courses

As you can see, thinking of your end goal helps to plan the steps along the way. If your ultimate career goal is to be the executive chef of a large hotel, then spending a number of years working your way up in small bistros is likely not the best plan. However, if owning your own small restaurant is the goal, gaining experience in similar places will do you more benefit than working in a large hotel.

Of course things will change, and it is important to understand that sometimes if you decide to change direction, you will have to re-evaluate. If you have worked your way up to sous-chef in a small restaurant, and want to switch to the hotel environment, you will likely have to take a step back and take a job as a cook in order to learn how a large hotel operates.

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2.4: Preparing a Resumé

A resume (pronounced reh/zoo/may) is a summary of your skills, training, and experience. Its primary purpose is to interest the employer in you as a potential employee. A well-written, carefully planned resumé will help get you an interview that may lead to a job offer. It may be included with a letter of application, attached to an application form, or handed to a prospective employer when you are interviewed. Copies of your resumé may also be given to instructors, friends, or family members who have agreed to help you in your search.

Resumés and cover letters are essential tools for finding jobs. You can use these tools to sell a potential employer on your skills and abilities. In the past, resumés were used only in professional and management level jobs. However, today most employers require a resumé. Even when one is not required, a well-prepared resumé can help you get a job.

Parts of a Resumé

There are a variety of formats you can use to present your resumé. However, no matter which format you choose, all resumés usually contain the following (Figure 20):



Figure 20. Parts of a resume.

Name, address, email, and phone number

Your name, address, email, and phone number should be given on your resumé so that you can be easily contacted for an interview or possible employment. Make sure you leave a number where messages may be left for you. Do not leave your current work number, as your present employer may not appreciate personal calls during work time.

Employment objective

The employment objective identifies the type of position you are seeking. If you are looking for a range of different jobs, leave the objective out or tailor each resumé to the situation. You could also include your employment objective in the cover letter.

Avoid using specific job titles. Be concise and specific. Concentrate on the job you are seeking right now, not 10 years from now. For example, you might say “a challenging position as a First Cook or Chef de Partie.” Do not include vague, self-gratifying statements such as “so I might become a better person.”

Education

Show educational qualifications, starting with the most recent and most relevant. There is no need to give the name of your secondary school if you have completed college or university. Identify any relevant training courses you have taken in high school or outside of a formal training institution if they are relevant to the work you are seeking. Take your cues from the job

advertisement or the information you received from your contacts. For example, you might include first aid training if the job is in a remote camp.

Areas of knowledge and experience

Identify your skills and experience in past jobs and volunteer experiences. Keep the statements brief and to the point. Focus on the needs of the employer. Include your accomplishments from community activities and hobbies only if they are relevant to the job. If you are applying to a catering company, the statement “planned and catered a banquet for the regional soccer championship (100 guests)” would be relevant. An employer is not likely interested in whether you are a fly-tying expert. Be honest and be sure that you can back up every statement. Do not claim skills in any area in which you do not have practical experience, and don’t overstate your experience. Don’t claim to have managed the kitchen or created the menu if you have only assisted in these tasks.

Use verbs (action words) to describe your accomplishments. The following provides a list of verbs associated with different types of skills:

Creative and technical

- adjusted
- altered
- arranged
- changed
- created
- demonstrated
- designed
- developed
- devised
- formulated
- generated
- improvised
- invented
- modified
- originated
- performed
- prepared
- produced
- predicted
- restructured
- simplified

Working with people

- aided
- assisted
- advised
- advocated
- conferred
- consulted
- collaborated
- counselled
- encouraged
- facilitated
- guided
- helped
- interpreted
- interviewed
- implemented
- informed
- mentored
- recommended
- referred
- reassured
- served
- shared
- suggested
- supported
- trained

Communication

- advised
- commented
- communicated
- interpreted
- outlined
- promoted
- presented
- spoke
- summarized
- translated
- wrote

Business or administrative

- administered
- advised
- analyzed
- authorized
- budgeted
- deliberated
- designated
- developed
- distributed
- drafted
- hired
- investigated
- implemented
- recorded
- managed
- marketed
- monitored
- organized
- planned
- proposed
- purchased
- recommended
- reported
- scheduled
- selected

Analytical

- analyzed
- assessed
- appraised
- combined
- compared
- concluded
- contrasted
- deduced
- determined
- inferred
- interpreted
- evaluated
- monitored
- reviewed

Leadership

- assigned
- coordinated
- delegated
- evaluated
- led
- motivated
- negotiated
- persuaded
- supervised
- supported

Achieving results

- adapted
- attained
- completed
- contributed
- decreased
- increased
- doubled/tripled
- eliminated
- established
- expanded
- implemented
- improved
- introduced
- maintained
- multiplied
- opened
- proposed
- provided
- realized
- recommended
- reduced
- revised
- revitalized
- risked
- saved
- simplified
- sold
- solved
- stimulated
- streamlined
- structured
- submitted
- succeeded
- unified
- upgraded

Professional activities

You should list any related activities, such as membership in professional or trade associations or volunteering that relates to your application. Be sure to list any responsibilities that you held in these positions as often these activities are great ways to demonstrate experience you have not gained in your work experience.

References

References may be listed in your resumé or they can be listed on a separate sheet. You should have at least three references lined up when you apply for jobs. Be sure to get each person's permission to use her or him as a reference. Supply the reference with a copy of your resumé and a copy of the job ad or posting so that he or she can speak knowledgeably about you when contacted. Have the person's full name, title, position, company name, address, and phone number for each reference.

The most important factor to keep in mind when choosing references is that the person has a favourable opinion of you. The person should also have a title that shows responsibility, especially responsibility relevant to the position you are seeking. If your reference is someone the potential employer likes and respects, so much the better.

Do not use a relative, especially one with the same last name. Do not use anyone who shares your address as a reference. Make sure that the people you select can communicate well orally and in writing. Always make sure that your references are people with whom you have had recent contact with. A good borderline is within the last two to three years. Try and keep in touch with your references by an email or phone conversation so that if they are called to give an opinion on you, firstly, they remember you, and secondly, they have recent knowledge of what you might be doing currently.

Chronological and Functional Resumé Formats

Chronological resumé list your experience and education from the most recent to the least recent. Under each position or employer, you should list the skills and experience gained at that employer. This style of resumé highlights a steady employment record. It emphasizes growth and development in employment history. However, it can expose drawbacks such as gaps in

employment, frequent job changes, lack of related experience, or lack of career progression. This type of resumé is suitable if your most recent employment is directly relevant to the job for which you are applying. Below are examples of chronological resúmes.

A chronological resumé for a person applying for a sous-chef position.

Suzanne Chung

345 Any Street
Anytown, B.C.
V0X 1R0
(250) 555-1234
Email: SChung

Job Objective

To obtain a position as a sous-chef in a full-service restaurant

Experience

2009 to present

First Cook
Pleasant Stay Hotel
345 Seaview St.
Anytown, B.C.
V0X 2T7

- Prepared breakfasts, lunches, and dinners in a busy hotel coffee shop
- Prepared banquets for up to 300 people
- Supervised meal preparation in pub kitchen
- Operated cold kitchen and pastry station for main hotel dining room
- Assumed duties of sous-chef during vacations

2006–2009

Apprentice Cook
Mountainview Resort
Box 197
Resorttown, B.C.
V0S 2T0

- Prepared menu items under supervision of First Cook
- Prepared banquet menu items
- Sliced and served meats at banquets and buffets
- Prepared pastries, cakes, and desserts

2004–2006

Kitchen helper and dishwasher (part-time)
Valley Resort
Box 181
Resorttown, B.C.
V0S 2T0

- Assisted with preparation of salads, soups, and other menu items
- Scrubbed pots and assisted dishwasher
- Cleaned kitchen equipment and work stations

Education

2014

Selkirk College

HSP 321: Food and Beverage Cost Control

2006–2009

Camosun College

Attained Cook Certificate of Qualification with an Interprovincial endorsement

Professional Activities

Active Member of the Anytown chapter of the Canadian Culinary Federation, currently responsible for planning student culinary competitions

Member, BC Restaurant and Food Service Association

References

Available on request

 A chronological resumé for a person just completing an apprenticeship.

David Peterson

1655 Frederick Street

Anytown, B.C.

V0X 1R0

(604) 587-3301

Email: dPeterson

Job Objective

To obtain a position as a First Cook

Experience

2012–2014

Apprentice Cook

Freddy's Restaurants

Kelowna, B.C.

- Prepared menu items under supervision of First Cook
- Prepared banquet menu items
- Sliced and served meats at banquets and buffets
- Prepared pastries, cakes and desserts

2010–2012

Kitchen helper

Valley Resort

Box 181

Resorttown, B.C.

V0S 2T0

- Assisted with preparation of salads, soups and other menu items

- Scrubbed pots and assisted dishwasher
- Cleaned kitchen equipment and work stations

2009–2010

Crew chief
McDonald's Restaurants
Resorttown, B.C.
V0S 2T0

- Supervised crew
- Assessed inventory
- Prepared food and served customers
- Calculate wastage and promotional product sales

Education

2012–2015

Okanagan College, Kelowna, B.C.
Completing Professional Cook 3 Technical Training in May 2015
Will qualify for Professional Cook 3 Certificate of Qualification with an Interprovincial Red Seal endorsement

Professional Activities

Volunteer Camp Cook, Anytown Summer Camp for disadvantaged children, 2013

Junior Member of the Anytown chapter of the Canadian Culinary Federation, currently assisting with preparations for the Food Show

References

Available on request

A functional resumé shown below is a good way to display your most relevant skills and accomplishments. Under the heading “Experience” or “Skills and Accomplishments,” you list your capabilities under broad headings such as supervision, food and beverage cost control, menu planning, and so on. Under each heading, list all of the skills you have related to that topic without regard to where you acquired that skill. Your previous positions and employers are briefly listed under the heading “Work History.”

This resumé format minimizes drawbacks such as gaps in employment and lack of directly related experience. It is most useful when you have acquired a broad range of skills relevant to the job through many different employers. It can also be useful if your job titles did not adequately reflect the duties performed. It is harder to prepare a functional resumé. Functional resumés can be confusing to read if not well written.

 A functional resumé for a person applying for an executive chef position.

ANGELO GUCCI

345 Princeton Street
(604) 587-8762
Anytown, B.C.
V0X 1R0
(Email: aGucci)

OBJECTIVE

To gain a position as an Executive Chef in a full-service hotel

EXPERIENCE

Menu planning

- Prepared banquet menus for a variety of functions
- Participated in creation of new menus for coffee shop, dining room, pub, and room service
- Developed standard recipes and procedures for new menu items
- Conducted yield tests
- Revised menus based on popularity and profitability of menu items

Food and beverage cost control

- Maintained inventory control procedures
- Purchased and received goods
- Developed purchase specifications for goods
- Used recipe management software to cost menu items
- Analyzed sales history information to project sales volumes and expense levels
- Used a computerized inventory management system to maintain stock levels and reduce waste.

Supervision of staff

- Selected and oriented new staff
- Trained apprentice cooks
- Prepared work schedules for kitchen and dining room staff
- Evaluated staff performance and provided constructive criticism

Food preparation

- Prepared high-quality menu items in Broiler/Grill, Cold Kitchen, Fry, Soup, and Pastry stations of a large hotel kitchen
- Gold Medal prize winner at Okanagan Chefs Association culinary competition in 2013 and 2014

WORK HISTORY

2005 to present

Sous-Chef

Crest Hotel

Anytown, B.C.

V0X 1R0

2002–2005

Sous-Chef

Tigh-na-mara Fishing Lodge and Resort

Canim Lake, B.C.

V0X 1R0

1999–2002

First Cook

Freddy's Restaurants

Kelowna, B.C.

V0X 1R0

1996–1999

Apprentice Cook

Spruce Meadows Country Club

Mission, B.C.

V0X 1R0

EDUCATION

2014

Chef de Cuisine certificate

2011–2012

Tourism Supervisory Development Program: Food & Beverage Option
Okanagan College

1999

Cook Certificate of Qualification with an Interprovincial endorsement
Vancouver Community College

1995–1996

Professional Cook Certificate

Northern Lights College

Completed all three levels of the program with an A average

2014

In-house training on Squirrel Food and Beverage and Inventory Management packages

PROFESSIONAL ACTIVITIES

Active Member of the Anytown chapter of the Canadian Culinary Federation, currently Membership Chairperson

Member, BC Restaurant and Food Service Association

REFERENCES

Available on request

Tips on Preparing a Résumé

There are several websites that offer free templates for building different styles of resumés. It is important that the presentation is professional and well laid out.

When preparing your résumé, keep the following points in mind:

- Use good quality 8.5" x 11" stationery in white or cream for print copies
- Use perfect grammar, spelling, and punctuation; check and recheck your résumé
- Use ample margins and white space to enhance the appearance and readability of your résumé
- Limit your résumé to two pages
- Label the second page with your name and page number as well in case the two pages get separated
- Staple your résumé pages together
- Print the résumé using a good quality printer
- Be clear and concise
- Be accurate; the employer may check on what you have written
- Be consistent in your format and style
- Be positive in tone; focus on results and accomplishments
- Tailor the résumé to the employer's requirements
- Be complete; make sure that you include company names; do not abbreviate
- Use headings and paragraphing to organize the content

- Avoid company jargon when presenting accomplishments; they may not be readily understood

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2.5: Cover Letters

Unless you are handing your resumé directly to the person who will read it and you have an opportunity to speak to that person about your skills and abilities, you should always include a cover letter. The cover letter acts as an introduction to the reader and encourages him or her to read the resumé carefully.

Today, employers receive many applications for each job, so they may never read beyond the cover letter. You have approximately 30 seconds to grab the employer's attention and persuade him or her to read your resumé. Otherwise, your application may end up in the recycling bin.

Cover letters and resúmes are often sent electronically. You can either type the content of the cover letter into an email, or attach it as a separate document along with your resumé. If you submit it this way, be sure to include a short email stating your interest in the position and that your cover letter and resume are attached. Be clear to identify your purpose for the email by using the subject line. For example, the subject line "D. PETERSON – Resumé" will clearly show the recipient the purpose of the email.

Cover letters have three parts: an introduction that explains why your resumé is sitting on the person's desk, the benefits of hiring you for the job, and a closing that focuses on the outcome you want: asking the employer to contact you.

Writing Cover Letters

To write an appealing cover letter, keep in mind the following:

- Use standard, business letter format; start with your complete mailing address and the date the application will be mailed.
- Always address the cover letter to an individual; if you do not know the person's name, call the company and inquire. Make sure that the information including the spelling of the person's name, his or her title, the company name, and the address is correct.
- Use an appropriate salutation such as "Dear Ms Jones," or "Dear Selection Committee" (ask when you call the company or refer to the job ad).
- Make sure that your opening gains interest and explains why you are sending this application. If you are responding to a job advertisement, give specific details (newspaper or website in which the ad appeared, title of job, date, posting number). A sample of a cover letter in response to a job advertisement is shown below. If you were asked to apply or were recommended by someone who knows the individual, say so.
- Briefly mention the qualities or experience you have that meet the company's requirements. Show that you have done your homework. Be positive and realistic. Explain why you would be an asset to the company. Do not mention salary (unless specifically requested to) and don't express any doubts about your ability to handle the job.
- Suggest a meeting to further discuss how you could benefit the company. You could indicate that you will follow up with an email or phone call, or ask to hear from the reader. Make it easy for the person to contact you; give your contact information in the form of email and a phone number.
- Sign your letter.
- Proofread your letter very carefully.

If sending in a hard copy:

- Use good quality stationery of the same type and colour as used for your resumé.
- Do not staple the letter to the resumé. Place the letter on top.
- Send your cover letter and resumé, unfolded, in an 8.5" x 11" envelope.

Sample Cover Letters

Example 1: When responding to a job advertisement

✚ When responding to a job advertisement

1655 Frederick Street
Anytown, B.C.

V0X 1R0

May 28, 2015

Mr. Steve Cooke
Chef, Abby's Restaurant
268 St. George Street
Anytown, B.C
V0X 1R0

Dear Mr. Cooke:

I believe that I have the skills and experience you require for the First Cook position you advertised on the go2HR website on May 27, 2015. I have just received my Professional Cook 3 Certificate of Qualification after completing a three-year apprenticeship with Freddy's Restaurants in Kelowna, B.C. You will find me a hardworking and enthusiastic employee who works well in a team.

I have worked breakfast, lunch, and dinner shifts preparing a full range of menu items. My job at Freddy's Restaurant was fast paced and taught me to prepare a high volume of menu items at a consistently high quality. I have had the pleasure of dining at Abby's several times and have always been impressed with the quality of food and professional service.

I have assisted with preparing banquets on a regular basis for occasions such as weddings, birthday celebrations, conferences, and business meetings. I am available to work evenings and weekends. Further details of my work experience and education may be found in the attached resumé.

May I hear from you soon regarding an interview? You may contact me at 778-555-3301 or via email at [Email: dPeterson](mailto:dPeterson).

Yours sincerely,

David Peterson
Enc.

Example 2: When looking for job leads (unsolicited)

When looking for job leads (unsolicited)

345 Any Street
Anytown, B.C.
V0X 1R0
June 21, 1996

Ms Alanna Stevens
Executive Chef
South Shore Resorts
Box 154
Sunny Acres, B.C.
V0T 1S3

Dear Ms. Stevens:

Are you looking for a motivated sous-chef to assist with the planned expansion of the South Shore Resorts food services described in the business section of the *Anytown Times* on June 19, 2014? I am looking for just such a challenge.

I have worked in all food service areas of a large hotel, including the coffee shop, dining room, and pub kitchens. I have prepared banquets for up to 300 people. During the absence of the sous-chef, I assumed all of his duties, receiving the commendation of the executive chef.

I have recently completed a distance education course in food and beverage cost control offered by the Open Learning Agency. As part of this course, I completed an analysis of the menu for the Pleasant Stay Hotel dining room. My report was implemented by the executive chef and has already led to increased revenues.

I will be visiting Sunny Acres during the week of July 10 to 17 and would like to discuss employment opportunities at South Shore Resorts with you. I will contact you to set up an appointment on July 2, 2014. In the meantime, if you have any questions about the qualifications I have outlined in the attached resumé, please contact me at (250) 555-1234 or by email at [Email: SChung](mailto:SChung).

Yours truly,

Suzanne Chung

Enc.

Information to Leave Out of Cover Letters and [Resumés](#)

The Human Rights Code prohibits discrimination on the basis of race, colour, ancestry, gender, religion, place of origin, sexual orientation, political belief, marital status, family status, age, and criminal or summary conviction unrelated to employment. This includes information about your plans for marriage or child care, your date of birth, place of birth, height, or weight.

Employers are not allowed to ask you for a photograph that might identify your race and gender. Nor can they ask about present or previous health problems, WorkSafeBC claims, or any absence due to stress or mental illness. They cannot ask about military service outside Canada. Information related to these prohibited grounds should not be included in your resumé. Most employers will not request this information.

If you are asked for inappropriate information, you have three options:

- Fill in the information or answer the question even though it may be illegal.
- Write a dash or N/A (not applicable) in the application form.
- Send a copy of the application form or advertisement to the Human Rights Commission and make a complaint.

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2.6: Job Search Skills

Visible and Hidden Job Market

Experts estimate that only 20% of jobs are ever advertised through a newspaper ad, job posting, or an employment agency. This 20% is the visible job market. It takes relatively little time to apply for advertised jobs. Be sure to search the visible job market as thoroughly as possible. An employer will not be impressed if you phone looking for a job, unaware of an advertisement.

Job Advertisements

Online job boards, classified ads, and newspapers are the main channels through which jobs are advertised. A number of hospitality-specific websites cover all aspects of the tourism industry enabling employers to advertise positions in specific fields. Useful hospitality and tourism websites include [go2HR](#), [Hcareers](#), and [Workopolis](#) (hospitality and tourism sections). The B.C. government has also recently invested a great deal of resources into a provincial job board and other tools such as an apprentice job match at its [WorkBC website](#).

In smaller communities, check the local newspapers, or newspapers from the nearest metropolitan area as well as classified ad websites like Craigslist and Kijiji. Each ad usually includes the job title, qualifications, and experience needed, and how and where to apply for the job.

A job advertisement may also give you information about the company, the salary and some of the benefits offered. Read the ad very carefully to see what the job requires. Compare the requirements with your own qualifications. In the current job market, you will need to meet all of the requirements in order to be interviewed for the job.

Job Postings

Most companies will have a career section on their website that may include available positions and how to submit resumés. Many of these will also include an online application form that must be completed.

Job ads may also be posted in trade publications, websites, and newsletters. Professional associations and special interest groups such as trade associations and organizations are a helpful source and often have job postings.

Colleges, institutes, and universities often have student employment or placement offices that provide information about job postings and advice on job searches.

Positions with the provincial government (for example, a cook in a provincial penitentiary or provincially run hospital) may be listed on the [B.C. government's MyHR website](#).

Private Employment Agencies

If you choose to do your search through a private employment agency, be sure that it deals with employers in the hotel, restaurant, and food service industry. Employment agencies must register with the Employment Standards Branch. They are not permitted to charge you a fee for finding you a job or identifying possible employers. They receive payment from the employer who uses their services.

Hidden Job Market

Many jobs are filled without ever having been advertised. You can find these jobs by contacting employers directly or using your personal and business contacts to develop job leads. You can contact employers directly by email, mail, or in person. Usually, personal contacts are preferable.

To identify employers who might hire someone with your qualifications, consult an online search engine or a local business directory.

A good way to find job leads is to become involved in the local branch of the restaurant association or the Canadian Culinary Federation. Some associations offer student or junior membership. Volunteer to assist with fundraising and other events. When a chef or restaurant manager knows that you are interested in the trade and willing to volunteer, he or she may be more willing to

help you find a job. Attend trade fairs, restaurant, and food shows. This will help you find out more about the businesses in which you could work and can be a source of job contacts.

Watch for news items in your local media that may identify job opportunities. For example, a local travel magazine may have an article on a resort that will be opening soon or a hotel that is expanding its dining room. You might also come across a website that caters to foodies that lists upcoming restaurant openings.

Another source of direct contacts for job leads comes from your family, friends, colleagues, and co-workers, as well as from former employers, customers, and suppliers. The wider the range of your contacts, the greater the likelihood of a successful lead. Let people know that you are looking for a job so that they can be on the lookout for possible opportunities. Social media is an increasingly popular way to identify the hidden job market. Posting your profile on [LinkedIn](#) or asking your contacts via social networking sites like Facebook or Twitter for leads can pay dividends.

Conducting an Information Interview

The process of exploring possible job leads is called information interviewing. There are five steps to keep in mind:

1. Make initial contact

Speak with people directly. Have a specific person's name if possible. If not, ask to speak to the restaurant manager or the chef. In large hotels, ask to speak to the executive chef. If you are contacting someone you know well, you may leave a message if that person is out.

If you don't know the contact well, try and find out the best time to reach that person. Take into account the schedule of the business that you are contacting. If a restaurant is open for dinner only, try in the early afternoon. If they are open for lunch, try before lunch service or after it ends. Be polite and thank the person to whom you are speaking.

Once you have reached the manager or chef, ask the person to meet with you briefly about job leads. Explain that you would like to speak with him or her even though the company is not hiring right now. Be clear and to the point as you describe your background, training, and experience. Prepare yourself for the call so that you can speak clearly and concisely. If the person agrees to meet with you, confirm the person's name, address, and the time of the meeting. Thank the person for his or her time.

If the person is unwilling to meet with you, ask whether he or she has any suggestions for other persons or companies you can contact. Get the necessary information. Thank him or her for speaking with you and go on to the next contact.

2. Request assistance

Arrive for the meeting on time. Dress neatly and be well groomed. Treat this meeting as though it were a job interview. Be polite. Bring a copy of your resumé and references. Be prepared with the necessary information to fill out an application. Be prepared with specific questions. Some questions that you might ask include:

- How are new employees usually recruited and what strategies work best (e.g., dropping in on employers, going through an employment agency)?
- Where might a person with my skills and background fit in this field of employment?
- Who would you recommend I talk to about job opportunities?

Ask whether the person might be willing to make an introduction for you. Having your contact write or phone other prospects is always more effective than you making the contact. If you make the contacts yourself, use the initial contact's name when you call. For example, you might say, "This is Peter Jones calling. I was referred to you by Mr. Goodhost, the manager of Jerry's Good Eats."

3. Record information

Make notes during each contact interview for later follow-up. When you contact any of the leads given to you by another source, make notes for each person. Be sure to update your files each time you contact someone. Also be sure that you keep copies of all letters, job ads, and other job search information.

4. Encourage contact

Leave your name, email, and telephone number to make sure that everyone you contact knows how to get in contact with you. Request that the person contact you if he or she thinks of a lead after you leave. Leave a copy of your resumé. This provides the person with the necessary information for talking about you to others. Write a brief thank-you note after the meeting. This provides you with another opportunity to remind the person of your name and goal.

5. Keep checking

Check regularly and briefly with all of the people on your list of contacts. This acts as a reminder for them and may also provide new information. It is especially important to check with those people who have agreed to put you in touch with someone else. You want to be able to make that new contact as soon as possible. When you get a job, send a brief thank-you note to the contacts who assisted you in finding the job.

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2.7: Preparing for an Interview

Resumés and cover letters interest the employer in hiring you. However, most employers compile a short list of candidates using the applications they receive, and then interview the people on this short list. This is especially true in the food service and hospitality industry where personal suitability and presentation is a key ingredient in customer service.

Remember that when you drop off a résumé or application, or call regarding a job opening, employees of the company are forming an impression of you. Always be polite and friendly. If you visit the company, dress appropriately and pay attention to your grooming. The person with whom you speak may pass along her or his impressions of you to the person doing the hiring.

It takes a lot of work to get the stage where you are offered an interview, so it is important to make the interview count. When employers are asked why applicants interviewed for jobs are rejected, interpersonal skills and personal characteristics are often key factors.

Applicants may be rejected because of:

- Poor personal appearance and hygiene
- An overbearing, conceited attitude
- Poor communication skills
- Lack of clear career goals
- Lack of interest, commitment, and enthusiasm for the job
- Lack of confidence and poise
- Overemphasis on what the employer offers them (salary, benefits, vacation)
- Lack of tact, maturity, and courtesy
- Poor attitude about the job, previous employers, or school
- Failure to look interviewer in the eye and limp handshake
- Inability to relate skills and experience to the job
- Lack of knowledge about the company
- Obvious personal problems
- Lack of tolerance, strong prejudices, and narrow interests

Types of Interviews

Often you will be interviewed in person. However, in larger companies or when applying for a job in another province, you may also be interviewed by telephone. Today, it is quite common to have an interview via Skype. This allows the interviewer to see you and make an opinion on your appearance. It is important to look professional in this situation as well. Some companies conduct screening interviews as a way of reducing the number of applicants who are considered for a job. Screening interviews may be conducted by someone other than the person who is responsible for the actual hiring. These initial interviews may be a preliminary step to an in-depth personal interview.

Being Prepared

Before going to an interview, you should make sure that you have prepared carefully. You should research the company so that you know what the company sells and how your skills might fit their needs. When applying for a position as a cook, you might visit the restaurant, study the menu, and perhaps even order and eat a meal. Take a good look around. What does the restaurant look like? What is the general ambiance and tone? Do the staff appear to get along well? Do staff members work as a team? Is this a place where you would like to work? Do you feel that you would fit in? Doing your homework about the potential employer makes you look interested in the job and committed to the new employer.

Before going to an interview, you should:

- Be able to describe how your experience and skills would benefit the company.
- Anticipate possible questions you might be asked and have answers prepared.
- Plan transportation to arrive a few minutes early.

- Choose appropriate, business-like clothing and accessories to wear. Take a look at how the staff are dressed when you visit, and dress accordingly. A suit or sports jacket, tie, and dress slacks are appropriate for men. A suit or skirt and blouse are acceptable for women. Women may also wear dress slacks.
- Make sure that clothing is clean, well-pressed, and in good condition. Shoes should be freshly shined and in good condition.
- Be immaculately groomed (for men, freshly shaved or carefully trimmed beard or moustache; for women, simply styled hair and subdued makeup).
- Wear only simple, subdued jewellery and perfume.
- Make sure that you have a clean copy of your application letter, job ad, resumé and references and/or reference letters, and copies of transcripts or certificates relevant to the position to take to the interview.
- Take a pen and paper.
- Prepare questions to ask the interviewer and write them neatly or print them on a piece of paper.

Anticipating Questions the Interviewer May Ask

Employers use interviews to gauge whether you have the qualities to perform the job well. They are looking for ability and aptitude, a willingness to work and learn, a desire to help accomplish the organization's goals, and maturity and compatibility. For the most part, the interviewer will already have established that you have the minimum training and experience for the job by reading your resumé.

Interviews use a question-and-answer format. You should be prepared to answer questions such as those listed below. Even if these are not the exact questions which will be asked, you should rehearse the subject matter so you have a well-rounded complete answer to give when the question is asked.

Can you tell me something about yourself?

This is usually an invitation to talk about yourself on a personal but not intimate level. Stress such points as your family background, length of time in the community, work with community groups, hobbies, and interests. End by focusing on your work experience, work values, aptitudes, and qualities and how these are relevant to the job in question.

What are your future plans?

Describe your specific career plans and how this job fits into these plans.

Why do you want to work here?

You want to emphasize how this position will use your existing skills and develop additional skills. You might also mention the company's reputation as a leader in the industry, a fair employer, or a good corporate citizen, its reputation for providing high-quality training to staff, and other relevant considerations.

Can you work under pressure and deadlines?

This question usually indicates that pressure is a feature of the job. Use examples from your work, school, and personal life to illustrate your ability to handle pressure and deadlines.

Why did you leave your last employer? or Why do you want to leave your present employer?

Mention acceptable reasons for leaving a job such as lay-off, illness, relocation, or retraining, or wanting a new challenge. If you were fired, be honest about the reason and explain why you think you would be a good employee now (e.g., learned from mistakes, dealt with personal problems).

What are your strengths?

Your strengths should present you as an efficient and committed worker who can perform the job competently. Other strengths required in every job are honesty, dependability, enthusiasm, and cooperation. Mention them if appropriate.

What are your weaknesses or limitations?

This question may sometimes be phrased in more subtle ways, such as "What are some areas in which you can improve?" "How have you grown over the past few years?" or "Where do you see yourself needing to grow in the next few years?" It is not a good strategy to avoid mentioning shortcomings because you may come across as dishonest, defensive, or weak.

Mention one or two shortcomings in a way that is not damaging. You can do this by mentioning a weakness that is a mirror of one of your assets or by mentioning those that are easily remedied. For example, you might say, “I drive myself very hard and have to be careful not to assume that other staff have the energy that I have.” Or you might say, “I would like to take a course in menu planning. So far, I have some on-the-job experience and have done some reading on my own.” These type of responses indicate a willingness to be open, a knowledge of your shortcomings, and a willingness to address them. This will create a favourable impression on interviewers.

Why should I hire you?

Your answer should stress how your skills and experience benefit the company and help meet the company’s goals. If you are being hired to address a specific problem, explain how you have handled similar situations in the past.

Other things you might be asked about include:

- An explanation of any gaps in your resumé, poor grades, or a change in career direction
- How you might handle a specific problem on the job
- How you would describe your personality
- How you feel about overtime, working on holidays, or other job conditions
- How much you expect to be paid (be flexible; either indicate a range you would find acceptable, or invite the employer to make the decision based on your previous jobs, experience, and salary)
- What you value at work and in life, what you look for in a job, or what is your ideal job
- What you find difficult to do or who you find difficult to work with

When planning responses, be positive. Indicate how you have learned from experience, what benefits you have gained, and how this learning benefits the employer. Be honest and sincere. Some employers may ask about your leisure activities. Often these employers are looking for someone who is well rounded and contributes to the community.

Handling Discriminatory Questions in Interviews

The Human Rights Code prohibits discrimination in the recruitment of employees except in the case of bona fide (genuine) occupational requirements. Most employers avoid questions regarding these prohibited grounds in interviews because they know that otherwise they may be open to complaints of discrimination by unsuccessful candidates. Review the section earlier in the book on the B.C. Human Rights Code for more information.

Behaviour in the Interview

Interviews are short and interviewers have only a brief time to make a personal assessment. Small details can make a big impact. If you display confidence in yourself and in your ability to do the job, much of this confidence will be transmitted to the interviewer.

If you have not participated in an interview before, you can practise your responses with a friend or fellow student to build confidence and reduce nervousness. It can be very useful to videotape your mock interview. You will get useful feedback from watching yourself which can be used to improve your performance in interviews.

Be courteous and friendly in the interview, without being overly familiar. Interviewers respond to pleasantness and respect.

Some tips on coming across well in an interview include the following:

- Arrive alone and a little early for the interview.
- Remove sunglasses and coat before the interview.
- Get the interviewer’s correct name and use it during the interview.
- Smile and be ready to shake hands firmly.
- Look the interviewer in the eye. If there is more than one person conducting the interview, make sure you look at each of them when they are speaking with you, rather than only maintaining eye contact with the “lead” or more senior person.
- Remain standing until you are invited to sit.
- Do not bring your personal problems to the interview.
- Answer all questions clearly, specifically and honestly.
- Do not make jokes or wisecracks or get into arguments.

- Be poised and calm. Do not fidget, crack your knuckles, or engage in other nervous mannerisms.
- Ask a few pertinent questions about the job.
- Thank the interviewer for his or her time and shake hands.

Questions You Can Ask

Asking some questions yourself in the interview demonstrates that you have confidence in your abilities and that you are genuinely interested in the job and in the company. You can ask the following:

- Do you have any questions about my resumé?
- Can you tell me more about the responsibilities of this job?
- What possibilities are there for promotion and advancement if I do a good job?
- What are the future plans of the company (e.g., expansion, franchising)?
- When will you make your decision about this job?
- What training programs do you have for employees?
- What opportunities are there to transfer to other properties owned by the company (if your research indicates that the company is part of a chain)?

Following an interview, you should assess your performance so that you can improve your interviewing skills.

Activities

- Prepare a career plan for the next 10 years
- Prepare or update your resumé
- Create or update your profile on LinkedIn

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CHAPTER OVERVIEW

3: Job Fairs

[3.1: Outcomes Unit 3](#)

[3.2: Job fair vocabulary](#)

[3.3: Types of job fairs](#)

[3.4: Types of job fairs- assessment](#)

[3.5: Answer Check job fair type assessment](#)

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3.1: Outcomes Unit 3

After completing this unit you should be able to:

- define job search words
- state the types of job fairs
- read job fair advertisements and state what type of job fair they advertise

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3.2: Job fair vocabulary

Study 10 job fair terms.

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3.3: Types of job fairs

Types of Job Fairs

There are different types of job fairs.
Be sure you know what companies will be at
the job fair.



Community Sponsored

Sometimes community organizations will sponsor a career fair. These fairs are likely to have companies looking to fill entry level positions. There may be people there to help with resumes or interview skills.



Company Sponsored

Some job fairs are run by one company that wants to hire several people. Sometimes they are only hiring for one type of job. But they could be hiring for several types of jobs. Check before you go. Do you want this type of job?



College Sponsored

Many times colleges will sponsor career days or job fairs. These can be sponsored by different departments in the college, or they can be general for the whole community.



Event Promoter Sponsored

There are some large companies that sponsor job fairs all around the country. They work to have many companies there. These fairs may be quite large. Usually they will have a website where you can check what companies plan to be there.

Job fairs can be great place to:

- Get information about companies
- Talk to employers

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• Talk to employers

• Learn about different opportunities



Think before you go:

- Are you prepared?
- Do you have questions to ask?
- Have you practiced talking about your skills and experience?

powered by



3.4: Types of job fairs- assessment

Job fair types assessment

1. Read and practice the Job Fair Vocabulary with the dialog cards.
2. Read the Types of Job Fairs infographic.
3. Look at each of the posters below. Read them carefully. Decide which type of Job Fair they are advertising. Check your answers with the Answer Check on the next page.

POSTER #1

Friday
February 4, 2022
9 AM-Noon
Tri-County
Main Campus



Explore current job
opportunities and skills
training

Meet employers. Talk with
different companies about
available options. See what
training opportunities are
available locally.



Job Fair & Training EXPO

For more info:
Call 717-555-1212
Or visit:
TCC.org

Proudly sponsored by:
**Tri-County
College**
Helping you to make your
life better!

POSTER #2

JULY
31



**Let Nationwide Career
Services help you level up!**

- We are THE BEST career specialists in the industry.
- Trust Nationwide for your next job!

Nationwide career fairs **HIRING** event

Stamford Beach Pier
7pm – 10pm

- Hundreds of jobs
- Meet employers
- Interview opportunities
- Apply in person



MORE INFO AT: NO_REPLY@EXAMPLE.COM

 **POSTER #3**



 POSTER #4



The poster features a background of vertical stripes in shades of blue, pink, and purple. The title 'Day long JOB FAIR' is prominently displayed in white. Below it, the sponsor 'NORTHEAST COMMUNITY JOB WORKz' is listed, followed by the tagline 'Jobs for the Modern Age'. A blue box on the left provides the date and location, while a smaller blue box on the right says 'OUR COMMUNITY WORKING FOR YOU!'. At the bottom, a photograph of the Townsquare Exhibition Hall is shown with a pink banner overlay that reads 'Exhibition Hall'.

Day long JOB FAIR

Sponsored by:
**NORTHEAST COMMUNITY
JOB WORKz**

Jobs for the Modern Age

OUR COMMUNITY WORKING
FOR YOU!

All Day Saturday
November 1, 2022

Townsquare Exhibition Hall

For More Info:
www.communityjobworkz.org

Exhibition Hall

TOWNSQUARE

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3.5: Answer Check job fair type assessment

Here are the answers to the types of job fair assessment:



Friday
February 4, 2022
9 AM-Noon
Tri-County
Main Campus

Explore current job opportunities and skills training

Meet employers. Talk with different companies about available options. See what training opportunities are available locally.

Job Fair & Training EXPO

For more info:
Call 717-555-1212
Or visit:
TCC.org

Proudly sponsored by:
Tri-County College
Helping you to make your life better!

#1 The Job Fair and Training Expo is Sponsored by a College. You can see that in the bottom right side of the poster. It says *Tri-County College*.



JULY 31

Let Nationwide Career Services help you level up!

We are THE BEST career specialists in the industry.
Trust Nationwide for your next job!

Nationwide career fairs HIRING event

Stamford Beach Pier
7pm – 10pm

- Hundreds of jobs
- Meet employers
- Interview opportunities
- Apply in person

MORE INFO AT: NO_REPLY@EXAMPLE.COM

#2 The Nationwide career hiring event is sponsored by an Event Promoter. Nationwide Career is a company that puts on career fairs all over the USA. You can read in the box under the picture they say they are *the best career specialists in the industry*.



#3 The Arrow Inc. We're Hiring is sponsored by one company. It says *Join our Team@Arrow Inc.* When only one company is mentioned, you know it is sponsored by one company looking for employees. This is good if it is a company you would like to work for.



#4 The Day long Job Fair is sponsored by a community group. It says at the top *Northeast Community Jobworkz* .

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CHAPTER OVERVIEW

4: Interviewing-with practice videos

- 4.1: Outcomes Unit 4
- 4.2: Interview Skills
- 4.3: Interview Dos and Don'ts
- 4.4: Job Interview 1
- 4.5: Job Interview 2
- 4.6: Practice Job Interview
- 4.7: A task for you

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4.1: Outcomes Unit 4

After completing this unit you should be able to:

- determine what interview skills are good
- use good interview skills to complete a practice interview
- complete a task so you have your information to take to a job fair

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4.2: Interview Skills

When you are invited for an interview or go to a job fair: Dress for Success! This means dress nicely. You may not have to wear a suit, like the man and woman in the video you will watch, but you do want to look nice.

Greet the person with a firm handshake and make eye contact and smile. If your culture or religion prohibits you from shaking hands, simply say, "my culture does not allow me to shake hands." Look at them and smile anyway.

When asked about yourself and your experiences tell them the things you wrote down in the skills unit. Let them know the jobs or experiences you have had that show you are responsible, and a good employee. You can tell places you worked, even in your home country. You can include businesses such as: companies, stores, warehouses, restaurants. Or if you have not had a job you can tell about services: babysitting, yard work, community volunteering, fixing household things for family or neighbors.

Tell them what languages you speak and let them know you are working on learning more English.

Feel free to tell employers what things you are good at. Especially if these things will help you at the job you are applying for. Remember your hard and soft skills will help you be an excellent employee. Tell the employer about your skills.

Don't talk negatively about other jobs, bosses or people.

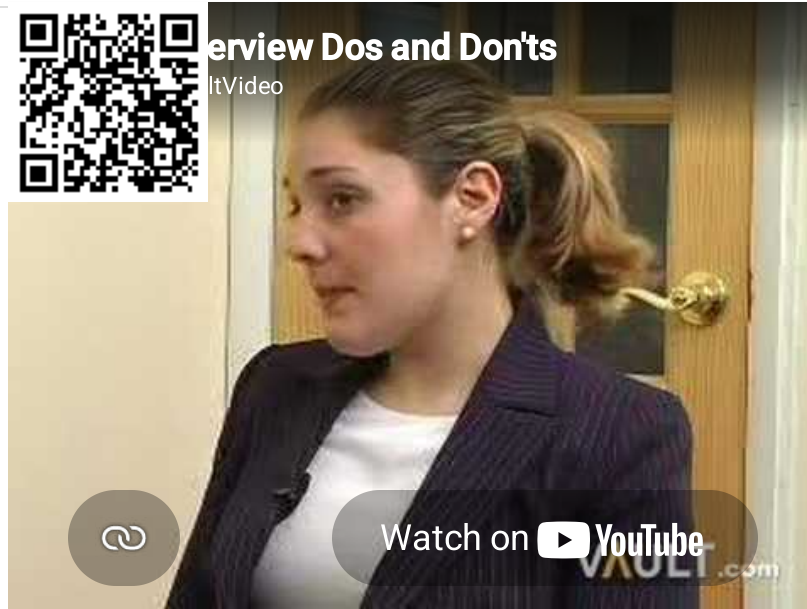
Say why you would be interested to work for their company.

If you are asked if you have any questions you could ask what your responsibilities would be in the job, if they have not already told you. Or, you could ask if there is opportunity to grow in the company. You can ask what the hourly pay is, but it is best not to have that be your only question. The employer wants you to be interested in the job as well as the money!

Now watch some interviews and try one yourself. Then do the A task for you activity

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4.3: Interview Dos and Don'ts



Video

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4.4: Job Interview 1



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4.5: Job Interview 2



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4.6: Practice Job Interview

 Play the video. Pause after each question.

Listen to the woman. When she asks a question wait for the scrolling bar to reach the dot, then click to pause the video. Answer the question in your own words. Then click on the button to read the advice for that question.

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4.7: A task for you

A task for you:

Write some sentences telling about some jobs you have worked or services you have helped with.

In your sentences tell what you learned or what you accomplished in these situations.

Think of some types of companies you would like to work for. Write a sentence saying why you are interested in each of these.

Write down some questions you could ask at a job fair or interview.

Review your sentences before you go to a job fair or employment interview. These ideas will help you explain what you are good at, what you have succeeded in, and why you would like to work for the company.

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Sample Word 1 | Sample Definition 1

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