



My Action Plan

EXPLORE | FIND | SHINE

# Columbia Basin trust

Columbia Basin Trust supports the ideas and efforts of the people in the Columbia Basin. We take our lead from residents and communities. Whatever the situation calls for, we adapt our role: from providing resources, to bringing people together, to leading an entire initiative. The Trust is here to offer experience and support to all Basin residents. While our range of services, programs, initiatives and financial investments is extensive, our purpose is straightforward: we exist and act for the social, economic and environmental well-being of the Basin - now and for generations to come.

[ourtrust.org](http://ourtrust.org)

This resource has been developed by Kootenay Career Development Society for the Basin Youth Network, an initiative of Columbia Basin Trust.

**Published:** Spring 2022

### *Can I copy this material?*

Feel free to copy material from this Action Plan for educational purposes, as long as you acknowledge the source by citing "Basin Youth Network Job Readiness Action Plan, published by Columbia Basin Trust."

### *How to use this resource*

This Action Plan is a great resource for youth aged 15-18 applying for their first job; we still recommend attending a Basin Youth Network Job Readiness workshop delivered by a Community Youth Network near you.

---

## TABLE OF CONTENTS

### SESSION 1: EXPLORE

- Activity One: Getting to Know Each Other
- Activity Two: Strengths
- Activity Three: Skills
- Activity Four: Digging Deeper into Your Skills
- Activity Five: Transferable Skills

### SESSION 2: FIND

- Activity One: Top Ways to Find Work
- Activity Two: Making First Impressions
- Activity Three: Elevator Pitch
- Activity Four: Resumes

### SESSION 3: SHINE

- Activity One: Interviews
- Activity Two: Employment 101
- Activity Three: Exceptional Customer Service
- Activity Four: Resumes





---

## **IDEAS**

---

Use this space for notes and thoughts as you move through the sessions.



---

## SESSION 1: EXPLORE

### ACTIVITY ONE: GET TO KNOW EACH OTHER

Let's spend a little time getting to know each other!

Your facilitator will go around the group and ask you to answer these questions:

- Where do you go to school?
- What's something unique about you?
- Have you had a job before?
- Are you working now?
- What kind of job would you like to find?

### ACTIVITY TWO: STRENGTHS

*What are they and how do they relate to your job search?*



**Remember:** Those activities that you really enjoy doing and that you are good at may show you what your strengths are. They energize you and you look forward to doing them. They are your superpowers!

---

## SESSION 1: EXPLORE

In the next five minutes, list at least five of your strengths.



Review the list of Top Ten Skills Employers Look For (below). Now, take a look at your own list of strengths. Can you match your strengths to the skills employers look for?

Example:

Strength = I really like helping my friends with their problems. I'm a good listener and they seem to like my advice.

Skills: Teamwork, Communication

### TOP TEN SKILLS EMPLOYERS LOOK FOR

- Teamwork
- Communication
- Problem solving
- Organization
- Leadership
- Strong work value
- Interpersonal skills
- Flexibility
- Computer skills
- Time Management

---

## SESSION 1: EXPLORE

### ACTIVITY THREE: SKILLS

*What are your skills?*



**Remember:** Hard skills are those skills that you have learned at school or through experience. Example: math skills

Soft skills are the skills that come to you naturally, and that are in line with who you are as a person. Example: patience.

List at least five of your skills in five minutes. They can be any combination of hard and soft skills.

---

## SESSION 1: EXPLORE

### ACTIVITY FOUR: SKILLS

*Digging deeper into your skills.*

Select one skill from the list above that you would like to explore in more depth. Write that skill here:

Think of all the ways you demonstrate this skill. Where do you use this skill? How does this skill help you get tasks done? How does it help others? Give as much detail as you can.

### ACTIVITY FIVE: TRANSFERABLE SKILLS

*What are transferable skills and do I have any?*

**Remember:** Transferable skills are those skills that you can use across different aspects of life and work.

In your group, select two careers from the list below:

Carpenter	Chef
Doctor	Welder
Mechanic	Teacher
Server	Nurse
Computer Technician	Hairdresser
Truck Driver	Salesperson
Receptionist	Counsellor
Videographer	Lawyer

---

## SESSION 1: EXPLORE

In the space given in the left-hand column write one of the careers that you have chosen. Write the other career in the right-hand column.

With your group, brainstorm all the skills needed for the first career and write these skills in the left-hand column.

FIRST CAREER:	SECOND CAREER:

---

## SESSION 1: EXPLORE

Now you will go through the list of skills you have written for the first career. In your group decide if that skill can be used for the second career as well. You can use the list of Transferable Skills on the following pages.

Write either 'yes', 'no', or 'maybe' in the second column.

How many of the skills were transferable?

---

## SESSION 1: EXPLORE

### TRANSFERABLE SKILLS CHECKLIST

#### Communication Skills

- Speaking effectively
- Writing clearly and concisely
- Listening attentively and objectively
- Expressing ideas
- Describing feelings
- Conveying a positive self-image
- Using various media to present ideas imaginatively
- Perceiving nonverbal messages
- Negotiating
- Public speaking
- Providing appropriate and helpful feedback

---

#### Research/Planning/Investigation

- Creating ideas
- Identifying problems
- Gathering information
- Solving problems
- Setting goals
- Analyzing
- Designing an experiment or model
- Formulating questions
- Observing and discovering
- Testing validity of data

---

#### Human Relations/Interpersonal

- Developing rapport
- Being sensitive
- Listening
- Conveying feelings
- Providing support for others
- Being patient
- Interacting effectively with others
- Sharing credit
- Helping others
- Counselling
- Co-operating
- Persuading others
- Teaching others
- Keeping a group "on track"
- Motivating

---

## SESSION 1: EXPLORE

### TRANSFERABLE SKILLS CHECKLIST cont.

#### Organization /Management/ Leadership/ Decision Making

- Initiating new ideas
- Handling details
- Coordinating tasks
- Coaching/mentoring
- Counselling
- Managing conflict
- Motivating and leading people
- Giving praise to others for a job well done
- Managing groups
- Selling ideas or products
- Making decisions with others
- Facilitating brainstorming
- Taking responsibility for decisions

---

#### Critical Thinking/Problem Solving

- Anticipating problems before they occur
- Defining problems and possible causes
- Identifying possible solutions
- Creating innovative solutions
- Developing plans to implement solutions
- Multitasking

A large, stylized sunburst graphic in shades of blue and teal. It features a central circular element on the left that transitions into a long, pointed arrow-like shape extending towards the right. From the top and bottom of this central shape, numerous thin, radiating lines extend outwards, creating a sunburst effect. Two horizontal lines are positioned above and below the word 'IDEAS'.

**IDEAS**

---

## SESSION 2: FIND

### ACTIVITY ONE: TOP WAYS TO FIND WORK

1. Facilitator will share a poll with your group
2. Select the job search method you think is most effective

What are some of the local job opportunities? Make notes here of those you would like to explore further.



---

## SESSION 2: FIND

### ACTIVITY TWO: MAKING FIRST IMPRESSIONS

In your group you will each take a turn sharing a social media profile with everyone. Not everyone will be comfortable sharing, and that's okay.

Provide constructive feedback to the other group members on how they are representing themselves. Are there any changes you would recommend? What are they doing great?

Make some notes below on changes that were recommended to you, and on any ideas you've gained from the group discussion on improving your social media.



---

## SESSION 2: FIND

### ACTIVITY THREE: ELEVATOR PITCH

*Write your own elevator pitch.*



**Remember:** An elevator pitch is a short and interesting overview of who you are and what you would like to do. It can be used in many situations, including networking, dropping off your resume and in interviews.

#### **An elevator pitch consists of three parts:**

1. Who are you?
2. What can you do?
3. What do you want to do?

#### **Crafting the Elevator Pitch**

If you're at a loss for how to begin, use one of the following fill-in-the blanks to get a feeling for how to phrase things. Afterward, change it according to what feels natural, so you don't come across as reading from a script.

For high school students:

"Hi, my name is \_\_\_\_\_ and I'm a \_\_\_\_\_  
(year in school) at \_\_\_\_\_ (high school) in \_\_\_\_\_  
(town and province, if applicable). I am interested in \_\_\_\_\_ as  
a possible career path. I enjoy doing \_\_\_\_\_ in my free time.

---

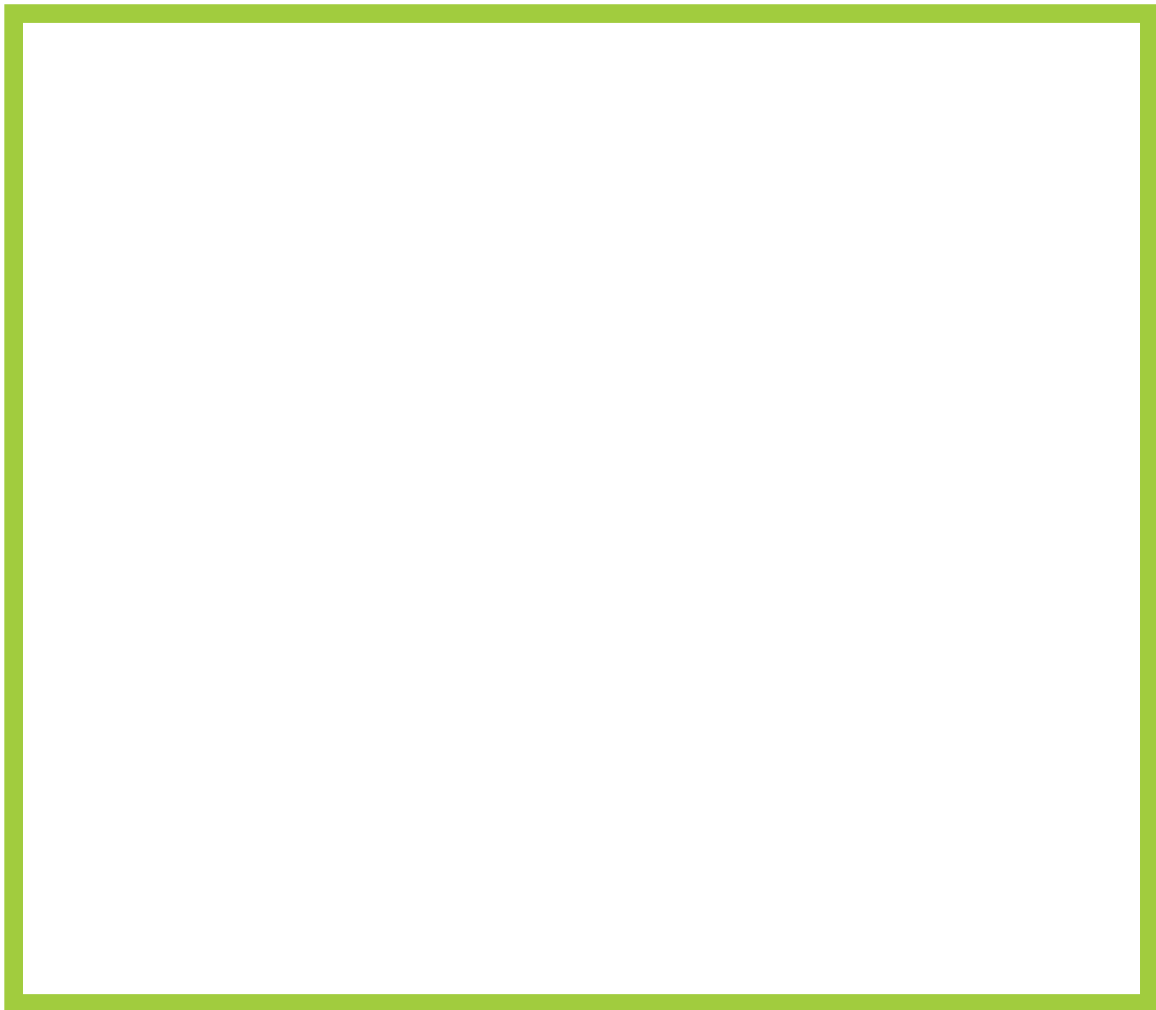
## SESSION 2: FIND

Time to write your own elevator pitch! Fill in each section below with as much detail as possible.

**1.** Who are you?

Write a few sentences giving your name and where you go to school. Add something here that stands out and grabs attention.

Are you a volunteer? A member of Cadets? Do you have an interesting hobby?

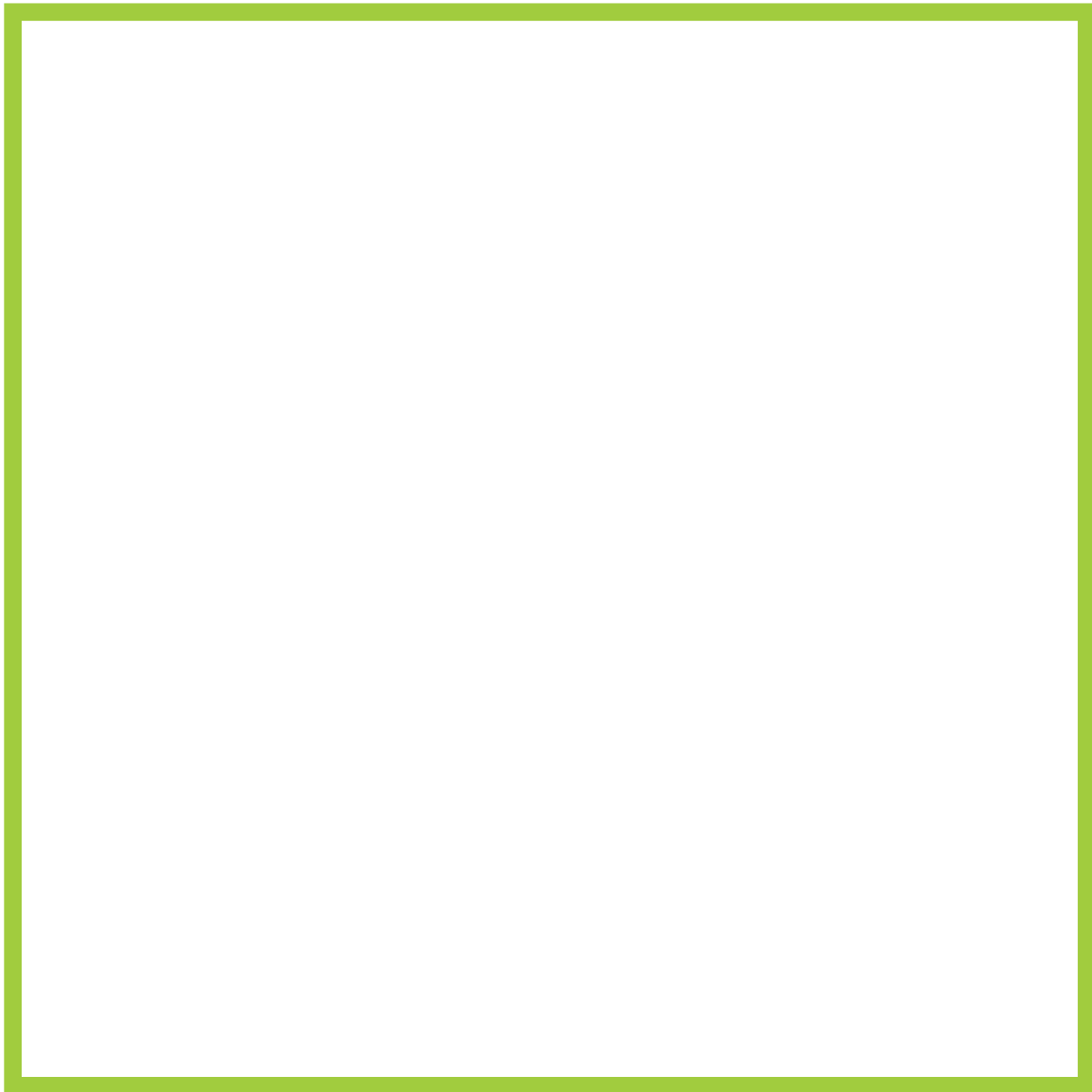


---

## SESSION 2: FIND

### 2. What can you do?

Here is where you will highlight your strongest skills and strengths. Don't be afraid to highlight your soft skills! In this section you are telling the employer what you can bring to their workplace.



---

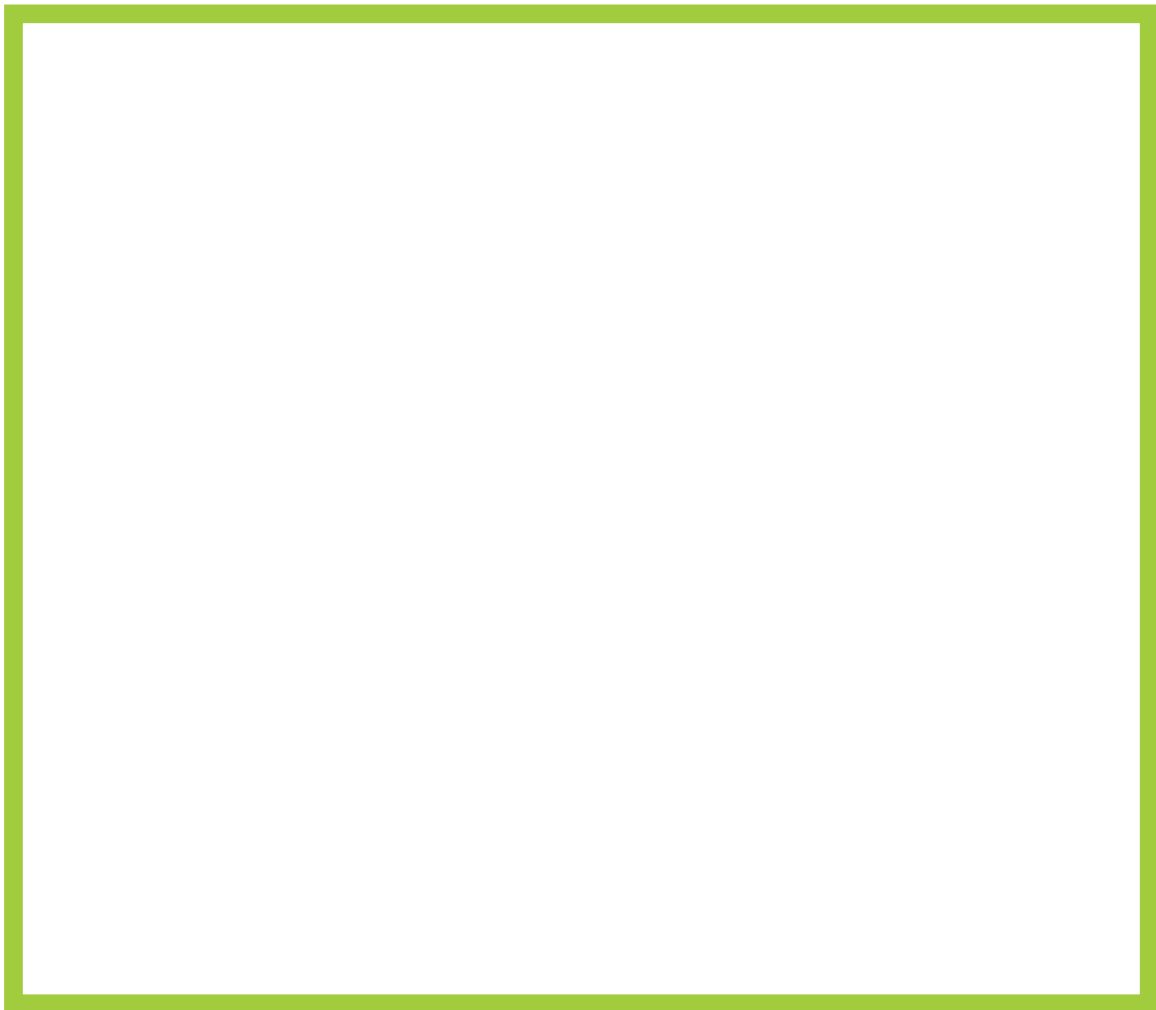
## SESSION 2: FIND

### 3. What do you want to do?

Here is where you will talk about what kind of job you are looking for. This can be specific or more general.

Specific: I am looking to work in a restaurant where I can share my love for cooking.

General: I really enjoy people and am looking for work where I can interact with many different people.



---

## SESSION 2: FIND

### ACTIVITY FOUR: RESUMES

*Writing strong skill statements.*



When you add strong skills statements to your resume you are helping your resume to stand out, and you are showing the employer that you know what you have to offer.

**Remember:** Don't use overly broad terms!

For this activity, you will practice the process of writing skills statements. It may seem difficult at first, but it gets easier! Here is the formula you will use:

**SKILL + HOW DO I DEMONSTRATE IT? + WHAT ARE THE BENEFITS? = SKILLS STATEMENT**

EXAMPLE:

**SKILL:** Team Player.

**HOW YOU DEMONSTRATE IT:** encourage team members, are open to other opinions, support others when they struggle, celebrate everyone's successes.

**BENEFIT:** adds to a collaborative and supportive team, projects are completed on time.

**STATEMENT:** *A strong team member who supports and encourages others, resulting in a positive and productive team.*


---

## SESSION 2: FIND

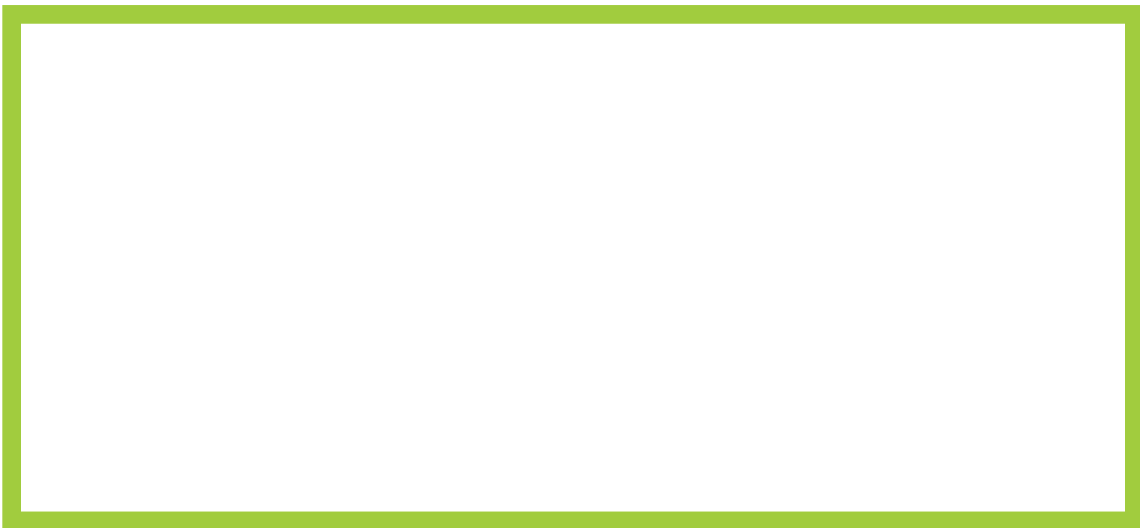
Choose one skill that you would like to write a skills statement for, and write that skill here:

---

Now think of how you demonstrate that skill. Give more details about this skill. Are you a great communicator? Tell us specifically how you demonstrate that. Do you listen patiently to your friends? Do you speak clearly? Are you friendly when you communicate with others?



What are the benefits of this skill? Does it help the team you're on? Does it help your parents at home? Do your friends benefit from it? How does it improve your life?



---

Completed skill statement:

**IDEAS**

---



---

## SESSION THREE: SHINE

### ACTIVITY ONE: INTERVIEWS

*Ace your interview.*



Take turns in your group interviewing one individual. Each member of the group will choose one question to ask. Be sure to include the question “Why should I hire you?”

See the next page for the list of interview questions to choose from.

---

## SESSION THREE: SHINE

### COMMON INTERVIEW QUESTIONS

- Tell me about yourself.
- Why should I hire you?
- Why do you feel you will be successful in this work?
- What is your greatest weakness?
- What is your greatest strength?
- What are five words that would describe you best?
- What are your short-term goals? What about two- and five- year goals? How are you preparing to achieve them?
- Why are your skills for this job better than the average job seeker?
- What kinds of things do you feel most confident doing?
- What are some of the things you would like to avoid in a job or career? Why?

### BEHAVIOURAL QUESTIONS

- Give me a specific example of a time when you motivated others.
- Tell me about a situation in the past year in which you had to deal with a very upset customer or co-worker. How did you handle it?
- How would you deal with a co-worker that always came to you with complaints, be it regarding customers, fellow associates or supervision?
- Give me a specific example of a time when you used good judgment and logic in solving a problem.
- Give me an example of a time when you had to make a split-second decision.

---

## SESSION THREE: SHINE

Take notes below on the feedback you receive from your group on your interview answers, as well as any new ideas you've gained for how to do well in an interview.



### ACTIVITY TWO: EMPLOYMENT 101

1. Facilitator will share a Poll with your group
2. Select which employment topics you would like more information on

A large, stylized sunburst graphic in shades of blue and teal. It features a central circle with a white ring, from which several long, pointed rays extend outwards. The rays are layered, creating a sense of depth and movement. The overall design is clean and modern.

**IDEAS**

---

---

---

## SESSION THREE: SHINE

### ACTIVITY THREE: EXCEPTIONAL CUSTOMER SERVICE

*Dealing with customer issues.*



Source: [www.thebalancecareers.com](http://www.thebalancecareers.com)

Your group will be assigned one of the Customer Service scenarios from the list below. Work together to find a solution for your scenario.

**Remember** to use the Top 10 Soft Skills for Customer Service when working on a solution!

---

## SESSION THREE: SHINE

### SCENARIOS

- 1.** A customer approaches you and says that one of your team members was rude and unhelpful when they asked for help finding a product. What do you do?
- 2.** A customer is looking for a product that you carry that is not on the shelves. What do you do?
- 3.** A customer is returning a product that they purchased from your store because it doesn't work. They are very upset and are directing their anger at you. What do you do?
- 4.** A customer returns to the fast food restaurant where you work, complaining that you did not include fries in their order. They are right, you DID forget to add the fries. What do you do?
- 5.** A customer is looking to make a purchase from you and is asking some questions that you do not have the answer to. What do you do?

---

## SESSION THREE: SHINE

### RESOURCES

On the following pages you will find numerous resources for you to use and refer to as you look for work now and in the future.

### GREAT JOB SEARCH SITES

[www.kootenajobs.ca](http://www.kootenajobs.ca)

[www.indeed.ca](http://www.indeed.ca)

[www.workbc.ca](http://www.workbc.ca)

### APPLY ONLINE WITH THESE BUSINESSES

[www.mcdonalds.com](http://www.mcdonalds.com)

[www.aw.ca](http://www.aw.ca) (A&W restaurants)

[www.safeway.ca](http://www.safeway.ca)

[www.saveonfoods.com](http://www.saveonfoods.com)

---

## SESSION THREE: SHINE

### RESUME WORKSHEET

The following worksheet will help you gather and organize information as you write a targeted resume.

1. Have the job description in front of you and highlight all relevant information
2. Target your resume for each job you are applying for
3. Google other resumes for the same position for inspiration
4. Stay away from overused resume formats, add some character to your resume...you want it to stand out!

### NAME AND CONTACT INFORMATION

---

1. Local phone number and address
2. Professional email address

### HIGHLIGHTS OF QUALIFICATIONS

---

“30 SECOND RULE”: You have 30 seconds of the Employer’s attention. Ensure that this section grabs their interest. Do this by listing all relevant skills, and by staying away from generic skills such as “team player” or “good interpersonal skills”.

**List your skills that are relevant to this position**

---

## SESSION THREE: SHINE

Using **action words** and the equation below, expand upon the skills you have listed:

### SKILL + HOW YOU DEMONSTRATE IT + WHO IT BENEFITS



---

## SESSION THREE: SHINE

### EDUCATION AND CERTIFICATIONS

---

- Most recent first
- List only valid certifications, not ones that have expired

### EMPLOYMENT HISTORY

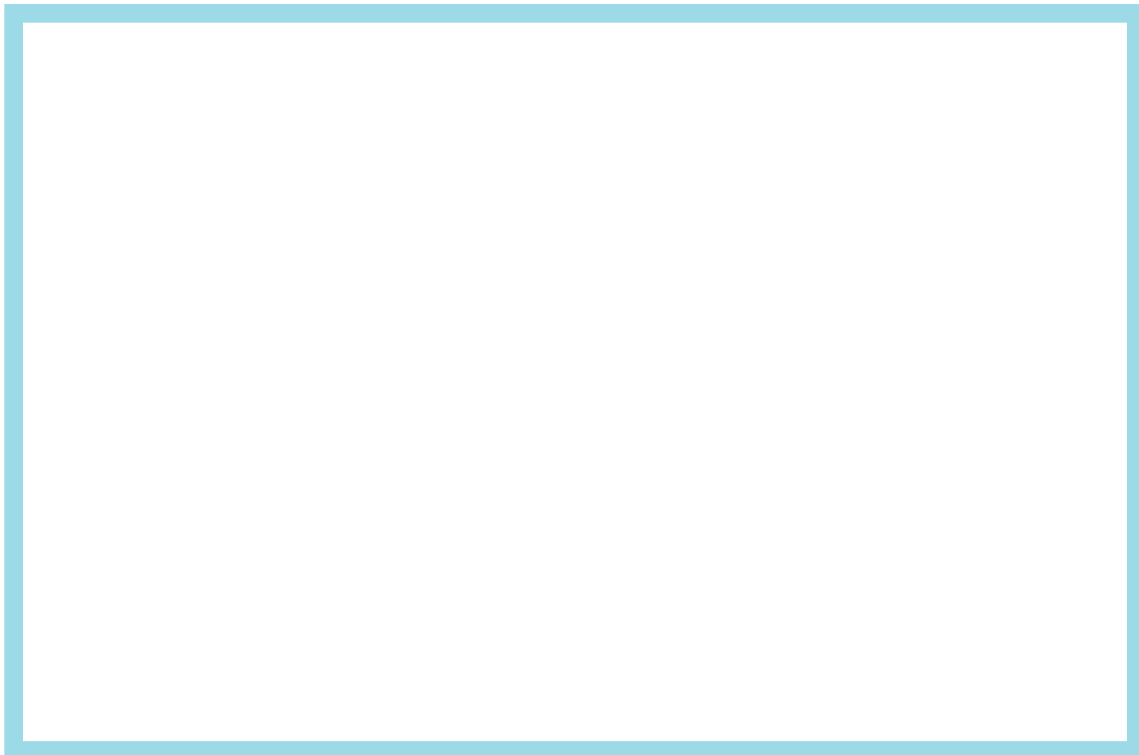
---

**Job Title**

**Employer, City, Province**

**Dates employed**

- Not necessary to include months.
- You may substitute the number of years employed for specific years; this is helpful if you have been out of the workforce for an extended period of time e.g.: 4 years instead of 2010 - 2014.
- A detailed list of the duties you held in this position is not necessary, especially if your Job Title clearly indicates what your responsibilities were.



---

## SESSION THREE: SHINE

### ACTION WORDS FOR WRITING RESUMES

Most resume bullet points start with the same words that hiring managers are tired of seeing. When writing your resume, get creative and use some of the action verbs below to grab your future employer's attention! Action words communicate your skills more clearly and increase the strength of your writing.

#### Here are some you can use:

Achieved	Computed	Influenced	Practiced
Acquired	Contributed	Initiated	Presented
Acted	Coordinated	Instructed	Programmed
Advised	Constructed	Introduced	Recommended
Aided	Created	Joined	Resolved
Analyzed	Designed	Launched	Received
Arranged	Developed	Led	Reorganized
Assembled	Established	Learned	Scheduled
Attained	Explained	Made	Set goals
Built	Followed	Managed	Selected
Cared	Gained	Marketed	Solved
Carried out	Guided	Mentored	Succeeded
Coached	Helped	Motivated	Suggested
Collaborated	Identified	Organized	Supervised
Collected	Illustrated	Participated	Supported
Communicated	Improved	Performed	Trained
Completed	Increased	Planned	Transformed

---

## SESSION THREE: SHINE

### RESUME SAMPLE

#### YOUR NAME

---

your address/your phone number/your email

#### HIGHLIGHTS OF SKILLS AND QUALIFICATIONS

---

- Excels working in a team; supports other team members, open to suggestions and other's opinions and to sharing ideas
- Communicates in a friendly and respectful manner
- Works hard to meet and exceed expectations
- Brings a positive and enthusiastic attitude to all tasks
- Embraces challenges and new opportunities
- Works well under adverse conditions
- Strong work ethic; always on time, follows through on commitments and understands that a strong work ethic affects the success of the business
- Handled cash and worked Point of Sale machine at busy local football games

#### EXPERIENCE

---

<b>Childcare</b>	<b>2018 - Present</b>
<ul style="list-style-type: none"><li>• Responsible for the care of three children, ages 6 – 9</li><li>• Prepared meals, arranged activities</li></ul>	
<b>Lawn care</b>	<b>2017 - Present</b>
<ul style="list-style-type: none"><li>• Mowed and trimmed lawns</li></ul>	

#### VOLUNTEER WORK AND ACTIVITIES

---

Castlegar Cadets	2016 - Present
Concession Attendant/Fundraising for Cadets Castlegar Football Team Games Concession, Castlegar BC	2017 - Present
Packing/Sorting Castlegar Foodbank	

#### EDUCATION

---

Stanley Humphries Secondary School	2018 - Present
------------------------------------	----------------

#### REFERENCES

---

Jocelyn Smith, Cadet Leader	250.505.5050
Jennifer McDonald, Child Care Employer	250.555.6565

---

## SESSION THREE: SHINE

### TIPS FOR WRITING COVER LETTERS

A cover letter is an opportunity to connect with an employer above and beyond the experience and skills you have listed in your resume.

Imagine that an employer has 10 resumes in front of them, and all applicants have the same skills and experience. What you write in your cover letter can make you stand out and be the reason the employer selects you to interview over other applicants.

#### Think of these questions when writing your cover letter:

- What is it about this employer that appeals to you?
- Have you had a positive experience as a customer of theirs that has inspired you to become a member of their team?
- What can you bring to this organization that nobody else can?
- Is there a life experience that makes you a great fit for this position?

#### What to include:

- Your contact information
- The company's name and address
- The date
- An appropriate greeting
- Address your cover letter to a named individual; you can often find this in the job posting, company website, or by calling and asking who you should address it to
- Mention the position you're applying for
- State where you saw the job posting
- Express interest in the company and the position
- Explain why you would be a valuable addition to the company
- Only include information that is relevant to the job
- Ensure each paragraph has a strong opening statement
- Repeat key phrases and skills from the job posting
- Highlight your strongest qualifications
- Demonstrate that you have researched the company
- Project confidence and enthusiasm
- Stay away from starting too many sentences with "I"
- Keep it to one page in length
- Proofread carefully for spelling and grammar mistakes

---

## SESSION THREE: SHINE

### SAMPLE COVER LETTER

**Your name**  
**Address**  
**Phone number**  
**Email address**

**Date**

**Hiring manager's name and job title**  
**Company name**  
**Company address**

Re: Job Reference, if provided

Greeting (addressed to the hiring manager, if possible),

**Opening Paragraph: CAST THE HOOK.** Snag the reader's attention with your introduction. Name the position you are applying for and where you saw or heard the advertisement. If applicable, include a reference to the person(s) you spoke to about the organization. This section should be more about the employer than about you, so do your research. Briefly sum up why you are interested in working with the organization, and the specific way(s) in which they would benefit from hiring you. Remember, despite the many technologies used in today's workplaces, people still hire people. Use your cover letter to reach out professionally to the hiring manager, person to person.

**Middle Paragraph(s): REEL IN THE LINE.** Draw the reader in. Don't simply duplicate your resume in full sentences. In one to three paragraphs, offer a few well-chosen, concise examples of your skills and experience. Tailor your cover letter to the position, matching your qualifications to the requirements outlined in the job posting. The cover letter is a space to highlight what your resume can't convey, such as personal traits and work habits, writing style, and what you will contribute to the organization. Give the reader a glimpse of the passionate, committed person behind the words.

**Closing Paragraph: MAKE THE CATCH.** This paragraph confirms the next steps in the hiring process that either you or the manager will take. Thank the reader for taking the time to consider your application. Indicate that your enclosed or attached resume contains further details of your qualifications. Mention your desire to discuss the position in an interview. Indicate when you can be reached, as well as any follow-up actions you will take (for example, phoning to arrange a mutually convenient time to meet).

Sincerely,  
**Your Signature Here**

---

## SESSION THREE: SHINE

### BEHAVIOURAL BASED INTERVIEW QUESTIONS

Behavioural questions are most often asked in interviews to assess your ability to deal with conflict and stressful situations. They usually begin with “tell me about a time when...” and then ask for you to share an experience in which you were faced with a situation that you needed to address.

When asked a behavioural question, use the star method to touch on.

**Remember:** always be positive in your answers and to not put blame on others or to speak negatively about past coworkers and employers.

# THE STAR METHOD

USE THESE FOUR STEPS WHEN ANSWERING “TELL ME ABOUT A TIME WHEN...” QUESTIONS

A large, stylized letter 'S' in a light blue color with a white outline.

**SITUATION:** Set the scene and give the necessary details of the example you are using

A large, stylized letter 'T' in a light green color with a white outline.

**TASK:** Describe your responsibility in that situation

A large, stylized letter 'A' in a dark blue color with a white outline.

**ACTION:** Explain the steps you took to address the situation in your example

A large, stylized letter 'R' in a teal color with a white outline.

**RESULT:** Share what outcomes your actions achieved

---

## SESSION THREE: SHINE

### INTERVIEWS

**Remember:** it's not only what you say in an interview that's important! Familiarize yourself with these common non-verbal mistakes that people make in interviews



**67% Failure to make eye contact**

**55% The way we dress, act, walk through the door**

**47% Having little or no knowledge about the company**

**38% Lack of smile**

**38% The quality of our voice, grammar, and confidence**

**33% Fidgeting too much**

**33% Bad posture**

**26% Weak handshake**

**21% Playing with hair or touching face**

**21% Crossing arms over chest**

---

## SESSION THREE: SHINE

### EMPLOYMENT 101

Employers in BC are all governed by a variety of laws and regulations with respect to protecting and compensating their employees. This includes:

- Protection of human rights in the workplace (defined in the BC Human Rights Code)
- Minimum employment standards, including regulations around hours of work, compensation, vacation time, sick time and job termination defined in the Employment Standards Act)
- Safety standards (described by WorkSafeBC), including Bullying & Harassment

Here is some basic information about employment standards in BC:

#### Compensation

- It is common practice to ask how much you will earn either in the job interview or when you are offered the position. Most entry-level customer service positions will be paying minimum wage.
- The general minimum wage in BC is now \$15.20 per hour. On June 1, 2022, the minimum wage will increase to \$15.65 per hour.
- Employers must pay employees at least twice a month.
- Employers must provide a pay stub each payday that shows the hours you worked, rate(s) of pay (including overtime), total earnings and deductions. If your employer has not told you how much you are making, you can find out by looking at your pay stub.
- An employer can pay you in cash, by cheque, bank draft, money order, or by direct deposit to your bank account if you agree to this in writing.

---

## SESSION THREE: SHINE

- Raises are not part of employment standards; it is up to your employer to determine if and how they will be offering raises. If the position extends beyond the summer (for example, you will be working on weekends or evenings through the school year) it is very reasonable to ask your employer if they offer raises. If they do, it's a great idea to ask how raises are determined. Sometimes employers will offer raises based on an employee's performance (merit or performance raise) and sometimes it will be based on how long the employee has worked (seniority raise). Consider asking your employer if there are additional tasks or responsibilities you could take on to increase your hourly wage.

### **Breaks from work: Paid and Unpaid**

- You are entitled to an uninterrupted unpaid 30-minute break after every 5 hours of work. But, if you are expected to work or be available to work during it, then you must be paid.
- You must get eight hours off between shifts unless required to work because of an emergency.
- After completing one year of employment you are entitled to two weeks' vacation (4% of your total earnings). After five years, an employee is entitled to three weeks' vacation (6% of your total earnings).
- You are entitled to take your vacation in periods of one or more weeks, within 12 months of it being earned. If you work less than one year you are not entitled to take a vacation, but you still must be paid 4% vacation pay. Most employers will pay this out every two weeks, but some employers will 'bank' your vacation pay and provide it to you when you take your scheduled vacation.
- If you work at a place for 5 calendar days or less, you won't receive vacation pay.
- Employers have the right to determine when vacation is scheduled, but most employers will want to work with you to find a time that works for everyone, including you! Consider asking your employer or a co-worker how you can request paid vacation. Always try to make your vacation time request as much in advance as possible, especially if you or your family have firm plans. Many employers will prioritize vacation for senior employees or will ask employees to work together to ensure that vacations are covered.

---

## SESSION THREE: SHINE

- If you are sick and unable to work, it is your responsibility to notify your employer. BC Employment Standards ensures that employees can take up to three days of unpaid, job-protected personal illness or injury leave. Individual employers may have other sick time policies or benefits as well. To qualify, an employee must have been employed for 90 calendar days. Ask your employer or supervisor who you should contact in case of emergency and how to get in touch with them (phone/email/other). This demonstrates that you are thinking ahead and are aware of the importance of providing the employer with timely information.

### **Probationary Period**

- Your employment will be probationary for the first 3 months. During this time, your employer has the opportunity to evaluate whether or not you are a good fit for the position. During this time, your employer can (and should) document how you are performing. At any time during this period, your employer can terminate your employment (fire you) without providing notice or pay in lieu of notice. It is a good practise to ask your employer for feedback on your performance during the probationary period. Show them you are committed to getting better at your work!

### **Quitting, Getting Fired or Laid Off**

- Once the probationary period is over, your employer must follow employment regulations if they fire or lay off employees. This means providing notice or payment in lieu of notice.
- If you quit, employers prefer that you provide them with notice so they have time to cover your schedule and find a replacement. However, you are not required to provide notice. Where appropriate, it is good practice to be considerate and courteous when leaving a job - you may want a reference in the future!

For more information about employment standards in BC:

<https://www2.gov.bc.ca/gov/content/employment-business/employment-standards-advice/employment-standards>

---

## SESSION THREE: SHINE

Here is some basic information about health and safety regulations in the workplace:

### Health & Safety

- You have the right to know about hazards in the workplace, to participate in health and safety activities in the workplace and the right to refuse unsafe work.
- Workplace health and safety is a shared responsibility. You are responsible for following safe work procedures, wearing safety gear and reporting any safety concerns you have. Your employer is responsible for training, orientation and providing personal protective equipment, as well as putting safe work practices in place.
- Asking your employer about health and safety shows that you are proactive and engaged! Here are some questions you could ask during your interview, orientation or training:
  - What safety hazards does the job involve (for example hot oil, high noise levels, lifting equipment)
  - What will be/are my health and safety responsibilities?
  - Is there a safety committee? How can I learn more or be a part of it?
  - If I'm injured at work, what's the procedure?

For more information about Health & Safety regulations in BC specifically for young and new workers:

<https://www.worksafebc.com/en/health-safety/education-training-certification/young-new-worker>



A large, stylized sunburst graphic in shades of light blue and white, positioned in the upper left quadrant of the page. It features a central circular element with radiating lines and a larger, semi-circular arc below it, creating a sense of light and energy.

---

**IDEAS**

---





Columbia  
Basin **trust**

BASIN  
**Youth**  
NETWORK  
JOB READINESS WORKSHOPS