



FACILITATOR'S GUIDE

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.

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*How to use this resource*

This guide is for those leading and facilitating Job Readiness Workshops. It explains how to facilitate the workshop and all related activities.

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## INTRODUCTION

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Welcome to facilitating the Youth Job Readiness Workshop! This curriculum is educational, engaging and fun for both you and the youth you'll be working with. It's an exciting and inspiring way to arm youth with the tools they need to succeed in employment and take pride in themselves and their work.

### YOUTH JOB READINESS WORKSHOP DESCRIPTION

**EXPLORE FIND SHINE** is a three-session workshop designed for youth who may have limited work experience and prefer multiple ways of getting information. Each session provides employment readiness content through clearly defined group activities, personal reflection time, engaging audiovisual presentations and accompanying resources.

The intent of these sessions is three-fold:

- To share current and effective job search tools.
- To impress upon youth the importance of building a strong employment foundation through performance and attitude.
- To increase self-confidence and esteem through identifying and taking pride in strengths and skills.

### CURRENT AND EFFECTIVE JOB SEARCH TOOLS

This workshop is designed to ensure youth start on their employment paths with strong skills. With your help as a facilitator, they will learn how to write a resumé and cover letter, how to ace an interview and how to build their networking skills. This workshop builds a foundation from which they can grow and expand. Proper tools increase the likelihood of securing desired employment, as the youth target specific employers and positions and shine in their interviews.

### BUILDING A FOUNDATION

As a facilitator, you will help youth understand how important it is to take their employment seriously and always do their best, even if they don't like their jobs. Employers provide future references and, if the youth leave jobs irresponsibly, that follows them. Also, most areas in the Columbia Basin are small, and word spreads quickly about good and bad service. Some employers have even hired youth because they've been impressed by the service they delivered when they saw them working in another position.

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## INTRODUCTION

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### SELF-CONFIDENCE AND ESTEEM

Unemployment tends to go hand-in-hand with low self-esteem, low self-confidence and low motivation. Also, if people haven't spent the time or don't have the tools to identify the many skills and strengths they bring to the workplace, this too contributes to feelings of low self-worth. You'll share important employment skills with the youth, plus help them understand what makes them unique and the many attributes and skills they have to offer an employer. This will help them grow their confidence and motivation.

#### SESSION 1: EXPLORE

In this first session, you will guide participants in activities that help them identify their strengths and skills. You'll work with them to dive deeply into how they demonstrate these skills and strengths and discover that they have more transferable skills than they may believe. Participants will learn the importance of staying away from generic terms to define their strengths and skills.

#### SESSION TWO: FIND

Participants will learn the basics of looking for work and main employers in their area. You'll introduce three approaches to job search activities, highlight the importance of making a great first impression and explore how to do this—and how to avoid making a poor one! Participants will discover the art of crafting outstanding resumés and elevator pitches.

#### SESSION 3: SHINE

In the final session, you and the participants will examine how to ace the job interview and land that job. Participants will investigate what being an engaged and responsible employee looks like. You'll cover "employment basics" information for new entrants to the workforce, including asking for time off, calling in sick, and asking difficult questions. As many youth jobs involve customer service, you'll introduce customer service skills.

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## INTRODUCTION

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### DELIVERING THE YOUTH JOB READINESS WORKSHOP

#### 1. Steps for Community Youth Networks

As the facilitator of the community youth network, we invite you to do the following:

1. Review this guidebook and learn what is expected if your network commits to delivering it.
2. Speak to your oversight committee and employer to gain support to proceed. You can delivery this journey more than once.
3. Select one or more facilitators to deliver the sessions.
4. Confirm the following:
  - Timing: Determine the dates to deliver two 90 minutes sessions and one 105. Consider one session per week for six weeks.
  - Location: Select a space.
  - Registration: Determine how participants will apply or register and how you will track participant's attendance. You will be asked to report to the Trust the number, age and gender of participants.
  - Further information: Who can people can contact for more information? Determine the person, phone number and email.
  - Group size: If you are delivering the workshops in person, best practice is to always have two facilitators regardless of the number of participants.
  - Age range: You can consider delivering to a specific age group such as ages 12-14 to avoid groups that could end up with four 17 year olds and two 12 year olds.

## INTRODUCTION

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### 2. Steps for Facilitators

Before you decide to deliver the journey, review all the sessions. It's important that you think about the session topics in advance, what they mean to you, what they mean to youth and how they connect to finding work. This is especially true if you haven't given leadership training before or a topic is new for you. This is especially true if you haven't delivered job readiness training before.

Review the My Action Plan participant workbook to familiarize yourself with how the workbook goes with each session. The first two sessions should take 90 minutes. Session three should take 105 minutes. Each session will also require about two hours of preparation.

### How to use this guidebook

Each session is laid out in a similar format. Here's a sample of what you'll find:

#### Session title

- Description
- Session connection to leadership
- Learning objectives
- Learning outcomes
- Preparation notes
- Materials

#### Agenda

- To review and be shared with the group: put it up on a screen or flip-chart if you are presenting in person.

#### Session outline

- Welcome and recap

#### Activity name (time allotment)

##### *Brief description*

- Facilitator notes
- Instructions
- Debrief questions
- Key messages of the connections to job readiness

### Tips for successful workshops

#### Facilitation

- Use questions throughout the training to prompt youth to think. Try different tactics to get youth thinking and speaking. (Don't give away all the answers!)
- Be prepared to offer prompts and encouragement to participants who are more reserved so they will share their thoughts and perspectives with group members.
- Call on different people if you find the same people responding all the time. You could go around the circle if you need a method that ensures all youth participate, or ask people who have not shared to participate.
- Allow people to pass if they can't think of something to contribute.
- Pressed on time? Try the "just one word" technique. Go around the circle and invite everyone to share one word responding to the question or theme you proposed.
- Most of the activities include an action or thought process followed by debrief questions. The idea is to pause and think after (or during) the activity as a way to consider, "What can we learn from this?" The debrief questions will hopefully add a layer of meaning to the activities. By offering a moment to pause, reflect and consider individually or in a group, we help make visible important concepts within the leadership journey.
- Sometimes the sessions include activities that present interesting skills that can be used elsewhere. These may be outside the main objectives of the activity and therefore are not explicitly included in the debrief questions. As a facilitator, you may want to tap into these "teachable moments" by pointing them out, even though they're not the purpose of the session. Consider them additional opportunities for learning.

### **Group dynamics**

- If participants don't understand the activity, encourage them to speak up.
- Encourage youth to try and to play. A lot of the sessions include games, and improvements come with practice.
- Consider your tempo during activities and debriefs. Depending on youth interest, you may need to speed up or slow down.
- For some of the short-and-fast activities, keep them moving along. If participants don't understand at first, they will by doing them. You can always allow them to do the activities again.
- Encourage youth to mix up their partners throughout each activity and session.
- Encourage participants to continue to interact collaboratively and collectively rather than be driven by a sense of competitiveness.
- Keep in mind that youth require and respond better to inclusive learning environments: reflect diversity regarding gender, culture, race, language and socio-economics.
- Be prepared to support youth with learning disabilities and behavioural challenges and those who may struggle with mental wellness.
- There are some writing and journal activities. Youth have different levels of writing skills and comprehension; you may have to pair a struggling youth with another youth. It is fine if they want to work in pairs.
- If youth decorate their notebooks, use it as an opportunity to talk about personalizing the leadership journey. We left space on the cover for this purpose.
- Have fun and encourage curiosity and creativity. This is one of the most important principles of the leadership journey for everyone involved.

### **Preparation**

- Prepare, prepare, prepare! Read the sessions before delivery and practice any activities or sections to make sure you're comfortable with them.

## INTRODUCTION

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### 3. Acknowledgement of First Nations Traditional Territory

Many organizations are including acknowledgements of the First Nations traditional territory in which an event is being held. As a facilitator, you're encouraged to check with the community youth network's oversight committee or employer to see if there are any policies or best practices for First Nations acknowledgements.

An acknowledgement can be done by a person who is not traditionally from the territory. You could also invite a First Nation elder or someone else from the territory to offer a welcome.

If you choose to do an acknowledgement yourself:

- Be specific
- Name the First Nation in whose territory the event is occurring
- If you're in a First Nation community, recognize the community
- Acknowledge all the relevant First Nations if you're in overlapping territories
- Say hello in the language of the traditional territory; even if your pronunciation is off, taking the time to do this shows respect and is part of the process.

For example, if the event is in Ktunaxa territory and at the community of ?aq'am, you could say:

- Ki?su?k Kyukyit
- We would like to respectfully acknowledge that the land on which we gather is within the traditional territory of the Ktunaxa Nation and the ?aq'am community.

If the event is in Golden, you could say:

- Weyt-k
- Ki?su?k Kyukyit
- We would like to start by acknowledging that we are having this event within the traditional territories of the Shuswap and Ktunaxa nations.

## INTRODUCTION

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### Traditional territories in the Columbia Basin

Columbia Basin Trust operates in the unceded traditional territories of the Ktunaxa, Lheidli T'enneh, Secwepemc, Sinixt and Syilx Nations. The Trust's region can be found [here](#) and additional maps can be found online. These include:

- Ktunaxa Nation [ktunaxa.org](http://ktunaxa.org)
- Secwepemc (Shuswap Nation) [shuswapnation.org](http://shuswapnation.org)
- Syilx (Okanagan Nation Alliance) [syilx.org](http://syilx.org)
- Sinixt [sinixtnation.org](http://sinixtnation.org)
- Lheidli T'enneh First Nation (Valemount only) [lheidli.ca](http://lheidli.ca)

For more information, refer to the following:

- First Peoples' Cultural Council: [fpcc.ca](http://fpcc.ca)
- First Voices: [firstvoices.com](http://firstvoices.com)

## INTRODUCTION

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### 4. Delivering the Sessions

#### The space

- Arrive to the space you are hosting the workshop, or if hosting online open the meeting link with sufficient time to prepare.
- Prepare your materials.
- Have the registration form on hand.

#### Participation

- Track youth attendance.
- Make notes as needed to provide feedback to youth or their parents, if appropriate, at the end. This may also be valuable if youth use you as a reference for future opportunities, so you can speak to their strengths.
- If a participant can't attend a session, provide an alternative assignment to help him or her understand the content and receive recognitions for the sessions.
- If a participant misses more than one session from sessions one to five, postpone their completion certificate until the youth can finish the series at a later date.

### 5. Reporting

- Consider sharing the experience and be sure to feature it in the outcomes of the community youth network. Template 2 provides key messages.

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## SESSION 1: EXPLORE

### OVERVIEW

This session focuses on the foundations of finding work that's a fit for the individual by identifying strengths and skills and taking a deep dive into each.

### CONNECTION TO FINDING WORK

- Knowing themselves will help participants find work that's a true fit and that they'll enjoy and excel in. It will also help them build a standout resumé in the second session.

### LEARNING OBJECTIVES

- To lay the foundations for a job search and finding work where participants will thrive.

### LEARNING OUTCOMES

- Participants will gain a deeper knowledge of themselves and their strengths and skills. From this foundation, they can develop a better sense of the type of work they'll excel in, and the skills and strengths they should highlight on their resúmes, in interviews and during networking opportunities.

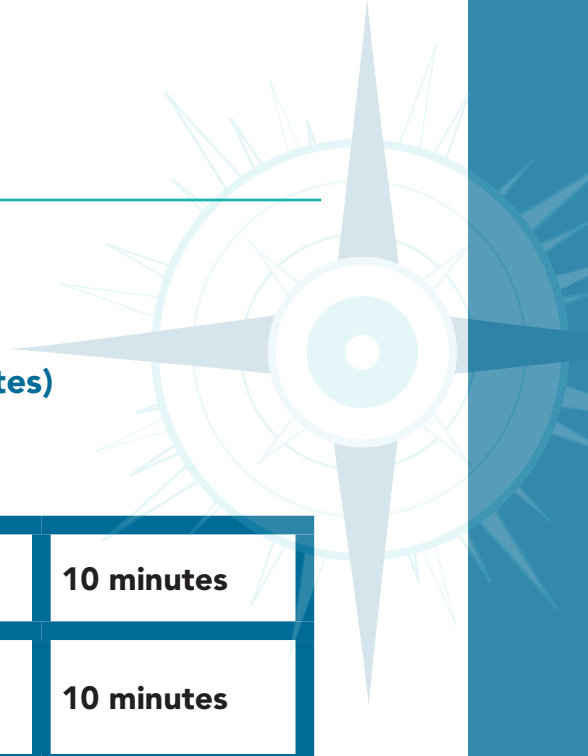
### MATERIALS

- Zoom account if facilitating remotely
- For in person: computer and projector to show powerpoint
- Computer and access to the internet
- Participant workbooks

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## SESSION 1: EXPLORE

### AGENDA FOR SESSION ONE: EXPLORE (90 minutes)



|  |                   |
|--|-------------------|
| <b>Introduction and overview of day and program</b>                        | <b>10 minutes</b> |
| <b>Activity One:<br/>Getting to know each other</b>                        | <b>10 minutes</b> |
| <b>Activity Two<br/>Strengths – How do they relate to your job search?</b> | <b>10 minutes</b> |
| <b>Activity Three<br/>What are your skills?</b>                            | <b>20 minutes</b> |
| <b>Activity Four<br/>Digging deeper into your skills</b>                   | <b>15 minutes</b> |
| <b>Activity Five<br/>What are transferrable skills, and do I have any?</b> | <b>15 minutes</b> |
| <b>Closing</b>   | <b>10 minutes</b> |

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## SESSION 1: EXPLORE

### OUTLINE: INTRODUCTION AND OVERVIEW OF PROGRAM AND DAY (10 MINUTES)

- If facilitating online, launch Zoom meeting and admit participants as they arrive in waiting room.
- Give a warm welcome and introduce yourself with a brief overview of your background.
- Provide an overview of the three-part program.
- Provide an overview of today's schedule.
- Share the rules of engagement as listed in the resource section.
- Ensure all participants have a copy of the My Action Plan participant workbook, pen and notebook.

### ACTIVITY ONE: GETTING TO KNOW EACH OTHER (10 MINUTES)

An opportunity for you to begin to acquaint yourself with the participants. Take notes on each participant as they share information with you.

#### INSTRUCTIONS

1. Participants will take turns introducing themselves and sharing a bit of information about themselves.
  - What school do they attend?
  - One interesting thing about them
  - Have they worked before?
  - What kind of job would they like to do?

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## SESSION 1: EXPLORE

### ACTIVITY TWO: STRENGTHS - HOW DO THEY RELATE TO YOUR JOB SEARCH? (10 MINUTES)

This activity will help youth identify the strengths they possess and will enhance self-awareness and self-confidence.

#### FACILITATOR NOTES

- Prepare by reading the pages in the resources section, page 19.
- Ask participants what they understand to be the definition of “strengths”.
- Give the definition through the lens of personal experience: something you really enjoy doing and are good at; something that makes you lose track of time while you’re doing it; something that energizes and inspires you.
- Explore the differences between strengths and weaknesses; you may be good at something, but if you don’t enjoy doing it, it may not be a strength to focus on.
- Have participants think about things they do in their free time: reading, gaming, sports, hobbies.

#### INSTRUCTIONS – PARTICIPANT WORKBOOK PAGE

1. Give participants five minutes to write down at least five of their strengths on page 2 of their My Action Plan participant workbook. Stress that these don’t have to come from employment. Encourage them to explore all the different things they do in different environments.
2. After five minutes, choose a few participants to share what they have written. Ensure everyone is on the right path; there is a fine line between strengths and skills. Strengths are those skills we have that we’re really good at and like doing.
3. Direct participants back to their workbook. Have them select a skill from the Top Ten Skills Employers Look For list in their workbooks that corelates with each strength.

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## SESSION 1: EXPLORE

### ACTIVITY THREE: WHAT ARE YOUR SKILLS? (20 MINUTES)

This activity will inform participants of the differences between soft and hard skills and the importance of each. Participants will identify their top skills and work to add content that goes beyond generic terms.

Two challenges often arise from this exercise. One being that individuals really struggle with naming their skills. The second is that they tend to use generic terms such as team player, problem solver, strong communication skills. Both challenges were demonstrated in the focus groups.

#### FACILITATOR NOTES

- Prepare by reading page 20 in the resources section.
- Ask participants to define the differences between hard and soft skills.
- Explain that hard skills are teachable and measurable abilities, such as writing, reading, math, welding or computer skills. These are the technical abilities that fit the job. Normally you acquire hard skills in the classroom, in an online course, through books and other materials, or on the job.
- Explain that soft skills are the traits that make you a good employee, such as good communication, active listening and a positive attitude. Employers value soft skills as they generally can't be taught and often make individuals strong team members and leaders.

#### INSTRUCTIONS

1. Give participants five minutes to write down at least five of their skills.
2. Choose a few volunteers to share what they have listed.
3. Speak to the participants about the importance of taking the time and putting thought into what their skills are. Stress that without this knowledge, selling themselves to an employer will be difficult.

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## SESSION 1: EXPLORE

### ACTIVITY FOUR: DIGGING DEEPER INTO YOUR SKILLS (15 MINUTES)

This activity will assist participants in identifying their own skills.

#### FACILITATOR NOTES

As a spin off from the previous activity, speak to participants about the pitfalls of using broad terms to define their skills. When an individual does this, it tells the employer very little about them. Employers review many resumes and see the same terms repeatedly. Using broad terms also indicates that the individual doesn't have an in-depth sense of their own skills.

An example of this is the skill "team player". Instead of using this term when speaking with an employer or writing a resume, elaborate on what your team players skills are specifically.

*Team player: supports others on my team to complete tasks, open to others' opinions and ways of doing things, patient when a team member is struggling, active listening.*

This is the difference between a resume that gets lost in a pile and one that jumps out at the employer. It is also a very important exercise that supports participants in learning more about themselves and what they have to offer.

#### INSTRUCTIONS

1. Have participants choose one skill that they would like to dig into more deeply and write it down in the designated space on page 4 of their My Action Plan participant workbook.
2. In the space below, have participants write examples of times they have used this skill and what the benefit/outcome was.

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## SESSION 1: EXPLORE

### ACTIVITY FIVE: WHAT ARE TRANSFERABLE SKILLS AND DO I HAVE ANY? (15 MINUTES)

This activity demonstrates that we all have a skill set. Many skills from life, school, volunteering and life experience can be transferred into employment.

#### FACILITATOR NOTES

- Prepare by reading page 20 in the resources section.
- Review the definition of transferrable skills in terms that the participants can identify with. Transferable skills are skills that you have gained in a job OR in school, playing on a team, volunteering, supporting classmates, etc.
- Stress that even if many of the youth have never held a job, they'll still have many skills that will transfer to employment.
- This is a hands-on activity that will energize the participants.
- If facilitating online, ensure that you are comfortable with Zoom's breakout rooms.

#### INSTRUCTIONS

1. If facilitating online, assign the participants to breakout rooms, and name one participant to lead the group activity. For in person delivery, split the participants into groups of 3 or 4.
2. Once in their groups, instruct them to choose two different careers from the list on page 5 of their My Action Plan participant workwork.
3. In the left-hand column, participants will write one of the careers, and in the right column the second.
4. The group will brainstorm all the skills necessary for being successful in the job in the left-hand column, and the leader will take notes.
5. The group will then decide if the skills listed for the first career are applicable to the second career they chose and listed in the right hand column.

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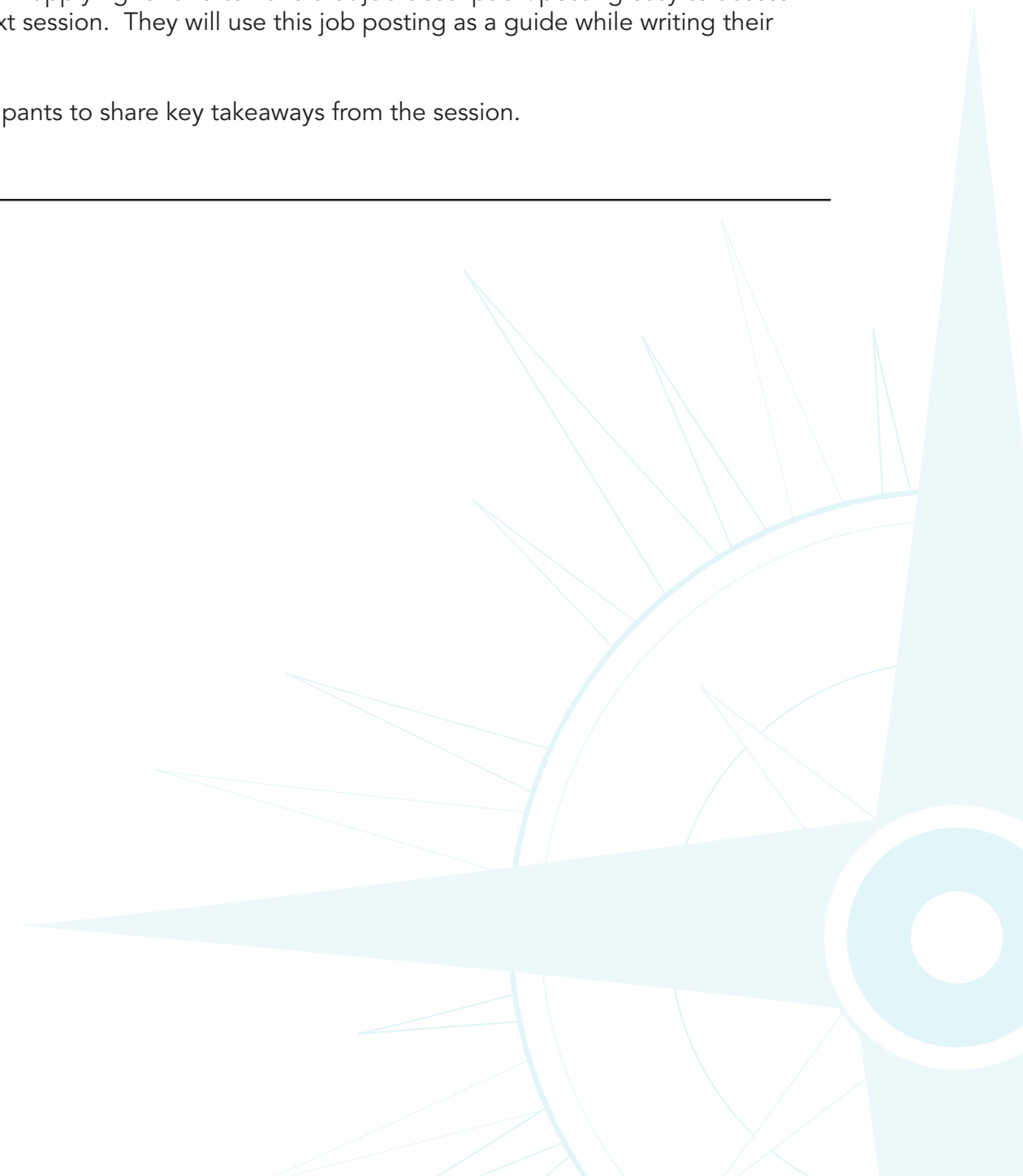
## SESSION 1: EXPLORE

### CLOSING (10 MINUTES)

**FOR OUR NEXT SESSION:** Ask participants to choose a job that they would be interested in applying for and to have that job description/posting easy to access for our next session. They will use this job posting as a guide while writing their resume.

Ask participants to share key takeaways from the session.

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## SESSION 1: EXPLORE

### RESOURCES FOR SESSION ONE: EXPLORE

#### RULES OF ENGAGEMENT

These are shared with the group at the beginning of each session and are intended to (a) define what a safe learning space looks like and (b) inform participants that they will be asked to abide by these rules.

1. This is a safe space that respects and honours all differences in gender, sexual orientation, race, political and religious beliefs.
2. Respectful communication: no interrupting, no side conversations, no ridiculing other's opinions.
3. This is a supportive and positive environment, please act accordingly.
4. Turn off cell phones.

#### STRENGTHS

Please watch the video Marcus Buckingham's 'The Truth About You'. This will familiarize you with the definition of strengths, the importance of identifying them, and some common myths associated with them. Although this video will not be shared with the participants, it will prepare you to speak to the topic of strengths.

[www.youtube.com/watch?v=9aU5EiKfkA](http://www.youtube.com/watch?v=9aU5EiKfkA)

As discussed in this video, our strengths are the activities we enjoy participating in and that energize us. They make us feel alive and lose track of time.

It's important to stress that just because we're skilled at something, it's not necessarily a strength. What makes a skill truly a strength is our enjoyment of it.

When youth are encouraged to identify their strengths and weaknesses, they're given parameters they can use when choosing what type of jobs to pursue. The message here should be that when we find ourselves in work that plays upon our strengths, we'll grow more, contribute more and find more fulfillment. When we're in jobs that don't fit our strengths, we tend to struggle, not excel and feel discontent. It's easy in these situations to turn this discontentment inward. Instead of realizing the job isn't a fit, we blame ourselves for failing to succeed and thrive.

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## **SESSION 1: EXPLORE**

### **SKILLS: HARD, SOFT, TRANSFERABLE**

#### **HARD SKILLS**

These are the skills we acquire through education and experience. They're measurable and can be evaluated. Examples include welding, Excel, operating machinery and mathematics.

#### **SOFT SKILLS**

These are the skills more in align with our characters and personalities. Although they can be taught on some level, they're strongest when they come naturally to people. Examples include compassion, patience, adaptability and problem-solving.

It's important to note that soft skills are highly valued by employers since they tend to contribute to strong teams and strong customer relationships but can't be easily taught. For example, someone may demonstrate their soft skills well in an interview but also must do an Excel exam, which they fail miserably. Still, the employer may give them the job because they showed the soft skills vital to that line of work, while they could learn to use Excel.

#### **TRANSFERABLE SKILLS**

These are skills acquired through employment, education, and life, which can transfer from job to job.

An adult may say, "I've had the same job for 20 years. Now I need to change industries, and I have no skills to bring to that industry!"

If adults can experience this, imagine a youth's apprehension as they start employment for the first time. If they've never had a job, they may believe they have no skills to contribute to the work world. This is why the topic of transferable skills is especially important to them.

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## SESSION 2: FIND

### OVERVIEW

This session engages youth in learning valuable job search tools. They'll learn about the hidden job market and how to access it, various ways to apply for jobs and resumé dos and don'ts.

### CONNECTION TO FINDING WORK

- Knowing current job search methods and tools is key for landing a job.

### LEARNING OBJECTIVES

- To help youth know how find work.
- To provide youth with tools to get work.

### LEARNING OUTCOMES

- Participants will learn about the most effective ways to get work and will understand key job-search dos and don'ts.
- Participants will explore local job opportunities.

### MATERIALS

- Zoom account, if online
- For in person: computer and projector for powerpoint
- Computer and access to the internet
- Participant workbooks

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SESSION 2: **FIND**

**AGENDA FOR SESSION TWO: FIND**

|  |                   |
|--|-------------------|
| <b>Welcome and overview of the day</b>                   | <b>5 minutes</b>  |
| <b>Activity One:<br/>Top ways to find work</b>           | <b>15 minutes</b> |
| <b>Activity Two<br/>Making first impressions</b>         | <b>20 minutes</b> |
| <b>Activity Three<br/>The Elevator Pitch</b>             | <b>25 minutes</b> |
| <b>Activity Four<br/>Writing Strong Skill Statements</b> | <b>20 minutes</b> |
| <b>Closing</b>   | <b>5 minutes</b>  |

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## SESSION 2: FIND

### OUTLINE: CHECK IN AND OVERVIEW OF THE DAY (5 MINUTES)

- Welcome everyone back.
- Ask participants if they have any reflections from last week's session that they would like to share.
- Give an overview for today's sessions.
- Review the Rules of Engagement.

### MATERIALS AND SET-UP

If facilitating online, create a Zoom poll. If facilitating in person, prepare a flipchart or powerpoint slide. Include these questions:

**"How have you looked for work in the past? If you haven't before, which of the following methods do you think would be most effective?"**

Provide these choices:

- Networking
- Referrals from friends
- Online
- Dropping off your resume
- Volunteering

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## SESSION 2: FIND

### ACTIVITY ONE: TOP WAYS TO FIND WORK (15 MINUTES)

This activity will introduce youth to accessing the hidden job market through networking and cold calling, using traditional methods like looking for help wanted signs and using online job search methods.

#### INSTRUCTIONS

1. If facilitating online, open up the Zoom poll you have prepared.
  2. Ask participants to choose an answer.
  3. Share your Zoom poll results with participants.
  4. Generally, online will be the most-used technique. However, reveal to participants that online searching is one of the least successful ways of finding job opportunities.
- 
1. For in person facilitation, display the question you wrote on the flipchart or powerpoint slide.
  2. Handout sticky notes to each participant. Have them write the method they think would be most effective on the sticky note.
  3. If using a flipchart, have each participant come to the flipchart and stick the note beside the method they chose
  4. If using a powerpoint slide, have them bring the notes to you.
  5. Do a quick tally and announce to the group which method got the most votes.

Share with participants that looking for work online is often a less effective way of finding work in our rural areas. One of the most effective approaches is to access what is called 'the hidden job market'.

Define the hidden job market, explain the importance of accessing it and discuss the ways they can do this, including networking, informational interviews, cold calling and following up on opportunities. Refer to the resources section of this session on page 33.

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## SESSION 2: FIND

### ACTIVITY ONE: TOP WAYS TO FIND WORK (15 MINUTES)

Emphasize that participants should include online job search methods, but not rely solely on the internet for their job search.

Have the group brainstorm a list of employers in the area. Using the whiteboard tool on Zoom, a flipchart, or a blank powerpoint slide, capture the list from the participants' brainstorm.

Participants may be most familiar with large food service providers and retailers (e.g. Walmart, McDonalds). Be prepared to offer other suggestions for employment opportunities in your local labour market. Think about employment/employers in your area such as:

- Summer programming at recreation centres, municipal parks and campgrounds.
- Lawn maintenance, landscaping and gardening with local companies/farms.
- Trail maintenance with local outdoor groups.
- Summer arts programming at museums, art galleries and other arts organizations (for example, music festivals).
- Painting with local painting/construction companies.
- Cleaning at local businesses or with janitorial companies.
- Kitchen service and other support work opportunities at care facilities/societies for elders and children.
- Visitors Centres, Chambers of Commerce and other tourist information service centres.
- Animal care, dog walking and other animal care opportunities with pet care companies, stables or BC SPCA.

Once the list is complete, have participants take a minute to make a note on page 10 of their My Action Plan participant workbook, of any of the listed job opportunities they would like to explore further.

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## SESSION 2: **FIND**

### **ACTIVITY ONE: TOP WAYS TO FIND WORK (15 MINUTES)**

#### **DEBRIEF QUESTIONS**

- Can you think of anyone in your network you could reach out to learn more about a job that interests you?
- Can you think of a job search method you could start using now?

#### **KEY MESSAGES**

- There are multiple ways to look for work.
  - Youth shouldn't rely only on online job searches.
  - It's important to be strategic and proactive while looking for work.
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## SESSION 2: FIND

### ACTIVITY TWO: MAKING FIRST IMPRESSIONS (20 MINUTES)

This activity stresses the importance of ensuring you are presenting yourself in a respectful and appropriate manner in behaviour, hygiene and presentation, and social media.

#### FACILITATOR NOTES

- Prepare by reading the pages in the resources section on page 39.
- Define “branding” to the participants.
- Ask participants the top ways we brand ourselves; in other words, what are the methods we use to tell the world what we want them to know about ourselves? This includes how we dress, how we behave in public and what we post on social media.
- Discuss the importance of representing themselves respectfully on social media. Many employers will Google potential hires to see what their online presence reveals about them. This doesn’t mean their social media accounts shouldn’t be accurate representations of who they are, but it does mean they want to ensure there is no offensive content on it.

#### INSTRUCTIONS

- If facilitating online, create Zoom breakout rooms for participants. Pair off 2 students per breakout room. If facilitating in person, split the students up into groups of 2-3 participants.
- Each participant will share one of their social media platforms with their partner/group.
- Each pair/group will discuss and assess how the other(s) present or brand themselves via their social media. Have each partner/group look at the other partner’s/participants’ social media platforms and assess how they are portraying themselves on these sites.
- Have youth make notes about things they may want to change about their social media on page 11 of their My Action Plan participant workbook.

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## SESSION 2: FIND

### ACTIVITY TWO: MAKING FIRST IMPRESSIONS (20 MINUTES)

#### DEBRIEF QUESTIONS

- What did you learn about your social media presence?
- Is there anything you're going to change?

#### KEY MESSAGE

- It's important to know how you're presenting yourself on social media. This doesn't mean you have to create a fake representation of yourself or wipe your social media clean. Just be sure you're not coming across as overly negative, lacking work ethic, angry, judgmental, etc. Your social media account could easily be the first impression a future employer has of you.
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## SESSION 2: FIND

### ACTIVITY THREE: THE ELEVATOR PITCH (25 MINUTES)

An elevator pitch is a strong tool when looking for work, so it's important to spend time creating one. It's also an exercise in developing self-awareness, knowing your personal strengths and skills and learning how to speak about them.

#### FACILITATOR NOTES

- Prepare by reading page 36 in the resources section.
- Define an elevator pitch for participants. An elevator pitch is a brief overview of who you are. It highlights your skills, strengths, and/or accomplishments, and expresses what you would like to do professionally.
- Ask participants when they think they would use an elevator pitch in a job search. Answers include while networking, dropping off a resume to an employer, during an interview in answer to the question, "Tell us a little bit about yourself".
- Go over the three parts of an elevator pitch with participants: who they are, what would make them a great employee, what their employment goals are.
- Remind participants that it is not necessary to cram too much information into an elevator pitch; it's not a verbal resumé. Instead, it's meant to grab a person's attention and entice them to want to know more.

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## SESSION 2: FIND

### ACTIVITY THREE: THE ELEVATOR PITCH (25 MINUTES)

#### INSTRUCTIONS

- Give participants 10 minutes to craft an elevator pitch using pages 13-15 of their My Action Plan participant workbook.
- If facilitating online, create Zoom breakout rooms of 3-4 participants. If facilitating in person, create groups of 3-4 participants. Have them share their elevator pitches with each other, one at a time. Participants will give each other feedback on potential improvements. While doing this exercise the participants giving feedback should consider the following: Do I have a sense of what this person's skills and strengths are? Is their employment goal clear? Am I interested in knowing more?
- Check on each group throughout the process to ensure the activity is going well.
- Participants will be encouraged to edit their elevator pitches with the feedback they have received; this may have to occur outside classroom time.

#### DEBRIEF QUESTIONS

- How did your elevator pitch sound the first time you said it?
- Did you make changes thanks to the feedback?

#### KEY MESSAGE

- Preparing and being familiar with an elevator pitch prepares you for a variety of opportunities during your employment search.

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## SESSION 2: FIND

### ACTIVITY FOUR: RESUMES (20 MINUTES)

*Writing strong skills statements.*

Participants will learn the importance of writing a standout resume and some tips for doing so. Strength and skills activities from Session One will be utilized here.

#### FACILITATOR NOTES

- Prepare by reading the pages in the resources section.
- Participants will have selected a job or employer to apply to as instructed at the end of the last session. Bring examples of local job postings in case youth did not remember to bring one to the session.
- Stress these points:
  1. Your resumé is your marketing tool. Employers typically take six seconds to review it, so you want to really catch their attention.
  2. You want your resumé to stand out from others; do this by targeting your resumé to each position you apply to, staying away from overused words and phrases and using a modern template.
- Discuss resumé dos and don'ts, page 30 of this guide.
- Take participants through the process of constructing strong skill statements, pages 40 & 41 of this guide.

#### INSTRUCTIONS

- Participants will go through their job postings and identify at least three skills, qualifications and experiences they have that make them an eligible candidate for this position.
- Participants will write one skill statement, using pages 17-18 of their My Action Plan participant workbook.
- Encourage participants to continue this exercise on their own with the remaining skills/qualifications/experience they identified in step one.

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## SESSION 2: FIND

### ACTIVITY FOUR: WRITING STRONG SKILLS STATEMENTS (20 MINUTES)

#### DEBRIEF QUESTIONS

- Why is it important to target each resumé you write? What message does this send to the employer?

#### KEY MESSAGES

- A resume that stands out from the rest will grab the attention of the employer you wish to work for.
- The effort you put into your resumé will show the employer your level of motivation and ambition.

#### CLOSING (5 MINUTES)

Ask participants to share key takeaways from the session.

Encourage participants to take some time before the next session to work on their resumes. There are resume resources ,including a resume worksheet, in their My Action Plan participant workbook, pages 26-32.

Optional - let them know if they bring their resume to the next session you can review it and give feedback.

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## SESSION 2: FIND

### RESOURCES FOR SESSION TWO: FIND

#### USING ZOOM POLLS

To do the Zoom Polls activities suggested in the sessions, familiarize yourself with how to create one in Zoom.

This tool gives you immediate feedback from participants. It allows you to ask the group questions, which they answer anonymously and in real time. You can then share results with the group.

#### ACCESSING THE HIDDEN JOB MARKET

The “hidden job market” refers to available positions that aren’t posted online. Employers often take these three steps before posting a job:

- Think of someone they know who would be a good fit for the position.
- Ask people whose opinions they respect and trust if they know someone who’d be a good fit.
- Review resumés they’ve saved from people who already applied for jobs, dropped off targeted resumés or requested informational interviews.

Thinking of people the employer already knows (or who were referred to them) is a strong tool for ensuring “fit.” Fit refers to the ability of an individual to meld well into a workplace, above and beyond the skills they bring. Every workplace has different values and dynamics. Sharing these values and being able to work within these dynamics is a great indicator of success. It can be difficult to identify fit from a resumé and an interview with a stranger.

Training a new employee is expensive, and the more an employer can do to ensure fit, the better. It can also be costly to post jobs online, plus it takes time to go through many resumés and interviews.

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## SESSION 2: FIND

### RESOURCES FOR SESSION TWO: FIND

How can participants become someone the employer knows or knows of? How do they get their resumé into that pile?

Looking for work online is not necessarily the most effective way of finding it, particularly in small communities. This isn't to say that youth shouldn't use it as a resource—they absolutely should. But it's important to introduce them to other job search tools as well.

#### **A Strategic and Proactive Approach**

Job seekers should formulate a plan to find employment that's a fit for them. This involves identifying the type of work they're looking for and targeting specific employers, as opposed to simply applying to whatever jobs they find online.

After they've identified personality preferences, career types, strengths and skills, youth will have a strong sense of what type of work they'd like to move toward. They should then put thought into which employers in their areas entice them. They will research the history of these employers by reviewing websites and what positions become available with them. The next step is to create a targeted resumé for each employer and position that appeals to them and to approach those employers with their resúmes; they can also request informational interviews.

Employers appreciate this approach, as it shows motivation, ambition and an authentic desire to be part of their team.

#### **An Informational Interview**

This refers to a meeting or interview that a youth arranges with an employer they're interested in working with. It's meant to gather information to better position the youth to join this team. It's also an exceptional opportunity to demonstrate their motivation and enthusiasm, and for the employer to get a sense of their fit. These meetings are often less nerve-wracking for youth because they have requested them themselves. This allows the real "them" to shine through and for the employer to get a sense of who they are.

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## SESSION 2: FIND

### RESOURCES FOR SESSION TWO: FIND

The youth should contact the employer and ask for 10 or 15 minutes of their time. They should show up dressed as they would for an interview. They should prepare three or four questions, such as:

- Is there any education or training I can take to better position me to join your organization?
- What are the values most important to you and this organization?
- What do you like best about your job?
- What characteristics and skills make an individual a strong and successful member of this organization?

Thanks to the interview, the youth will become someone the employer knows, and they'll already have their resumé the next time they're hiring.

### Networking

This can take many forms. The intent of networking is to make positive connections with and impressions on people who can refer youth to employers and employment opportunities. Some great tips for networking are as follows:

- Get involved in community events.
- Make sure everyone you know knows you're looking for work, and the type of work you're looking for.
- Say yes to new opportunities. You never know who you'll meet when you volunteer at an event or with a local non-profit, for example.
- Be prepared with an elevator pitch. You never know when a networking opportunity may arise, especially in smaller communities, including in line at the grocery store, at a sports event or eating in a restaurant.

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## SESSION 2: FIND

### RESOURCES FOR SESSION TWO: FIND

#### Cold Calling

This refers to dropping off a resume at a business that doesn't necessarily have a job posted but is one that you would really like to work for.

When cold calling an employer, ensure that you are dressed as though you were going to an interview. Ask to speak with the manager, and if they are not available politely ask if there's a better time for you to stop by or for them to pass on your resume.

Be prepared to speak to why you want to work with this business and what you can bring to them; in other words have your elevator pitch ready!

#### THE ELEVATOR PITCH

This is a brief—approximately 30 seconds—overview of who the job seeker is professionally, what they can do and what they want to do. Imagine the job seeker is in an elevator with someone they'd really like to work for, and they only have 30 seconds to catch their interest.

The foundation of any elevator pitch is self-awareness, and the activities from Session One will be a great asset here. An elevator pitch is not a recital of one's resumé; it's a snapshot of the youth's top skills, strengths and accomplishments, an expression of their employment goals and a peek at what an employer can expect from them as an employee.

When the youth is networking, dropping off a resumé, or in interviews, being prepared to speak to who they are and what they have to offer is an important element of making a strong and positive first impression.

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## SESSION 2: FIND

### RESOURCES FOR SESSION TWO: FIND

Here are some tips to share with participants:

#### **An Elevator Pitch Will Evolve (and That's Okay)**

Your elevator pitch will be constantly developing (while you're in school, at least), but it's not a waste of time. Even if it seems to change every month, you'll be practicing the skill of developing and delivering them.

#### **Things to Include in Your Elevator Pitch**

1. Start with an introduction and something that will differentiate you from the crowd. This can be a fact about school (what you're studying or plan to study in college), or something that will create common ground with the person you're speaking to ("I'm from \_\_\_\_\_, too!"). You may want to change this depending on who you're delivering your pitch to. If you know something about them and can pinpoint similarities between the two of you, highlight these.
2. Be sure to mention your goals and career aspirations. It's important to indicate that you're working toward where you see yourself in the future.
3. Talk about some activities and extracurriculars you've become involved with as a result of your goals. How are these propelling you forward? This is an important thing to highlight in a pitch; experience speaks miles beyond grades and numbers.
4. Explain why you're qualified for the position (or whatever it is you're working toward). Elaborate on what would make you an awesome candidate. Share information about a particularly interesting course you're enrolled in, somewhere you're volunteering or an organization that relates back to your dream career.

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## SESSION 2: FIND

### RESOURCES FOR SESSION TWO: FIND

#### 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.

#### Make the Right Impression

Whether you find yourself standing next to the professional you're looking to impress or are headed into an interview, you'll have to make a lasting impression. Having an elevator pitch can alleviate some of the struggle and stress caused by being at a loss for words. Having a memorized, go-to elevator pitch could play an integral role in making the right impression when you least expect to.

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## SESSION 2: FIND

### RESOURCES FOR SESSION TWO: FIND

#### BRANDING/SOCIAL MEDIA

There are many ways for youth to create first impressions on their path to employment. These may come when an employer reads their resumé, in an informational interview, in their perusal of their social media accounts or when they first meet.

Here are some tips Here are some tips to share with participants:

#### Branding

Branding is the marketing practice of creating a name, symbol or design that identifies and differentiates a product from other products. Nike is a great example of effective branding; the world recognizes its swoop and tagline “JUST DO IT” and immediately associates it with the Nike brand. It also conjures up excellence in performance.

We brand ourselves through many methods: how we dress, the car we drive, the way we interact with others. We choose how we’d like others to perceive us and what we want to be known for. When it comes to looking for work, it’s very important to identify your brand.

#### Social Media

These days, the most widely used method of personal branding is social media; here, many people tell the world who they “are.”

As youth are huge users of social media, it’s very important they understand that potential employers may look up their social media accounts. What they see there shouldn’t contradict the brands the youth hope to portray.

This doesn’t mean they have to wipe their accounts clean. But they need to look at their accounts with the eyes of a potential employer and remove potentially harmful messages. For example, online arguments can portray them as defensive and combative; making fun of or ridiculing others can portray them as a potentially toxic team member; and a plethora of “party pictures” can portray them as unreliable.

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## SESSION 2: FIND

### RESOURCES FOR SESSION TWO: FIND

#### RESUMÉS

These are the youth's most important marketing tool. To stand out against the competition, they should follow these tips:

- Target every resumé to a specific employer and position.
- Stay away from overused generic terms like “team player” and “great communicator.” Instead, elaborate on your team and communication skills.
- Use a modern and professional template, like the one at [canva.com](https://www.canva.com).
- Be concise, quick and engaging, and weed out irrelevant information.
- Ensure your email address is appropriate.
- Highlight your skills, strengths and accomplishments that are relevant to this position.
- Learn how to make strong skill statements.

#### Composing Strong Skills Statements

A common trap in resúés is using overused terms and phrases. Examples include the following:

- Strong team player.
- Excellent communication skills.
- Works well alone or with others.
- Great interpersonal skills.

It's easy to resort to these terms because they're often used in job postings, so the tendency is to reflect them back on a resumé. You do want to address the terms used, just not repeat them back. Activity Four: Writing Strong Skills Statements will give participants an opportunity to practice writing skills statements that shine.

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## SESSION 2: FIND

### RESOURCES FOR SESSION TWO: FIND

However, to write a resumé that stands out and has depth, it's important to elaborate on skills like these. Don't tell the employer you're a strong team player: tell them how you demonstrate being a great team player.

### SKILLS STATEMENTS FORMULA

**THE SKILL + HOW YOU DEMONSTRATE IT + THE BENEFIT OF THE SKILL = STRONG 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.



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## **SESSION THREE: SHINE**

### **OVERVIEW**

This session prepares participants to shine in interviews, plus gives them key concepts that will help them navigate and excel in employment.

### **CONNECTION TO FINDING WORK**

- Knowing key interview tips and workplace expectations will lead to being successful in the workforce.

### **LEARNING OBJECTIVES**

- To learn what participants can expect when faced with a job interview.
- To learn about workplace norms and employment standards.

### **LEARNING OUTCOMES**

- Participants will be prepared to effectively answer interview questions.

### **MATERIALS**

- Zoom account
- Computer and access to the internet
- Participant workbooks

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**SESSION THREE: SHINE**

**AGENDA FOR SESSION THREE: SHINE**

|  |                   |
|--|-------------------|
| <b>Welcome and overview of the day</b>                 | <b>5 minutes</b>  |
| <b>Activity One:<br/>Ace your interview</b>            | <b>45 minutes</b> |
| <b>Activity Two<br/>Employment 101</b>                 | <b>25 minutes</b> |
| <b>Activity Three<br/>Exceptional Customer Service</b> | <b>20 minutes</b> |
| <b>Closing</b>   | <b>10 minutes</b> |

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## SESSION THREE: SHINE

### OUTLINE: CHECK IN AND OVERVIEW OF THE DAY

- Welcome everyone back.
- Ask participants if they have any reflections from last week's session.
- Give an overview for today's sessions.
- Review the Rules of Engagement.

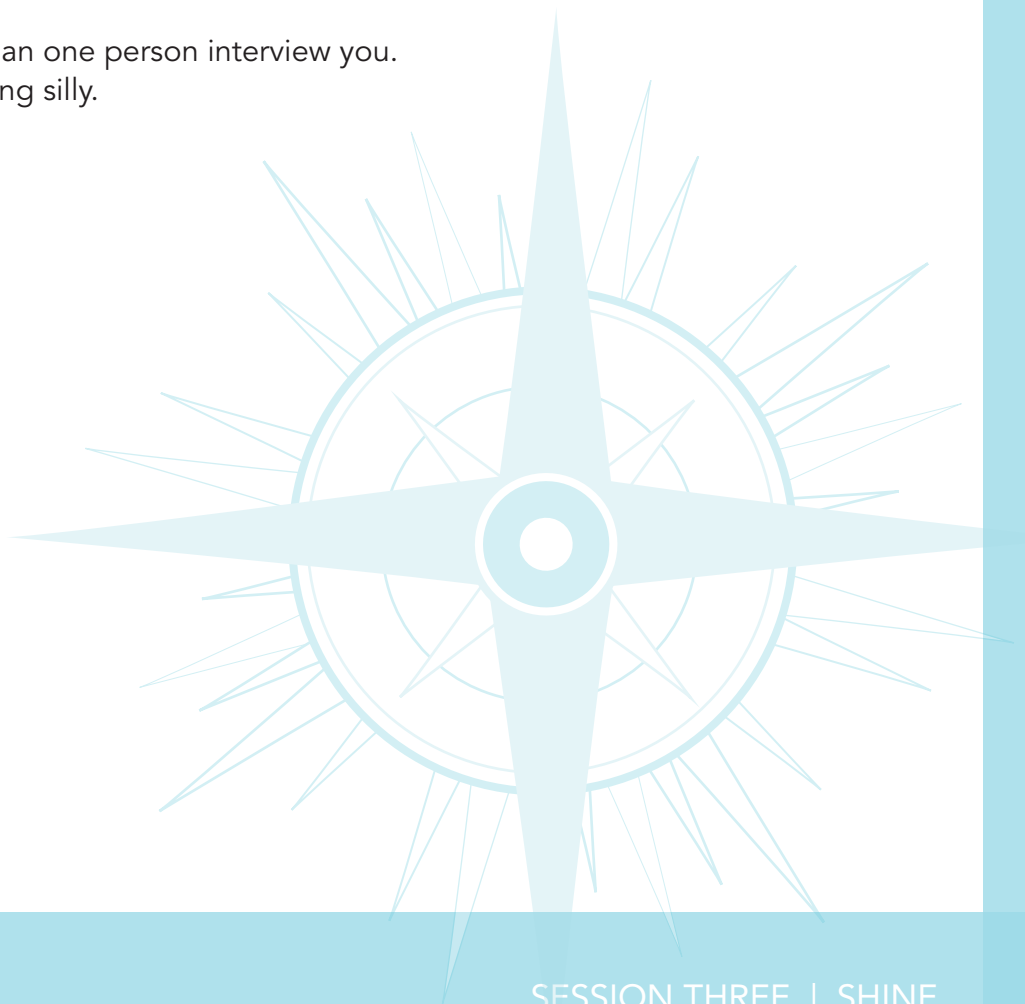
### MATERIALS AND SET-UP

For online facilitation, create a Zoom poll. For in person facilitation, make a flipchart or powerpoint slide. Include these questions:

#### **"What makes you most nervous in an interview?"**

Provide these choices:

- Not answering the questions correctly.
- Being judged.
- Having more than one person interview you.
- Saying something silly.



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## SESSION THREE: SHINE

### ACTIVITY ONE: ACE YOUR INTERVIEW (45 MINUTES)

This activity provides an opportunity for youth to practice the interview process in a safe environment.

#### INSTRUCTIONS

- Place participants into breakout rooms, or if in person in small groups. Ideally three participants in each group.
- Participants will turn to page 20 in their My Action Plan participant workbook. Here they will find a list of common interview questions.
- Review the top interview tips with participants. Page 51 in resources for this session.
- Go over the most commonly asked interview questions with participants. These questions are on page 20 of the My Action Plan participant workbook.
- Define behavioural interview questions and give examples.
- Share the STAR method.
- Let participants know that there are interview resources in their My Action Plan participant workbook on pages 33 & 34.
- Share the poll with the youth. If online, have them participate using a zoom poll. If facilitating in person, have them read the question and potential answers on the prepared flipchart or powerpoint slide.
- Once they have had time to read them, tell participants on the count of three you want them to hold up the number of fingers, 1 through 4, of the answers that represents what makes them most nervous in an interview.
- Ask for a volunteer in each small group to be the interviewee and that person will share with the group the job they have chosen to apply for. Other members of the group will select an interview question to ask the interviewee. As the facilitator, check in with each small group throughout and ensure a timely completion of this activity.
- Continue until everyone in the group has been interviewed.

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## SESSION THREE: SHINE

### DEBRIEF QUESTION

- What questions did you find easiest/most challenging to answer?

### KEY MESSAGE

- Practice and preparation are crucial for success in an interview.

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## SESSION THREE: SHINE

### ACTIVITY TWO: EMPLOYMENT 101 (25 MINUTES)

#### MATERIALS AND SET-UP

For online, create a Zoom poll. For in person, create a flipchart. Include the following questions:

#### “Which of these topics would you like more information on?”

- How do you find out how much you are making and how you could get a raise?
- How do you ask for vacation time?
- How do you call in sick?
- What is a probationary period?
- How do you address safety issues in the workplace?

Have poll open and ready to share.

Have the youth come up to the flipchart and put a check mark beside EACH (they can choose more than 1) topic they would like to learn more about.

#### FACILITATOR NOTES

- Prepare by reading the pages in the resources section, pages 55-59.
- Review each of the questions briefly.
- Share your poll and have participants make their selection.
- Take a deeper dive into the top two topics with participants.

Let youth know that there is employment information on each of the topics in the Resources section of their My Action Plan participant workbook, pages 35-38.

#### DEBRIEF QUESTION

- What are some of the hardest conversations to have with your employer?

#### KEY MESSAGE

- Knowing how to talk to your employer and knowing workplace norms will help you excel in the workplace as well as lessen anxiety.

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## SESSION THREE: SHINE

### ACTIVITY THREE: EXCEPTIONAL CUSTOMER SERVICE (25 MINUTES)

This activity will provide awareness to why customer service is so important.

#### FACILITATOR NOTES

- Prepare by reading the pages in the resources section, pages 60-62.
- Ask participants how to share how they would define great customer service.
- Ask them to think of a time they received great customer service and how it made them feel. Select a few participants to share their answers.
- Ask participants to define poor customer service
- Ask them to think of a time they received poor customer service and how it made them feel. Select a few participants to share their answers.
- Direct participants to their My Action Plan participant workbook page 22 and go through each of the top 10 Customer Service skills.

#### INSTRUCTIONS

- Assign participants to small groups. Before they move into their groups, or Zoom breakout room if online, assign each group a different Customer Service scenario from page 23 of the Participant Workbook.
- Ask for a volunteer in each group to read out the scenario to their group and keep notes. The group will work together to brainstorm solutions for their scenario.
- Participants will return to the large group, and one member from each group will share their scenario and the proposed solution.

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## 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 answers to. What do you do?

### DEBRIEF QUESTION

- Did you discover methods of resolving customer conflict that you may not have thought of before?

### KEY MESSAGE

- Learning the fundamentals of excellent customer service will serve as a valuable tool as youth enter the workforce, no matter what career paths they follow. Customer service doesn't only happen in restaurants and stores.

### CLOSING: (10 MINUTES)

Give the participants their certificates of completion.

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## SESSION THREE: SHINE

### RESOURCES FOR SESSION THREE: SHINE

#### ACE YOUR INTERVIEW

When preparing for interviews, people need tools to be successful and calm their nerves.

People often get nervous about interviews because they fear:

- Not knowing the answers.
- Getting tongue-tied/saying something silly.
- Having more than one person interviewing them.
- Being judged.

#### PREPARE AND PRACTICE

The key to doing well in an interview is to prepare and practice. When someone arrives at an interview believing they've done all they can to prepare, they feel less nervous. From that place, their true self is more likely to shine. They won't be leaving the interview thinking, "Who was that person? I didn't even recognize myself!" Also, if they're extremely nervous, the employer won't be able to evaluate whether they're a fit for the organization.

To prepare, tell the youth to do the following:

- Ensure you know everything you can about the employer and are prepared to answer any questions they have about what they do, what their values are, etc.
- Be very familiar with your resumé and prepared to elaborate on anything in it.
- Practice your elevator pitch. They'll probably ask you to tell them a little bit about yourself, and your pitch should work well here.
- Prepare an answer to the question, "Why should we hire you?" If you put time and thought into this question, you'll be surprised how many other questions it answers.

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## SESSION THREE: SHINE

### RESOURCES FOR SESSION THREE: SHINE

- Refer to your copy of the most asked interview questions (in the My Action Plan participant workbook on page 20) and have family or friends go through them with you a few times.
- Ensure you've prepared answers for "behavioral questions," which often start with "Tell us about a time that..." These evaluate your ability to deal with conflict and crisis. To answer these questions, use the STAR method shown in the chart below.
- When answering behavioral questions, demonstrate your ability to respond versus react. Reactions are based in emotions; they come quickly, with little thought. On the other hand, when we respond, we take the time to think out a solution that considers all parties and works best to rectify the problem.

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SESSION THREE: SHINE

RESOURCES FOR SESSION THREE: SHINE

# THE STAR METHOD

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

S

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

T

TASK: Describe your responsibility in that situation

A

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

R

RESULT: Share what outcomes your actions achieved

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## SESSION THREE: SHINE

### RESOURCES FOR SESSION THREE: SHINE

#### TOP TIPS FOR IMPRESSING AND KEEPING YOUR COOL

Relay these to the youth:

- Think friend, not foe! You've been chosen to be interviewed, most likely over numerous other applicants. This means they like what they see on your resumé and are hoping you're a fit. They want you to succeed! Remind yourself of this many times before your interview.
- Stats say that employers have a good sense within the first few minutes of whether they'd hire you or not. Enter the room smiling, shake their hands and thank them for taking the time to meet with you. The first question they'll likely ask is for you to tell them a little bit about yourself; because you're prepared for that, your first impression will be fantastic!
- Keep smiling and making eye contact throughout the interview. Smiles are the first to go when we're nervous, so be aware of this.
- It's okay to take time to answer a question. This isn't a race! Taking time shows you're a thoughtful person who's giving the interview the significance it deserves.
- Ensure you're clean and well dressed
- Don't be frightened if more than one person interviews you. Having a panel of people with different personality types and from different departments, increases the chance you'll connect with at least one of the interviewers.
- Remember that if the employer pauses when you finish answering a question, this isn't necessarily a signal for you to keep talking. This is when "babbling" can occur. See a pause for what it usually is: a polite break to ensure you've finished sharing your thoughts.

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## SESSION THREE: SHINE

### RESOURCES FOR SESSION THREE: SHINE

#### EMPLOYMENT 101

There are some issues and questions that arise in the workplace that many youth may not have the experience or tools to address. In the session, you'll be using a poll to ask youth what topics they struggle with the most. You'll then address the top two using the resource information provided below. Here are the topics:

- How do you find out how much you are making and how you could get a raise?
- How do you ask for vacation time?
- How do you call in sick?
- What is a probationary period?
- How do you address safety issues in the workplace?

Be prepared to speak to each of these questions; the answers are provided in the information below.

#### WORKPLACE RIGHTS

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

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## SESSION THREE: SHINE

### RESOURCES FOR SESSION THREE: SHINE

**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, 2021, 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.
- **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.

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## SESSION THREE: SHINE

### RESOURCES FOR SESSION THREE: SHINE

- 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 coworker 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.
- **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.

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## SESSION THREE: SHINE

### RESOURCES FOR SESSION THREE: SHINE

#### 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 visit:

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

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## SESSION THREE: SHINE

### RESOURCES FOR SESSION THREE: SHINE

#### **Here is some basic information about health & 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 & 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>

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## SESSION THREE: SHINE

### RESOURCES FOR SESSION THREE: SHINE

#### PROVIDING EXCELLENT CUSTOMER SERVICE

Customer service skills are not only used in restaurants and retail shops but stretch over a multitude of industries. As youth enter the workforce, it's important they know the importance of learning and practicing these skills.

Review the "Top 10 Soft Skills for Customer Service Jobs" visual included on page 22 of the Participant Workbook. Be prepared to speak about why each skill is important and how it enhances a customer's experience, with examples. Relay the following tips to the youth.

##### **Clear Communication**

It is important to know what the customer wants and be able to articulate what you can do for the customer. Enunciating, speaking loudly enough and employing an upbeat tone will help you communicate clearly and positively, both in person and over the phone. If you write to or email customers, use proper grammar and spelling and choose words and phrases that convey a similarly upbeat, but professional, attitude.

##### **Listening Skills**

Listen carefully to customers to know exactly what they need and how you can help them. Demonstrate active listening through body language and responses. (Learn more at [thebalancecareers.com/active-listening-skills-with-examples-2059684](https://thebalancecareers.com/active-listening-skills-with-examples-2059684).) Nod when you understand something and make eye contact. Don't be afraid to ask questions to make sure you understand the other person. Whether talking in person or on the phone, don't interrupt customers and carefully respond to all their questions. An important aspect of customer service is simply making the customer feel heard.

##### **Self-control**

People who work in customer service must calmly handle all customers, even the negative ones. Strive to remain calm and cool even when your customer isn't. Patience and self-control will keep you from getting upset and saying something inappropriate. Try not to take it personally when the customer is upset. Instead, stay calm and try to tone down the conversation.

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## SESSION THREE: SHINE

### RESOURCES FOR SESSION THREE: SHINE

#### **Positive Attitude**

Make sure you know all the benefits of the products or services your company provides and convey them to your customer. If a customer has a problem with a product or service, focus on what you can do to help. While you don't want to seem overly happy when a customer's upset, being proactive and optimistic can help the customer stay positive, too.

Also, don't underestimate the power of a friendly hello. Think how many times, as a customer, your mood has been affected, positively or negatively, by how you've been greeted. It's as simple as a smile and a "Hi there!" This sets the tone for the interaction and shows respect to the customer and your employer. Also, in small communities, you never know who that customer may be...they could be a future employer! Of course, thanking the customer at the end of the transaction is equally important.

#### **Assertiveness**

When dealing with customers, take control of the situation and do what you need to do in an efficient manner. If you're meek or passive, customers may not have faith in you. However, you also don't want to appear aggressive or demanding, which can offend customers. By speaking in a strong, steady voice, asking direct questions and keeping track of what you need to do, you'll convey confidence without being aggressive.

#### **Conflict Resolution**

Because you deal with many customers who have problems that need to be solved, you must be a creative problem solver. Always make sure you understand problems clearly and offer customers realistic solutions—without acting defensive. You'll often need to think of solutions that fit the needs of a specific customer.

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## SESSION THREE: SHINE

### RESOURCES FOR SESSION THREE: SHINE

A great example comes from an owner of a Tim Hortons. She trains her employees to never say “no” to a request. If they’re out of a doughnut, instead of saying, “We don’t have that,” they’ll say, “Those are in the oven right now, but would you like to take this opportunity to try a delicious sprinkle doughnut?”

As another example, you could make a call to see if you can find a customer’s shoe size in another store location. If their favourite cereal is not on the shelves, take a look in the back for it. This extra effort makes customers feel valued.

However, it’s also okay to not have an immediate solution. Consult with your manager or a co-worker with experience. One of them may step in, but until that point it’s your responsibility to be polite and to continue to express your intent to do all you can to make the situation better.

After, follow up with the customer to make sure the issue was resolved. The customer will appreciate your interest and willingness to help in whatever way possible.

Of course, these tips don’t extend to when you feel like you’re being abused. You and your employer should discuss what abuse looks like and what steps you should take when it occurs.

### **Empathy**

In addition to understanding what customers say, understand how they feel. Imagine yourself in the customer’s position. How would you feel if you had the same problem? How would you like to be treated? These questions will help you identify with and better assist your customers.

### **Depersonalization**

While you should be friendly, remember you’re not there to share your life story. When a customer explains an issue, don’t respond with your own, related problem. A simple “I understand,” or, “I know how you feel,” can make the customer feel understood and appreciated. Customers want you to focus on helping them.







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