The Use of a Job-Skills Training Manual to Assist Students in the Transition from School to Work

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*The procedures in this staff training manual/workshop are meant to be used by agency staff, as part of the broader services they provide, or under supervision of agency staff.
DEDICATION

I would like to dedicate this thesis to my loving parents Jack and Bonnie. Thank-you for your endless support over the years. I could not have done this without you!
ABSTRACT

This thesis focuses on the development of a job-skills training manual that is to be used as an aid for students in the transition from school to work. The manual was specifically designed for the co-operative education program at a local high school and is intended to enhance skill development by reinforcing teacher instruction. Although this manual has not yet been implemented with students, its components are supported by literature pertaining to the positive effects of vocational training. Each section of the manual is described and relevant literature is presented for the skill areas being taught (job searching, professionalism, work ethic, communication skills, social skills, and safety training). The development of the components was based on applicable research, curriculum standards, and natural observations of the skill levels and deficits of students in the program. Feedback from the co-operative education teacher is discussed, as well as general strengths and weaknesses of the manual.
ACKNOWLEDGEMENTS

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CHAPTER I: INTRODUCTION

The workforce is becoming increasingly competitive and students need to be prepared to find and sustain adequate employment. As it is becoming the norm to acquire post-secondary education, high school is now seen as a transition from school to college rather than from school to work. Elementary and secondary schools are focusing their curriculum on academic content rather than on job preparation and this is unfair to students that are, for a variety of reasons, unable or choose not to pursue college or university. As cited in Cumming and Lesniak (2000), 5 million people between the ages of 18 to 24 do not go to college. According to Statistics Canada (2001), low family income is a predictor of this population because approximately only 25% of youth with a family income between $25,000 and $75,000 attend university. In 2009 the median family income in Ontario was $69,790, which is $5,210 below the upper end of this salary range (Statistics Canada, 2009). These statistics indicate that the average family is unable to afford the expenses of post-secondary education. Student funding such as the Ontario Student Assistant Program is available; however, adequate support is not always guaranteed, making it an unreliable source for some individuals.

In addition to the lack of financial support that the average student experiences, tuition costs are on the rise. These increases are making it even more difficult for parents and their youth to afford college or university. In the 2008/2009 school year costs were 3.6% higher than that of the previous year, making it financially impossible for some students to enroll in post-secondary schooling (Statistics Canada, 2008). If this trend continues several students will not have a choice but to be forced into the workforce due to a lack of financial affordability. These individuals need to be taught the skills required to succeed at their job, and the curriculum should accommodate this minority.

The pressure that schools put on students to plan for an academic career may lead teenagers who do not envision themselves going to college or university to view high school as unnecessary, leading to poor attendance or in extreme cases permanently dropping out of school. In a report developed by Bridgeland, Dilulio, and Morison (2006) 47% of interviewees dropped out of school because it was not interesting to them and 81% recommended that “there should be more experiential, real-world learning and students need to see the connection between school and getting a job” (p. 4). Students need to feel that their education is useful and implementing more job related training could allow them to establish a link between school and work. Courses such as career and co-operative education begin to address this issue; however, more emphasis should be given to workforce preparation so that students realize they have a choice of their career path, whether it is academic or vocational.

The current project proposes the use of a job-skills training manual to emphasize the importance of vocational training in secondary schools. The manual will be specifically designed for Loyalist Collegiate Vocational Institute’s co-operative education program (co-op) to accommodate a range of students’ needs from those who are highly successful academically to those who, for whatever reason, are less motivated or less able. The manual will include mandatory work from the curriculum, as well as a variety of exercises for personal use to allow academic students who work at a faster pace, to move ahead rather than wait for peers to finish. The skills taught consist of 5 subsets that include: Expectations of Students in the Co-operative Education Program; Job Search and
Maintenance, Professionalism and Work Ethic; Communication and Social Skills; and Safety Training. The activities in the manual consist of a variety of exercises using examples, checklists and mock scenario questions. Students in the co-operative education program need a practical tool that they can easily take with them to school and co-op. The use of a job-skills training manual will aid students in developing skills that are transferable to the workplace, and can assist in the transition from school to work.
CHAPTER II: LITERATURE REVIEW

Positive effects of vocational training

Literature related to vocational training is somewhat outdated and limited in terms of high school populations; however, findings do suggest that job-skills training can be an effective approach in transitioning youth from school to work.

Adler, Cragin, and Searls (1995) contribute to this literature with a study that determined the effectiveness of a school-to-work program on a group of high school participants. The program used a variety of techniques to aid in the development of positive life and occupational skills and it was found that those who participated had a higher probability of “graduating from high school, continuing into post-secondary education, securing employment, and on-the-job upward mobility” (Adler et al., 1995, p. 13). Promising results were evidenced, and at an approximate 2-year follow-up a significant finding was that 87% of individuals who had taken the program were full-time employees.

A study that incorporated the use of job-skills training into a program focused on the success of students in a variety of settings, indicating that these skills can be generalized. Thurston (2002) implemented a group intervention delivered to 7 to 15 at-risk youth per session. The skills taught included communication skills, money management, dealing with conflict, assertiveness, team building, self-monitoring, study skills, problem-solving, getting and keeping a job, and self-reinforcement (Thurston, 2002). The success of the program was monitored using previously specified criteria such as attendance, generalization of skills, and self-esteem. Results varied but showed continuous improvements from baseline to post intervention for all participants.

Reganick (1995) studied a group of high school students who were identified as having severe behavioural and emotional problems. Although these adolescents had high needs, the skills taught can be used with a variety of individuals including those of normal intelligence and adaptive functioning. She implemented a 12-week cooperative job-training program that focused on the improvement of work related social skills. Similar to the co-operative education program at L.C.V.I., the students in this course were able to participate in actual job experiences in which they could practise their newly acquired skills. Although only 4 of the 10 participants completed the full program, the results were promising and the students showed improvement in many selected areas. Their teachers evaluated the program positively and stated that they observed increases in class attendance, participation, and positive behaviour (Reganick, 1995). The number of discipline referrals and suspensions was lowered throughout the duration of the program, and the students indicated that they felt they had learned the necessary skills needed to gain employment.

A similar study by Cumming and Lesniak (2000) was very relevant to this thesis as the authors implemented a program to help students in the transition from school to work. The intervention in the study was developed to improve job search techniques, develop communication skills, teach work ethics, develop their [students’] critical thinking skills, promote work safety, and teamwork (Cumming & Lesniak, 2000). A component included the development of a career unit that targeted the students’ vocationally related interests using job interest surveys, internet career searches, and
future work related goal setting. Surveys were used to determine the program’s effectiveness and all participants expressed significant, positive perceptions of their employability skills when compared to baseline.

The literature indicates that vocational training has resulted in positive effects for a variety of high-school students with diverse levels of intelligence and mental functioning. It supports the proposed development of a job-skills training manual for a co-op program that enrolls students from both grades 11 and 12 who have different levels of academic achievement and intellectual ability. The manual was therefore developed to provide activities for a range of academic levels, each student completing the part of the handbook that targets his or her individual needs. The teacher will guide the students to check off assignments from a checklist of all activities at the front of each student’s manual, and thereby assign the required material for completion. The remaining activities may be finished at the students’ leisure and this gives more able individuals who are on an academic track, an opportunity for more comprehensive skill development while waiting for their classmates to finish their work.

The researched literature shows trends regarding similar skill areas being taught to the participants which was taken into consideration when developing each section of the job-skills training manual. A brief overview of each manual section is provided, with literature supporting the specific skills that were included.

**Expectations of Students in the Co-operative Education Program**

The Job-Skills Training Manual was developed for L.C.V.I. and therefore, the first section includes basic expectations of the co-operative education program. This section will help the students stay organized by using charts to keep track of their co-op hours, school integration days and other necessary components. According to Bennett (2009), students lack proficiency in the areas of time management, study skills, note taking and agenda planning and these deficits are the main reasons for missed or incomplete assignments. This section tries to encourage organization and increase the likelihood that the students will be successful at their placement site by using prompts such as checklists and guidelines. The students can also use this section as a reference for independent completion of their log sheets and other documents that may cause them difficulty when trying to complete without the teacher’s support.

**Job Search and Maintenance**

Key components of getting and maintaining a job include basic job search techniques and strategies. Pucillo (2011) published a sample of pertinent areas that educators should include in their curriculum. The assignments included the teaching of practical employment skills such as job searching, writing cover letters, resumes and follow-up letters, portfolio development, and interview skills. According to Vuori, Mutanen, Price, and Malmberg-Heimonen (2005), having such skills is crucial for mental health because they mitigate the negative psychological effects caused by job loss and unemployment. They implemented a study in which a sample of unemployed individuals participated in a job-search training group. Although only a small percentage of individuals were able to gain employment during the half-year follow up period, lower
levels of distress and depression were reported. The study demonstrated the importance of job search skills in relation to self-confidence and therefore, made the teaching of these skills a critical section in the manual.

**Professionalism and Work Ethic**

Work ethic is reported as one of the most desirable characteristics described by employers (as cited in Hill & Fouts, 2005). Professionalism another valued employability trait can be defined as the attitudes, skills, values and behaviours that one may portray (Maister, 2005). Both work ethic and professionalism are extremely important in the workplace; however, students with little to no work experience may have difficulty relating to these concepts. According to National Service-Learning Clearinghouse (2002), students who are exposed to workplace professionalism before entering a job placement often experience greater achievement, higher self-esteem and a smoother school-to-work transition. The co-operative education program allows students to explore these traits while on placement, but it would be beneficial for students to be taught these skills prior to any job contact. The Job-Skills Training Manual includes activities that target the development of professionalism and work ethic so that the students will have the advantage of a basic understanding of these characteristics before entering their co-op site.

**Positive Communication and Social Skills**

A trend in previous vocational studies was the teaching of positive communication and social skills. According to Dowling (n.d.), basic communication skills are essential in nearly every job and human relationship. Although it is well known that these talents are fundamental for maintaining any job, the literature’s main focus is amongst people with mental illness and disabilities. A study conducted by Tsang (2003) demonstrated the importance of social skills by combining training with supported employment. The intervention used the original Individual Placement Support (IPS) model with the added component of Social Skills Training (SST). The intention was to enhance the program that was currently being implemented. Results indicated that SST is a positive component of vocational support training and that it could be effective when incorporated into similar programs. Based on these results it is predicted that by including communication training and SST in the manual, positive outcomes will occur.

**Safety Training**

The Occupational Health and Safety Act (OHSA) ensures that all workplaces in Ontario have a written safety policy that is posted in an accessible location (Ontario Ministry of Labour, 2009). Although it is mandatory for establishments to have a written policy, workplace safety training varies among employers and not all procedures are adequately emphasized. According to the Ontario Ministry of Labour (2009), adolescents and individuals new to the work force are at a substantially greater risk for getting injured on the job. A main reason for this is a lack of knowledge of their rights in relation to health and safety standards (Ontario Ministry of Labour, 2009). It is common for students
to obtain their first job at some point during high school and they should receive education about their rights before they become employed, rather than after. By including this education in a section of the job-skills training manual, students will be given the opportunity to learn proper safety measures to prevent future workplace incidents on placement.

**Summary**

Previous studies suggest that vocational training has positive outcomes and benefits for the students of the co-operative education program. The components of the Co-operative Education Job-Skills Training Manual have been researched to ensure the material is relevant and suited to the needs of the client population. Each of the five manual sections were designed to promote the development of different job related skill areas such as organization, communication, and professionalism. The literature supports the teaching of these skills and positive findings were presented to emphasize the importance of each section.
CHAPTER III: METHOD

Participants

Although participants were not used, the Job-Skills Training Manual was specifically designed to meet the needs of the teacher and students of the L.C.V.I. co-operative education course. The program consists of both male and female students in grade 11 and 12, between the ages of 15-21 years old. The class sizes vary but on average consist of approximately 15-30 students of various mental health status and intellectual abilities. The potential participants range in academic levels of achievement, and the manual is designed to accommodate these differences in learning.

Setting

The co-op program takes place at a community-based secondary school that consists of a 9-day, pre-placement period in which the students attend school and participate in in-class training. For the remainder of the semester the students are individually placed in the community where they work at a participating business site and only meet at the school on scheduled integration days. The manual’s intended use is as an educational tool for the teacher in the pre-placement period, but also as an aid for students during their placement. They can take the booklet with them to their job-site and use it as a reference for skills which they need to improve.

Measures

The components of the manual have been established from natural observations (during both the pre-placement period as well as during the placement period), unstructured interviews with the co-op teacher and students, as well as review of the course curriculum and research of similar programs and studies. Observations of the general strengths and weaknesses of the students’ job related skills occurred daily and were informally recorded in a notebook. The pre-placement period was used to observe the students’ in-class preparation sessions and to record skill areas that are already being taught by the teacher. The manual incorporates these skills from the curriculum, but also focuses on observed skills deficits.

Design

The Co-operative Education Job-Skills Training Manual (see Appendix B) was created from September 2011 to March 2012. As previously mentioned, the components of the manual include sections labeled as follows: Expectations of Students in the Co-operative Education Program; Job Search and Maintenance; Professionalism and Work Ethic; Communication and Social Skills; and Safety Training. The contents of each section are described below.
Expectations of Students in the Co-operative Education Program

The first section of the job-skills training manual (see Appendix B, Section I) was designed to promote organization by helping students successfully attend their workplace as scheduled, and submit their schoolwork on time. The contents are related to the L.C.V.I. co-op program and include items such as sample log sheets and co-op employability skills. An example Work Education Agreement (WEA) form and an information sheet about student insurance coverage are also included.

A checklist was incorporated near the front of the manual so that students can identify mandatory activities that need to be completed and submitted to the teacher. Other organizational forms are included such as a chart to keep track of co-op hours, a section to fill in the dates of student integration days, and a form to fill out the worksite’s contact information and directions to get there.

Job Search and Maintenance

The goal of the Job Search and Maintenance section of the manual (see Appendix B, Section II) is to teach students techniques and skills related to searching, obtaining and maintaining a job. Components of this section consist of resume and cover letter tips and examples, sample job applications, and an activity for practicing mock interviews. It also includes links to career and personality quizzes for helping students choose a co-op placement to meet their personal needs.

Professionalism and Work Ethic

The Professionalism and Work Ethic part of the manual (see Appendix B, Section III) concentrates on teaching students the skills and knowledge they need to make a positive impression at their workplace and/or co-op site. A main focus is on making positive first impressions, following ethical guidelines and establishing professional boundaries. Activities in this section touch on proper hygiene and healthy habits such as eating properly, going to bed early, showering and washing clothes on a regular basis. This section also includes education on professional dress codes and reasonable work attire for students.

Communication and Social Skills

This component of the manual (see Appendix B, Section IV) targets the learning of positive communication and work related social skills. The intent is that students can relate to the situations and feel more prepared when entering their placement. Activities focus on practical suggestions to promote teamwork as well as proper listening and communication skills. Steps for basic problem solving are included, while good decision making skills are touched on in the form of scenario questions.
Safety Training

The final component of the manual (see Appendix B, Section V) focuses on safety training. The goal of this portion is to introduce students to general workplace safety and inform them of their rights to participate in maintaining a safe environment. This section in the manual includes a reference sheet for the symbols in the Workplace Hazardous Materials Information System (WHMIS), and a list of worker rights and responsibilities complied by Health & Safety Ontario.

Procedure

The job-skills training manual was evaluated by the co-op teacher and a feedback form was completed. Results from the feedback are summarized and future recommendations for revisions are discussed.

Upon completion of the thesis, the manual will be provided to the teacher so she can photocopy and distribute copies to students. The handbook can be distributed by educators as a tool to reinforce in-class lectures and discussions, or used by students on their own time to complete the work that addresses their personal learning styles and needs.
CHAPTER IV: RESULTS

Teacher feedback

The co-operative education teacher was very pleased with the job-skills training manual and when given the opportunity to suggest changes she provided none. A feedback form (see Appendix A) was completed in which several statements were rated from strongly agree, somewhat agree, neutral, somewhat disagree, or strongly disagree. Each statement was related to the manual’s criteria for development, which included conditions such as being written at an appropriate reading level and inclusion of relevant skill areas. The teacher rated all five criteria as “strongly agree”. Similarly, she rated the statement “I would use this manual as a teaching aid in the co-operative education program” as “strongly agree”. All other comments were positive and overall, she stated that the manual was “terrific” and “very well done”. She made no negative comments nor did she offer constructive feedback.

The job-skills training manual

The complete text of the Co-operative Education Job-Skills Training Manual can be found in Appendix B.
CHAPTER V: DISCUSSION

**Strengths of the manual**

The Co-operative Education Job-Skills Training Manual contributes to the field of behavioural psychology by promoting the skills necessary for integration into the workforce. Its components reinforce learning of a variety of positive skill areas, and it is a practical tool that teaches students necessary work-related abilities in a non-intimidating format. This direct approach has the potential to assist students in establishing a link between school and work when they apply their newly developed skills throughout their co-op placement. Using this tool while on placement will assist students to understand through direct experience the necessity of these job skills to the working environment of a company.

This training manual may also help students succeed in the co-operative education program because it promotes organization and self-monitoring. Through the use of checklists, charts, guidelines, and instruction, the manual provides a layout that gives students the opportunity to keep track of their accomplishments and monitor their progress in a simple but effective way. These self-monitoring tools were included so that students will be naturally reinforced and become motivated to maintain their positive work efforts throughout the program.

In addition to its straightforward design, the manual accommodates a variety of students’ learning styles and/or academic abilities by including written assignments as well as interactive online components and hands-on exercises such as mock interviews and teamwork activities. The manual also includes various components such as resources for “further learning” that allow academic students to work ahead and expand on their knowledge in several skill areas if desired. On the other hand, the manual is intended to complement teacher instruction for students with lower academic levels who can seek personal help when needed. This handbook allows students to work at their own pace in a diverse classroom so that individual needs are still being met.

**Weaknesses and limitations**

Overall, the process of manual development took longer than expected, and professional resources were difficult to find in some skill areas. This could be considered a limitation to the manual’s validity because professional resources do not directly support each specific component and/or activity included in the manual. In order to compensate for this lack of resources, personal judgment based on observations from the co-op program and its students was used to modify content and determine inclusion or exclusion of the manual’s components.

The Job-Skills Training Manual was not evaluated with participants and therefore, no data collection or analysis was possible. Because statistical procedures were not used, the manual’s validity and reliability is unknown. It was planned to collect feedback from the client population and incorporate it by providing co-op students with a sample of the manual; however, due to time constraints and unforeseen circumstances this was not possible.
The manual was designed as a tool to reinforce in-class learning and it is assumed that teacher instruction will be provided in synchronization to the manual’s components. Although it is anticipated that some students will be able to work ahead at their own pace, others will not be able to use the manual independently without assistance. This could be considered a weakness because teacher instruction and additional help may be necessary; however, the components of the manual were developed to lessen this inconvenience by reflecting the school’s curriculum. The teacher presents the majority of the manual’s concepts and she will simply need to elaborate in some areas as needed by the students.

Regardless of the fact that the components included in the manual are concise and do not go into depth with any one topic, a page restriction was made for the sake of practicality and to limit the costs and waste associated with photocopying. This is a strength because several skill areas were touched on but a limitation because the comprehension of information being provided might be compromised. If time and page restraints did not apply, a more detailed approach would be beneficial for future research.

Multilevel challenges to service implementation

The Co-operative Education Job-Skills Training Manual yields potential challenges amongst various levels of implementation. The greatest challenge amidst the client level is the diverse needs and abilities of the students in the co-op program. This was a challenge when developing the manual because activities were meticulously designed with a range in difficulty. This could also be a challenge when implementing the final product to students. Because no feedback was provided from the client population, the students’ response to the manual’s content is unknown. Challenges could arise such as lower academic students finding the material too difficult or higher academic students finding the material too easy. This is unlikely because the manual was designed with diverse levels of difficulty; however, if the issue arises, the teacher can use personal judgment to modify the in-class instructions being provided. For example, lectures can be tailored to provide limited basic knowledge so that academic students do not lose interest, and a more detailed approach can later be described to lower achieving individuals when needed. In addition, students with learning difficulties can be exempted from assignments that are at a higher academic level, and advanced students can be provided with more difficult material from the teacher’s resources.

Another predicted challenge to service implementation regards a societal level and the expectations of employers. The students will be encouraged to take the manual from school to co-op and some employers, for a variety of reasons, may not allow them to do so. This could create a barrier to the students’ learning because they will not be able to use the manual as a reference at co-op. The teacher could potentially overcome this obstacle with an explanation to the employer; however, in some cases the student will have to obey and leave the manual at school. Unfortunately, situations such as these might decrease the value of the training manual as it will not be used to its full potential.

Regarding the organizational and program levels of implementation, challenges are not predicted because of the practicality of the Job-Skills Training Manual. The manual was specifically designed so that teachers and future educators of the L.C.V.I. co-op program can distribute the material with ease. There is no standardized procedure for executing the contents, and the mandatory items are left to the teacher’s discretion.
Because of this flexibility with service implementation, problems and challenges should be uncommon to the teacher and students.

**Summary**

The Co-operative Education Job-Skills Training Manual is practical, direct, and uses a non-intimidating approach to reinforce classroom learning. It will benefit the students of the L.C.V.I. co-op program because its formatting and components promote organization through the use of charts and tables. It also encourages self-monitoring in the form of checklists and guidelines. The activities were developed to include a variety of relevant skill areas to suit the needs of a wide range of students with different levels of academic abilities. Although several strengths are demonstrated, weaknesses of the manual include a lack of validity and reliability. A statistical analysis was not performed due to time constraints and no data from the client population. In addition, the manual was developed to complement in-class lectures and thereby requires teacher instruction and assistance when applicable. Overall, the predicted challenges to implementing the manual are limited because of the design practicality and flexibility for distribution. Because the manual has not yet been used with students, it is unsure how they will respond to the difficulty of assignments. Also, the manual’s value may be compromised if students’ employers do not allow them to bring the manual from school to co-op. Although these minor challenges are predicted, strategies can be used to overcome the obstacles and utilize the full benefits of the Co-operative Education Job-Skills Training Manual.
REFERENCES


APPENDIX A:
TEACHER FEEDBACK FORM
THE CO-OPERATIVE EDUCATION JOB-SKILLS TRAINING MANUAL
TEACHER FEEDBACK FORM

Please respond honestly to the following statements related to the Co-operative Education Job-Skills Training Manual.

The manual is written at an appropriate reading level for the students of the co-operative education program.

- [ ] Strongly Agree
- [ ] Somewhat Agree
- [ ] Neutral
- [ ] Somewhat Disagree
- [ ] Strongly Disagree

Comments: The writing is easy to follow.

______________________________

The sections of the manual include skill areas that are relevant to the program.

- [ ] Strongly Agree
- [ ] Somewhat Agree
- [ ] Neutral
- [ ] Somewhat Disagree
- [ ] Strongly Disagree

Comments: The content seems relevant.

______________________________

The activities and exercises reflect the material that is currently being taught in the curriculum.

- [ ] Strongly Agree
- [ ] Somewhat Agree
- [ ] Neutral
- [ ] Somewhat Disagree
- [ ] Strongly Disagree

Comments: Great integration of your material into my classroom. Very well done!

______________________________
The activities and exercises range in difficulty and incorporate different learning styles for a diverse group of students.

Strongly Agree
Somewhat Agree Neutral Somewhat Disagree Strongly Disagree
Comments: Yes I can see using this manual for many age groups.

The checklists and guidelines provide students with knowledgeable information.

Strongly Agree Somewhat Agree Neutral Somewhat Disagree Strongly Disagree
Comments: The checklists & organization of material is great.

I would use this manual as a teaching aid in the co-operative education program.

Strongly Agree Somewhat Agree Neutral Somewhat Disagree Strongly Disagree
Comments: It would be most helpful if the program is written on a copy of this.

Signature: __________________________ Date: ________
APPENDIX B:
THE CO-OPERATIVE EDUCATION JOB-SKILLS TRAINING MANUAL
THE CO-OPERATIVE EDUCATION JOB-SKILLS TRAINING MANUAL

A manual specifically designed for the students of the Loyalist Collegiate and Vocational Institute co-operative education program

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*The procedures in this training manual are to be used by co-operative education students to reinforce classroom learning. The accompaniment of teacher instruction and guidance may be required.
MANUAL OVERVIEW AND PURPOSE

The Co-operative Education Job-Skills Training Manual is specifically designed for the students of the L.C.V.I. co-operative education program. It was developed to meet the needs of a variety of learners by incorporating different levels of academic difficulty into the exercises, instructions, and formatting (i.e. students that get overwhelmed with reading can simply refer to the instructions that stand out in a different font). The manual is to be used as an aid to reinforce the in-class portion of the curriculum, as well as a reference booklet that if desired, students can take with them to and from their co-op site. Some of the content should be completed with teacher instruction and the teacher should be available to help students with questions and/or direction if needed.

Not all of the activities in this manual are mandatory. The co-operative education teacher will indicate which assignments and activities must be completed, and students can keep track using the “Checklist of Mandatory Assignments” found on page 1. The remaining exercises are to be used at the students’ leisure to help increase skill development in areas of interest or needing improvement.
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I. EXPECTATIONS OF STUDENTS IN THE CO-OPERATIVE EDUCATION PROGRAM

CHECKLIST OF MANDATORY ACTIVITIES

→ Refer to the table on the next page. Place a √ in the box for each subsection of the manual that is mandatory to be reviewed and/or completed. This means that it must be finished and submitted to the teacher by the corresponding due date/integration day.

*It is a good idea to cross off each assignment/task as it is completed so that you can keep track of your progress and easily see what you have left to do.*
<table>
<thead>
<tr>
<th>PAGE</th>
<th>ASSIGNMENT OR TASK</th>
<th>DUE DATE</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>STUDENT AND CO-OP INFORMATION</td>
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<td>4</td>
<td>DIRECTIONS AND TRAVEL INFORMATION</td>
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<td>5</td>
<td>HOLIDAYS AND STUDENT INTEGRATION DAYS</td>
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<td>7</td>
<td>WORK EDUCATION AGREEMENT AND STUDENT INSURANCE COVERAGE</td>
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<td>9</td>
<td>TRACKING CO-OP HOURS AND USING LOG SHEETS</td>
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<td>10</td>
<td>CO-OP HOURS PERSONAL TRACKING SHEET</td>
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<td>11</td>
<td>CO-OP AND EMPLOYABILITY SKILLS</td>
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<td>CAREER AND PERSONALITY ASSESSMENT</td>
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<td>16</td>
<td>PERSONAL ATTRIBUTES AND TRAITS</td>
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<td>RESUME WRITING</td>
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<td>19</td>
<td>COVER LETTER WRITING</td>
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<td>20</td>
<td>JOB APPLICATIONS</td>
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<td>21</td>
<td>JOB SEARCHING</td>
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<td>INTERVIEW SKILLS</td>
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<td>26</td>
<td>GOOD HEALTH AND EATING HABITS</td>
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<td>28</td>
<td>PERSONAL HYGIENE AND APPEARANCE</td>
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<td>29</td>
<td>FIRST IMPRESSIONS</td>
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<td>30</td>
<td>WORKPLACE AND CO-OP DRESS CODE</td>
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<tr>
<td>31</td>
<td>ETHICAL WORKPLACE GUIDELINES</td>
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<td>33</td>
<td>WORKPLACE BOUNDARIES</td>
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<td>34</td>
<td>VERBAL AND NON-VERBAL COMMUNICATION</td>
<td></td>
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<tr>
<td>36</td>
<td>TEAMWORK</td>
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<td>39</td>
<td>WORKPLACE CONFLICT AND PROBLEM SOLVING</td>
<td></td>
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<td>40</td>
<td>CO-OP CHALLENGES AND GOOD DECISION MAKING</td>
<td></td>
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</tr>
<tr>
<td>46</td>
<td>WORKPLACE HAZARDOUS MATERIALS INFORMATION SYSTEM</td>
<td></td>
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<tr>
<td>47</td>
<td>STUDENT RIGHTS AND RESPONSIBILITIES</td>
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</tbody>
</table>
STUDENT INFORMATION

→ Fill out your student information so that this manual can be returned to you if misplaced.

*It is a good idea to keep information such as “Number of Credits” and “Number of Co-op Hours Needed” written down so that you don’t forget your end goal!*

Student Name: ____________________  Grade: ______________
Teacher: __________________________
Type of Co-op:  Full-day   Half-day
Section:  Morning   Afternoon
Goal Number of Credits: __________
Number of Co-op Hours Needed to Achieve these Credits: _______________
*110 co-op hours are equal to 1 credit

CO-OP INFORMATION

→ Once your co-op site has been chosen and confirmed, fill out the following information so that it is readily available when needed (i.e. calling in sick, finding directions).

Co-op Worksite: ____________________________
Supervisor’s Name: ________________________
Supervisor/Workplace Phone Number: ________________
Worksite Address:

__________________________________________
__________________________________________
Co-op Work Hours: ________ to ________
Days of Week Required to Attend: ______________________
Number of Co-op Hours Achievable each Week: ______________________
(what is the number of co-op hours you would obtain in one week with perfect attendance)
DIRECTIONS AND TRAVEL INFORMATION

It is very important that you are aware of your travel arrangements in advance so that you arrive at your workplace safely and on-time.

→ How will you get to co-op?  Bus  Walk  Taxi  Drive/get a ride

→ Do you require a bus pass?  Yes  No

  *Bus passes are handed out on a weekly basis. It is your responsibility to pick one up from your teacher or the secretary in the “Student Services” office.*

→ Use one of the following websites to conduct a search of how to get to and from your co-op site:

  **Bus, walking, driving or biking directions:**
  http://maps.google.ca/

  **Driving or walking directions:**
  http://www.mapquest.ca/

  **Bus directions:**
  http://www.cityofkingston.ca/residents/transportation/transit/trip-planner

→ Write out the directions using the space below:

  *If your directions are lengthy you can print a copy and staple it to this page.*
HOLIDAYS AND STUDENT INTEGRATION DAYS

→ Fill out the days that you are NOT required to be at co-op. Make sure that a copy of these dates are given to your co-op supervisor and remind him or her a few days prior to when you will not be there.

Integration Days

You are not required to be at your workplace; however, you are expected to meet in a designated location (i.e. library) for the in-class portion of co-op. Please meet either in the morning at 8:15am or in the afternoon at 12:00pm, depending on your section.

<table>
<thead>
<tr>
<th>Weekday</th>
<th>Month</th>
<th>Day</th>
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<td>7.</td>
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</table>

Board and Statutory Holidays

You are not allowed to be at your co-op site because student insurance coverage is not provided on holidays.

<table>
<thead>
<tr>
<th>Weekday</th>
<th>Month</th>
<th>Day</th>
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<td>1.</td>
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<td>4.</td>
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</tbody>
</table>
**Professional Activity Days**

*You are not required to be at your co-op however; if you need to make up time or would like extra hours, you can make arrangements with your supervisor to attend on these days.*

<table>
<thead>
<tr>
<th>Weekday</th>
<th>Month</th>
<th>Day</th>
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</thead>
<tbody>
<tr>
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<td>2.</td>
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<td>3.</td>
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</table>

**Finishing Date**

*The last day of co-op is:*

<table>
<thead>
<tr>
<th>Weekday</th>
<th>Month</th>
<th>Day</th>
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</table>

*In special circumstances that you need more time to complete your hours, you may finish co-op on:*

<table>
<thead>
<tr>
<th>Weekday</th>
<th>Month</th>
<th>Day</th>
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</tbody>
</table>
WORK EDUCATION AGREEMENT AND STUDENT INSURANCE COVERAGE

The Work Education Agreement (WEA) form ensures that you are covered by insurance if you were ever to get hurt or injured while at co-op. The conditions of student coverage (according to the Ontario Ministry of Education website) are listed below. More information can be found at:

The Ontario Ministry of Education
http://www.edu.gov.on.ca/extra/eng/ppm/76a-95.html

Students are covered under the Workers' Compensation Act during the time they spend under supervision at the training station.

Students are covered when their training station is located on board property, and when they are supervised by non-teaching staff members (for example, building custodians, electrical maintenance supervisors, audio-visual technicians, or purchasing officers).

Students are covered when assigned to placements that do not have compulsory Workers' Compensation coverage (e.g., banks), since they are considered to be employees of the Ministry of Education and Training.

Students enrolled in the Ontario Youth Apprenticeship Program are covered under the Workers' Compensation Act before they become registered apprentices. Once they are registered under the Trades Qualification and Apprenticeship Act, the employer assumes the responsibility for providing coverage.

Students enrolled in international co-operative education programs are covered under the Workers' Compensation Act for up to six months while at their work placement in the host country.

Students are NOT covered when travelling to and from the training station.

Students are NOT covered when working as teacher aides in a classroom or shop in a school. It would not be fair to cover only the co-operative education students in a classroom and not the other students. Also, in a traditional school placement, students are under the constant supervision of teachers, and teachers have greater control over the working conditions in a classroom setting than they have over the working conditions in a placement in the community. The Workers' Compensation Board of Ontario table of accident rates by type of industry shows that the level of risk is generally much higher in jobs in the community. The ministry's main concern is to provide coverage for students in placements in the higher-risk areas.

Students are NOT covered during the time that they are in training for, or are participating in, individual or team sports. Amateur or professional athletes are NOT covered under the Workers' Compensation Act.

Continued on next page…
Before you begin your co-op placement at a worksite in the community, you must fill out a WEA form. In some cases you will NOT have to fill one out because various employers already have coverage in their policies. If your co-op placement is within the school board (i.e. another school in the community), you DO NOT have to complete a form.

→ Refer to the example below when filling out your Work Education Agreement form.
TRACKING CO-OP HOURS AND USING LOG SHEETS

In the co-operative education program, co-op hours are used to determine if students are eligible or not to receive their credit(s). Log sheets are used to keep track of your hours and if possible should be handed in to your teacher on a weekly basis. If you do not hand in your co-op hours by the designated due date/integration day, you will not be counted as having been at your workplace and therefore WILL NOT receive your credit(s).

→ Sample L.C.V.I. log sheets can be found in Appendix A. Refer to these samples and use the checklist below when filling out your logs. You can use the chart on the next page to keep a personal record of your hours.

☐ Log sheets are completed on a daily basis.  
(if possible, set aside 5 mins. at the same time each day to help you remember)

☐ Log sheets are completed in order, week by week.  (do not mix up weeks, this can get confusing and will increase the likeliness of misplacing or losing track of the forms)

☐ All identifying information is included and clearly written.  
(i.e. Student, Co-op Teacher, Week of)

☐ All dates are correct from Monday – Friday.  
(refer to a calendar)

☐ Daily, weekly, and total hours are correct.  
(use a calculator to double check)

☐ Include a brief description of what you did at co-op each day.  (Daily/Weekly Activities)

☐ The activity or “other” information on the front of the form is completed.  
(located on the right-hand side of the form)

☐ The “Reflection Focus” on the back of the log sheet is completed to the best of your ability.

☐ The “Rec’vd on Time & Date Rec’vd” and “Formative Assessment Teacher Comments” sections are not filled out.

☐ Log sheet is signed by both you and your co-op supervisor.
CO-OP HOURS PERSONAL TRACKING SHEET

This tracking sheet can be used in addition to your log sheets as a personal record of your progress and co-op hours throughout the semester.

By using this personal chart you can ensure that your hours are filled out correctly and can use this information to fill out new logs sheets if yours were ever to be misplaced.

Total number of co-op hours needed (number of credits x 110 hours): __________

Number of co-op hours achievable each week: __________

i.e. if you have co-op 5 days a week for 3 hours a day, your usual number of hours is 5 days x 3 hours = 15

<table>
<thead>
<tr>
<th>Week Number</th>
<th>Week of:</th>
<th>Total Hours This Week</th>
<th>Previous Total Hours</th>
<th>Total Hours To Date (total hours this week + previous total hours)</th>
<th>Hours Left to Meet Goal (total number of hours needed + total hours to date)</th>
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</thead>
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</table>
CO-OP AND EMPLOYABILITY SKILLS

Student Name: ___________________________________

Workplace Supervisor: ______________________________

Date: ___________________________________________

Below is a list of positive skill areas in which you will be graded by your co-op supervisor at mid-term and final evaluations. *This activity should be completed before your midterm evaluation.*

→ Circle the number that YOU feel is currently most representative of yourself, within each skill area. Place a √ in the box if you think your supervisor would agree with your self-rating.

<table>
<thead>
<tr>
<th>Skill Area</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
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<tr>
<td>Punctuality</td>
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<tr>
<td>Attitude</td>
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<td>Initiative</td>
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<td>Independent work</td>
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<td>Teamwork</td>
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<td>Organization</td>
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<td>Work habits</td>
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<td>Work ethic</td>
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<td>Comes to work prepared</td>
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<td>Follows instructions</td>
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<tr>
<td>Courtesy and consideration</td>
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</table>

Adapted from Co-op Checklist (n.d.).

Continued on next page…
If you feel that your supervisor will disagree with part or all of your self-evaluations, why do you think that is?

→ Choose 1 skill area that you did not place a √, and explain why you think that your supervisor may not agree with your rating.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

→ Choose 3 of the skill areas that you rated yourself as average or needing improvement (rated 1-3). Make personal goals to enhance these skills for your final evaluation by creating detailed, realistic steps. Place a √ in the box when you feel that you have mastered each step.

Example: Steps for improving punctuality.

√ Set alarm 30 minutes earlier in the morning and only press snooze once.
√ Make my lunch at night before I go to bed rather than in the morning.
√ Pick out what I am going to wear the next day before I go to bed and have it out ready to put on in the morning.

By breaking down tasks or goals into smaller, manageable steps, you can feel less overwhelmed and slowly work toward your overall accomplishment in a realistic way.

First skill area that I would like to improve: ________________________________

Steps that I will take to achieve this:

☐ ________________________________________________________________

☐ ________________________________________________________________

☐ ________________________________________________________________

☐ ________________________________________________________________

☐ ________________________________________________________________
**Second** skill area that I would like to improve: _____________________________

Steps that I will take to achieve this:

☐ ____________________________________________________________

☐ ____________________________________________________________

☐ ____________________________________________________________

☐ ____________________________________________________________

**Third** skill area that I would like to improve: _____________________________

Steps that I will take to achieve this:

☐ ____________________________________________________________

☐ ____________________________________________________________

☐ ____________________________________________________________

☐ ____________________________________________________________

→ Choose 3 skills areas (if applicable), in which you rated yourself as excellent (rated 4-5). Give 2 examples of when/how you have successfully shown or used these skills at your co-op workplace.

**First** skill area of excellence: _____________________________

First example:

1. ______________________________________________________________________

   ______________________________________________________________________

   ______________________________________________________________________

Second example:

2. ______________________________________________________________________

   ______________________________________________________________________
Second skill area of excellence: ______________________

First example:
1. ______________________________________________________________________
______________________________________________________________________

Second example:
2. ______________________________________________________________________
______________________________________________________________________

Third skill area of excellence: ______________________

First example:
1. ______________________________________________________________________
______________________________________________________________________

Second example:
2. ______________________________________________________________________
______________________________________________________________________

FOR FURTHER LEARNING and a more detailed assessment of your personal employability skills, refer to the following website:

http://www.jobsetc.gc.ca/toolbox/checklists/employability.jsp

This short quiz allows you to browse through 49 questions related to top employability skills, and rate your levels from 1-3.

Print out a copy of the results and compare this assessment to your self-evaluation in the activity above.
II. JOB SEARCH AND MAINTENANCE

CAREER AND PERSONALITY ASSESSMENT

Before you begin your job search it is a good idea to assess your personality and research which jobs may be more suited to you. The following quizzes can be used as an aid to help in this process by giving you suggestions for fields of work and jobs that you may be interested in. You can also use these results to help decide on a co-op placement that you may enjoy and be comfortable with.

Print a copy of the results of each assessment/quiz and put it in your folder and/or duo-tang.

Career Personality Assessment
This assessment consists of 485 about personality questions about characteristics on which you are asked to rate yourself. When you are finished answering the questions, you will be asked to create an account with FunEducation in order to see a detailed report of your results.

http://www.funeducation.com/tests/careertest/taketest.aspx

Career Test
This is a short 68-question assessment to determine your personality type. Once you have completed the test, be sure to click on [Description] on the results page. You will be directed to a new page where you can click on your personality type to review more information and careers that you may enjoy.

http://www.careertest.net/cgi-bin/q.pl

Career Planner Quiz
This quiz consists of 24 pairs of statements. You are asked to choose which is more appealing. Some of the statements involve occupations that may be unfamiliar to you. If so, look up that job. Guessing could affect your results. You should take every possible opportunity to increase your knowledge of career options!

http://www.careerpath.com/career-tests/career-quiz/

Quizzes may not be standardized and are to be used for brainstorming purposes only. The results should not override your own personal judgment when deciding on a co-op placement and future career path.
PERSONAL ATTRIBUTES AND TRAITS

Below is a list of desirable workplace attributes and traits. Once completed, you can use this exercise as an aid to help with some of the remaining activities in this manual (i.e. resume and cover letter writing, interview questions and role plays).

Place a √ beside or circle/highlight each characteristic that describes you.

<table>
<thead>
<tr>
<th>able</th>
<th>detail-oriented</th>
<th>kind</th>
<th>rational</th>
</tr>
</thead>
<tbody>
<tr>
<td>academic</td>
<td>determined</td>
<td>knowledgeable</td>
<td>realistic</td>
</tr>
<tr>
<td>accepting</td>
<td>diplomatic</td>
<td>leader</td>
<td>reasonable</td>
</tr>
<tr>
<td>accurate</td>
<td>discreet</td>
<td>likeable</td>
<td>receptive</td>
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<tr>
<td>active</td>
<td>dominant</td>
<td>logical</td>
<td>reflective</td>
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<tr>
<td>adaptable</td>
<td>down to earth</td>
<td>loving</td>
<td>reliable</td>
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<tr>
<td>adventurous</td>
<td>eager</td>
<td>loyal</td>
<td>reserved</td>
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<tr>
<td>alert</td>
<td>easy-going</td>
<td>mature</td>
<td>resourceful</td>
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<tr>
<td>ambitious</td>
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<td>methodical</td>
<td>responsible</td>
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<tr>
<td>analytical</td>
<td>empathetic</td>
<td>meticulous</td>
<td>risk-taker</td>
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<tr>
<td>articulate</td>
<td>energetic</td>
<td>modest</td>
<td>scholarly</td>
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<tr>
<td>artistic</td>
<td>enthusiastic</td>
<td>natural</td>
<td>self-confident</td>
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<tr>
<td>assertive</td>
<td>expressive</td>
<td>neat</td>
<td>sensible</td>
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<tr>
<td>calm</td>
<td>fair-minded</td>
<td>non-judgmental</td>
<td>sensitive</td>
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<tr>
<td>capable</td>
<td>faithful</td>
<td>nurturing</td>
<td>serious</td>
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<tr>
<td>careful</td>
<td>flexible</td>
<td>obedient</td>
<td>sincere</td>
</tr>
<tr>
<td>caring</td>
<td>formal</td>
<td>observant</td>
<td>sociable</td>
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<tr>
<td>cautious</td>
<td>friendly</td>
<td>open-minded</td>
<td>spontaneous</td>
</tr>
<tr>
<td>charming</td>
<td>funny</td>
<td>optimistic</td>
<td>stable</td>
</tr>
<tr>
<td>cheerful</td>
<td>generous</td>
<td>orderly</td>
<td>stylish</td>
</tr>
<tr>
<td>clever</td>
<td>gentle</td>
<td>organized</td>
<td>sympathetic</td>
</tr>
<tr>
<td>compassionate</td>
<td>genuine</td>
<td>original</td>
<td>talented</td>
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<tr>
<td>competent</td>
<td>good-natured</td>
<td>outgoing</td>
<td>talkative</td>
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<tr>
<td>competitive</td>
<td>happy</td>
<td>patient</td>
<td>teachable</td>
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<tr>
<td>confident</td>
<td>helpful</td>
<td>peaceful</td>
<td>thorough</td>
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<tr>
<td>conscientious</td>
<td>honest</td>
<td>persistent</td>
<td>thoughtful</td>
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<tr>
<td>considerate</td>
<td>hopeful</td>
<td>persuasive</td>
<td>tolerant</td>
</tr>
<tr>
<td>cooperative</td>
<td>humorous</td>
<td>pleasant</td>
<td>trustworthy</td>
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<tr>
<td>courageous</td>
<td>imaginative</td>
<td>polite</td>
<td>understanding</td>
</tr>
<tr>
<td>courteous</td>
<td>independent</td>
<td>positive</td>
<td>unique</td>
</tr>
<tr>
<td>creative</td>
<td>individualistic</td>
<td>practical</td>
<td>versatile</td>
</tr>
<tr>
<td>curious</td>
<td>insightful</td>
<td>precise</td>
<td>warm</td>
</tr>
<tr>
<td>decisive</td>
<td>inspiring</td>
<td>progressive</td>
<td>witty</td>
</tr>
<tr>
<td>deliberate</td>
<td>intelligent</td>
<td>punctual</td>
<td></td>
</tr>
<tr>
<td>dependable</td>
<td>intuitive</td>
<td>quiet</td>
<td></td>
</tr>
</tbody>
</table>

Adapted from What Are Your Positive Attributes (n.d.) and Strengths and Adjectives (Employment Security Commission of North Carolina, 2003).
RESUME WRITING

Your resume is a personalized document consisting of your background experiences and skills.

→ Use the following guidelines when developing your own personal resume.

☐ Paper is of good quality, regular size (8½ x 11) and colour (white, light grey or beige).

☐ Your correct name, address, phone number, and email address are clearly indicated at the top of the page.

☐ Do NOT include personal information such as age, race, gender, weight or height.

☐ Your email address is appropriate (if necessary, create a new account for strictly work related and/or professional use).

☐ Your work history, education history, and volunteer experiences are listed in order from most to least recent (the dates should be in chronological order down the page).

☐ A brief summary of your skills and accomplishments achieved at each job or volunteer opportunity is included (Be as specific and concise as possible – keep it short!).

☐ Use action verbs to describe skills on your resume (i.e. acquired, practiced, aided, helped, contributed).

☐ Sections are clearly indicated and it is easy to find specific information (i.e. single space within sections and double space between sections).

☐ Font and formatting is professional and easy to read (do not use extravagant fonts or make your page layout too busy – keep it simple and clear!).

☐ Text is centered on page and margins are even on sides, top and bottom.

☐ Acronyms are spelled out (i.e. Loyalist Collegiate and Vocational Institute instead of L.C.V.I.).

☐ Do NOT use abbreviations (i.e. use “do not” instead of “don’t”).

☐ There are no grammar, spelling or punctuation errors (always have someone else proofread your resume before giving it to an employer).

☐ Overall appearance is neat, professional and appealing (format and text sizes are consistent throughout entire resume).

Adapted from Resume Checklist (n.d).

Continued on next page…
Developing a resume can be challenging if you haven’t had a job yet. The following is an example of a well-written student resume for someone with no paid work experience.

Sarah Smith
1234 Bath Rd. Kingston, ON K7H 7H7
Phone: 613-123-1234
E-mail: sarah_smith@hotmail.com

**Objective**
To obtain a co-op position that will help me gain experience working in a retail environment.

**Skills**
- Very hard working and reliable.
- Friendly, outgoing, and co-operative team member.
- Open to challenges and learning new things.
- Computer efficient in Microsoft Word, Excel, and Powerpoint.

**Education**
Loyalist Collegiate and Vocational Institute (L.C.V.I.)
I am currently a grade 11 student attending Loyalist Collegiate and Vocational Institute. I plan to graduate with my Ontario Secondary School Diploma in 2013.

**Volunteer Experience**
Make-up Manager: Grease Musical Production 2010
- Volunteered to help with the 2010 production of Grease at L.C.V.I.
- Accepted a leadership role to organize and be in charge of the make-up crew.
- Worked in a team environment to design and apply cast members’ make-up for each show.

**Pet Sitter**
2009
- Took care of a neighbour’s pets and plants while they were away for 3 weeks.
- Watered and fed the pets and plants on a daily basis.
- Took pets for walks, bathed them, and cleaned up their messes.

**Interests**
Cooking, animals, working with people, being outside, music, movies, dancing.

**References**
Veronica White
Drama Teacher, L.C.V.I.
Phone: 613-555-2333
Email: v.black@hotmail.com

George Louis
Neighbour/pet owner
Phone: 613-555-4333
Email: g.white@hotmail.com
COVER LETTER WRITING

→ Use the following template when developing a cover letter to accompany your resume.

| Your Address → | 1234 Sunnydale Dr.  
|               | Kingston, Ontario  
|               | K7K 5L5  
| Date → | August 21, 2012  
| 3 Spaces → |  
| Employer Name → | Mr. Leonard Blue  
| Company Name → | The Gables Restaurant  
| Employer Address → | 567 Clarke St.  
|               | Kingston, Ontario  
|               | K7M 2T3  
| 1 Space → |  
| Dear Mr. Blue, |  
| Intro. & Position Applying for → | I am a cooperative education student at Loyalist Collegiate and Vocational Institute, seeking a serving position at your restaurant.  
| Identify Relevant Experience → | Having worked in the hospitality industry for the last two summers, I have gained knowledge, skills, and experience working with customers and addressing their needs and concerns. Throughout my education at L.C.V.I. I have taken courses such as English and Cooking to enhance my communication skills and obtain a general understanding of restaurant food preparation.  
| Sell Yourself → | I am a very hard-working and reliable student who works well both independently and as a team player. I am self-motivated and look forward to a challenging co-op placement to expand on my knowledge and experience of the food industry. I am quite confident that my education and work experience will provide me with the skills required in your company.  
| Conclusion & Contact Info. → | I feel that I would be a great asset to your restaurant over the next few weeks of co-op placement. I look forward to hearing from you and answering any questions you may have. I can be contacted at 613-555-7777.  
| Your Signature → | Sincerely,  
|               | Kathleen Chloe  
| Name Typed → | Kathleen Chloe  
| Attached Resume → | Enclosure  

Adapted from Cover Letter (n.d.).
JOB APPLICATIONS

Sample job applications can be found in Appendix B. Practise filling out an application by reviewing the following guidelines and placing a √ in each box that you have complied with.

☐ Read the entire application before filling anything out.
☐ Use a pen with blue or black ink.
☐ Print clearly and legibly with no spelling errors.
☐ Take time to think about what you are going to write before you write it.
☐ Be as specific and accurate as possible with all answers.
☐ If a mistake is made draw one line through it and DO NOT scribble it out.
☐ Do not leave blank spaces. Use the notation “N/A” when questions do not apply.
☐ All personal information is current and up-to-date.
☐ Make sure your surname is your last name.
☐ List your work history in order from most to least recent.
☐ In sections such as work related skills and values, try to include characteristics that would be most beneficial to the specific employer you are applying to.
☐ Do NOT complete the “office use only” section.
☐ Remember to include the date and sign your name.
☐ Review the application to ensure all required sections are filled out.

What does the term bondable mean? __________________________________________

________________________________________

Adapted from Completing an Application Form: Checklist (Ontario Co-operative Education Association, 2004).
JOB SEARCHING

Networking with friends and family
One of the best ways to find a great job is by word-of-mouth. When looking for employment you should make your friends and family aware so that they can help you with this process. They may know of a current job opening in their own workplace or can let you know if one opens up in the future. Another bonus is that they can put in a good word to the boss and refer you for the position!

Checking the daily newspaper
Most newspapers have a heading in the classified ads section that is reserved for job postings. This is a great, easy way to find employment opportunities in your community.

Internet searches
There are several online resources that are dedicated to helping jobseekers find employment, as well as helping employers find skilled employees. The following is a list of websites that can be used for job searching:

KEYS: http://jobboard.keys.ca/
Kijiji: http://www.kijiji.ca
Monster: http://jobsearch.monster.ca/
St. Lawrence College Employment Service: http://www.employmentservice.sl.on.ca/
Workopolis: http://www.workopolis.com

Job and career centers
There are several career centers in the community that provide a variety of services to help people seek jobs and gain employment. Some of these agencies include:

KEYS Employment Services for the Entire Community
182 Sydenham Street
Phone: 613-546-5559 Email: info@keys.ca
Website: http://www.keys.ca

Ontario Works
362 Montreal Street
Phone: 613-546-2695
Website: http://www.mcss.gov.on.ca/mcss/english/pillars/social/ow

St. Lawrence College Employment Service
100 Portsmouth Avenue
Phone: 613-544-5400 x 1674 Email: esk@sl.on.ca
Website: http://www.employmentservice.sl.on.ca
INTERVIEW SKILLS

Answering questions properly and professionally is only part of the necessary skills needed for a successful interview. Components such as Professionalism and Work Ethic, and Communication and Social Skills in other sections of this manual should be used in combination to this exercise. The following is a list of common questions that an employer may ask during an interview.

→ Get into groups of 3 people and take turns playing roles of the interviewer, interviewee, and observer.

The interviewer will choose questions from the list below to ask the interviewee.
The interviewee will respond to the questions the best that he or she can.
The observer will watch and fill out the “Interview Feedback Form”, found in Appendix C.

Questions Related to Yourself

• Tell me about yourself.
• What are your strengths?
• What are your weaknesses?
• Describe your work habits.
• Describe your performance as a student.
• Describe and give an example of “co-operation”?
• What have you done in the past that shows a willingness to work hard?
• Describe and give an example of “team work”. What makes someone a positive team member?
• What kind of people do you have difficulty getting along with?
• Do you have plans for further education?
• Give me an example of when you have shown initiative.
• Give me an example of when you have shown organizational skills.
• What are your own special abilities?
• How do you usually spend your spare time?
• Give me an example of a situation in which you have encountered conflict. How did you handle this?
• What is your greatest accomplishment?
• How do you handle stressful situations?
• How do you think other people would describe you?
• What is your favourite subject? Why?
• What is your least favourite subject? Why?

Continued on next page…
Questions Related to the Company and Job Position

- What do you know about our company?
- Why are you interested in working for this company?
- What do you think of unions?
- What do you have to offer us?
- There is a lot of competition for this job – why should we hire you over anyone else?
- Why are you applying for this position?
- How does your past education and/or experience prepare you for this position?
- What salary are you expecting?
- Are you willing to re-locate?
- What is your availability? Are you willing to work overtime? Weekends?
- What do you think determines a person’s success with a company?

Questions Related to Your Career and Previous Experiences

- What are your career goals?
- What kind of boss do you prefer working for?
- What type of people do you like to work with?
- Where do you see yourself in 5 years?
- Why did you leave your last job?
- Why are you looking for work at this time?
- How does this position fit into your career goals?
- All of your recent experiences seem to be volunteer work. Have you ever had a job where you were paid?
- Have you ever been fired? What happened?
- What would your previous employer say about you if I asked for a reference?
- What jobs have you enjoyed the most? The least? Why?
- How did previous employers treat you?
- In what kind of environment are you most comfortable?

Questions adapted from Interview Role Playing handout (n.d.).
Once you have completed your role-plays, choose 2 questions from each section that are especially difficult to answer. Use the space below to write answers for these questions so that you can easily refer to them when preparing for future interviews.

Questions Related to Yourself

**First** difficult question: ________________________________________________

My best answer to this question: ___________________________________________

________________________________________________________________________
________________________________________________________________________

**Second** difficult question: _____________________________________________

My best answer to this question: ___________________________________________

________________________________________________________________________
________________________________________________________________________

Questions Related to the Company and Job Position

**First** difficult question: ________________________________________________

My best answer to this question: ___________________________________________

________________________________________________________________________
________________________________________________________________________

Continued on next page…
Second difficult question: ____________________________________________

My best answer to this question: ______________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

Questions Related to Your Career and Previous Experiences

First difficult question: ________________________________________________

My best answer to this question: ______________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

Second difficult question: ____________________________________________

My best answer to this question: ______________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________
III. PROFESSIONALISM AND WORK ETHIC

GOOD HEALTH AND EATING HABITS

Good health and proper eating habits are an important part of being successful at your job and/or co-op placement. It is essential that you maintain good health not only to enhance the quality of your work performance, but to help ensure your overall well-being and safety. If you feel yourself being “run-down” or “stressed out”, meet with your teacher or counselor right away and he or she can help you determine ways to defeat these types of symptoms.

→ Refer to the following website:
   http://www.mccentral.com/nursing-library/careplans/100_easy_ways_to_be_healthy_inside

List 6 healthy eating habits that should be included in your lifestyle.

1. _______________________________             4. ______________________________
2. _______________________________             5. ______________________________
3. _______________________________             6. ______________________________

List 4 habits that can help prevent illness.

1. _______________________________             3. ______________________________
2. _______________________________             4. ______________________________

List 4 suggestions for staying healthy at work.

1. _______________________________             3. ______________________________
2. _______________________________             4. ______________________________

List 2 guidelines that can better your quality of sleep.

1. _______________________________
2. _______________________________

Continued on next page…
List 6 habits that may help to *improve or maintain good mental health*.

1. _______________________________             4. ______________________________
2. _______________________________             5. ______________________________
3. _______________________________             6. ______________________________

List 2 suggestions for maintaining *healthy relationships*.

1. _______________________________
2. _______________________________

How much *exercise* should you receive each day to maintain good overall health? ______

List 4 ways that you could include more exercise in your daily schedule (i.e. walk to school instead of taking the bus, go swimming at least 3 times a week, join a sports team).

1. _______________________________             3. ______________________________
2. _______________________________             4. ______________________________
PERSONAL HYGIENE AND APPEARANCE

The following is a list of guidelines for practicing standard hygiene. This checklist should be used every morning before leaving for work, school, or co-op. It is especially important that you maintain this routine throughout your co-op placement in order to create a good impression on your employer, co-workers, and customers. Keep in mind that you are representing a company and you need to look and feel your best!

Review each statement and place a √ in the box once completed. Continue using this exercise until each criterion is mastered – ask your teacher for extra copies if needed.

<table>
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<tr>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
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</thead>
<tbody>
<tr>
<td>Wash your hands regularly (especially before and after touching your eyes, mouth, ears etc.).</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wear clean clothes with no stains (wash shirts and undergarments every time you wear them and pants every-other time).</td>
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<tr>
<td>Prevent foot odor by wearing clean socks and applying freshener to shoes when needed.</td>
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<tr>
<td>Shower daily (in the morning before work, or at night before bed).</td>
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<tr>
<td>Wash your hair every-other day.</td>
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<tr>
<td>Brush your teeth twice a day &amp; floss daily.</td>
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<td></td>
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<tr>
<td>Apply deodorant every morning and after showering.</td>
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<tr>
<td>Limit perfume and scents (1 or 2 sprays is adequate).</td>
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<tr>
<td>Keep nails trimmed and clean.</td>
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<td></td>
<td></td>
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<tr>
<td>Cover all cuts, burns and wounds with a bandage.</td>
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</table>

Some of the statements below may not apply to you or your school/workplace. If so, circle N/A and do not include it on your daily checklist.

<table>
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<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
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</thead>
<tbody>
<tr>
<td>Hair is tied back.</td>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nail polish is taken off.</td>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uniform is clean and ironed if needed.</td>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tattoos are covered and not visible to other people or customers.</td>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Piercings are taken out.</td>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Make-up is kept to a minimum (i.e. no dark eye shadow or lipstick etc.).</td>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follow applicable dress code.</td>
<td>N/A</td>
<td></td>
<td></td>
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</tbody>
</table>

Adapted from A Guide to Good Personal Hygiene (Orenstein, 2009).
FIRST IMPRESSIONS

Although regular hygiene and appearance is important in every day life, it is crucial in the workplace as you are continually meeting and making impressions on new people. As previously stated, you are representing a company and customers may judge the organization based on their impression of the employees (a.k.a. you!). In addition, first impressions are critical for interviews as you only have a short period of time to sell yourself to a potential employer.

→ Refer to Appendix D for a detailed checklist of what you should do to create a first impression on your employer, co-workers, and customers.

Written permission was granted from Catherine Bell to include the Prime Impressions handout (Appendix D) in this manual.
WORKPLACE AND CO-OP DRESS CODE

Most companies have a dress code policy that their employees are required to follow. It is important that as a worker you are able to distinguish between appropriate and inappropriate workplace clothing.

→ Complete the “Workplace and Co-op Dress Code” exercise found in Appendix E.

Now that you have explored suitable dress codes for the workplace, begin thinking of your personal wardrobe and ways you can make appropriate outfits with what you have.

→ Draw a picture of an outfit from home that you could wear to a job interview, and one you could wear to your co-op on a regular day.

<table>
<thead>
<tr>
<th>Interview</th>
<th>Regular Co-op Day</th>
</tr>
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</table>

→ Are there any clothing items that you need to buy or borrow in order to be dressed appropriately for your interview and/or first day of co-op? Make a list below.

_________________________________     _________________________________
_________________________________      _________________________________
ETHICAL WORKPLACE GUIDELINES

Workplace ethics help to establish a professional and respectful working environment. Below is a list of standard ethical guidelines that should be followed by employees in the workplace.

→ First, place a √ beside each skill that you have already mastered – but only if you think your employer will agree! Use your time during co-op to practise the remaining skills until you are completely confident and all of the boxes are marked with a √.

☐ Be respectful towards the company, yourself, and others.

Be polite and sincere to your boss and co-workers, and treat the company with high value. Try to avoid conflict as much as possible and do NOT discourage other people’s ideas and/or opinions.

☐ Be loyal to the company.

It is essential that everything is kept confidential. Do NOT talk negatively about the company to anyone, and do NOT reveal business secrets to competitors or other organizations.

☐ Maintain a positive attitude.

A positive attitude should always be maintained at work, even when times get tough! This may be difficult to do in stressful situations, but it will set you apart from other employees and people will enjoy working with you.

☐ Be a cooperative team member.

Employees are expected to work together in a positive manner. Be co-operative by listening to others, being open minded towards their ideas, and refraining from creating any negativity in the workplace.

☐ Be honest and take responsibility for your mistakes.

If a mistake is made, do not blame others for your actions. Although you might not want to “get in trouble” at the time, your boss will be grateful for your honesty and this can help build a trusting relationship.

☐ Show up to work prepared and looking professional.

Maintain a professional appearance on a daily basis by wearing appropriate clothing and keeping up with your personal hygiene routine. Show your employer you are ready to work by being energetic and eager to start your day!

☐ Be punctual and maintain good attendance.

Arrive to work at least 5-10 minutes early and make sure you are there when you are supposed to be! Do not miss work unless you have a legitimate reason (i.e. you are sick or have an appointment).

Continued on next page…
Do NOT show up to work sick.
Your boss and co-workers will appreciate it if you don't spread your germs! If you need to call-in, give your employer as much notice as possible (at least an hour).

Do NOT go to work looking for a date.
Workplace harassment is very serious and you should never put yourself in any situation associated with flirting, dating, or hitting on other employees. Your worksite is not the place to be pursuing romance and you should be focused on your job, not your co-workers!

Be dedicated to your job position.
Ensure that you have a clear understanding of what your job position entails. Take responsibility for the requirements specifically related to your position, and do your part in the company!

Do not talk loudly or draw attention to yourself.
Be aware that other people are trying to work and you don’t want to disturb them. This is part of being respectful to others!

Do not gossip.
Workplace gossip is very inappropriate and it is best to just “stay out of it”. You don’t want to be associated with any problems that may arise from these types of situations.

Keep conversations and socializing to a minimum.
Short conversations are usually accepted in the workplace; however, keep in mind that you are getting paid, and your boss doesn’t want to give you money for standing around and talking to friends!

Do not interfere with someone else’s work.
Everyone has different styles and ways of working – it is not your job to criticize! Unless a co-worker asks for advice, keep all negative opinions to yourself. On the other hand, praising or complimenting a co-worker for doing a good job is definitely acceptable!

Do not misuse equipment, technology or supplies.
The company has trusted you to use their things in a respectful and careful way. Do not lose this trust or put others in danger by misusing, stealing, or breaking the company’s equipment.

Try your best.
Take pride in your work and do your job to the best of your ability. Always put effort into everything you do!

Adapted from What are Work Ethics (Dogra, 2011) and Things You Should Never Do At a Workplace (Bakhru, 2011).

TO FURTHER TEST YOUR KNOWLEDGE and understanding of workplace ethics, complete the following quiz at:

http://psychologytoday.tests.psychtests.com/take_test.php?idRegTest=3252
WORKPLACE BOUNDARIES

Establishing professional workplace boundaries is a recommended component to any organization. It is important that employees go to work with the mentality that their personal life is separate. Below are some helpful tips for maintaining professional boundaries at co-op and/or work.

☐ Keep personal information private and to yourself.

☐ Keep in mind that relationships with your co-workers are different from relationships with your boss/supervisor.

☐ Personal relationships and/or friendships may develop over time, but only after mutual respect and trust has been established.

☐ Leave your problems at home – your co-workers don’t need to hear about them!

☐ Think of your workplace as formal rather than casual.

☐ Think of your co-workers as teammates rather than friends.

☐ Do not gossip or talk about other people as you would with friends.

☐ Casual conversation is okay, but don’t go into detail or disclose information that could potentially make you look irresponsible or unprofessional in any way (i.e. don’t brag about a party you went to).

☐ Never talk badly about your boss or supervisor to anyone.

☐ Don’t trust that your co-workers will keep your secrets.

☐ Don’t say anything to your co-workers that you wouldn’t want your boss to hear.

☐ Obey your boss’s orders and decisions – even if you do not necessarily agree with him or her.

☐ Never argue with or challenge your boss (unless you feel there is a threat to your personal rights and/or safety).

☐ Overcome cultural, political, and personality differences by developing mutual trust and respect (your worksite is not the place to confront these differences).

FOR MORE INFORMATION on establishing and committing to workplace boundaries refer to the following website: www.ehow.com
Search for: Workplace boundaries

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IV. COMMUNICATION AND SOCIAL SKILLS

VERBAL AND NON-VERBAL COMMUNICATION

Communication is critical to any workplace because messages need to be sent and received effectively between employees and/or employees and customers. Below are some useful tips for practising verbal and non-verbal communication.

When **SPEAKING** to co-workers, supervisors or customers…

✓ Use facial expressions and eye contact – *engage your listener by being expressive and maintaining eye contact.*

✓ Pronounce words clearly – *be confident in what you are saying and don’t mumble or talk too fast!*

✓ Use an appropriate volume – *talk louder if necessary for the person to hear you in a noisy environment or over the phone.*

✓ Animate your tone of voice – *don’t talk with a monotone voice as this can get boring and make it more difficult for listeners to pay attention.*

When **LISTENING** to co-workers, supervisors or customers…

✓ Maintain eye contact - *this shows that you are engaged in the conversation and makes the speaker aware you are listening to him or her.*

✓ Use minimal encouragers such as nodding your head or saying “uh-huh” – *this reinforces the speaker by showing you are listening and encouraging him or her to continue.*

✓ Give the person your full attention – *don’t engage in distractions such as checking your cell phone or looking at what other people are doing.*

✓ Be aware of your body language – *face the person and don’t slouch (this indicates you may be bored or uninterested in what someone is saying).*

Continued on next page…
Think of ways in which communication is important in the workplace. Give examples of these situations in the first column below. In the next two columns, briefly describe the positive and negative consequences for each situation based on effective or ineffective communication.

<table>
<thead>
<tr>
<th>Situation Involving Communication</th>
<th>Result of Effective Communication</th>
<th>Result of Ineffective Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Example:</strong> Taking a customer’s order.</td>
<td>Customer’s order is placed properly and he or she is happy when items arrive.</td>
<td>Customer’s order is placed incorrectly and he or she is angry when the items arrive but are not what were wanted.</td>
</tr>
</tbody>
</table>
TEAMWORK

Teamwork consists of both effective verbal and non-verbal communication between members of a group. It is an essential skill in almost every workplace as everyone is working together to meet an overall goal; that is, making the business as successful as possible! Below are some characteristics that constitute positive teamwork.

Responsibility and Commitment
Each individual should recognize that his or her input is important, and should feel responsible and accountable for contributing to the overall success of the group. Every member should be committed to his or her team by working together to meet the end goal. If someone makes no personal commitment or takes no responsibility, members will rely on others to reach the goal; thereby weakening the team.

Trust
Group members should trust that everyone is working together and doing his or her part. Trust that you can rely on your team to do its best and that your input and contribution to the team is valuable.

Willingness and Openness
Positive team members should be willing to work with a variety of individuals and open to thinking and learning in new ways. They should also be open to sharing ideas and willing to use strategies other than their own.

Respect and Support
Team members should be respectful by being non-judgmental and aware of the feelings of others in the group. Be supportive of your team and encourage “weaker” members by staying positive and helping them when needed. Treat everyone equally and give each member an active role to contribute.

Co-operation and Compromise
Realize that in a team you may not always get your “own way” as there are several people to accommodate. Group members should be co-operative by accepting ideas of the majority. Team mates should not be stubborn or discouraged if their ideas are not needed. Stay positive and give or take a little to compromise and incorporate many ideas into one.

Problem-Solving
Disagreements are inevitable in group situations, and a good team is able to handle challenges in a professional way. Problem-solving skills like working together and brainstorming ideas should be used to come up with possible solutions.

Continued on next page…
Complete the following exercise as a class. Get into groups of 2, 4, or 8 (depending on number of students).

If possible, try the exercise starting in groups of 2 and gradually work your way up to 8 members. Notice how the difficulty changes as the groups get larger.

<table>
<thead>
<tr>
<th>Number of Group Members</th>
<th>Supplies Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>4 pieces of chart paper</td>
</tr>
<tr>
<td></td>
<td>1 roll of masking tape</td>
</tr>
<tr>
<td></td>
<td>1 colour marker</td>
</tr>
<tr>
<td>4</td>
<td>2 pieces of chart paper</td>
</tr>
<tr>
<td></td>
<td>1 roll of masking tape</td>
</tr>
<tr>
<td></td>
<td>1 colour marker</td>
</tr>
<tr>
<td>2</td>
<td>1 piece of chart paper</td>
</tr>
<tr>
<td></td>
<td>1 roll of masking tape</td>
</tr>
<tr>
<td></td>
<td>1 colour marker</td>
</tr>
</tbody>
</table>

Instructions

1. Groups of 4 and 8 must tape their chart paper together (on both sides) to create one big rectangle.

2. Take 5 minutes to decide on a team name. One member must write this name fairly large letters on one side of the chart paper.

3. Each group places its chart paper on the ground with the team name facing up.

4. Group members take off their shoes and find a spot to stand on their team’s chart paper.

5. When the teacher says, “GO” each team must flip over its chart paper using hands only. Your feet are NOT allowed to step off the paper at all during this process.

Continued on next page…
6. If a team tears their chart paper, each member must step off the paper ONE-AT-A-TIME, and repair the tear using tape. Everyone then steps back on and continues with the challenge.

7. The first group to successfully flip their chart paper over (with all tears repaired) wins!

Adapted from Team Building Games (Youth Group Games, n.d.)

Discuss as a class the techniques and strategies used during this exercise.

What strategies were useful when working together as a team?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

What strategies were NOT useful and may have lead to negative effects on the overall process of the team?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

FOR ADDITIONAL HANDS-ON SKILL-BUILDING EXPERIENCE try the following exercise. Some materials from home are required.

Materials needed: 1 bag of marshmallows per group
1 bag of uncooked spaghetti noodles per group
1 piece of chart paper per group
markers and/or writing utensils

1. Divide into groups of 3 or 4.
2. Each group must brainstorm together and design a tower that members realistically think they can build using marshmallows and dry spaghetti noodles. Use the markers and chart paper to design a “blueprint” of your tower.
3. Use your blueprint and work together to assemble the tower. Each group should have the same amount of time to complete this task.
4. The group with the tallest standing tower wins!
WORKPLACE CONFLICT AND PROBLEM SOLVING

Workplace conflict is inevitable in any company as there are many different people functioning together in one environment. Employees need to have essential skills, such as the ability to problem solve, in order to overcome their work related conflict involving co-workers, supervisors, bosses, or clients. Use the following steps when deciding on a reasonable solution for a problem.

**Step One: Define and identify the problem.**
- Summarize the basics of the problem.

**Step Two: Analyze the problem.**
- What information is relevant or irrelevant?
- Is there any information that is missing and needs to be collected?
- Are there other people involved?

**Step Three: Identify possible solutions.**
- Brainstorm and make a list of ALL possible solutions.

**Step Four: Evaluate solutions.**
- Analyze each solution one at a time.
- Predict the likely outcome of each.
- Make a list of pros and cons.

**Step Five: Select the best solution.**
- What solution has the most pros and least cons?
- What solution is predicted to have the best outcome?
- Is this solution realistic to implement?

**Step Six: Develop a plan.**
- How will you execute your solution?
- Identify and make a list of the steps needed to implement the solution.

**Step Seven: Implement the plan/solution.**
- Summarize the basics of the problem.
- What information is relevant or irrelevant?
CO-OP CHALLENGES AND GOOD DECISION MAKING

The following scenarios are based on principles of common co-op and workplace challenges. When making decisions it is important to consider both the pro’s and con’s of the outcome, as well as the ethics involved (Ethical Workplace Guidelines are provided on page 31). Use your problem solving skills to come up with the best solution for the scenarios below.

→ Read each scenario carefully and circle the answer that describes the best way to handle each situation. To gain a better understanding, discuss this exercise as a class and review why or why not each answer fits the corresponding scenario. Some questions may have more than one right answer, depending on the circumstances.

Scenario One: Your workplace offers free drinks to employees and co-op students during their hours of work. Your friend comes in and wants you to sneak him a free pop. How should you handle this situation?

   a. Tell your boss that he/she is bothering you.
   b. Ask your boss for permission to give your friend a pop. You get free drinks so maybe your friend can to!
   c. Tell your friend sorry but he will have to pay for a drink if he wants one.
   d. Tell your friend to meet you outside (so he doesn’t bother you at work) and bring him the drink when your break starts.

Scenario Two: You woke up an hour late today because you forgot to set your alarm! You have co-op and should already be there by now. What should you do?

   a. Call your supervisor right away and let him or her know you won’t be going in today.
   b. Go back to sleep and apologize for your absence when you see your boss the next day.
   c. Call your supervisor right away, apologize, and explain that you accidently slept in. Let him or her know you will be in as soon as you can and give them an approximate time of arrival.
   d. Tell your mom you’re sick and ask her to call-in for you.

Scenario Three: Your first week of co-op was completely boring and you absolutely hate it there! You despise going and find that it is getting worse and worse each day. What would be the best thing to do in this situation?

   a. Wait at your teacher’s door early Monday morning to figure out a new co-op.

   Continued on next page…
b. Get in contact with your boss/supervisor to discuss options for making your experience more suited to your needs (i.e. maybe you can try working in a different department).

c. Skip work on Monday – maybe if you take a day off you will feel better.
d. Suck it up and continue working there – even if you are miserable it is only for a few months and it will be worth the credit(s).

Scenario Four: It is your third week of co-op and you are having a hard time settling in. Your co-workers are rude and you’re finding it difficult to concentrate on your work. You have talked to your boss and tried working in other departments but you feel the company isn’t a good match for your skills and interests. What should you do?

   a. Quit your job by thanking your boss for the experience but letting him or her know that you don’t think it is a good fit and you would prefer not to work there anymore.
   b. Suck it up and continue working there – even if you are miserable it is only for a few months and it will be worth the credit(s).
   c. Continue going to co-op but in the mean time take the initiative to research some new companies that you might be interested in. Once you have found some new options, meet with your teacher for approval and discuss the next steps.
   d. Slowly stop showing up to your co-op and wait for your teacher to notice.

Scenario Five: You have a sign-in/sign-out policy at your workplace but you noticed that your boss never checks it. Your friends have a spare and are going to watch a movie. They really want you to meet them at the theatre near your co-op. What should you do?

   a. Tell your friends sorry but you won’t be able to make it.
   b. Ask your boss for permission to leave a half hour early to meet your friends.
   c. Tell your boss you have a headache and ask to go home early.
   d. Be honest and tell your boss you need to leave early or you will be late for the movie.

Scenario Six: Your co-op is at an office where you are required to use the photocopier. One day it stops working while you are copying something and you think you may have broken it. What is the best thing to do?

   a. Look around to make sure no one saw and then walk away quickly – you don’t want to make a bad impression or get in trouble so don’t admit to anything!
   b. Tell your boss that you saw someone else using it last.
   c. Approach your boss and explain that the photocopier is broken but you’re not sure why, as you were using it properly – even though you know he won’t believe you.
   d. Find a screw driver and start taking it apart – you’re pretty sure you can fix it on your own.
V. SAFETY TRAINING

WORKPLACE HAZARDOUS MATERIALS INFORMATION SYSTEM

As a worker, you need to become familiar with the Workplace Hazardous Materials Information System (WHMIS) found in Appendix F. The purpose of this classification system is to create a healthy and safe environment, and to control the use of hazardous substances in the workplace. Proper safety precautions should be used when handling, disposing, and storing these types of products. Some employers provide WHMIS training for new employees; however, the handout in Appendix F is provided as a quick reference if needed.

Handout (Appendix F) retrieved from the Health & Safety Ontario website.
STUDENT RIGHTS AND RESPONSIBILITIES

As a young worker it is important to educate yourself on your rights and responsibilities in the workplace. You should be aware of your responsibilities as an employee, as well as the rights that should be provided to you by your employer. The following list of rights and responsibilities is taken from the Health & Safety Ontario website and is in accreditation of the Ontario’s Occupational Health and Safety Act (OHSA). Further information can be found at:

www.healthandsafetyontario.ca

It is an employer’s responsibility to...

- Ensure equipment, materials and protective devices are provided and maintained.
- Let workers know about any potential or actual dangers in the workplace.
- Inform, instruct, and supervise workers to protect their health and safety.
- Hire supervisors that are competent.
- Assist and co-operate with joint health and safety committees or worker representatives.
- Take every precaution reasonable for the protection of a worker.
- Ensure that workers comply with provisions of the OHSA.

As an employee it is your responsibility to...

- Use machinery and equipment in the way in which you are trained.
- Report hazards to a supervisor or employer.
- Use or wear personal protective devices.

And your right to...

- Know about hazards and how to prevent injuries caused by them.
- Participate in health and safety activities in the workplace.
- Refuse work that is dangerous or unsafe to your or others.

IMPORTANT!

If you ever feel that your rights and/or responsibilities are not being met at your workplace, you should talk to your teacher right away! Safety is something that is taken very seriously and you should NEVER feel that you are at risk or jeopardizing your health and/or safety in any way.
REFERENCES


ADDITONAL SOURCES


APPENDIX A: STUDENT LOG SHEET

Front View:

![Student Log Sheet](image)

- **Student:**
- **Coop Teacher:**
- **Name of Workplace:**
- **Address:**
- **Phone No.:**
- **Supervisor:**
- **Name of Co-workers:**
- **Regular Hours:**
- **Location of First Aid Kit:**
- **Special Instructions/Equipment:**
- **Formative Assessment Teacher Comments:**

<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
<th>Hours</th>
<th>Total Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Hours:**
- This Week
- Past Total
- Total To
- Date

**Signatures:**
- **Student:**
- **Employer:**
Reflection Focus

Many cooperative education students have made interesting comments concerning maturity, feeling grown-up and being responsible at their placements. Discuss by providing four examples the differences between the expectations placed on you at school and at your placement.

Expectations: RL1 The school and placement expectations that they are to achieve in the cooperative education course
Placement specific workplace health and safety considerations

<table>
<thead>
<tr>
<th>Logs &amp; Reflective Learning Evaluation</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>NI</td>
</tr>
<tr>
<td>I</td>
<td>NI</td>
</tr>
<tr>
<td>C</td>
<td>NI</td>
</tr>
<tr>
<td>A</td>
<td>NI</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Logs Assessment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization</td>
<td>NI</td>
</tr>
<tr>
<td>Work Habits</td>
<td>NI</td>
</tr>
<tr>
<td>Initiative</td>
<td>NI</td>
</tr>
</tbody>
</table>
# APPENDIX B: JOB APPLICATION

<table>
<thead>
<tr>
<th>Position Applying</th>
<th>Available Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applying for:</td>
<td></td>
</tr>
<tr>
<td>Part Time</td>
<td>Full Time</td>
</tr>
</tbody>
</table>

Available Hours:

<table>
<thead>
<tr>
<th></th>
<th>S</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>From:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## PERSONAL INFORMATION

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Address</th>
<th>City</th>
<th>Province</th>
<th>Postal Code</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Telephone No.</th>
<th>Social Insurance No.</th>
</tr>
</thead>
</table>

Valid Driver’s License? | Yes | No |
Class of License: | ______ |

## EDUCATION

<table>
<thead>
<tr>
<th>Most Recent Education:</th>
<th>High School</th>
<th>College</th>
<th>University</th>
<th>Other:</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Attended</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Area of Study</th>
<th>School Address</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Graduated? Yes No</td>
</tr>
</tbody>
</table>

## WORK HISTORY

List your last 3 employers in order from most to least recent.

<table>
<thead>
<tr>
<th>Present/Last Employer</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job Title</td>
<td>Supervisor Name</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Telephone No.</th>
<th>Length of Employment</th>
</tr>
</thead>
</table>

Reason for leaving:
<table>
<thead>
<tr>
<th>Previous Employer</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job Title</td>
<td>Supervisor Name</td>
</tr>
<tr>
<td>Telephone No.</td>
<td>Length of Employment</td>
</tr>
<tr>
<td>Reason for leaving:</td>
<td></td>
</tr>
<tr>
<td>Previous Employer</td>
<td>Address</td>
</tr>
<tr>
<td>Job Title</td>
<td>Supervisor Name</td>
</tr>
<tr>
<td>Telephone No.</td>
<td>Length of Employment</td>
</tr>
<tr>
<td>Reason for leaving:</td>
<td></td>
</tr>
</tbody>
</table>

Are you legal to work in Canada? Yes No  Are you bondable? Yes No

Describe your work related skills:

List your volunteer work and/or hobbies (use the back of this paper if needed):

REFERENCE

<table>
<thead>
<tr>
<th>Name</th>
<th>Relation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Telephone No.

I hereby declare that the above information is true to the best of my knowledge. I am aware that the use of false information will disqualify me as an applicant for this job.

Signature  Date

OFFICE USE ONLY

Emp No:  Initials:  
## APPENDIX C: INTERVIEW FEEDBACK FORM

<table>
<thead>
<tr>
<th></th>
<th>Needs Improvement</th>
<th>Average</th>
<th>Excellent</th>
<th>Comments</th>
</tr>
</thead>
</table>

### First Impression
- **Cheerful greeting**
  (i.e. “It is very nice to meet you!”)
- **Firm handshake**
- **Friendly facial expression**
- **Overall impression**

### Manners
- **Maintain eye contact**
- **Maintain good posture**
- **Polite and respectable**
- **Appropriate tone of voice**

### Personal Characteristics
- **Warm and friendly**
- **Professional**
- **Enthusiastic**
- **Confident**
- **Relaxed**

### Communication Skills
- **Selling oneself**
- **Enunciation of words**
- **Proper use of words**
- **Speaks clearly and slowly**
- **Directly answers questions**
- **Appears interested**
- **Listens carefully**

**Skill areas in which the interviewee did well:**

**Skill areas in which the interviewee may want to work on:**
APPENDIX D: PRIME IMPRESSIONS HANDOUT

PRIME IMPRESSIONS

You only have a few seconds to make a first impression. In that time, the person you are meeting forms an opinion as to your education, credibility and confidence. Over 55% of that opinion is based on how you look. With that in mind, it is imperative to ensure that your appearance is both natural, so that you are at ease, and flawless, to avoid distractions that may negatively affect the outcome you desire. Give special consideration to your wardrobe and personal grooming. Ensure that your image is in sync with that of your business or employer. Make your first impression, a positive impression!

copyright 2005 Catherine Bell ~ Prime Impressions 556 O'Connor Drive, Kingston, ON K7P 1N3
Tel: 613-643-1820 ~ E-mail: images@kos.net ~ Web: www.prime-impressions.com

- Shoes are polished and in good repair
- Shoes suit the clothing style and are not lighter than my past or skirt unless they match my leg. (Open toe shoes should not be worn with a suit. Strappy sandals and spike heels are not for the office.)
- Clothing is in sync with the occasion/business
- Fabrics are appropriate for the work environment (not too dressy)
- Clothing is not too sheer, too revealing or cut too low so that cleavage shows
- Garments are made with good quality fabrics and construction techniques
- Fabrics are subtle patterns and colours that won’t distract
- Garments are up to date, but not faddish or too suggestive
- Garments that could be worn to the beach or to a night club are not in my work wardrobe
- Garments fit well and are long enough to cover the body including the midriff; check collar length of jacket, top sleeve and pant
- Underwear is not visible when sitting, standing or bending over
- Sleeveless garments are worn only in casual settings or always under a jacket or cardigan in a business environment
- Skirts are only 2 to 3" above the knee and not slit too high or in the front
- Clothing is clean, pressed, and is not worn, pilled or stained
- Buttons are all accounted for and are not broken
- Hems are secured
- No runs in pantyhose (keep an extra pair with you)
- Pantyhose worn in either nude or a coordinating colour (when coloured, shoes should be darker than hose)
- Jewelry is tasteful and not overdone (Four pieces maximum - earrings count as one, dressy watch worn for business/sports watch worn for casual)
- Tattoos and bellybutton rings are covered by clothing (even when reaching up or bending over)
- Tongue rings should not impede verbal communication
- Glasses frames are current
- Fragrance is light or no fragrance at all
- Nails are clean, manicured and fairly short
- No nail polish if working in food service and health care, otherwise subtle colours
- Excellent personal hygiene: daily shower, apply deodorant, and practice good oral hygiene, including flossing
- Avoid chewing gum
- Smoking colours are not clinging to breath or clothing
- Light makeup worn for daytime
- Hair is clean and well styled to suit the business environment
- If hair is coloured, “roots” are touched up regularly
- On time and ready to work
- Good, attentive body posture when sitting and standing
- I maintain good eye contact when listening and talking with others
- I have a positive and respectful attitude
- I have a professional image
APPENDIX E: WORKPLACE AND CO-OP DRESS CODE

Review each picture below and circle whether or not this type of clothing would be appropriate to wear at your co-op site. Would this attire be acceptable to wear at any workplace? Explain why each article of clothing is appropriate or inappropriate. Take turns discussing each answer as a class or in groups.

*Clipart images retrieved from artvex.com

Appropriate to wear to an interview?    YES    NO
Notes (why or why not?):

Appropriate to wear at your co-op?    YES    NO
Notes (why or why not?):

Appropriate to wear at any workplace?    YES    NO
Notes (why or why not?):

Appropriate to wear to an interview?    YES    NO
Notes (why or why not?)

Appropriate to wear at your co-op?    YES    NO
Notes (why or why not?):

Appropriate to wear at any workplace?    YES    NO
Notes (why or why not?):
Appropriate to wear to an interview?  YES  NO
Notes (why or why not?):

Appropriate to wear at your co-op?  YES  NO
Notes (why or why not?):

Appropriate to wear at any workplace?  YES  NO
Notes (why or why not?):

Appropriate to wear to an interview?  YES  NO
Notes (why or why not?):

Appropriate to wear at your co-op?  YES  NO
Notes (why or why not?):

Appropriate to wear at any workplace?  YES  NO
Notes (why or why not?):

Appropriate to wear to an interview?  YES  NO
Notes (why or why not?):

Appropriate to wear at your co-op?  YES  NO
Notes (why or why not?):

Appropriate to wear at any workplace?  YES  NO
Notes (why or why not?):
Appropriate to wear to an interview?  
Notes (why or why not?):

Appropriate to wear at your co-op?  
Notes (why or why not?):

Appropriate to wear at any workplace?  
Notes (why or why not?):
Appropriate to wear to an interview?    YES    NO
Notes (why or why not?):

Appropriate to wear at your co-op?    YES    NO
Notes (why or why not?):

Appropriate to wear at any workplace?    YES    NO
Notes (why or why not?):

Appropriate to wear to an interview?    YES    NO
Notes (why or why not?):

Appropriate to wear at your co-op?    YES    NO
Notes (why or why not?):

Appropriate to wear at any workplace?    YES    NO
Notes (why or why not?):

Appropriate to wear to an interview?    YES    NO
Notes (why or why not?):

Appropriate to wear at your co-op?    YES    NO
Notes (why or why not?):

Appropriate to wear at any workplace?    YES    NO
Notes (why or why not?):
<table>
<thead>
<tr>
<th>Image</th>
<th>Question</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Shoe" /></td>
<td>Appropriate to wear to an interview?</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td><img src="image2.png" alt="Shorts" /></td>
<td>Appropriate to wear at your co-op?</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td><img src="image3.png" alt="Blouse" /></td>
<td>Appropriate to wear at any workplace?</td>
<td>YES</td>
<td>NO</td>
</tr>
</tbody>
</table>

Notes (why or why not?):
# APPENDIX F: WHMIS SYMBOLS

## WHMIS SYMBOLS

<table>
<thead>
<tr>
<th>Risk</th>
<th>Precautions</th>
<th>Risks</th>
<th>Precautions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compressed Gas</td>
<td>Materials which are normally gaseous kept in a pressurized container</td>
<td>Ensure container is always secured</td>
<td>Store in designated areas and do not allow to fall</td>
</tr>
<tr>
<td>Flammable and Combustible</td>
<td>Materials which will continue to burn after being exposed to flame or other ignition source</td>
<td>Store in properly designated areas</td>
<td>Work in well ventilated areas</td>
</tr>
<tr>
<td>Oxidizing Material</td>
<td>Materials which can cause other materials to burn or support combustion</td>
<td>Store in areas away from combustibles</td>
<td>Wear body, hand, face, and eye protection</td>
</tr>
<tr>
<td>Toxic Immediate And Severe</td>
<td>Poisons / potentially fatal materials which cause immediate and severe harm</td>
<td>Avoid breathing dust or fumes</td>
<td>Avoid contact with skin or eyes</td>
</tr>
<tr>
<td>Toxic Long Term Concealed</td>
<td>Materials which have harmful effects after repeated exposures or over long periods of time</td>
<td>Wear appropriate personal protection</td>
<td>Work in well ventilated area</td>
</tr>
<tr>
<td>Biohazardous Infectious</td>
<td>Infectious agents or biological toxins causing a serious disease or death</td>
<td>Special training required work in designated biological areas</td>
<td>With appropriate engineering controls</td>
</tr>
<tr>
<td>Corrosive Materials</td>
<td>Materials which react with metals and living tissue</td>
<td>Wear body, face, and eye protection</td>
<td>Use breathing apparatus</td>
</tr>
<tr>
<td>Dangerously Reactive</td>
<td>Materials which may have unexpected reactions</td>
<td>Handle with care</td>
<td>Avoiding vibration, shocks, and sudden temperature changes</td>
</tr>
</tbody>
</table>

For More Information:

Public Services Health & Safety Association 4950 Yonge Street, Suite 912, Toronto ON M2N 6C1 416-250-2131 or 1-877-250-7444 www.pshsa.ca

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