

Career and Life Management

MODULE 3

Career and Life Choices



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Career and Life Choices Introduction

Begin by reading the following poem:

OH! THE PLACES YOU'LL GO - BY DR SEUSS:

Congratulations! Today is your day. You're off to Great Places! You're off and away!

You have brains in your head. You have feet in your shoes. You can steer yourself any direction you choose. You're on your own. And you know what you know. And YOU are the guy who'll decide where to go.

You'll look up and down streets. Look'em over with care. About some you will say, "I don't choose to go there." With your head full of brains and your shoes full of feet, you're too smart to go down a not-so-good street.

And you may not find any you'll want to go down. In that case, of course, you'll head straight out of town. It's opener there in the wide open air.

Out there things can happen and frequently do to people as brainy and footsy as you.

And when things start to happen, don't worry. Don't stew. Just go right along. You'll start happening too.

Oh! The Places You'll Go!

You'll be on your way up! You'll be seeing great sights! You'll join the high fliers who soar to high heights.

You won't lag behind, because you'll have the speed. You'll pass the whole gang and you'll soon take the lead. Wherever you fly, you'll be best of the best. Wherever you go, you will top all the rest.

Except when you don't. Because, sometimes, you won't.

I'm sorry to say so but, sadly, it's true that Bang-ups and Hang-ups can happen to you.

You can get all hung up in a prickle-ly perch. And your gang will fly on. You'll be left in a Lurch.

You'll come down from the Lurch with an unpleasant bump. And the chances are, then, that you'll be in a Slump.

And when you're in a Slump, you're not in for much fun. Un-slumping yourself is not easily done.

You will come to a place where the streets are not marked. Some windows are lighted. But mostly

they're darked. A place you could sprain both your elbow and chin! Do you dare to stay out? Do you dare to go in? How much can you lose? How much can you win?

And if you go in, should you turn left or right...or right-and-three-quarters? Or, maybe, not quite? Or go around back and sneak in from behind? Simple it's not, I'm afraid you will find, for a mind-maker-upper to make up his mind.

You can get so confused that you'll start in to race down long wiggled roads at a break-necking pace and grind on for miles across weirdish wild space, headed, I fear, toward a most useless place.

The Waiting Place...for people just waiting.

Waiting for a train to go or a bus to come, or a plane to go or the mail to come, or the rain to go or the phone to ring, or the snow to snow or waiting around for a Yes or No or waiting for their hair to grow. Everyone is just waiting.

Waiting for the fish to bite or waiting for wind to fly a kite or waiting around for Friday night or waiting, perhaps, for their Uncle Jake or a pot to boil, or a Better Break or a string of pearls, or a pair of pants or a wig with curls, or Another Chance. Everyone is just waiting.

No! That's not for you! Somehow you'll escape all that waiting and staying. You'll find the bright places where Boom Bands are playing. With banner flip-flapping, once more you'll ride high! Ready for anything under the sky. Ready because you're that kind of a guy!

Oh, the places you'll go! There is fun to be done! There are points to be scored. There are games to be won. And the magical things you can do with that ball will make you the winning-est winner of all. Fame! You'll be famous as famous can be, with the whole wide world watching you win on TV.

Except when they don't. Because, sometimes, they won't.

I'm afraid that some times you'll play lonely games too. Games you can't win 'cause you'll play against you.

All Alone! Whether you like it or not, Alone will be something you'll be quite a lot.

And when you're alone, there's a very good chance you'll meet things that scare you right out of your pants. There are some, down the road between hither and yon, that can scare you so much you won't want to go on.

But on you will go though the weather be foul. On you will go though your enemies prowl. On you will go though the Hakken-Kraks howl. Onward up many a frightening creek, though your arms may get sore and your sneakers may leak. On and on you will hike. And I know you'll hike far and face up to your problems whatever they are.

You'll get mixed up, of course, as you already know. You'll get mixed up with many strange birds as you go. So be sure when you step. Step with care and great tact and remember that Life's a Great Balancing Act. Just never forget to be dexterous and deft. And never mix up your right foot with your left.

And will you succeed? Yes! You will, indeed! (98 and $\frac{3}{4}$ percent guaranteed.)

Kid, you'll move mountains! So...be your name Buxbaum or Bixby or Bray or Mordecai Ale Van Allen O'Shea, you're off to Great Places! Today is your day! Your mountain is waiting. So...get on your way!

Answer the following questions regarding the poem in the spaces provided:

Using Google or a dictionary, provide a definition of **theme**:

What do you think is the **theme** of the poem?

What are some of the **obstacles** that Dr. Seuss mentions?

What are some of the **good things** along the road?

Dissecting the Story:

In the space below, consider the given quote. What do you think is the message, or meaning, of each quote?

Quote	Message
"You're on your own. And you know what you know. And YOU are the guy who'll decide where to go."	
"You can get all hung up in a prickle-ly perch. And your gang will fly on. You'll be left in a Lurch."	
"You will come to a place where the streets are not marked. Some windows are lighted. But mostly they're darked. A place you could sprain both your elbow or chin! Do you dare to stay out? Do you dare to go in? How much can you lose? How much can you win?"	
"I'm afraid of those times you'll play lonely games too. Games you can't win cause you'll be against you."	
"So be sure when you step. Step with care and great tact and remember that life is a Great Balancing Act."	

Reflection Questions:

Do you feel “YOU” are the “guy who’ll decide where to go?” How does that shape your future?

Have you ever met the “prickle-ly perch” on your path? What obstacles have you overcome in your life? What skills or strengths did you learn from overcoming these obstacles?

If you got to “a place where streets are not marked” would you go in? What “risks” have you taken in your life and where did they get you?

Is your life currently balanced? What steps do you need to take in order to find, or maintain, a balance in your everyday life?

Attitude and Learning

Mr. MacKay: Have you ever been in a situation where you had to learn a new skill but for some reason you had very negative feelings about learning that skill?

P. Parker: When I was five, my mother enrolled me in swimming lessons. I was terrified of the water.

Mr. MacKay: How did your feelings affect your learning experience?

P. Parker: I hated the lessons. It took me forever to learn how to swim but once I learned how, I really enjoyed swimming. I even joined the swim club.

Mr. MacKay: Now recall a situation where you were eager to learn a new skill. How did your feelings affect that learning experience?

P. Parker: I've always wanted to learn sign language, so last summer I took lessons. In September, the instructor asked me to help teach the course. I really enjoyed the lessons and the language was easy for me to learn.

Mr. MacKay: Your attitude influences how you view your experiences.

A person's attitude affects how their experiences are defined and interpreted. Both negative and positive attitudes have an impact on learning. A positive attitude will enhance the learning experience. The enhanced learning experience will positively reinforce the experience of learning itself—the learner becomes more willing to continue to learn. For both of these results, students need to know how to create, within themselves, as positive an attitude as possible towards learning.

Positive learning attitudes include

- a belief that one is capable of learning
- a belief that the task is possible
- a belief that one can be successful and proud of that success
- a respect for the importance of learning itself, if not the specific material to be learned
- a willingness to make time and find a place suitable for learning and studying
- a dedication to spending time at this place for the purposes of learning and studying
- a sense of success and accomplishment from having learned something
- perseverance—the unwillingness (within reason) to be defeated when learning something new, or sticking to a purpose or task and not giving up

Of course, the same positive attitude that can lead to success in learning can be applied to other areas of life. Positive approaches to new situations, to people, and to challenges lead to success.

Your attitude plays a large role in how you feel about your life. Many psychologists say that you can choose to be positive, or you can choose to be negative. If you choose to look at situations positively, you then see the good in each situation. Things can only become better and better.

What's Your Attitude?

What positive attitudes do you have of yourself as a learner?

Do you have any negative attitudes toward yourself as a learner? Explain.

How have your attitudes toward learning affected your views of achieving success in life?

Explain what you can do to improve your attitude in these areas.

Lifestyle

Mr. MacKay: What do you think will be the focus in your life? Self-knowledge will help you define the lifestyle you want. It will also help you find the occupations that will help you achieve the lifestyle you want.

S. Rogers: What exactly is meant by the term lifestyle?

Mr. MacKay: A person's lifestyle is a collection of choices he or she makes about career, relationships, and material assets. Or to put it in simpler language, your lifestyle is determined by how much money you make and choices you make based on your values.

Which of these behaviours do you consider the most important in your life? Circle the three that you think are most important and try to put them in order by labelling them 1, 2, and 3.

- being with your family
- making money
- being independent
- making new friends
- learning new things
- having fun
- being creative
- working hard
- helping others
- travelling
- Other: _____

The importance you place on behaviours such as these can influence the lifestyle you want.

How is each person's lifestyle affected by their occupation in each of the following scenarios?

Baljit visits his son's classroom two mornings a week as a parent helper. He is able to do this because he works the night shift and doesn't have to be at work until late in the afternoon.

Example Response: Occupations that have hours other than daytime hours allow for more interaction between parents and children during the day and for parental involvement with school activities. However, it can also limit the activities done as a family in the evenings

Anika and her husband both work office jobs during the week. Because of this, their daughter goes to an after-school care centre, and Anika picks her up on the way home from work.

James is an on-call emergency nurse.

Gisele is a long-haul truck driver. She drives from Edmonton to the United States twice a week.

Jordan, an electrician who works in Fort McMurray, lives in camp and is home every second weekend for four days.

The lifestyle you choose will not happen by chance. On the other hand, some chance occurrences, over which you have no control, may impact your lifestyle. For instance, you don't have any control over where you were born, whether the economy is booming, or whether you have grown up with very little money. However, most of the factors that will create your lifestyle are within your control.

Your life right now is in the process of change. You probably have control over some parts of your life, such as the choices you make about friends, the possessions you purchase, and the values you hold to be most important. You have control over the amount of effort you put into your studies and some choice about the courses you take. You may choose the extracurricular activities you participate in. Of course, much of your lifestyle as a high school student is affected by external factors, such as your family, peers, and your community.

Your control over your own lifestyle will increase as your ability to earn money increases, your independence grows, and your values become clearer to you.

In a short paragraph, describe the lifestyle you would like to have.

S.M.A.R.T. Goal Setting

Many people spend their lives drifting from one job to another, or rushing around trying to get more done while actually accomplishing very little. Setting S.M.A.R.T. goals means you can clarify your ideas, focus your efforts, use your time and resources productively, and increase your chances of achieving what you want in life.

What Does S.M.A.R.T. Mean?

S.M.A.R.T. is an acronym that you can use to guide your goal setting. To make sure your goals are clear and reachable, each one should be:

- **Specific** (simple, sensible, significant).
- **Measurable** (meaningful, motivating).
- **Achievable** (attainable).
- **Relevant** (reasonable, realistic and resourced, results-based).
- **Time bound** (time-based, time limited, time/cost limited, timely, time-sensitive).

1. Specific

Your goal should be clear and specific, otherwise you won't be able to focus your efforts or feel truly motivated to achieve it.

2. Measurable

It's important to have measurable goals, so that you can track your progress and stay motivated. Assessing progress helps you to stay focused, meet your deadlines, and feel the excitement of getting closer to achieving your goal.

3. Achievable

Your goal also needs to be realistic and attainable to be successful. In other words, it should stretch your abilities but still remain possible. When you set an achievable goal, you may be able to identify previously overlooked opportunities or resources that can bring you closer to it.

4. Relevant

This step is about ensuring that your goal matters to you, and that it also aligns with other relevant goals. We all need support and assistance in achieving our goals, but it's important to retain control over them. So, make sure that your plans drive everyone forward, but that you're still responsible for achieving your own goal.

5. Time-bound

Every goal needs a target date, so that you have a deadline to focus on and something to work toward. This part of the S.M.A.R.T. goal criteria helps to prevent everyday tasks from taking priority over your longer-term goals.

Examples of High School S.M.A.R.T. Goals:

Better Grades

Not every academic subject comes naturally to every student. Some may experience lack of motivation or performance anxiety related to specific classes. A S.M.A.R.T. goal for a student who wants to improve their English grade might be, "I will get an A on my next English paper by making sure I understand the assignment, letting my teacher read my draft and completing three revisions before the due date." This is a solid goal that presents clear, manageable steps for meeting a measurable objective in a specific time frame.

Organization

Getting good grades is an admirable goal, but if it takes you forever to find your history notes and your locker is a bottomless pit, the objective will be hard to meet. A goal related to staying organized might state, "I will set up a binder with folders for each class by the end of the first week of school and clean my binder and locker once a week for the rest of the school year." This goal sets a specific initial time frame for making organization a priority and then states how you will maintain organization once the initial goal is achieved.

Social Relationships

According to the high school goal-setting guide "Roads to Success," a well-grounded social community helps students commit to their education. However, many students are too shy or insecure to talk to new people. A socially-oriented S.M.A.R.T. goal might read, "I will join at least one club by the end of the first month of school and get to know at least one new person a week for the rest of the year." This goal opens up two specific avenues to come out of your shell at different times during the year.

Extracurricular Goals

For many high school students, extracurricular activities like band, drama and sports take just as much commitment as academic achievement. Many of these groups involve performance-based competitions where students demonstrate special skills and talents. A S.M.A.R.T. goal in this category might read, "I will qualify for this year's state speech and debate tournament by attending every weekend tournament this season, practicing my speech for 30 minutes a night, and learning from feedback I get from judges." This goal sets out a clear action plan that can be sustained throughout the speech and debate season.

Examples of "Life after" High School Goals:

This is a list of some *general* goals that you can use as inspiration for the following activity. You can use one of these general goals and transform it into a S.M.A.R.T. goal.

- Moving out of your parents place (finding an apartment)
- Buying a car
- Travelling
- Finding a job
- Going to college or university
- Taking a year off to save money
- Volunteering to gain experience
- Etc

High School S.M.A.R.T. Goal

You can use an example from the previous page for inspiration or describe a goal you have already set for yourself and transform it into a S.M.A.R.T. goal. Answer all questions for each part

State your General goal:

1. Specific

When drafting your goal, try to answer the five "W" questions:

- **What** do I want to accomplish?
- **Why** is this goal important?
- **Who** is involved?
- **Where** is it located?
- **Which** resources or limits are involved?

2. Measurable

A measurable goal should answer the following:

- How much? (money, time, effort, etc)
- How many? (days, people, courses, etc)
- How will I know when it is accomplished?

3. Achievable

An achievable goal will answer the following:

- How can I accomplish this goal?
- Do I have the time to accomplish this goal?
- Do I have the necessary resources?
- Can I afford to do it?

4. Relevant

A relevant goal can answer "yes" to these questions:

- Does this seem worthwhile?
- Is this the right time?
- Am I the right person to reach this goal?
- Is it applicable in the current socio-economic environment?

5. Time-bound

A time-bound goal will usually answer these questions:

- When?
- What can I do six months from now?
- What can I do six weeks from now?
- What can I do today?

Restate your goal as a SMART goal:

"Life after" High School S.M.A.R.T. Goal

You can use an example from the previous page for inspiration or describe a goal you have already set for yourself and transform it into a S.M.A.R.T. goal. Answer all questions for each part

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A relevant goal can answer "yes" to these questions:

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- What can I do today?

Restate your goal as a SMART goal:

S.M.A.R.T. Goal Reflection:

1. Why is it important to make your goals SPECIFIC?

2. Why is it important to make you goals MEASURABLE?

3. Why is it important to make you goals ACHIEVABLE?

4. Why is it important to make you goals RELEVANT?

5. Why is it important to make you goals TIME-BOUND?

Decision Making

1. Have you ever made a choice that resulted in a consequence that you did not want? Briefly describe this experience:

2. Looking back on the decision you previously described, if you could do it all over again what would you do differently?

3. How do we decide whether we should do something or not?

4. How do YOU make a choice or a decision? What's your current process?

5. Explain how goal setting, decision making and planning are ongoing interrelated actions

Next, we are going to examine a 5-step decision making process which can be applied in almost any circumstance, no matter how big or small the decision to be made.

5 Steps to Good Decision Making

[Credit: Kescia D. Gray; CorporateWellnessMagazine.com]

Each day we are faced with situations in life that require us to make choices. Easy decisions consist of things like what clothing you should wear or what to eat. Difficult decisions consist of things like where to attend college, what career path would be best, and/or whether or not to marry and start a family. These types of decisions are difficult because they are life changing decisions; they shape who we are, and they shape our future. When decision making, there are many steps that can be taken; but when making good decisions there are really only five steps that need to be considered:

Step 1: Identify Your Goal

One of the most effective decision making strategies is to keep an eye on your goal. This simply means identifying the purpose of your decision by asking yourself what exactly is the problem that needs to be solved? And why does this problem need to be solved?

Step 2: Gather Information for Weighing Your Options

When making good decisions it is best to gather necessary information that is directly related to the problem. Doing this will help you to better understand what needs to be done in solving the problem, and will also help to generate ideas for a possible solution. When gathering information, it is best to make a list of every possible alternative; even ones that may initially sound silly or seem unrealistic. Always seek the opinions of people that you trust or speak to experts and professionals, because it will help you to come up with a variety of solutions when weighing all your options for a final decision. You will want to gather as many resources as possible in order to make the best decision.

Step 3: Consider the Consequences

This step can be just as important as step one because it will help you determine how your final decision will impact yourself, and/or others involved. In this step, you will be asking yourself what is likely to be the results of your decision. How will it affect you now? And how will it affect your future? This is an essential step because it allows you to review the pros and cons of the different options that you listed in the previous step. It is also important because you want to feel comfortable with all your options and the possible outcome of whichever one you choose.

Step 4: Make Your Decision

Now that you have identified your goal, gathered all necessary information, and weighed the consequences, it is time to make a choice and actually execute your final decision. Understanding that this step can cause some people a lot of anxiety is important because this is where you have to trust your instincts. Although you may still be slightly indecisive about your final decision, you have to take into account how this makes you feel. Ask yourself, does it feel right? And does this decision work best for you now, and in the future? When you answer those questions back, you should feel good about the result.

Step 5: Evaluate Your Decision

Once you have made your final decision and put it into action, it is necessary to evaluate the decision and the steps you have taken to ensure that it works. This final step is probably just as important as step one, if not more important, because it will help you to further develop your decision making skills for future problems. This step is also fundamental because it may require you to seek out new information and make some changes along the way.

What does it mean to “keep an eye on your goal”?

You may already be thinking about what you would like to do after you graduate High School. What kind of information can you start gathering now (today!) and who (or what) are the resources that you have available to you?

Have you ever used a Pro-Con list to make a decision? If yes, briefly describe the situation and whether or not you found the list to be helpful. If not, give an example of a situation that you think it would be helpful and why you think it would be helpful for that particular situation.

Why is it important to evaluate your decision after the decision has already been made?

Transferable Skills

What are Transferable Skills?

Definition: Skills you have acquired during any activity in your life -- jobs, classes, projects, parenting, hobbies, sports, virtually anything -- that are transferable and applicable in many different jobs or occupation settings.

Here are a few examples of Transferable Skills:

Communicating	Troubleshooting	Testing
Designing	Researching	Writing
Planning	Analyzing	Self-understanding
Speaking	Persuading	Understanding
Innovating	Organizing	Motivating
Selling	Prioritizing	Logical Thinking
Problem-solving	Encouraging	Teaching
Learning	Developing	Improving
Updating	Synthesizing	Creating
Imagining	Visualizing	Talking
Leading	Supervising	Estimating
Achieving	Reporting	Negotiating
Interpreting	Searching	Team-building
Reasoning	Debating	Decision-making
Advising	influencing	Performing
Proofreading	Filing	Comparing
Sharing	Examining	Reading

From the Classroom to the World:

Complete the chart below by identifying the transferable skills you've learned in school and applying them to the outside world.

SUBJECT	TRANSFERABLE SKILLS LEARNED	APPLICATION - How these skills can be used in other aspects of your life and future career
Math		
Science		
English		
History		
Additional Languages		
Music		
Art		
Drama		
CALM		

Reflection Questions:

What are your strongest transferable skills?

What are three transferable skills you would like to work on?

Jobs: Occupations and Careers

Definitions:

The Canadian Oxford Dictionary gives the following definitions:

Job: A piece of work, especially one done for hire or profit; a paid position of employment

Occupation: A person's usual or principal work or business, especially as a means of earning a living; vocation

Profession: A vocation or calling, especially one that involves some branch of advanced learning or science

Professional: Of or belonging to or connected with a profession; having or showing the skill of a professional, competent; worthy of a professional; engaged in a specified activity as one's main paid occupation

Career: One's advancement through life, especially in a profession; a profession or occupation, especially as offering advancement

The Differences – Job, Occupation or Career?

Work can be defined in specific and general terms, with words such as **Occupation/Job**, **Profession** and **Career**. Title each of the following definitions using one of these terms.

The sum total of all the work roles that you have fulfilled and your life experiences.

This is the sequence of work a person does including paid, unpaid, family, community, volunteer and leisure pursuits.

A position in an organization, company, store etc. with specific duties and responsibilities, for example an executive secretary at IBM, a waiter at the Constellation Hotel.

This is work done in a specific location

A group of similar jobs such as engineer, secretary, nurse, teacher. Within each occupational grouping or family, there will be specific types, for example, one can be a mechanical, civil, aerospace, and chemical or electrical engineer.

This is work with common characteristics requiring similar skills

What goes where?

Put the following titles into the appropriate columns.

1. Chef at East Side Mario's
2. Flutist with the Toronto Symphony Orchestra
3. Marine Biologist
4. Real Estate Agent
5. Canadian Armed Forces Recruiting Officer
6. Mechanic at Mazda Dealership
7. Administrator
8. Musician
9. Math Teacher

JOB	PROFESSION

What do you think are the main differences between jobs and occupations or careers?

Would you rather have a job or a career? Why? What can you do to help reach your goal?

Job Search Tips for High School Students

By: Alison Doyle - thebalancecareers.com

When you're in high school and haven't worked much or at all, it can be hard to find a job. In fact, teenagers have a really high unemployment rate.

There are a few reasons why finding work as a teenager can be challenging:

- **Experience:** If you're looking for your first job, you may not be able to easily show you have the necessary skills and experience.
- **Hours:** Sometimes employers need candidates who can work late nights or during school hours, which may not be doable for students.
- **Personal qualities:** Interviewers may feel concerned that teenagers lack responsibility, maturity, and other key personal qualities needed to perform in the role.

But don't get discouraged by these factors. There are plenty of things you can do to overcome those obstacles, get your application noticed, and get yourself hired:

Consider a Variety of Job Options

Don't limit yourself to certain types of jobs. This is a tough market for young job seekers, and you may not be able to find a job doing what you really want to do. If you need a paycheck, keep an open mind when it comes to what you'll do to earn that paycheck. Seasonal jobs, like camp counselor roles or retail hiring around the winter holidays, are often particularly open to hire teens.

If you were initially interested in a job working in retail, for example, consider roles in food services as well. You can also look for office-focused jobs. The more flexibility you have, the more opportunities you'll be able to apply for. Plus, even if the job wasn't your first choice, it may turn out to be better than you expected.

Check Out Companies That Hire Young People

Focus your search on companies that traditionally hire younger workers like McDonald's and Walmart. What are some other companies in your community that you know hire students?

Consider Volunteering

Even though you won't get a paycheck, volunteering is a great way to add valuable work experience to your resume, which will help you find a paid position in the future. Check with your high school guidance office and with local non-profit organizations for volunteer opportunities.

List at least two non-profit organizations in your community that regularly look for volunteers:

Start Your Job Hunt Close to Home

One good way to get experience when you are a high school student is to start by working for friends and neighbors. Babysitting, mowing lawns, landscaping, yard work, shoveling snow, and pet sitting all can be included on your resume. In addition, the people you work for will be able to give you a reference when you apply for other jobs.

Advertise Your Job Search

The most important thing you can do is advertise the fact that you're looking for a job. You never know who might be looking for their next employee. Tell EVERYONE you know that you are looking for a job! Many jobs aren't advertised, and you may be able to get a good job lead from a friend or family member.

Google and answer the following questions: "What is the "**hidden job market**"?" and "How do I access it?"

Check With Your Success Coach or Guidance Councilor

Your high school guidance office staff should be able to help you with job listings and job search advice. There may be a bulletin board with job postings, a notebook with listings, and/or an online job board. They might also have internship opportunities, which may (or may not) be paid, but will give you valuable experience.

Job Search Online and In Person

Check websites that list local job openings. Check your local Chamber of Commerce website (Google your city/town name and Chamber of Commerce to find it) to see if they list jobs. There are lots of sources of employment opportunities, both for part-time during the school year and for great summer jobs.

Research online and find at least three websites that have current job listings for your specific community: Provide the three web addresses below:

Apply for Lots of Jobs

Job searching is a numbers game. Apply for as many jobs as possible. The more applications you have in, the better your chances are of securing an interview.

Keep applying for jobs, rather than waiting to hear back from one before you try for another position. Be prepared to complete a job application. Bring all the information you need when you're applying for jobs online and have the details handy when you're filling out online job applications.

For most applications you will need the following information:

- Contact information (address and phone number)
- Educational background
- Extracurricular activities
- Skills related to the job

- Availability (days and hours)
- Previous jobs and employer contact information (if you have work experience)
- Salary history (if you have work experience)
- References (typically three)

Spend as much time as you can applying and follow up by calling or emailing to check on your application. It will show that you're actively job searching and interested in the position.

Dress Appropriately

When you are applying in person for jobs and interviewing, dress appropriately. Use the "Grandma Rule" (if your grandmother would like your interview outfit, then you are dressed appropriately).

For more info on what teens shouldn't wear to job interviews please read this article:

<https://www.thebalancecareers.com/what-not-to-wear-on-an-interview-for-teens-4061802>

Describe a comfortable and appropriate outfit that you would wear to an interview:

Make Sure Your Social Media Is Presentable

Potential employers may search your name online and on social media sites. Make sure they won't find anything that would make them reconsider hiring you.

Be Flexible

Be as flexible as possible when it comes to your availability. The more flexible you are, the more likely you are to get a job offer. Also, know when you're available for work. Bring a list of the hours you can work with you when you apply in person or go to an interview.

How to Avoid Feelings of Depression

If your job search seems to be going slowly and has become a tedious process, consider the following to aid in lifting your spirits:

- Get plenty of sleep.
- Spend time outdoors in the sunlight. Get regular exercise-take walks.
- Drink plenty of water and eat balanced meals.
- Keep your physical environment neat and organized.
- Volunteer - it will help you avoid self-pity.
- Find or create a support group for yourself.

Re-Evaluation

Things to consider if interviews or offers are not forthcoming:

- Does your resume accurately and clearly reflect your skills and experience?
- Does your cover letter clearly explain your qualifications and interest in the job?
- Are you applying for jobs for which you are qualified?
- Have you applied to as many companies/talked to as many people as you could?
- Are you handling yourself well in the interview?
- Do you communicate interest, experience, and stability to an employer?

Filling Out Employment Application Forms by Hand

Employers use job application forms as a screening tool to decide who they will interview. You can influence whether or not you eventually get hired by how you fill out the form.

In our online world, filling out a printed job application form by hand can seem like an outdated task. Keep in mind that many employers use printed job application forms for specific reasons. For example, they use them to:

- Standardize the information they gather from every applicant
- Obtain information you might not include in a resumé
- Test your ability to follow instructions
- Assess your attention to detail, such as neatness, spelling and grammar
- Create a record of your employment history that includes your signature

When you're applying for a job, the application form is your marketing tool. It gives you a great chance to introduce your skills and experience to the employer. Use the following suggestions to make the most of that opportunity.

Fill out the form with care

- Ask for 2 copies of the application form. Use one for a draft and one for a final copy. If you can't get an extra form, use a piece of paper to write a draft. Copy the draft information to the form.
- Read the application form carefully and follow the instructions. Some employers use forms to see how well you pay attention to detail and follow directions.
- Write clearly and neatly. Assess how much space you have to answer each question before you start writing. Tailor your answer to fit the space. Use a scrap piece of paper to practice your answers first.
- Answer all the questions. If questions don't apply to you, write "not applicable" or "N/A." Never answer "refer to my resumé."
- Answer truthfully. It's almost impossible to repair the damage that dishonesty creates.
- Avoid detailed negative answers. For example, you may have been downsized or let go from a job. When asked to give reasons for leaving, make a brief statement. You could say "job ended," but then be ready to provide a complete answer in an interview.
- List your most recent work experience first, then the work you did before that and so on. Be sure to describe your duties in as much detail as the form allows and emphasize the positive results you achieved.
- List your most relevant education and training. Include the dates you attended programs, names of the schools, and the certificates or diplomas you earned. Include training courses, special awards, and volunteer positions you've held. This is especially useful if they relate to the type of work you're applying for.
- Be specific about the type of work you're applying for. Use your answers throughout the form to show what you can do and the type of work you should be considered for.
- Give a range or say you're open to negotiation if you're asked to provide past salary amounts or current salary expectations. Some employers use this as a screening question, so it's a good idea to avoid stating a specific amount. Do some research to find out an appropriate salary/wage range if you are unsure.

Go the distance

- Fill out the Additional Comments section if there is one. It's your chance to provide more information about your skills, strengths, and accomplishments. You can tell the employer why you're a great fit for the position.
- Double-check the form before you submit it. Make sure your spelling and grammar are correct. Ensure your answers are complete and the overall appearance of the form makes a good impression. Remember to sign the application form.
- Attach your resumé to the form. Don't attach copies of your marks, performance appraisals, or letters of recommendation unless you're asked to.
- Deliver the form in the way the employer prefers. In other words, don't email it if the employer wants it delivered by hand. If you're not sure, ask.

Make the job application form your marketing tool

Filling out a job application form neatly by hand takes patience and attention to detail. These are qualities that most employers value. When your job application form is complete, accurate, and honest, you'll make the kind of first impression that can get you an interview.

For practice, fill out the following Canadian Tire application form using the tips and tricks from above:



CANADIAN TIRE

JOB APPLICATION

FOR OFFICE USE ONLY

Work location	Wage	Other work locations
Position	Date of hiring	

Name _____ Social insurance number _____
 First name _____ Last name _____

Address _____ Street _____ City _____ Postal code _____

Phone number _____ Type of work preferred _____ Full-time

Languages spoken: English French Other _____ Wage expected _____ Part-time

Languages written: English French Other _____ Number of hours preferred _____ Student

		Grade completed, diploma obtained	S	M	T	W	T	F	S
Elementary and high school									
University, technical, business or community college									
Other studies									

Please specify the times you're available in the boxes below
 (e.g., 1 p.m. - 9 p.m.):
 Day _____ M _____ T _____ W _____ T _____ F _____ S _____
 Evening _____
 Night _____

Have you ever worked for Canadian Tire Corporation or an associate store? Yes No

Do you have a permit, a license or a competency card? If so, which one? _____

WORK HISTORY

Start with present or last employer	Position held	Wage	From (month, year)	To (month, year)	Reason for leaving
Employer Address Immediate supervisor	Telephone				
Employer Address Immediate supervisor	Telephone				
Employer Address Immediate supervisor	Telephone				
Employer Address Immediate supervisor	Telephone				

List interests (sports, hobbies, etc.).

List organizations or associations you belong to and your position (past and present) in them. Exclude religious, ethnic, racial or political organizations.

- I authorize _____ (company name) to verify with third parties the accuracy of the information contained in this application. I also authorize _____ (company name) to conduct any other checks relevant to my application and employment.
- I am authorized to work in Canada (only Canadian citizens, landed immigrants and holders of valid work permits are authorized to work in Canada). Please submit proof if requested.
- I agree to undergo a medical examination if requested.
- I understand that any false statement could warrant my dismissal.

Your application will be valid for 90 days. After this time, you will be required to submit a new application should you wish to reapply. The information provided in your application will be used to evaluate your candidacy. Management will keep your application for 90 days. Should you be hired, your application will be placed in your file and kept at the administration office. Members of management will have access to your file. You can also consult your file after first making an appointment with a management representative. Should an error appear in your file, you can request that it be corrected.

Date application filed: _____

Signature: _____

98-9028

You got an Interview! ...Now What?

Your time has finally come! You've been called for an interview. Now what? Don't sweat it! Prepare yourself to win. You know you're ready for the job, now you have to convince the employer!

Getting ready is a big part of your interview. You will likely, and you should, spend more time preparing yourself than you will in the interview. Preparing includes getting to know more about the company and the job and being able to explain how and why you're the best person to hire. To help you study, be sure you have a Statement of Qualifications, or a basic job description. If you do not have one from when you first applied for the job, be sure to ask the person who is arranging your interview for a copy.

Preparing for the Interview... know the job, and the organization

When you wrote your résumé, you would have done some research about the company and the job.

Review it now. Answer these questions in your research:

- What does the employer or company do?
- What's involved in the position you're applying for?
- What qualifications do you need for the position?
- What skills might the employer be looking for?
- Who are the customers or clients?
- What kind of reputation does the employer have?

You'll be more comfortable in the interview if you know a bit about the company and the position you're applying for.

Think Ahead - Pre-Planning is Essential

- When you are called, confirm the interview time! Ask if there will be any test or written assignment you will be asked to do. Find out how many people will be there.
- Plan and rehearse your answers to the questions you expect to be asked. Memorize the training, skills and experience you have, and be ready to answer questions on what you did, and how you did it.
- Choose your clothes a day or two ahead, and make sure they're neat and clean.
- Be on time. Find out ahead where you're going and how long it will take to get there. Drive or travel the route a day or two ahead, at the same time of day as you will on the day of the interview. Confirm how often the buses run. Have a back-up plan. Set aside at least an hour for the interview.

What to Take to the Interview

Carry a folder or envelope containing:

- A copy of your résumé for each interviewer (*This is why you asked ahead how many people would be present*)
- Copies of your reference list
- Paper and a pen, so you can jot down the interviewer's name, the time of any future interview, or other information you might need later
- Copies of letters of recommendation, if you have any

You're On Your Way

You're at your job interview. Stay relaxed and make a good impression. Here are some suggestions to help you make sure this step of your journey gets off on the right foot.

- Greet the interviewer or panel members. Introduce yourself, and shake hands firmly, without crushing anyone's fingers. Smile. A sincere smile will help to put you, and the interviewer, at ease. Stand until you're invited to sit down.
- Let the employer or panel members take the lead and set the tone. Make eye contact, and answer the questions in a firm, clear, confident voice. Relax and sit naturally, but don't slouch in your chair or lean on the interviewer's desk. Be prepared to tell the interviewer more about your education, training and skills, work experience, and the personality traits that make you right for the job.
- It's okay to ask for more explanation if you don't understand a question. In fact, it's better to ask for clarification if you are unsure than to answer inappropriately. Keep a positive attitude.
- At some point in the interview, you will be asked if you have any questions. This is where your research and preparation pays off. Have a couple of questions prepared that show you are interested and informed about the company or ask for more detailed information about the position you're applying for.

Quick Tips:

- *Be on time. Five or ten minutes early is about right!*
- *Dress appropriately.*
- *Don't chew gum or smoke.*
- *Be neat, clean and well groomed.*
- *Never bring a friend to an interview.*
- *Don't discuss personal or financial problems.*
- *After the interview, don't linger. Smile, shake hands, thank the interviewer(s) for their time, and make a graceful exit.*

Common Interview Questions

Below there are 7 common interview questions listed. Please read the question and the information about why this question is often asked and how you can best answer it.

Imagine you have just been called for an interview at Canadian Tire. Below each question explain how you would answer the question to an interviewer.

1. Tell me about yourself

While this query seems like a piece of cake, it is difficult to answer because it is so broad. The important thing to know is that the interviewer typically does not want to know about your hometown or what you do on the weekends. He or she is trying to figure you out professionally. Pick a couple of points about yourself, your professional experience and your career goals and stick to those points. Wrap up your answer by bringing up your desire to be a part of the company. If you have a solid response prepared for this question, it can lead your conversation in a direction that allows you to elaborate on your qualifications.

Your Response:

2. Why should we hire you?

Here's the chance to really sell yourself. You need to briefly and succinctly lay out your strengths, qualifications, and what you can bring to the table. Be careful not to answer this question too generically, however. Nearly everyone says they are hardworking and motivated. Set yourself apart by telling the interviewer about qualities that are unique to you.

Your Response:

3. Why do you want to work here?

This is one tool interviewers use to see if you have done your homework. You should never attend an interview unless you know about the company, its direction, and the industry in which it plays. If you have done your research, this question gives you an opportunity to show initiative and demonstrate how your experience and qualifications match the company's needs.

Your Response:

4. Why did you leave your last job?

Even if your last job ended badly, be careful about being negative in answering this question. Be as diplomatic as possible. If you do point out negative aspects of your last job, find some positives to mention as well. Complaining endlessly about your last company will not say much for your attitude.

Your Response:

5. Describe a problem situation and how you solved it.

Sometimes it is hard to come up with a response to this request, particularly if you are coming straight from high school or college and do not have professional experience. Interviewers want to see that you can think critically and develop solutions, regardless of what kind of issue you faced. Even if your problem was not having enough time to study, describe the steps you took to prioritize your schedule. This will demonstrate that you are responsible and can think through situations on your own.

Your Response:

Strengths and Weaknesses

In most job interviews, candidates will be asked to describe their strengths and weaknesses. In preparation for an interview, candidates should consider how best to answer this question so that the information is useful to employers while not damaging your chances of being hired.

Go to <https://www.betterteam.com/strengths-and-weaknesses> and read through the entire article and then answer the following two questions:

6. “What are your greatest strengths?” (share at least two)

Your Response:

7. “What are your greatest weaknesses?” (share at least two)

Your Response:

Human Rights and You: What Can Employers Ask?

Job search resources will tell you that the best way to prepare for an interview is to anticipate what you might be asked and practice your responses. But how do you prepare for inappropriate questions? What if an employer asks about your age, race, marital status or religion? How would you respond?

The best approach is to be informed. In Alberta, human rights are protected under the Human Rights, Citizenship and Multiculturalism Act. Some employers might not be well informed about this legislation and may ask inappropriate questions. You'll need to prepare for this possibility so you're not caught off guard in an interview. The following information will give you some strategies for handling inappropriate questions and will help you understand what employers can and can't ask you on a job application or in an interview.

What can employers ask?

It is acceptable for potential employers to ask:

- about your ability to fulfill work-related requirements, such as your ability to work night shifts, travel or lift heavy items
- for any previous names you have held if the information is needed to complete reference checks or verify your past employment or education
- for your previous address if, for example, the job has a residency requirement
- if you are legally permitted to work in Alberta.

What questions are unacceptable?

Any information that could intentionally or inadvertently be used to discriminate against you or restrict or deny your employment. This includes:

- information specific to gender, marital status, family status or next of kin (your plans for marriage or child care, for example)
- sources of income, unless it concerns former employment
- your maiden name, "Christian" name or the origin of your name (it is acceptable to request previous names specifically to complete reference checks or verify past employment or education)
- your age or date of birth (employers **can** verify if you are legally permitted to work in Canada or, in the case of a job that has a minimum age requirement, ask if you are 18 years of age or older)
- your previous address, unless it meets a business purpose acceptable under the Act
- your birthplace or ancestry
- your height or weight
- your sexual orientation
- specific questions about club and organization memberships, hobbies or interests that would indicate race, religious beliefs, ancestry or place of origin (job-related questions are acceptable)
- questions about present or previous health problems, Workers' Compensation Board claims, or any absence due to stress or mental illness
- questions about citizenship other than Canadian, or languages not required for the job
- questions about religious beliefs, including which religious holidays and customs you observe
- questions about military service outside of Canada, unless there is an acceptable business-related purpose
- requesting a photograph, which could reveal factors such as race and gender (a modeling or entertainment position are situations where this may be acceptable). If an employer requires a photograph for business-related purposes, they can ask for it after an offer of employment has been made.

How to handle inappropriate questions

When faced with an inappropriate question or request for information on an application form or in an interview, you can respond in a number of ways. You could:

- write "not applicable" on the application form or politely refuse to answer the question. Or tactfully let the employer know the question is inappropriate.
- answer the question and go on to discuss the underlying concern that has prompted the employer to ask the question. For example, an employer who inappropriately asks about your family plans or the number of children you have might incorrectly assume you are more likely to be absent because of parental leave or sick time. In this case you could address the underlying concern by talking about your excellent attendance record and your ability to do the job.
- answer only the underlying concern.

However you choose to answer, be professional and diplomatic.

If you think you have a complaint or have a question about a specific situation, contact the Alberta Human Rights and Citizenship Commission by telephone or regular mail (below). Because of confidentiality concerns, the Commission cannot respond to complaints by e-mail.

Alberta Human Rights and Citizenship Commission

Northern Regional Office

800 Standard Life Centre

10405 Jasper Avenue

Edmonton, Alberta T5J 4R7

Confidential Inquiry Line (780) 427-7661

Fax (780) 427-6013

Southern Regional Office

Suite 310, 525–11 Avenue SW

Calgary, Alberta T2R 0C9

Confidential Inquiry Line (403) 297-6571

Fax (403) 297-6567

Identify whether each question below is acceptable (**A**) or unacceptable (**U**) by placing a check mark in the appropriate box.

A	U	Questions Asked by an Employer
		Your birthplace or ancestry.
		Your height or weight.
		Your ability to work night shift.
		Your previous address.
		Your ability to lift heavy objects.
		Your religion.
		Any previous names you may have held.
		Your marital status.
		If you are 18 years of age or older.
		Questions about present or previous health problems.
		Sources of income
		Your sexual orientation

Understanding Your Rights

Right to Know

You have the right to know about unsafe materials and/or dangerous machinery in your workplace. You must be on the lookout for hazards present on your worksite and should be taught how these hazards can affect you and your co-workers. The first step is to get proper health and safety training, including learning how to identify workplace hazards and knowing the proper course of action when there is an accident or spill.

Right to Participate

You should report any unsafe practices or conditions you see. For example, if you notice that an electrical power cord is frayed, notify your supervisor as soon as possible to fix it before an accident or fatality occurs. In Canada, there are many workplaces which have committees devoted to health and safety. Learn who you can get help from if you have questions about the safety of your working conditions.

Right to Refuse Unsafe Work

You have the right to refuse unsafe work. If you think that the work you do or the piece of equipment you use is unsafe, you can stop this work immediately by citing your legal right to refuse unsafe work. Once you refuse to continue, procedures exist for rectifying the situation. Contact your supervisor or health and safety representative to find out how to correct the unsafe situation. Don't continue to work until you have been advised that the situation has been corrected.

Asking questions

Everyone needs to have his or her tasks explained. Your employer should first explain your job duties, then show you what to do. If you have a good understanding of these tasks, you should be able to explain the tasks back to your supervisor. Once you can do this, try to perform the tasks under supervision - at least for the first few times - to be sure that you understand all the details. Remember, if you don't understand the instructions, it's okay to ask questions. Understanding instructions means that you will have a much greater chance of doing the work properly and safely.

Learn how to work safely, apply these rules:

- Don't perform any task until you have been properly trained.
- If you feel that you have been getting too much information, too fast, ask your supervisor to slow down and repeat the instructions.
- Don't leave your work area unless you've been told to do so. Other work sites may have special hazards you don't know about. Examples might include overhanging power lines, slippery floors or toxic chemicals.
- If you are unsure of something, ask someone first. A supervisor or co-worker might help you prevent an accident from happening.
- Don't hesitate to ask for more training.
- Wear the proper personal protective equipment for the task. For example, if you are using safety shoes, hard hat or gloves, be sure that you know when to wear protective gear, where to find it, how to use it and how to care for it.
- Find out what to do in an emergency situation, whether it is a fire alarm, power failure or other situation.
- Report any accidents to your supervisor immediately.

Occupational Health and Safety: A Shared Responsibility

Who is responsible for creating and maintaining a safe and healthy workplace?

Alberta's Occupational Health and Safety Act is based on the idea that the primary responsibility for occupational health and safety is shared by everyone connected with that workplace — including employers, employees, contractors, owners and suppliers. Since some people at the workplace have more power to influence health and safety at the workplace, they bear more responsibility than someone with less power. For example, an employer will usually bear more responsibility than a supplier of goods.

What are the main responsibilities of employers?

Employers must take every reasonable precaution to ensure the health and safety of persons at or near the workplace. As an employer, some of your main responsibilities include:

- providing and maintaining equipment with proper safety devices
- providing employees with the training, information and supervision they need to do their jobs safely, including informing employees about any health or safety hazards in the workplace
- making sure employees wear personal protective equipment and know how to use it properly
- establishing a Joint Occupational Health and Safety Committee or ensuring that a Health and Safety Representative is selected, where required by legislation.
- co-operating with the Joint Occupational Health and Safety Committee or Health and Safety Representative and with Health and Safety Officers from the Department of Labour
- preparing and maintaining an occupational health and safety policy and/or program, where required by legislation.
- preparing a list of hazardous chemicals present in the workplace
- following the Occupational Health and Safety Act and regulations and making sure that employees also follow them

What are the main responsibilities of employees?

Employees must take every reasonable precaution to protect their own the health and safety and the health and safety of other people at or near the workplace. As an employee, some of your main responsibilities include:

- reporting anything in the workplace that may be dangerous
- co-operating with the employer and fellow employees to protect health and safety
- wearing personal protective equipment and following safety procedures
- co-operating with the Joint Occupational Health and Safety Committee or Health and Safety Representative and with Health and Safety Officers from the Department of Labor
- following the Occupational Health and Safety Act and regulations

What is workers' compensation?

The Workers' Compensation Board (WCB) is a workplace accident insurance agency established by the provincial government in 1917 to administer the Workers' Compensation Act. The Act was designed to protect workers and employers from financial loss due to workplace accidents. The WCB is a no-fault agency, meaning that coverage does not depend on whether the worker or employer was at fault in an accident.

WCB insures both workers and employers by:

- providing financial benefits, health-care benefits, rehabilitation services, and return-to-work assistance to workers injured on the job, and
- protecting employers from the full cost of accidents at their workplace, and from lawsuits arising out of workplace accidents.

Who is covered?

Most businesses employing three or more workers at the same time must register with the WCB. Within some industries, however, there is no requirement to register. Banking and insurance are examples of such industries. Although they aren't required to register, businesses in these industries can choose to register, as can businesses with fewer than three workers.

Once a business is registered, everyone working for the business is covered under the Act. Full-time, part-time, casual/seasonal workers, even certain contractors and sub-contractors (who do not have their own WCB coverage) are covered by the employer's registration. This also includes officers of corporations, as long as they are actively involved in the business.

If you are self-employed or in a partnership, you aren't required to have coverage for yourself, but you must provide coverage for your workers (if there are at least three).

As a Work Experience or RAP student you are considered for WCB purposes to be an Elk Island Public Schools employee and are covered by Elk Island's WCB.

When Accidents Happen...

If an accident happens while on the job, or in the course of employment:

1. Report your condition to your employer immediately. If possible see your supervisor, first aid attendant, or company nurse before you leave work.
2. If necessary, get immediate medical attention. Ask your health care professional to send the WCB a report as soon as possible.
3. Fill out a WCB Accident Report Form, or have your work experience supervisor fill out the form for you. Your work experience supervisor reports the accident within five business days of being notified, as they are required to do by the WCB.
4. Keep in regular contact with your employer, doctor, and the WCB.

Report any accident to your employer right away, whether or not it requires medical attention or time off work. Your report creates an official record that can be referred to if there are any complications later. All reports, whether from employers or doctors, should be sent to the WCB as quickly as possible. An injury that develops over time may also be covered, if it is a direct result of the employment. If a disease is due to the nature of the worker's job and causes loss of earnings, permanent impairment or death, the worker or dependents are entitled to compensation as if the disease was an injury. The WCB will pay for accident-related health care expenses, starting from the day of an injury.

Health-Care Benefits

Workers' compensation covers the costs of health-care services required as a result of a workplace injury. This includes hospital care, visits to a doctor or chiropractor, surgery, prescriptions, dental expenses, or other health-care items such as braces or crutches. Workers are eligible for medical benefits whether or not they lose time from work.

Short-term Benefits

Workers' compensation benefits are based on an earnings-loss system. This means the worker is paid a percentage of the wages lost as a result of an injury. This is often the difference between what they were earning before their injury and what they were earning after their injury, commonly called their earnings loss.

Your Responsibilities

1. Notify your employer and your Work Experience or RAP Coordinator of any accident as soon as possible.
2. File a claim for compensation within twelve months of an accident (except in the case of occupational disease or illness).
3. Send any information that may be required by the Workers' Compensation Board.
4. Provide the WCB with complete and accurate information.
5. Take steps to minimize the physical and financial impact of your injury.
6. Seek health-care services or treatment to promote recovery.
7. Notify the WCB immediately of any change that may affect your claim, including return to work.
8. Undergo a medical examination, if requested, by the employer, the WCB, or the Appeals Tribunal.

Answer the following questions based on Occupational Health and Safety and Workers' Compensation:

1. Who is responsible for creating and maintaining a safe and healthy workplace?
 - a. Employers
 - b. Employees
 - c. Contractors
 - d. Suppliers
 - e. All of the above
2. Which is **NOT** a responsibility of employers?
 - a. Providing and maintaining equipment with proper safety devices.
 - b. Making sure that employees know how to use protective equipment.
 - c. Preparing lists of hazardous chemicals present in the workplace.
 - d. Preparing and maintaining occupational health and safety regulations.
 - e. None of the above.
3. The Workers' Compensation Board protects employers by:
 - a. Protecting employers from lawsuits arising out of workplace accidents.
 - b. Providing employers financial benefits.
 - c. Providing rehabilitation services.
 - d. Providing healthcare benefits.
 - e. All of the above.
4. The Workers' Compensation Board protects workers by:
 - a. Providing financial benefits.
 - b. Providing rehabilitation services.
 - c. Providing healthcare benefits.
 - d. Providing return to work assistance.
 - e. All of the above.

Employment Standards

Employment standards in Alberta are regulated by the provincial government. Employment standards include all of the laws for minimum wage, overtime, holidays, job-protected leaves, vacations, hours of work, earnings, youth workers and termination.

For this assignment you will use the Internet to answer the questions regarding labour regulations in Alberta. Refer to the following website:

<https://www.alberta.ca/alberta-employment-standards-rules.aspx>

Or Google “Alberta employment standards rules”, it should be one of the first results to pop up:



As of September 2021, the website should look like this:

A screenshot of the Alberta Employment Standards Rules website. The page has a teal header with the title "Alberta employment standards rules" and a subtitle "Laws for minimum wage, overtime, holidays, job-protected leaves, vacations, hours of work, earnings, youth workers and termination." Below the header, there are several sections with links: "Alberta general holidays", "Exceptions for specific industries", "Hours of work and rest", "Overtime hours and overtime pay", "Termination and termination pay", "Averaging arrangements", "General holidays and pay", "Job-protected leaves", "Payment of earnings", "Vacations and vacation pay", "Deductions from earnings", "Group terminations", "Minimum wage", "Temporary layoffs", and "Youth employment laws".

Services and information

[Alberta general holidays](#)

Alberta has nine general (statutory) holidays.

[Averaging arrangements](#)

Employers may require or permit employees to work modified schedules through an averaging arrangement.

[Deductions from earnings](#)

Find out which deductions from employee earnings are allowed and which aren't.

[Exceptions for specific industries](#)

There are special provisions to the rules outlined in the Employment Standards Regulation for employees in specific industries.

[General holidays and pay](#)

Most employees (full and part-time) are entitled to general (stat) holidays with pay.

[Group terminations](#)

Special notice is needed when terminating 50 or more employees within 4 weeks.

[Hours of work and rest](#)

Most employees are entitled to breaks, a limit on daily hours and weekly days off.

[Job-protected leaves](#)

Eligible employees can take job-protected leave for various personal matters.

[Minimum wage](#)

Alberta employers must pay their employees at least the minimum wage.

[Overtime hours and overtime pay](#)

Most employees (full and part-time) are entitled to overtime pay.

[Payment of earnings](#)

Employers must follow rules for paying employees and providing pay statements.

[Temporary layoffs](#)

Employers who want to keep an employment relationship may temporarily lay off an employee.

[Termination and termination pay](#)

Proper notice must be given when an employee quits or an employer terminates an employee.

[Vacations and vacation pay](#)

Most employees (full and part-time) are entitled to vacation time and vacation pay.

[Youth employment laws](#)

Employees under 18 years old have specific rules under Alberta's laws.

Questions related to the Alberta Employment Standards Rules:

1. How long after the end of a pay period must the employee be paid? (*Found in Payment of earnings*)

2. Define the term “minimum wage” (*Minimum wage*)

3. What is the current minimum wage in Alberta?

4. How much notice is an employee required to receive of a change in a work shift? How must they be notified? (*Hours of work and rest*)

5. What is the basic entitlement for paid vacation in Alberta, after an employee has been employed for two years by the same employer? (*Vacations and vacation pay*)

6. Which holidays are considered General Holidays in Alberta? (*General Holidays and pay – may need to click on an extra link to see the full list*)

7. If a general holiday falls on a Monday and you typically work on a Monday what are you entitled to?

8. If a general holiday falls on a Sunday and you do NOT typically work on a Sunday, what are you entitled to?

9. What restrictions are there on the type of employment for people ages 15 – 17? (*Youth employment laws*)

10. In some businesses people ages 15-17 are required to be in the presence of someone 18 or over if working between the hours of 9 p.m. and 12 midnight. To which occupations does this apply?

What is WHMIS?

- WHMIS stands for Workplace Hazardous Materials Information System.
- It is an information system implemented in 1988 and modified in 2015, that is designed to help students know more about safety and health hazards of materials that they use in the workplace.
- WHMIS gives workers and employers key safety and handling information in the form of special labels, symbols, and Material Safety Data Sheets ([MSDS](#)) on potentially dangerous chemicals that are used on the job.
- You will come across controlled products that fall under the WHMIS legislation at school (for example, the chemicals used in your science and shop class), and at any workplace where chemicals are used.

WHMIS Labels:

All controlled products at school or the workplace must have WHMIS labels.

The purpose of a WHMIS label is to identify the product as controlled and alert workers or handlers to the hazards and safe handling procedures of the product. A WHMIS label is just a first alert, as the amount of information in it is limited by its size. The MSDS provides more detailed information.

It is important that you read the whole label before using a product for the first time. The label will give a brief summary of the most important things to know about the chemical.

This includes:

- Name of the chemical: may be the common name, trade name, generic name, brand name, code name.
- The WHMIS hazard symbols: hazard symbols representing the WHMIS hazard classes.
- Risks and precautions: Short phrases describing the hazards to supplement the information provided by the symbols, and precautions to be taken when using, handling or being exposed to the product.
- First Aid instructions: These statements indicate immediate first aid measures that can be taken by the victim or others in case of an accident or emergency.
- Supplier's name and address.
- A reference to the matching MSDS stating that more information is available.

Material Safety Data Sheets (MSDS)

An MSDS is a sheet that gives more detailed technical information about the product. It is broken up into nine sections

- Product information - description of the chemical
- Hazardous ingredients in the product
- Physical data (chemical properties of the ingredients)
- Fire and explosive hazard - how easily it catches on fire or explodes.
- Reactivity data - describes how it reacts with other chemicals
- Toxicological properties - describes how it affects human health
- Preventive measures to be taken
- First aid measures to be taken if exposed
- When it was made and who to contact for more information

Employers must keep the MSDS up to date (no older than three years) and on file at the worksite and must allow employees to read them and make copies of them.

The employer must educate workers about important information on the sheet for each chemical.

WHMIS 2015 LABELS

Product Identifier

The name of the product is printed exactly as it appears on the Safety Data Sheet SDS and the container.

Hazard Pictograms

WHMIS 2015 Hazard pictograms are prominently displayed. These pictograms are determined by the hazard classification of the product. No pictogram is required in specific cases.

Signal Words

Use of only one signal word. Either, "Danger" or "Warning" emphasize the hazard and the severity of it.

Hazard Statements

A succinct standardized phrase based on the hazard classification of the product that describes the hazard the product poses to the users.

Precautionary Statements

A standardized description of measures recommended to minimize or prevent adverse effects resulting from exposure to the product. Information includes protective equipment and emergency measures.

Supplier Identifier

Information for the company that manufactured, packed, imported and/or sold the product. The company is also responsible for the WHMIS label.

Safe Handling Precautions

Information for safe use of the product which may include pictograms or other supplier label information and reference to SDS if available.

SUPPLIER LABEL

ACETONE / ACÉTONE



Danger

Highly flammable liquid and vapour.
Causes serious eye irritation.
May cause drowsiness or dizziness.

Precautions:

Keep away from heat, hot surfaces, open flames, sparks. No smoking.
Keep container tightly closed.
Take precautionary measures against static discharge.

Use only outdoors or in a well-ventilated area.

Wear eye protection, face protection, protective clothing, protective gloves.
Avoid breathing mist, spray, vapours.

IF INHALED: Remove person to fresh air and keep comfortable.

Danger

Liquide et vapeur très inflammable.
Cause une irritation oculaire grave.

Peut provoquer la somnolence ou le vertige.

Conseils:

Tenir à l'écart de la chaleur, des surfaces chaudes, flammes et étincelles. Ne pas fumer.

Garder le récipient bien fermé.
Protéger contre les décharges électrostatiques.

Utilisez uniquement à l'extérieur ou dans un endroit bien ventilé.

Porter des lunettes de protection, appareil de protection du visage, et des vêtements et gants de protection.

Éviter de respirer les brouillards, et les aerosols, les vapeurs.

EN CAS D'INHALATION: Transporter la personne contaminée à l'air frais et la garder confortable.

ABC Chemical Co., 123 Four St., Winnipeg, MB, Z0Y 9X8

WORKPLACE LABEL

Acetone

DANGER

Flammable liquid and vapour. Causes serious eye irritation. May cause drowsiness or dizziness. Repeated exposure may cause skin dryness and cracking.

PREVENTION

Keep away from heat, sparks, and open flames. — No smoking. Keep container tightly closed.
Avoid breathing vapours. Use only outdoors or in a well-ventilated area. Wear eye protection.

RESPONSE

If on skin: Rinse skin with water.
If inhaled: Remove person to fresh air and keep comfortable for breathing. Call a doctor if you feel unwell.

If in eyes: Rinse cautiously with water for several minutes. Remove contact lenses, if present and easy to do. Continue rinsing. If eye irritation persists: Get medical attention.

In case of fire: Use water spray, alcohol-resistant foam, dry chemical or carbon dioxide for extinction.

WHMIS Symbols:

The shapes of the symbols used on labels have been chosen to show the nature of the hazard they represent.

WHMIS 2015 Pictograms

Workplace Hazardous Materials Information System (WHMIS)

Hazard Pictogram	Symbol Descriptor	Classification	Example of Risks	Example of Safe Handling Procedure
	Gas Cylinder	• Gases Under Pressure	MATERIALS WHICH ARE NORMALLY GASEOUS KEPT IN A PRESSURIZED CONTAINER • May explode if heated, punctured or dropped	ENSURE CONTAINER IS ALWAYS SECURED • Store in appropriate designated areas • Do not drop or allow to fall • Protect from mechanical damage
	Flame	• Flammable • Pyrophoric • Self-Heating • In Contact with Water, Emits Flammable Gases • Self-Reactive • Organic Peroxide	MATERIALS WHICH WILL CONTINUE TO BURN AFTER BEING EXPOSED TO A FLAME OR OTHER IGNITION SOURCE • Maybe ignite if exposed to heat, sparks, friction, flames or incompatible material	STORE IN PROPERLY DESIGNATED AREAS • Keep away from heat, hot surfaces, sparks, open flames, and other ignition sources. • Store in a well-ventilated, cool place.
	Flame over circle	• Oxidizer	MATERIALS WITH CAN CAUSE OTHER MATERIALS TO BURN OR SUPPORT COMBUSTION • Including Oxidizing Gases, Liquids, Solids • May cause fire or explosion • May enhance the combustion of other materials	STORE IN AREAS AWAY FROM COMBUSTIBLES IN WELL-VENTILATED, COOL PLACE • Store in proper containers which will not rust or oxidize • Keep away from heat, hot surfaces, sparks • Keep valves and fittings free from oil and grease
	Exclamation Mark	• Skin and/or Eye Irritant • Skin Sensitizer • Acute Toxicity (harmful) • Narcotic effects • Hazardous to the Ozone Layer*	POISONOUS MATERIALS WHICH CAUSE IMMEDIATE AND SEVERE HARM	AVOID BREATHING DUST OR VAPOURS AVOID CONTACT WITH SKIN OR EYES • Wear personal protective equipment which is effective for exposure situation • Work in well ventilated areas • Wash potentially exposed body parts thoroughly after handling
	Health Hazard	• Carcinogenicity • Germ Cell Mutagenicity • Reproductive Toxicity • Respiratory Sensitization • Specific Target Organ Toxicity • Aspiration Hazard	MATERIALS WHICH CAN CAUSE OR ARE SUSPECTED OF CAUSING SERIOUS LONG TERM HEALTH EFFECTS	WORK IN A WELL VENTILATED AREA • Store in appropriate designated areas • Avoid direct contact • Use personal protective equipment • Obtain and learn special instructions / controls before use • Avoid repeated and / or prolonged exposure situations
	Biohazardous Infectious	• Biohazardous Infectious Materials	INFECTIOUS AGENTS OR BIOLOGICAL TOXIN CAUSING SERIOUS DISEASE OR DEATH • May cause anaphylactic shock • Includes exposure to Viruses, Yeasts, Molds, Bacteria, and Parasites which may cause disease in animals or humans	FOLLOW SAFE LABORATORY PRACTICES AND PROCEDURES • Avoid forming aerosols and breathing vapours • Store only in special designated areas with limited access and appropriate engineering controls • Follow routine practices / universal precautions, such as hand hygiene and glove use
	Corrosion	• Corrosive to Metals • Serious Eye Damage • Severe Skin Burns	MATERIALS WHICH REACT WITH METALS AND LIVING TISSUE • Skin Corrosion/Burns • Serious Eye Damage • Corrosive to Metals	USE APPROPRIATE STORAGE CONTAINERS AND ENSURE PROPER NON VENTING CLOSURES • Wear appropriate Personal Protective Equipment including respiratory protection
	Exploding Bomb	• Self-Reactive (Severe) • Organic Peroxide (Severe) • Explosive*	MATERIALS WHICH MAY EXPLODE DUE TO REACTION TO FIRE, SHOCK, FRICITION, HEAT, PUNCTURE, OR INCOMPATIBLE MATERIAL	HANDLE WITH CARE AVOIDING VIBRATION, SHOCKS AND SUDDEN TEMPERATURE CHANGES • Store in appropriate containers • Ensure storage containers are sealed • Store and work in designated areas
	Skull and Crossbones	• Acute toxicity (Fatal or toxic)	MATERIALS WHICH CAN CAUSE TOXICITY OR DEATH EVEN IN SMALL QUANTITIES	AVOID BREATHING FUMES AND VAPOURS AND SKIN CONTACT • Wear appropriate personal protective equipment • Work in well ventilated areas • Follow manufacturer's use, handling, storage, and disposal instructions to prevent acute exposure and adverse health effects
	N/A	• Not all hazard classes and categories have pictograms (e.g. Combustible Dusts, Simple Asphyxiant, and some less severe hazard categories)	MAY CAUSE UNCONSCIOUSNESS OR DEATH BY SUFFOCATION • Risk of dust explosion or exposure	DO NOT USE WITHOUT UNDERSTANDING THE HAZARD • Apply appropriate controls
	Environment (not mandatory)	• Aquatic Toxicity*	MAY BE HARMFUL TO AQUATIC LIFE OR CAUSE LONG-LASTING EFFECTS TO THE AQUATIC ENVIRONMENT	USE PRODUCT ACCORDING TO DIRECTIONS • Avoid release to the natural environment. • Dispose in accordance with all regulatory requirements and obligations

*Not required by WHMIS, but may be used

Material Safety Data Sheet May be used to comply with OSHA's Hazard Communication Standard 29 CFR 1910.1200. Standard must be consulted for specific requirements	U.S. Department of Labor Occupational Safety and Health Administration (Non Mandatory Form) Form Approved OMB No. 1218-0072
IDENTITY (as used on label or list): PHYTON-27	Note: Blank spaces are not permitted. If any item is not applicable, or no information is available, the space must be marked to indicate that.

Section I

Manufacturers Name: Phyton Corporation	Emergency Telephone Number: (ChemTrec) 800-424-9300
Address: 7440 West 78 th St Bloomington, MN 55439	Telephone Number for Information: 952-944-9779 Date Prepared: June 10, 1994; Amended: April 11, 2004 Signature of Preparer (optional):

Section II-Hazardous Ingredients/Identity Information

CAS#:	Name	OSHA PEL	TWA	Other Limits Recommended	% (optional)
00007758-98-7	Copper (II) Sulfate	N/E	N/E	None	21.36
00001401-55-4	Tannic Acid	N/E	N/E	None	1.08
00000088-89-1	Picric Acid	.1 mg/m (skin)	.1 mg/m (skin)	None	1.25

Section III-Physical/Chemical Characteristics

Boiling Point	96-103 C	Specific Gravity (water = 1)	1.200
Vapor Pressure (mm Hg)	N/D	Melting Point	N/A
Vapor Density (Air = 1)	N/D	Evaporation Rate (butyl acetate =1)	N/D
Solubility in Water:	SOLUBLE		
Appearance and Odor:	Thick green/brown liquid with pleasant odor		

Section VI-Fire and Explosion Data

Flash Point (Degrees F): > 141	Method Used: Closed Cup	Flammable Limits: N/A	LEL N/A	UEL N/A
Extinguishing Media: Product is rated as non flammable but may burn when exposed to high temperatures. Firefighters and emergency responders should wear SCBA and use CO ₂ fire extinguishers.				
Special Fire Fighting Procedures: Use CO ₂ fire extinguishers and SCBA. NO _x compounds may form under high temperatures.				
Unusual Fire and Explosion Hazards: Picrates may be explosive when subjected to extreme temperature.				

You can also earn an official **WHIMS Certificate** which looks amazing on your resume, especially if your resume is lacking in work experience, this shows initiative! These certificates can be earned online with a small cost and can be completed in about 2 hours. **Safecheck1.com** offers this course and many more that would help boost your resume and your resources.

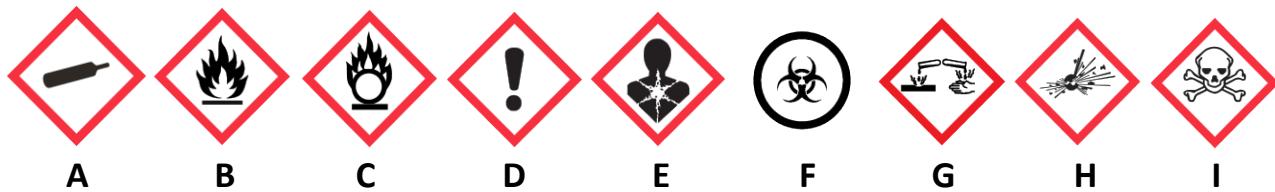
What does WHMIS stand for?

What is the purpose of WHMIS?

What information would you find on a WHMIS label?

Do all products and chemicals have WHMIS labels? Explain.

Identify the following symbols, write down at least one hazard this symbol represents and give one example of a material or chemical that may have this symbol.



	Identify Symbol	One Hazard	Example
A			
B			
C			
D			
E			
F			
G			
H			
I			

What is an MSDS, and what kind of information would be found on it?

International Hazard Symbols

Not all products are controlled by the WHMIS legislation, and so they may not have WHMIS labels or use the exact same symbols as WHMIS. You'll see these other symbols on products you commonly find around the house and garden, including cosmetics (like hairsprays), pesticides, and some consumer and household products (like oven cleaners). These products use the International Hazard Symbols you see below. For your safety, you should be able to recognize these symbols and understand what hazards they represent.

Understanding Hazard Symbols

Many household chemical products can be dangerous and cause explosions, burns, fires, or can even poison you if they're used or stored incorrectly. Chemical products with these potential dangers will be labelled with a hazard symbol, and each hazard symbol is made up of three distinct parts.

1. the picture
2. the frame
3. the caution (signal) words underneath the image

The first part of a hazard symbol is the picture, which tells you the type of danger a product may pose. There are four different pictures you might see on a product label:

	This product is explosive. The exploding symbol means the container is under pressure and may explode if it's heated or punctured. If the product explodes, it can send pieces of metal or plastic from the container flying, which could seriously injure anyone nearby. Examples of explosive chemical products include aerosols like hairspray, cooking spray, and spray paint.
	This product is corrosive. The skeleton hand symbol means the product can burn your skin or eyes if you touch it, or it can burn your throat and stomach if you swallow it. Examples of corrosive chemical products include bleach, drain cleaner, and toilet bowl cleaner.
	This product is flammable. The flame symbol means a product or its fumes may catch fire easily if used near heat, flames, or sparks. Examples of flammable chemical products include paint thinner, lighter fluid, and aerosol cans.
	This product is poisonous. The skull and crossbones symbol means you can become very sick or even die if you eat, drink, lick, or smell the chemical. Examples of poisonous chemical products include antifreeze, bleach, and all-purpose cleaners.

Look out for these symbols on household chemical products to make sure you understand the dangers each product may pose to you or your home.

The second part of a hazard symbol is the frame, which tells you what part of the product is dangerous. There are two different frames you could see on a product label:



The container is dangerous. If a hazard symbol is in a **triangular frame**, it means the container can become dangerous if the product is stored improperly or misused. You'll usually see an explosive symbol within a triangular frame.



The contents are dangerous. If a hazard symbol is in an **octagon frame**, it means the product inside the container is dangerous. You'll usually see a corrosive, flammable, or poisonous symbol within an octagon frame.

The third and final part of a hazard symbol is the caution signal, which explains the severity of the danger a product may pose. There are three different caution words you might see below a hazard symbol:

1. **Caution** means a product may cause temporary injury or even death if you have extreme prolonged exposure to the product.
2. **Danger** means a product may cause temporary injury, permanent injury, or death.
3. **Extreme danger** means exposure to even very small amounts of a product may cause serious injury or death.

Symbol –



Signal word -

DANGER
EXPLOSIVE