



Pre Employment Program

Work Experience Student Workbook

2011



Lesson 1



Introduction

You must complete at least four school-arranged work experiences to meet the work experience requirements for graduation from the Pre Employment Program. The purpose of these seven lessons is to familiarize you with the steps involved in placing you and to help you to understand the basic issues relating to the world of work.

School District #57 has made work experience compulsory (necessary) to help you with your transition from Pre Employment to the work force or into post-secondary institutions like CNC to further your education or training. There is a set of "orientation topics" which you need to study before you are permitted to participate in a "community-based" work experience. The seven lessons will cover: basic safety in the workplace, employer expectations, employee rights and responsibilities, etc. It will also provide you with basic information about work experience. You will probably need to do these seven lessons every year that you are eligible to go out on work experience.

Work experience is an opportunity for you to learn about yourself and to explore the world of work. You will learn about the skills and training required at the job site as well as about the physical and emotional requirements of the job. You will see, in person, the working conditions at the job site you have chosen. And you will have many opportunities to ask questions about the related jobs in the field you have chosen to explore.

You will have to write a test to show if you have really understood the information

provided in this package. You must pass this test. (80% is a pass.) Next you must meet all the deadlines for getting the forms in after they have been signed. You must arrange an interview within a reasonable amount of time before your



placement. You have one week from the day that you get the contract. You must stay at the placement that you have chosen for the time that you have agreed upon.



Your employer will fill out an Attendance and Evaluation form based on your performance at the job site.

PROCEDURE FOR SETTING UP A WORK EXPERIENCE PLACEMENT

1. Read the requirements and work through all the assignments.
 - 1.Are you eligible for work experience? You must be 16 years old.
 - 2.Be sure that you and your parents have signed the Pre Employment Program Student Information-Permission Forms package.
 - 3.Complete Three Choices form. Make them realistic choices!
 - 4.Complete the Student Information Form.
 - 5.Have your teacher confirm that you have completed all seven work experience lessons and the written test.
 - 6.Have your teacher confirm that you are “job ready”.
 - 7.Complete the safety unit.
 8. Print a good copy of your resumé and a sample cover letter.

2. When you have finished all the work, you are ready. The person who will talk to the Work Experience Placement Officer is your Pre-employment teacher.

3. Arrange to discuss with your Pre-employment teacher and with the work experience placement officer your choices. The three choices form is needed for this. How do they match up with your goals? Your expectations of the placement will also be discussed and the Pre-

employment teacher or work experience placement officer may make recommendations based on their knowledge of the work sites. You need to have a realistic picture of what you will be doing before your placement begins. Your preferred hours and dates will be discussed. If a business is closed on Monday, you are expected to come to school on that day.

Also you must ensure that you have transportation to and from work. If you do not drive and cannot get a ride, your placement will need to be on a public transit (bus) route, or it must be within walking or biking distance of your home or school.

If you have requested a particular business but they already have a student or their work is slow, for example, another, similar business will be suggested.

4. You must start with three choices! The work experience placement officer will contact the business you listed as your first choice. If no placement is possible at that business, they move to your second choice, and so on. If they get a rejection at each place you requested, the work experience placement officer or Pre-employment teacher may ask you to redo three more choices.
5. When a placement is confirmed, the work experience placement officer will prepare the necessary paper work: the agreement (contract) and the evaluation/attendance form. You do not write on the evaluation form – it is for the employer to fill out after you have completed the work placement.
6. You need to collect the signatures required on the contract on your own time. You are expected to put some effort into getting ready!
7. Call the employer to set up your job interview. Be assertive and make sure that you get an interview. You won't get too many opportunities like this where you get the experience but you don't have to fear that you will lose a job if you are not at your best.
8. Begin your placement. Be there every day. Keep a work diary or log.
9. Complete all paper work that you need to do when you re



ELIGIBILITY FOR WORK EXPERIENCE:

- You must be **16 years of age** or older.
- A signed/completed work experience **agreement must be on file** at your school and in the Work Experience Office **before** the work experience placement begins.
- Your placement must be at a **standard work site** to qualify for Work Safe BC (Workers' Compensation) coverage. A standard worksite is a place where workers, including self-employed workers perform their regular duties. It is not a site that has been created specifically for the purpose of the work experience. Most work sites are standard work sites. Your teacher or work experience officer will tell you if the job site you have requested is a standard or a non-standard work site.

Go To
[Lesson 1 Questions](#)

Lesson 2

Résumés/Cover Letters

Resumes

Appearance is important for the resumé. It should be typed or done on a computer. The print should be clear and dark. Make certain that there are no spelling errors or “typos”. Line up the margins. Use good paper and dark print when you print your resumé for your employer.

Your resumé should be up-to-date and correct. Your resumé must show your name, address and the phone number where you can be reached. It should state your education and any special training you have received. You should show a job objective, either a short-term one or a long-term one. There should be a section for work experience. If you have had not formal work experience as yet, you should list babysitting, casual work like mowing lawns or shoveling snow, volunteer work, etc. All these have provided you with learning experiences and have given you basic employability skills.

List your interests and hobbies. These, too, have taught you skills and have given you knowledge which may be useful on the job site. Sometimes an employer will use these as a starting point for conversation in an interview to help you relax.

Give three references. There is some disagreement about whether you should

give complete information on the references or if you should say: “References available on request”. One argument says that employers are very busy. If you don’t provide complete information, you are wasting their time. They would prefer to have the information and the phone numbers of the references without having to call you first. The other argument says that saying “references available on request” give you another contact with the employer and another chance to sell yourself.

We, however, strongly recommend that you give your three references on your resumé.

Please note that there are many different styles of resumé. Books in the classroom show samples of these many styles. You may find a different one that appeals to you when you are writing a resumé for yourself after grade twelve.

View: [Sample Resume](#)



Cover Letters

It is a good idea to give the employer a brief covering letter with your resumé.

The purpose of this letter is to introduce yourself.

If you were actually applying for a paid position, the purpose of your letter would

change focus. Then you would specify the position you were applying for and give your reasons why you believe you would be the right person to fill that position. In your final paragraph you would ask for an interview.

View: [Sample Cover Letter](#)



Arranging the Interview

Once your placement has been confirmed and you have received the contract, you must contact the employer for a "job interview" as soon as possible. Before you call the business, think about what you need to say. Be prepared to state when you would like the interview. If the date and time is unsuitable for the employer, the employer may suggest another time. Or you may have to ask what date and time would suit the employer better. When you call the business, introduce yourself clearly and state why you are calling. Be confident and put a "smile" in your voice! Let your teacher know if you need any help with this.

SUGGESTED SCRIPT

Them: Good Morning. Wood Brothers. How may I help you?

You: Good morning. This is Lisa Simpson. I would like to speak to Mr. Elliott.

Them: One moment, I'll connect you.

Mr. Elliott: Tom Elliot here.

You: Good morning, Mr. Elliot. This is Lisa Simpson, the student from College Heights Secondary School. I will be coming to your business for work experience on March 4th. Would Wednesday afternoon at 4:00 p.m. be a good time for me to meet with you for an interview?

Mr. Elliott: **Unfortunately, I'll be out of the office all day Wednesday at a training workshop. But I am able to meet you at 4:00 p.m. on Thursday or Friday afternoon.**

You: Thursday at 4:00 p.m. would be fine for me too.

Mr. Elliott: **Good! We are all looking forward to having you work with us.**

You: I'm really excited about this work experience too. I'll see you on Thursday at 4:00 p.m. then.

If your contact person is not available when you call, **leave a message, such as:**

You: Could you tell Mr. Elliott that Lisa Simpson, the work experience student from College Heights Secondary called. I would like to meet with Mr. Elliott on Wednesday at 4:00 p.m. He can call me at 964-2331 if that date is not good for him. I'll call back again tomorrow if I don't hear from him.

If you don't leave a message, you may end up playing "telephone tag" for days. But if you leave a message, the employer has something to respond to.

AT THE INTERVIEW:

Be aware that employers judge you on the basis of these three factors:

1. Appearance

2. Communication skills

3. Resumé

Also, be aware that the above factors are listed in the order of importance to most employers.

Watch Video:

[Funny Job Interview Ad](#)

Appearance:

Personal hygiene must be excellent.

That means: brush your teeth, get a haircut, smell of soap, shampoo, deodorant and toothpaste, rather than gym class. Comb your hair, take off the hat!

Wear business-like clothes. Dress "up" even if you will be working in a shop. Jeans, (It doesn't matter that the jeans are "expensive"; they are still unacceptable for many employers!) sweatshirts, baseball caps, stirrup pants, spandex, shorts, jogging suits, etc. are **not acceptable** wear for a job interview.

Some employers rate people on their appearance even if they are just dropping off a resumé in hopes of getting a job interview later. If you show up in jeans to drop off your resumé, your resumé has a good chance of ending up in the garbage can the minute you leave the building.

Be **conservative** in your dress, your make-up, jewelry and hairstyle. That means: **Do not wear clothes that show off too much of your body. No halter tops, no cleavage showing, no bare midriffs, no muscle shirts, no nose rings, belly button rings, eyebrow rings, etc.**

Some people still have prejudices about men wearing earrings, for example. So, do not wear them to the interview. Ask at the interview if you would be permitted to wear it at work. Also ask about wearing nose rings, eyebrow rings, belly button rings, tongue studs, etc.

If you are a male and have long hair, either get it cut or tie it back neatly in a

ponytail.

Take it easy with the make-up and don't gag the employer with too much perfume. Also, the job interview is not the place to wear your black lipstick or black nail polish! Remember the style for an interview is: **conservative**.

Communication Skills:

- Speak clearly and loudly enough to be heard. Don't mumble. Practice in front of a mirror or role play with a partner.
- Don't use slang or swear words. The employer will more than likely be older – don't make him guess at what you are trying to say and he may not like hearing swear words at work.
- Don't limit your answers to "yes" or "no". Have your answers to standard questions thought out before the interview. If you get the employer in a position where she has to pull the answers out of you, she will not be comfortable.
- Smile – it shows a positive attitude and costs nothing!
- Give good eye contact. Look him or her in the eye off and on. Don't stare!
- Use positive body language: That is, sit up, lean in a little to the employer to indicate that you are interested in what the employer is saying.
- If you are a little nervous, say so. The employer will attempt to relax you and will lead the conversation until you are comfortable. It is a good thing to be a little nervous. It shows the employer that you are taking the process seriously.
- Because you will very likely be nervous, you might forget to mention things you had wanted to talk about. So, have those points (or questions you wanted answered) written down and refer to your notes during the interview. This shows preparation and thinking on your part.

Watch Video:

[The Good and Bad of Interviews](#)

Job skills:

You may have acquired skills that could be useful in the work place. Some are so obvious, you may not have thought of them as skills. For others you received certificates and therefore immediately recognize their importance. Check off any you may have acquired through school, extra curricular activities, or through other activities. Some of these skills you may want to include on your resumé. Others you can discuss at the interview.

Watch Video: [Skills To List On Your Resume](#)

SKILLS CHECKLIST

Answer: Yes or No.

- Can use the telephone to give and obtain information.
- Can give change.
- Can use tape measures in both the Imperial and Metric Systems.
- Can use the public transit system (bus).
- Can tell time on both analog and digital watches/clocks.
- Can use personal computers.
- Has a valid driver's license.
- Can follow directions the first time they are given.

Student has received training in:

- WHMIS (If you don't know what this stands for, you don't have it – don't ask now, we will learn about it later).
- Food Safe - Basic Level (part of Foods and Nutrition 11 class)
- First Aid What Level
- Babysitting Course - Certified by:
- Firearm Safety Course – Dated:
- Superhost Certificate – Dated:
- Other

Watch Video:

[Important Tips for Working Teens](#)

Go To

[Lesson 2 Questions](#)



Lesson 3

Expectations

THINGS YOU SHOULD KNOW:

- As a student on a work experience you are considered to be a “worker of the Crown” and you will be **covered by Work Safe BC (Workers’ Compensation Board)**, if you are injured on the job site. If you are hurt, they will not give you money, because you were not earning any. They will, however, pay for any medical bills and transportation to medical appointments, as well as help you with any training needed for the future.
- Your WORK SAFE BC (WCB) coverage is in **effect only in the times and dates stated on the agreement**. You must not work before and after the times and dates stated. **NOT EVEN FOR A FEW MINUTES! DO NOT START EARLY OR STAY LATER!**
- You have **no WORK SAFE BC (WCB) coverage** if you wanted to begin work and you “forgot” to turn in your contract to the teacher or the work experience placement officer. Therefore, **you are not permitted on the job site until the completed contract is on file** at your school and at the work experience office.
- You will **not receive pay** for the work you perform during a job placement. There have been times, however, when an employer gave a gift to a student because of a job well done. You may accept it but don’t expect it!
- You will work under the supervision of a regular worker at all times.
- Your Pre-employment teacher and/or a work experience officer are responsible for monitoring your progress at the job site. They will be in contact with you and the employer throughout the placement by phone, fax, and by personal visits to the job site. **Should any problem or concern arise during the placement, immediately contact the Pre-employment teacher at your**

school or the work experience placement officer at 564-3121. Do not leave the job site on your own if there is a problem!

- Since your teacher or work experience officer are required to monitor (check) your progress during your placement, your placement **should** occur **during school days and school hours** because that is when your teacher and work experience officer are at work. Also, the placement must be at a site which is accessible to your teacher or work experience officer. For example, your teacher has no access to a job site in the bush and your teacher is not on duty to monitor your progress on a graveyard shift (12 to 8 o'clock). You would **not** receive approval from your school for this placement or for these hours.
- If you are requesting a placement at a licensed or an unlicensed day care center, you are required to undergo a **Criminal Records Search**. It is up to the business to request the search. Each licensed or unlicensed day care center will have the blank forms. The search will take a long time, so allow yourself enough time when you request a day care. Ask for the forms in the first semester to go out in the second semester. Otherwise, a placement may have to be postponed while we wait for the Criminal Records Search to be returned. Since the work is **unpaid**, you should not be charged a fee for the search. The RCMP need to be told that your work is unpaid.
- **Transportation** to and from your job interview and to and from the job site for the duration of the placement, is the **sole responsibility of the student and his/her parents**. You will have to sign a form saying that you have solved this problem before you go out.

WHAT YOU CAN EXPECT AT THE JOB SITE:

You can expect to be given **entry-level** type of tasks to do at the job site. What are entry-level tasks? **These are tasks that brand new and, as yet, fairly unskilled employees are assigned to do at any work site.** You will be given these jobs, not because you are seen as "free labour" or a "joe-boy" at the job site, but because you do not as yet have the 1) skills, 2) qualifications, or 3) certificates/licenses to perform the more challenging tasks at that job site. The only tasks that you can safely perform at this time are the entry-level tasks. Cleaning, loading and unloading, shoveling snow, cutting vegetables and pricing items are examples of tasks you might do.

You can expect that there will be some tasks with which you will be able to get some **"hands-on"** experience, many that you can **assist** with, and yet others

which you will only be permitted to **observe**. All three will provide you with valid learning experiences. Doing, helping and watching are ways you will learn.

Your Work Placement Officer and Teacher want to hear from the employer that you are not just standing around and doing nothing when we go do a work experience checkup. We are aware that there will be times in some businesses when it seems like there is very little to do but it is your job to always check to see if there isn't something that can be done when you complete the tasks that you were first given.

WHAT IS EXPECTED OF YOU:

1. Show up every day that you have agreed to be on the job site. Be on time every time you arrive at work or when you return from a coffee break.
2. Call the **employer** and **your Pre-employment teacher** and **work experience placement officer** if you need to be away due to illness or family emergency. Yes, that's three calls! **YOU MUST TAKE RESPONSIBILITY FOR THIS** – don't expect family members to always do this for you. You must call the employer so they do not worry about you and so they can get someone else to do the duties they had given you that day.
3. Follow all the rules of the business from the dress code, work procedures, to safety procedures.
4. Respect and protect the confidentiality of the business whether it relates to the employer, the staff or the customers/clients of the business.
5. Learn about the hazards at the job site and about the safety procedures.
6. Know the location of the First Aid Kit and the fire extinguishers within the first day on the job – you will be asked about this when we visit you.
7. Learn how to get an outside line on the telephone, in case you need to call 911 due to a major emergency at the job site or to call your Work Experience Placement Officer.
8. If your work site is at a location which could be targeted by robbers (convenience store, service station, etc.), you must know the company policy for handling a robbery. Most businesses advise their employees to open the till and back away from it to allow the robbers to help themselves. You are not expected to do anything except keep yourself safe.

9. Know the policy for handling shoplifters. Again, you are not expected to confront the shoplifter. You should immediately, and discreetly, that is, **quietly** inform your supervisor of what you suspect. Allow the regular employees and security people to handle the situation.
10. Wear any protective clothing or equipment that is required at the job site.
11. Report any injury, any damage to the employer's property or equipment. That is:
 - 1) so they can give you medical treatment, or
 - 2) have the broken item repaired.
 - 3) the **responsible** thing to do!
12. Report any incident of sexual harassment, or any other concern you have about the job site to your Pre-employment teacher and/or the work experience placement officer. We will remove you from this site if necessary.

We take these expectations seriously and we expect that you will not only read about them here but do them on your time on a work experience.

CONFIDENTIALITY:

You may be sent to a placement where you may have access to personal files or where you may see things that are "sensitive". It is not simply important that you do not discuss what you see or hear at these places, you will be **required** to sign an **oath of confidentiality**. Something confidential means that you know about it but you can't tell others – it is like a secret!

Scenario:

You are on a work placement at the Wood Wheaton Chevrolet Olds Cadillac Ltd. On your third day you are in the shop when they bring in a vehicle that had been in a serious accident. There have been two deaths and one person was critically injured. When you look at the car, you realize it is the car of a student who goes to your own school. When you return to school after your placement, people crowd around you, as though you were a celebrity, to hear the details. Was there a lot of blood? Was it really smashed up? Was there alcohol involved? What really happened? Did the TV news report everything or did you see things that weren't on the news? Etc.

What would you say to anyone who asked you about the incident?

Name the possible kinds of information that may be "sensitive", and therefore confidential, in the following places:

e.g. The main office of a secondary school who has been suspended.

1. An auto body shop

2. A gas station

3. A regional health unit

4. A restaurant

5. A day care

Watch Video:

[Confidentiality Matters](#)

Go To

[Lesson 3 Questions](#)



Lesson 4

Contracts/Evaluations/Attendance

THE WORK STUDY/WORK EXPERIENCE PROGRAM AGREEMENT

The Work Study/Work Experience Program Agreement is often referred to as the "contract". This agreement provides you with Work Safe BC (Workers' Compensation) coverage for the duration (the whole time) of your work experience placement. The agreement becomes a legal document when the following conditions have been met:

1. **All** the required information is **showing** on the contract. (Your name, address, birth date, parent/guardian name and address, phone number; the name and address of the business, the name of the employer/supervisor, the phone number of the business, the dates and times of the work experience.
2. All the information is **correct**. That is why you must **PROOFREAD!**
3. All the required signatures are showing on the contract.

Before you go on your job interview:

The contract must be signed by:

1. The Work Experience Placement Officer.
2. An Administrator at your school. Get the signature before school, during break, at lunch or after school.
3. You.
4. Your parent or ***legal guardian**.
5. Your Pre-employment teacher.

***Please note:** Your boyfriend, big sister, or the neighbour lady you are staying with while your parents are away on a cruise, are **NOT** your legal guardians. A legal guardian **may** be your social worker but this is only if you are living in a group home or in a foster home. If you are living on your own and are 18 years old or older, you do not need a parent or legal guardian to sign your contract.

If you are 18 years old or older and are living at home with your parents, it

is recommended that you get your parent's signature.

If your parents are out of town, the contract **may be faxed** to your parents and they can **fax back the signed contract** to the school or to the Work Experience Office.

The employer must also sign the contract, but you will ask for the signature at the job interview.

4. The original copy of the contract with the signatures in pen must be on file at the Work Experience Office and copies will be made by your Pre-employment teacher after you get the employer's signature and **BEFORE you begin your placement.**

The Employer, Pre-employment teacher and the Work Experience Placement Officer (original copy) all receive signed copies of the Work Experience Agreement (contract), before the placement begins.

WORK EXPERIENCE EVALUATION AND ATTENDANCE REPORT:

If you were on a work experience placement, you may have been at the job site for two weeks full time. Then it becomes important for you to receive a formal evaluation from your "employer". The school district has a form that is currently used by students going out on work experience. Your work experience officer or Pre-employment teacher will provide you with that **form to give your employer, during the interview.**

You can take control of what will be said about you in that evaluation form, **by asking for feedback about your performance during your placement – perhaps after a few days “on the job”.** In this way, if there are "weak" areas in your performance, you can respond to those areas and try to do better. If you don't ask, they may think you are not motivated to change. Don't leave it until the last day to ask how you are doing because then there is no chance to show the employer that you can do better if things are not going as good as you thought!

Arrangements will be made between you and the Work Experience Placement Officer as to who will pick up the evaluation form either on the last day of the placement or when the employer has it completed. Again, copies must be given to the teacher and the work experience officer. This time, **the white original**

belongs to you.

The answers to these questions are in the lesson. Look back. Look back again as many times as you need to. Look for key words to help you. Don't give up - keep at it until you meet the goal you set.

Go To

[Lesson 4 Questions](#)



Lesson 5

Are you “Job Ready”?

The demand for work places is extremely high. We need each employer who has ever participated in the career education programs to continue to participate. Even one negative experience with a student who was not ready for the experience can completely turn off a supportive employer. We cannot afford to lose any participating employers. You must be a "good risk" for the work experience placement. The **Job Readiness Checklist** is one way of determining your level of readiness.

You should **rate yourself** and the **teacher should also rate you** on another sheet. The results should be compared and discussed and the teacher or work experience officer will make a decision about your level or job readiness.

***Please note**, job readiness also means that you are **physically and emotionally healthy**. It is important for the Pre-employment teacher or work experience officer to know if you have a **medical condition** which might affect your performance on the job placement. For example, if you have epilepsy, asthma, diabetes, are on medication, have severe allergies or vision or hearing problems, **your Pre-employment teacher or work experience officer and your employer** must know about these conditions in order to keep you as safe as possible at the job site. Remember that your safety is top priority!

If you are experiencing severe personal problems, these should be discussed with your teacher or work experience officer. It **may** not be wise to add more stress into your life by sending you out on a job placement. It might be best to wait until your life has become more stable or calm.

JOB READINESS CHECKLIST

****** Student fills out this one ******

Rate as follows:

- | | |
|---------------|------------|
| 4 - Always | 1 - Seldom |
| 3 - Usually | 0 - Never |
| 2 - Sometimes | |

Instructional (In Class):

The Student:

- _____ Attends school regularly.
- _____ Is punctual.
- _____ Completes and hands in assignments in **all** classes.
- _____ Is responsible (does what he/she says he/she will do).
- _____ Demonstrates effort in learning and in doing assigned tasks.
- _____ Can follow verbal (spoken) instructions.
- _____ Can follow written instructions.
- _____ Can follow multi step instructions.
- _____ Can follow demonstrated instructions.
- _____ Gives full attention when assignments/instructions are given.

- _____ Can work on his/her own.
- _____ Can work without allowing himself/herself to be distracted.

Social:

- _____ Is emotionally healthy (not angry all the time, or depressed).
- _____ Gets along with peers.
- _____ Gets along with adults.
- _____ Is courteous or polite to everyone.
- _____ Is trustworthy, does not lie.
- _____ Shows respect for authority.
- _____ Knows how to shake hands.
- _____ Uses positive body language (examples: smiles, sits up, looks people in the eyes).
- _____ Uses language free of slang and profanity (swear words).
- _____ Is assertive (gets what he/she needs without pushing people around), when appropriate.
- _____ Can introduce himself/herself.
- _____ Can resolve conflicts with peers (doesn't have to fight to solve problems).
- _____ Can resolve conflicts with adults.
- _____ Can carry on simple conversations.
- _____ Uses different manners, behaviours and speech when interacting with adults and supervisors than when interacting with peers.

Physical:

- _____ Is physically healthy.
- _____ Is careful about personal hygiene.
- _____ Dresses appropriately for different activities.
- _____ Is well groomed.

If you scored mostly 3's and 4's you are a "good risk for placement". If you scored mostly 0's, 1's and 2's, **you are not ready**, at this time, for a community-based work experience. You will be made aware of what you need to change. Specific skills must be worked on and you can then be re-evaluated.

PLEASE REMEMBER:

The employer is under no obligation to accept students at the job site. They are doing you a favour by accepting you and you must remember that you are a guest at the job site. Behave accordingly.

Let your good common sense be your guide at the job site:

- Be sensitive to the work flow.

Is there a big order that has to go out by noon? Did a bus load of tourists just arrive at the restaurant for lunch? Is the mechanic you've been assigned to shadow, working on a flat rate basis, (Flat rate means that he/she has been given a pre-set amount of time to complete the work order and if he/she goes over that time allotment, he/she loses money.)?

If your supervisor appears rushed and under pressure, attempt to either help, or stay out of the way. This is not a good time to engage in idle "chit chat" or to ask questions about the business.

- Remember your position at the job site.

You are not part of their team and you are not an adult. You are a guest and you are young person. Be careful not to act too familiar, too casual with your supervisors or with the workers at the job site. You cannot treat them or speak to them in the same manner that you would treat or speak to your classmates. So, do not butt into conversations. Be careful not to joke too broadly. Avoid using too much slang and do not swear.

- When customers/clients approach you and you cannot answer their questions, identify yourself as a work experience student and immediately find a regular employee to assist the customer. Do not walk away or try to ignore the customer in the hope that they will go away. If they do – you may have lost the business a customer!

Watch Video: [Being Professional At Work](#)

UNACCEPTABLE BEHAVIOURS:

- Treating the job placement as a holiday, out-of class time. For example, saying, "It's certainly better than being at school" . . .
- Being unmotivated and showing that you are bored. Not asking questions. For example, having the teacher or work experience officer talk to you about doing a better job every time we see you.
- Allowing friends or family members to visit you on the job site.
- Operating machinery or equipment without proper instruction or permission. **Never** assume that they want you to learn by trying to learn on your own on their machinery or with their equipment without proper instruction. They don't want you to get hurt and they don't want their equipment to get wrecked.
- "Horsing around".

- Theft from the employer or from his/her staff members or clients. They **do** know what they have in stock and you will be “fired” if they find that stock is missing.
- Vandalizing. An example of this is writing or drawing on their things.
- Showing up at work drunk, stoned or high, hung over, too tired or too sick to work.
- Gossiping about the employer, the staff, customers or clients, either in the work place or outside of the work place.
- Calling in sick when you just want to hang out with your friends.
- Not following company policies or procedures.
- Forgetting to call all **three** places if you really are sick or need to be away from work. Call the employer first. Then call either your Work Placement Officer or your Pre-employment teacher next.

Watch Video: [Working Teens](#)

ATTITUDE AND BEHAVIOUR CHECK:

Scenario:

It's 9:00 a.m. Saturday in a busy heavy duty mechanical shop. Joey is a seventeen-year old high school student who works part-time at the shop. He's in his final year of school and is hoping to get noticed so that he can get an apprenticeship. He's worked four week-ends now and feels comfortable with the routine.

Joey has been told to pull the back wheels off a truck. He's having a little trouble. He moves to a mechanic's open tool box, rummages through it and helps himself to the tools he needs. He finishes part of the job and forgets the tools on the floor.

Next Joey has to clean the inside of a cab before the truck is returned to its owner. He's about to dust the dashboard when he notices a folded up \$20 bill. "This could come in handy tonight!" he thinks and quickly shoves the money into his coverall pocket.

He's bored and is dying for a smoke. He finds a quiet corner and kills a few minutes. Joey remembers that he's supposed to go to a party later that night. He walks into the foreman's empty office and uses the phone. Joey kills a few more minutes discussing the details of the party with his girlfriend. He glances at the clock. "Oh man! There's still ten more minutes to coffee break." He can't believe how slowly the clock is moving.

Luckily, Wendy, the pretty, young driver of the courier van comes in with a

delivery. He's beside her in a blink. "Nice jeans, Wendy!" He leers and moves as close to her as possible, offering to help her carry the small package she obviously can handle by herself. "I think I can handle it!" Wendy snaps and walks past him quickly. "Come back anytime, Sweet Jeans!" he calls as she climbs back into her van.

It's finally coffee break time. Joey is the first one in the lunch room. He's forgotten to bring himself a cup so he picks up one that says: "World's Greatest Dad". He desperately needs a cigarette but has run out. So, he goes through the pockets of some jackets that are hanging over the chairs. He finally finds a pack but now has to search for matches.

Other mechanics and partsmen now crowd into the room. There is lots of laughing and joking and Joey really enjoys the mock insults and the casual, easy relationship the men have with each other. A mechanic in his forties has checked the sink and cupboards for his cup. He finally bellows: "Who's got my cup again?" Joey keeps slurping his coffee noisily. Somebody points out that Joey is using the cup. Now Joey blurts out: "Sorry, Baldy! I didn't know you were the world's @*!# @ greatest **daddy!**" He's joking the way he has heard the other men joking.

But "Baldy" is clearly offended. "I'm **Pete** to you, boy. Wash out my cup and don't use it again without asking permission. And while we're at it. I'm missing tools from my bench again. If you used them, they had better be back, clean and in the right spot when I get back downstairs! By the way, tie up your boot laces before you trip and kill yourself or get hot metal down your boots. And button up your shirt. This is a work place not a place to pick up girls!

Joey is hurt and mortified. This is not the reaction he had expected! He wants to be liked and accepted.

State four things Joey could have done differently, so that he would have gotten respect as well as the acceptance he wanted.

- 1.
- 2.
- 3.
- 4.

Name three of Joey's behaviours that are illegal:

- 1.
- 2.

3.

Just before Joey's probation period (trial period) comes to an end, the manager of the company will complete a formal evaluation report on Joey's performance. At that time the manager will make a recommendation either to continue Joey's employment or to terminate it. The manager will speak to the foreman and the mechanics Joey has worked with, to receive their input and feedback on Joey's performance, personality and work habits.

What do you think the foreman and the mechanics will say about Joey's performance, personality and work habits? In very brief form, give as many of these ideas as possible.

Performance:

Personality:

Work Habits:

If Joey continues to behave in the way described, will he be offered an apprenticeship?

Yes

No

Go To

[Lesson 5 Questions](#)

Lesson 6

WorkPlace

Safety

SAFETY:

You will be sent to **real** work sites. You will be exposed to **real hazards**. Some job sites are more dangerous than others. For example, there are fewer hazards in an office setting than in a mill, shop, or restaurant setting. However, accidents are possible at **any** job site. You may be surprised to hear that Work Safe BC (Workers' Compensation Board) receives most of the injury claims from retail settings (stores) and from service settings. Apparently, workers in heavy industrial settings are very aware of the dangers of their job and consciously work at keeping safe.

It is your responsibility to become aware of the hazards at the job site and to protect yourself against injury.

Look through the Employer's List binders to find a possible work site that interests you.

1. **Name the job site you are requesting for a work experience placement or the type of job site you are requesting:**

2. **Name three possible hazards that may exist at this job site:** (You need to think of these on your own. Talk to others who may have gone on work experience before or who have part time jobs.)
 - a.
 - b.
 - c.

3. **Name three examples of common safety gear a worker may be required to wear at a job site:** (You need to think of these on your own. Remember field trips that we have been on and what we had to wear.)

- a.
- b.
- c.

Before you go on work experience you **must** view the videotape: **Safety and the Young Worker**.

Watch the Video: [Safety and the Young Worker](#)

After watching the videotape: Safety and the Young Worker, produced by Workers' Compensation Board (Work Safe BC) answer the following questions:

1. **Why are people in the 15 - 24 years old age group more likely to be injured on the job than other workers:**
 - a.
 - b.
 - c.
2. **Name two safety-related rights that workers have on the job:**
 - a. right to
 - b. right to
3. **Most accidents are preventable.**

TRUE or **FALSE**

4. **The videotape listed three safety-related responsibilities that workers have on the job.**

Name one:

Please read the information on the sheet called: **Procedure To Be Followed In Case Of Student Injury.**



PLEASE NOTE THE FOLLOWING INFORMATION IS REQUIRED ON THE FORM 7 (WORK SAFE BC (WCB) ACCIDENT REPORT):

Have This Information Ready:

- Personal information (name, birthday, Social Insurance Number, address, phone, etc.)
- Date and time of the injury.
- What you were doing at the time of the injury.
- What part of your body was injured.
- The name of the person to whom you reported the injury at work.
- The name and address of the doctor who treated your injury.



Remember the Paperwork

SEXUAL HARASSMENT IS AGAINST THE LAW

Part of keeping our students safe on the job, is informing them of all possible kinds of hazards. Sexual harassment is something from which we wish to protect our students. Businesses are aware that they can face severe penalties, if they allow sexual harassment to occur. However, you, the student, also have a responsibility to behave in such a way that you will not be placing yourself at risk of being harassed. That means, you must learn to recognize what sexual harassment is. You need to know that you should never ignore it. You must immediately confront the harasser and tell him/her that the harassing behaviour is offending you and you must tell the harasser to stop the offending behaviour.

You also have a responsibility to avoid being seen as a harasser yourself. Think about what you say. Are your jokes appropriate or could they be offending someone? We are all aware that inappropriate touching and assault are forms of sexual assault. **But be aware that words, jokes, gestures, etc. can also be forms sexual harassment.**

What is Sexual Harassment?

Any unwelcome sexual advance, request for sexual favors, and other verbal or physical conduct of a sexual nature that is severe or pervasive enough to create a hostile or intimidating work environment.

How Does Sexual Harassment Affect Your Workplace?

In 1981, *Redbook Magazine* interviewed 140,000 men and women concerning sexual harassment. Their findings revealed that 80 % of the persons interviewed believed they had been sexually harassed. Which type of harassment do you believe was cited most frequently? Hint – keep reading to the next paragraph.

The type of harassment most frequently mentioned by those interviewed was that type which created a hostile or offensive work environment: **eg. words, jokes, gestures.**

Sexual harassment is damaging in the workplace. It affects the individuals harassed and the person(s) accused, who may be innocent. It can go even further than that. It can affect the bottom line of the employer, be it a school, corporation or governmental entity, as well as reaching into the pocketbook of supervisors, managers and co-workers. Sexual harassment can affect the entire life of an organization and its members.

List below how you think sexual harassment affects the following: (How do they feel? Are there any legal consequences for them?)

The Victim:

The Accused:

The Organization:

IF YOU HAVE BEEN HARASSED ON THE JOB:

If the harasser is a customer or a client or another worker at the job site, immediately report the incident to your supervisor. If the harasser is your supervisor, immediately contact your job education teacher or your work experience officer. If you need transportation from the job site, tell your teacher or work experience officer. Your placement will be ended. If a criminal assault has occurred, you will be advised to contact the RCMP to file a complaint.

Watch Video: [Harrassment at Work](#)

Watch Video: [Teens at Work](#)

Lesson 7

FINAL TASKS TO DO FOR A WORK EXPERIENCE PLACEMENT:

Arrange to write your test on the information given in these seven lessons. If you receive a good mark (80% is a pass) on this test and if your teacher confirms that you are "job ready", you may be able to go for a work experience placement.

Now you have to get the paperwork done. Some of the forms need your parents' signature as well as yours. Make sure that you have completed all the forms and returned them to your Pre-employment teacher.

Since you will have to do a "reflective" (thinking back) type of activity at the end of your placement, it is suggested that you **keep a "log" or "diary"** of your activities at the work site.

You are responsible for informing your elective teachers of your intention to participate in a work experience placement. You must have your elective teachers sign a form that your Pre Employment teacher will give to you when you ask. You are **not responsible for keeping up with any school work** you may miss while you are out on work experience unless your IEP says that you must.

At the end of your placement, **write a thank you letter** to your employer. This is good manners and it is also good public relations which will help to maintain a healthy relationship between employers and the work experience programs. You are a representative of these programs.

******* In order to receive credit for your work experience hours, complete all the necessary paperwork. *******

Your Work Experience Placement Officer will record your hours in the Community Information System (database) at the District Career Programs Office. You will get a copy of your hours completed at the end of the year. Keep it safe. You might be able to use it when you apply for a real job.

Good luck on your placement! We sincerely hope that you find the experience interesting and useful.

