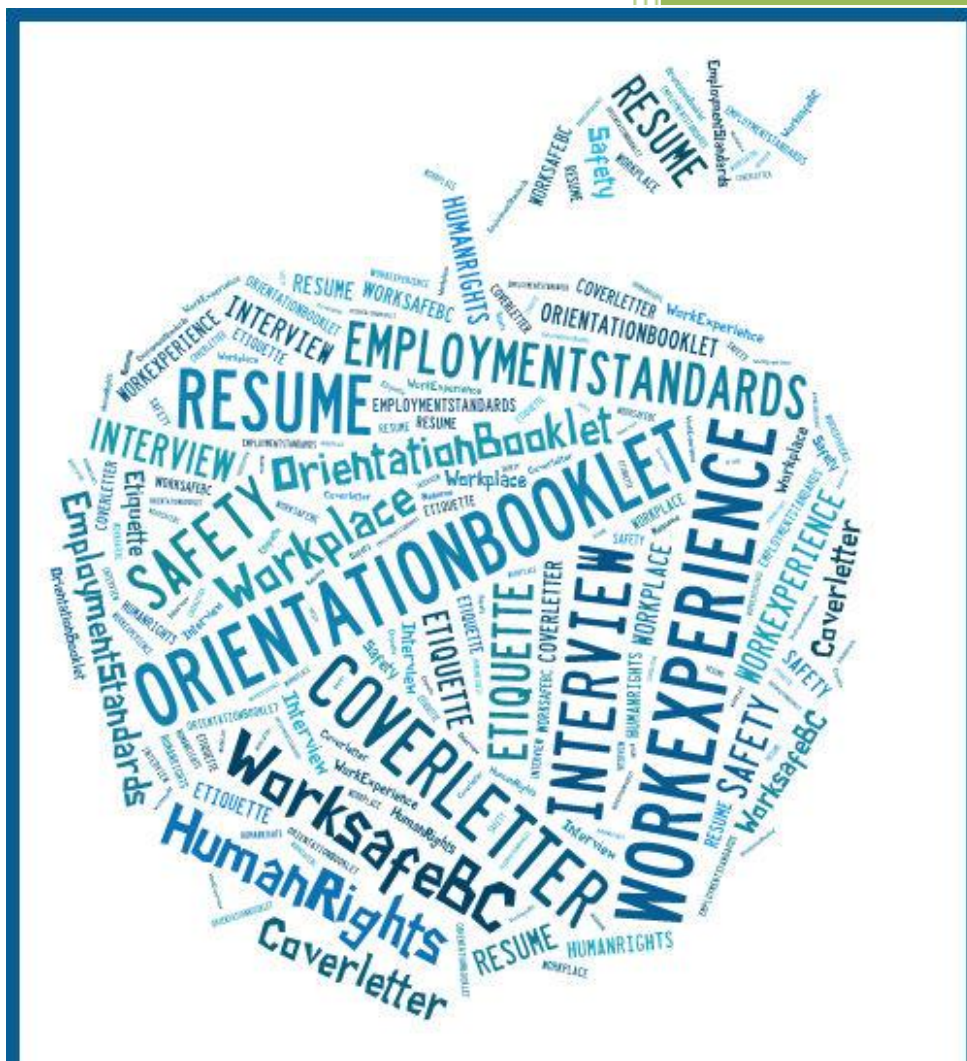


# Work Experience Orientation Booklet



Working to Learn  
Learning to Work

## CAREER PROGRAMS

### Work Experience – Student Orientation Booklet

The following information is provided to help prepare you for your work experience and to help you complete some of the work experience documents that your Career Programs Advisor will provide to you, prior to your work experience placement. Students who choose the WEX12A Career Preparation 90 hour work experience program can use this booklet as a resource in completing the grade 12 Career Portfolio Project, which is worth 20% of the final mark for WEX12A.

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This resource is available from your Career Programs Advisor. Electronic copies available at [www.sd41.bc.ca](http://www.sd41.bc.ca) under the PROGRAMS menu, select SECONDARY, then CAREER PROGRAMS

## TIPS FOR WRITING RESUMES

Your resume is your first impression. It is important that you do it well! Here are some tips:

- Make an outline – a quick list of all possible experiences
- Keep it short – one page is ideal for youth
- **Proofread! Proofread! Proofread!** – remember it is your first impression
- Do not include: birth date, political or religious beliefs and personal photos
- Make sure your contact information is current and appropriate
- Use dynamic words – see **Action Verbs List** and **Skills I Have Learned**
- Use good quality paper

### Include All Your Activities

You may not have much actual work experience yet, so it is important to draw upon all aspects of your life:

- school activities
- volunteer work
- academic, artistic and athletic pursuits
- hobbies and interests
- people who can provide a reference

These aspects of your life will demonstrate: your character, your work ethic, your skills and your personality that will help you succeed in your search for employment.

### Formatting Tips

**Contact information:** should be at the top of your resume and should include your name, address, phone number(s), and email address (professional please).

**Objective:** you may want to use this heading when targeting your resume to a specific industry (culinary, retail, etc.) or employer/organization. You may wish to identify specific skills you have to offer. Keep it brief and succinct.

**Education:** this will most likely be your next heading as you may not have acquired much work experience at this point in your life. Highlight specific courses taken inside and outside of school, academic achievement, leadership skills and roles, etc.

**Experience:** include both volunteer and work experiences (paid and unpaid). List the employer/organization, dates of experience, supervisor and job title, and duties and responsibilities. List your experiences in order beginning with the most recent experience. Use dynamic active words – see *Action Verbs List and Skills Learned List*

**Other Possible Headings:** Skills, Awards and Achievements, Interests/Hobbies, Languages Studied and Spoken, Certifications, Personal Attributes, etc.

**References:** a reference is someone who agrees to speak to a potential employer about you and your abilities in a positive way. Identify two people who could provide information on you and your skills. One of your references should be able to speak about your personal skills and abilities. The second reference should be able to speak about your work ethic and your work experience and volunteer work or community service. Possible references may include a teacher, coach, employer, volunteer coordinator, community group leader, family friend, etc. Be sure that you have identified and spoken to your references prior to submitting your resume. Provide the name and contact information for each of your references.

Use the following to assist you. The list of action verbs below, the skills I have learned on the next page, and the sample resume.

## Action Verbs

Try to incorporate some of these action verbs in the descriptions of your experiences on your resume.

<p><b>Management Skills</b></p> <p>Administered Analyzed Assigned Chaired Consolidated Contracted Coordinated Developed Directed Evaluated Executed Improved Increased Organized Oversaw Planned Prioritized Produced Recommended Reviewed Scheduled Strengthened Supervised</p>	<p><b>Research Skills</b></p> <p>Clarified Collected Critiqued Diagnosed Evaluated Examined Extracted Identified Inspected Interpreted Interviewed Investigated Organized Reviewed Summarized Surveyed</p> <p><b>Technical Skills</b></p> <p>Assembled Built/Calculated Computed Designed Devised Engineered Fabricated Maintained Operated Overhauled Programmed Remodelled Repaired Solved Upgraded</p> <p><b>Teaching Skills</b></p> <p>Adapted Advised Clarified Coached Communicated Coordinated Demystified Developed</p>	<p>Enabled Encouraged Evaluated Explained Facilitated Guided Informed Instructed Persuaded Set goals Stimulated Trained</p> <p><b>Financial Skills</b></p> <p>Allocated Analyzed Appraised Audited Balanced Budgeted Calculated Computed Developed Forecasted Managed Marketed Planned Projected Researched</p> <p><b>Creative Skills</b></p> <p>Acted Created Customized Designed Developed Directed Established Founded Illustrated Initiated Instituted Integrated Introduced</p>	<p>Invented Originated Performed Planned Revitalized Shaped</p> <p><b>Helping Skills</b></p> <p>Assessed Assisted Clarified Coached Counseled Demonstrated Diagnosed Educated Expedited Facilitated Familiarized Guided Motivated Referred Rehabilitated Represented</p> <p><b>Clerical or Detail Skills</b></p> <p>Approved Arranged Catalogued Classified Collected Compiled Dispatched Executed Generated Implemented Inspected Monitored Operated Organized Prepared Processes Purchased Recorded</p>
<p><b>Communication Skills</b></p> <p>Arranged Authored Collaborated Convinced Developed Directed Drafted/edited Formulated Interpreted Mediated Moderated Negotiated Persuaded Promoted Publicized Reconciled Recruited Translated Wrote</p>			

Try to incorporate some of these skills in the descriptions of your experiences on your resume.

<b>SCHOOL SUBJECT</b>	<b>SKILLS I HAVE LEARNED</b>	<b>OTHER SCHOOL ACTIVITIES</b>	<b>SKILLS I HAVE LEARNED</b>
<b>Physical Education</b>	Field hockey, lacrosse, basketball, volleyball, fitness test, wrestling...work in a team, compete fairly, coordinate mind-to-body movements, assess and react quickly to situations, endure hard physical work.	<b>Extra Curricular Activities Group Leadership Activities</b>	organize activities, communicate information, work in a group, manage time, lead a group activity, participate in a group activity
<b>French</b>	novel studies, projects, conversation, grammar, vocabulary, learning songs, read, write, and think in another language, learn about another culture, memorize verbs and vocabulary, structure ideas logically	<b>Electives</b>	imagine, explore possibilities, visualize ideas, set and attain goals, work hard physically, learn new things
<b>Math</b>	problem solving, decimals, percentages, fractions, add, subtract, multiply, divide, analyze data, recognize numerical patterns, solve problems, correct mistakes, think abstractly, think logically, read graphs and charts, estimate	<b>Field Trips</b>	talk with others, observe, take notes, enjoy self, learn new things, adapt to changing situations
<b>Design and Technology</b>	construction, design, model building, using tools to plan a project, organize materials, follow directions, use tools safely, do precision work, cut according to measurements, create things from own ideas	<b>Pizza Day/Hot Dog Day</b>	estimate costs, fundraise, budget, advise people, plan how food will be delivered and served, enjoy self
<b>English</b>	public speaking, reading, debating, creative writing, book reports, essays, stories, poems, spelling, grammar, create and express ideas, structure ideas, logically, write and speak well, analyze thoughts, combine ideas, use correct spelling and grammar	<b>Joining Clubs</b>	arrange or organize social gatherings, interact with others, assign responsibilities, translate ideas into action, express thoughts
<b>Health</b>	human sexuality, nutrition, stress, gather information, develop a positive attitude toward personal health and healthy living	<b>Assemblies</b>	discipline self, behave appropriately, follow rules, listen and retain information from a group setting, encourage school spirit
<b>Music</b>	sing, play a musical instrument, read music, listen to music, sing in tune, compose music, play an instrument, identify rhythms and patterns, entertain and perform in front of others, memorize words and music	<b>Sales</b>	organize, be responsible and accountable, budget money, interact with community, convince others to buy
<b>Art</b>	cartooning, drawing, sketching, colouring, painting, sculpting with clay and plaster, express feelings, think imaginatively, pay attention to detail, solve problems, think in three dimensions, read, interpret and create symbols	<b>Library</b>	read, work quietly and independently, organize and collect information, ask questions, concentrate
<b>Geography</b>	mapping, geography dictionary, construct a plan or project, learn about weather, analyze current events and other countries and cultures, read charts and maps, use numerical estimation	<b>Intramurals</b>	be enthusiastic, cooperate, deal with pressure, keep commitments, enjoy self, work hard physically, encourage team spirit
<b>History</b>	Canadian history, watch videos, create projects, read text books, learn from past and apply lessons to present, recognize cause and effect, research, analyze	<b>Lunch and Recess</b>	interact with others, plan time, use proper manners, adapt to changing situations, make friends, stand up for self, respect others
<b>Projects</b>	research, take notes, create a presentation, poster, report, assess and analyze information, find relevant facts, imagine, plan and organize, work in a group, compromise, respect other's ideas, meet deadlines	<b>Helping Teacher</b>	be responsible, follow instructions, organize events, deal with people, role model good behaviour
<b>Science</b>	experiments, research, find solutions, scientific theory, explore, predict and observe results, classify reactions, recognize substances, follow instructions, handle dangerous substances carefully	<b>Spirit Day</b>	participate in a group, motivate self and group, respect others' abilities and feelings, practice safe actions

Try to incorporate some of these skills in the descriptions of your experiences on your resume.

<b>WORK AT HOME</b>	<b>SKILLS I HAVE LEARNED</b>	<b>PLAY ACTIVITIES AT HOME</b>	<b>SKILLS I HAVE LEARNED</b>
<b>Making my Bed</b>	be responsible, motivate self, clean up after self, create a routine, perform repetitive tasks	<b>Doing a Science Project at Home</b>	create ideas, plan a project, prepare a presentation, prepare or make things ready, follow instructions
<b>Doing the Dishes</b>	be responsible, motivate self, help others, contribute to group	<b>Music</b>	entertain others, express feelings, listen intently, create something new, express thought and moods, enjoy self
<b>Cleaning up my Stuff</b>	be responsible for own things, organize and sort objects, be neat and organized	<b>Build Things</b>	organize materials, plan project, be accurate, follow directions, complete project
<b>Doing the Laundry</b>	organize time, follow directions, read labels, charts and tables, sort things, complete tasks, be independent	<b>Leisure</b>	interact with people, imagine new approaches, follow rules, be honest, solve problems, strategize, enjoy self
<b>Cleaning the Bathroom</b>	motivate self, complete tasks, contribute to a group, apply scientific knowledge of chemicals	<b>Friends</b>	be sensitive to others' feelings, interact with people, show respect for others, listen, give and receive advice, keep secrets, be responsible for own actions
<b>Dusting</b>	be observant, perform repetitive tasks, be thorough and perform quality work, be efficient	<b>Arts</b>	amuse self, interpret reality, express ideas and feelings, pay attention to detail, clean up after self
<b>Taking out the Garbage</b>	organize time, sort objects, remember dates, be aware of environmental issues, create and perform a routine	<b>Making Crafts</b>	create something new, use ordinary items in creative ways, coordinate hand and eye movements, be patient, pay attention to detail
<b>Washing the Floor</b>	do quality work, use tools properly, work independently and efficiently	<b>Computers</b>	be curious, program a computer, analyze information, type, teach others
<b>Cooking Food and Baking</b>	measure accurately, prepare and plan, follow directions, act safely, share with others	<b>Reading</b>	read, absorb information, imagine, draw conclusions, learn grammar and spelling
<b>Planting Flowers</b>	work hard, complete tasks, follow directions, work with hands	<b>Playing Video Games</b>	learn patterns and programs, solve problems, enjoy self, be curious, coordinate hand and eye movement
<b>Mowing the Lawn</b>	operate machinery safely, work hard physically, respect others, perform quality work	<b>Shopping and Spending Money</b>	estimate costs, budget money, make decisions, evaluate choices, compare products
<b>Babysitting</b>	be responsible and accountable, be gentle and caring, schedule own time and time of others, read "to do" lists, memorize telephone numbers, practice first aid, interact with others	<b>Sports/Activities</b>	deal with pressure, lead others, be physically active, be determined and committed, concentrate, know role as team member
<b>Scrape Ice/Snow off the Car</b>	plan time, work hard physically, respect others		
<b>Raking Leaves</b>	work hard physically, be energetic, perform repetitive tasks, do quality work		
<b>Shoveling</b>	be energetic, motivate self, work hard physically		
<b>Taking Care of Animals</b>	be responsible, be gentle and caring, be clean, plan time, patience		
<b>Watering the Lawn and Plants</b>	motivate self, organize time, be aware of environmental issues		
<b>Taking Telephone Messages</b>	summarize and record information, ask questions, spell names correctly, listen carefully		
<b>Doing my Homework</b>	manage stress, schedule own time, plan, motivate self, discipline self, focus on task		

**SAMPLE RESUME:** Please note, that this sample is longer than one page to demonstrate various sections you might use. Typically one page is the maximum for student resumes.

## Ivanna Job

#202 – 3921 Rumble Street  
Burnaby, BC V5J 2X1  
H: (604) 555-1111 C: (778) 555-5555  
ivannajob@jotmail.com

**OBJECTIVE** To obtain a part-time sales associate position

**EDUCATION** Burnaby South Secondary, Burnaby, BC  
Currently enrolled in Grade 11

### *Academic and Special Courses*

Math 11	Business Computer Applications 11
Biology 11	Art 11
Drafting 11	Accounting 11

## AWARDS AND ACHIEVEMENTS

2013	St. Johns Ambulance Standard First Aid Certificate
2011	Top Student of the Year in Math 9
2011	Bronze Medallion – Swimming
2009	Girl Scout Leader

## WORK EXPERIENCE

**June 2013 – present** Cashier/Server, McDonalds, Metrotown Mall, Burnaby BC  
-served customers, managed cash register, balanced cash float, responsible for general clean-up of service area.

**2011 - present** Babysitter, for Mrs. Smith, a neighbour, Burnaby, BC  
-cared for two children aged 4 and 7 years old, made snacks and took children on outings to the park during the day.

**July, 2013** Office Assistant, Burnaby Temps Head Office, Burnaby, BC  
-during a one-week work experience program, I inputted accounting data into an Excel spreadsheet, filed customer account information and assisted with photocopying and faxing office correspondence.

**January, 2012 – May, 2012** Sales Clerk, Build a Bear, Metrotown Mall, Burnaby, BC  
-assisted customers with purchases, restocked merchandise and helped to maintain tidy merchandise displays. Responsible for general store clean-up.

**SAMPLE RESUME:** Please note, that this sample is longer than one page to demonstrate various sections you might use. Typically one page is the maximum for student resumes.

## **VOLUNTEER EXPERIENCE**

- September, 2011-  
December, 2012** Hospital Resident Volunteer, St. Frances Care Center, Burnaby, BC  
-visit with hospital residents every Saturday for 3 hours, assist volunteer coordinator with arts and crafts with residents, assist on outings, and assist a few residents on neighbourhood walks.
- May, 2011 –  
August 2012** SPCA – Animal Assistant, Burnaby SPCA  
-assisted with the cleaning of animal cages, brushing cats and small animals, walking dogs, and visiting unclaimed animals
- December, 2010** Volunteer for UNICEF at Christmas, Vancouver, BC  
-assist for three days during Christmas season to collect donations for UNICEF and sell calendars and UNICEF cards

## **OTHER SKILLS AND ATTRIBUTES**

- computers: familiar with Microsoft Word, Excel, PowerPoint and Basic Web Page design
- Class 7N Drivers License
- typing: touch type 40 words per minutes
- other languages: basic conversational French, fluent in Portuguese
- hardworking, honest, reliable, excellent numeracy skills

## **ACTIVITIES AND INTERESTS**

- school sport teams: senior girls' basketball and volleyball
- hobbies: tennis, surfing internet and creating web-pages, collect baseball cards
- leadership skills: current member of Sports Council at school, group leader in Girl Scouts, Junior Leadership student in Grade 10

## **REFERENCES AVAILABLE UPON REQUEST**



## TIPS FOR WRITING COVER LETTERS

Your cover letter is an important marketing tool. The cover letter introduces you to the employer and indicates why you think you are the right person for the job. Here are some tips:

**Length:** make it short and concise, no longer than one page. Only include information that is relevant to the job you are applying for. Use quality paper.

**Contact information:** should be set up the same way as it appears on your resume

**Employer contact and address:** research the company and identify the name and title of who you would like to receive the letter. Include the contact's full name and complete mailing address.

**Salutation:** should include the last name of the contact person along with the title of Ms., Mr. etc. Example: Dear Mr. Smith:

**First paragraph:** state your interest in the job/position and how you became aware of the opportunity.

**Second paragraph:** it is very important to research specific details of the company you are applying to and mention them in your letter. Briefly highlight your experience and skills that you can offer to the company/organization. Use dynamic verbs to make it interesting and refer the employer to your resume. **Focus:** study the job qualifications and focus your letter on your skills and abilities and how they match with the stated qualifications.

**Third paragraph:** thank the contact for considering your application and indicate your desire to meet with them to discuss the position further and how best to contact you (email, cell phone, etc.)

**Proofread and sign:** make sure there aren't any spelling mistakes or errors. Sign the letter between the complementary closing and your typed name.

**Refer to Sample Cover Letter on next page for further information.**

## SAMPLE COVER LETTER

Ivanna Job  
#202 – 3921 Rumble Street  
Burnaby, BC V5J 2X1

September 10, 2013

Ms. Jennifer Burton  
Day Camp Director  
FunRec Day Camp  
22 Beaverbrook Crescent  
Burnaby, BC V3J 7X5

Dear Ms. Burton:

I am interested in applying for the position of Junior Day Camp Leader at FunRec Day Camp as advertised on a flyer in the Career Centre at my high school.

I love summer camp. As you can see from my resume, until last year, I spent a month of every summer as a camper at Camp Sunfest, an educational camp for children. Over my years there, I learned 50 camp songs and many activities. I learned how to set an example for the younger campers and to be a positive role model. I was often responsible for planning and leading games and craft activities.

I will be finishing Grade 11 in June and will be available all summer. I think I would make an excellent day camp leader and I look forward to hearing from you about an interview. You can reach me at 604-555-1111 or via email at [ivannajob@jotmail.com](mailto:ivannajob@jotmail.com). Thank you for your time and consideration.

Sincerely,

*Ivanna Job*

Ivanna Job

## INTERVIEW CHECKLIST

### Before the Interview

- Become familiar with the company - learn more about the company by **researching online**
- Prepare a list of **typical interview questions** that might be asked
- **Prepare and practise answers** to these questions
- Prepare two or three relevant **questions that you will ask**

### Detail Preparation

- Confirm the **exact location and time**
- Plan your transit route to ensure you **arrive early**
- Plan and organize **what to wear** (business appropriate)
- Remember important **grooming details** (hair, hands, nails, minimal scent etc.)
- Prepare a **folder** to take with you:
  - **your resume & list of references**
  - **pen & paper** to take notes if necessary
  - your list of **questions to ask** at the interview

### Arriving at Interview

- Go **alone**—no friends!
- Arrive at least **15 minutes early**
- Find washroom, check your appearance and **wash your hands with soap**
- **Turn off** your phone
- First impressions count: **introduce yourself politely to the receptionist**

### During Interview

- Introduce yourself clearly, **shake hands firmly** and smile
- Make eye contact and say the interviewer's name clearly
- **Wait** to be asked to sit down
- Maintain **eye contact** throughout the interview
- Sit up **straight** and avoid “nervous mannerisms”
- Answer questions **positively**
- Focus on your **strengths**
- **Have your questions ready** when the interviewer asks if you have any

### End of Interview

- **Thank the interviewer** for his/her time
- Politely ask when you can expect to be contacted regarding a decision
- **Maintain eye contact** and **shake hands firmly** as you leave

### After the Interview

- Send a **thank you card or an email** expressing appreciation for the interviewer's time and the opportunity to learn more about the position

## TYPICAL INTERVIEW QUESTIONS

Interviewers utilize some of the questions listed below to help them decide whether you are the best person for the job. To answer questions such as: “tell me about yourself”, you need to **focus** on your **interests**, **skills** and **accomplishments** relevant to the job.

**A good source for preparing answers to these questions is:**

**[www.best-interview-strategies.com/questions.html](http://www.best-interview-strategies.com/questions.html)**

- Tell me about yourself.
- What five words best describe you? (be prepared to support these with examples)
- What are some of your strengths and weaknesses?
- What are your favourite subjects in school and why do you like them?
- What do you do in your spare time?
- What has been your greatest school or work-related accomplishment?
- Give an example of how you are able to work under pressure.
- Describe an experience where team work was an important aspect.
- Why do you feel you are a good candidate for this job?
- Where do you see yourself in five years? ten years?
- Why do you want to work here?
- What do you want to get out of this experience?
- Describe a difficult school or work situation and how you handled it.
- How would your teachers describe you?
- How would your fellow students describe you?
- What was the toughest problem you've had to face and how did you overcome it?
- What are you most proud of?
- What have you done that shows initiative and willingness to work?
- Do you prefer working independently or on a team?
- What have you learned from some of the jobs you have held?
- What are your educational goals?
- What appeals to you about this area of study?
- What career/s are you considering and why?
- What are the most important rewards you expect from a career?

## WORKPLACE SAFETY

**Are you safe at work?** Every year, hundreds of youth are injured or killed on the job, many of them within days of starting a new job. In 2006, 97 workers between 15 and 29 died in the workplace in Canada. You and your employer each have rights and responsibilities for creating a safe and healthy workplace. Want to learn more? Start by reviewing the information below.

### The Basics:

#### Why is health and safety awareness important?

- **It could save your life!**
- Proper training is vital for your safety and could prevent you from getting injured.
- You need to be aware of potential hazards in the workplace.
- You need to help others become aware.
- You need to know what protection and compensation are available to you.

#### You have three fundamental rights as an employee

- The right to know;
- The right to participate; **and**
- The right to refuse unsafe work.

#### Employer's responsibilities:

- To provide a safe and healthy workplace.
- To train employees on potential hazards and to ensure employees have the required certification.
- To correct unsafe actions and conditions.
- To ensure protective equipment is available and being used.
- To report and investigate all accidents and incidents.

#### Employee's responsibilities:

- To know and comply with all regulations.
- To protect yourself, your co-workers and members of the public who may be affected by your actions.
- To report unsafe actions and unsafe conditions to your employer.
- To use protective equipment, as required by the employer,
- To report any accident, incident, or illness immediately to your employer.

#### **Observation, learning and experience are the keys to recognizing potential safety hazards in the workplace!**

If you are injured at work experience you must report the injury to your employer and to your school's CPAdvisor. Your school advisor will assist with the appropriate accident report.

Source: Canadian Centre for Occupational Health and Safety (CCOHS)

# Top 7 Dangers for Young Workers

Out of all the tasks young workers do, there are seven in particular that seem to be the most dangerous, or result in the most injuries. It's important to educate employers and workers on dangers associated with these, because they are common tasks, present in a vast number of industries and occupations. In fact, young workers will likely perform at least one of these tasks in any job they do, and if they're not properly trained, they may get injured.

## Danger #1: lifting objects



## Danger #2: working at elevation



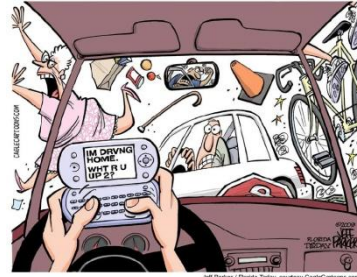
## Danger #3: working with knives



## Danger #4: working with hot substances and objects



## Danger #5: operating mobile equipment or motor vehicles



## Danger with slicers



## #6: working food

## Danger #7: working near running equipment and machinery



## STUDENT'S WORK EXPERIENCE PLACEMENT RESPONSIBILITIES

*As part of my responsibilities at the workplace, I understand and agree to participate on Career Programs Work Experience under the following conditions:*

### **Illness, Absence or Lateness**

I **must** telephone my work experience employer or work site supervisor and inform him/her of the situation.

I **must** also leave a message for my Career Programs Advisor informing him/her of the situation.

### **Work Experience Activity**

I agree to perform, without payment, those duties assigned by the work experience employer in consultation with the Career Programs Advisor.

### **Appointments**

I will schedule all personal appointments outside my designated working hours. The only exceptions are emergencies that I must inform and clear with my work experience employer or work site supervisor.

### **Company Rules**

As I will be considered an entry-level employee, I will follow all company rules and regulations, including safety rules, regulations and procedures while on work experience.

### **Confidentiality**

I understand the necessity and importance of confidentiality of the company's business and workplace operations and that of the company's clients, and agree to not communicate any information relative to this company, its staff and its clients

### **Cell Phone and Electronic Device Usage**

I understand that I am not to use my cell phone or electronic devices during Work Experience duties.

### **Dress Code**

I will participate as an entry-level employee and comply with the company/organization's dress code and wear appropriate attire.

### **Transportation to and from the worksite**

I am solely responsible for all transportation to and from the work experience worksite. If my responsibilities require me to travel during the placement, having arrived at the worksite, I will be covered by Workers' Compensation during the stipulated hours of work for the work experience activity.

### **Problems or Difficulties Arising at the Placement**

I will contact the Career Programs Advisor at my school and will remain at my placement until advised of appropriate procedures.

### **Work Experience Documents**

I will submit all Work Experience documents to my worksite supervisor for completion and return them to my Career Programs Advisor at the end of my schedule.

## WORKPLACE ETIQUETTE

### ***Responsibility***

- Be punctual and dependable. If you are going to be late or absent call your supervisor.
- Listen carefully, follow instructions and ask questions when you are unsure of what to do.
- Follow through and complete all tasks as assigned.
- Take initiative. Watch carefully to see what needs to be done and be ready to step in and help as required.
- Demonstrate a positive work ethic. Approach all assigned tasks with energy and enthusiasm.
- Assess any workplace situation and consider your response carefully.
- Respect the confidentiality of your employer and fellow employees. Don't gossip.
- Dress appropriately for the workplace. Be clean and modest in your attire.
- Observe company rules and regulations. Review any questions with your supervisor.
- Be personally responsible for the quality of your work and personal interactions.

### ***Respect***

- Be courteous and respectful to all (customers, clients, co-workers, supervisors).
- Limit personal calls or text messages to lunch or break times.
- Remain unplugged while at work. Listening to music while at work may be considered disrespectful and impolite. Most importantly, it is unsafe.
- Think before you send an e-mail. Consider your wording and how your message will be received or who else may see it. A conversation may be more appropriate.
- Be honest and ethical. Understand that taking company tools/supplies is considered theft.
- Speak calmly and respectfully when stating a differing opinion. Raising your voice or insulting another person does not lead to a positive solution.

### ***Teamwork***

- Be willing and able to work with others to complete tasks at hand.
- Be open to the ideas of others and share your point of view respectfully.
- Be tolerant and respectful of co-worker's experience and opinions.
- Demonstrate willingness to participate in all tasks as assigned as part of a team.

**Be sure to leave a good impression. Leave a thank you note or send a follow-up email thanking employer and co-workers for your workplace experience.** The contacts you make while on Work Experience may prove invaluable in providing you with a reference for future employment, scholarship or post secondary program application.



## WORKING IN BC EMPLOYMENT STANDARDS ACT

The *Employment Standards Act* sets out the minimum standards that apply in most workplaces in BC. This Act applies to all non-union employees who fall under provincial jurisdiction, including temporary foreign workers.

### Minimum Wage

- as of May 1, 2012: \$10.25 per hour (exception: liquor server minimum \$9.00/hour – minimum 19 years of age)
- minimum wage applies to all employees regardless of how they are paid: hourly rate, salary, commission or other incentive-based pay
- tips or gratuities are **not** to be considered wages
- salespersons on straight commission must be paid at least minimum wage for all hours worked in a pay period

### Minimum Daily Pay

- an employee who reports for work must be paid for a minimum of 2 hours
- an employee who is scheduled to work more than eight hours, but works less, must be paid for a minimum of 4 hours
- if work stops for a reason beyond the employer's control, an employee must be paid for a minimum of two hours or the actual hours work, whichever is greater
- an employee who is unfit for work, or is not in compliance with WorkSafe BC regulations, only has to be paid for actual hours worked

### Meal Breaks

- employers are not required to provide coffee breaks
- a 30-minute **unpaid** meal break is required for an employee working more than five hours in a row. An employee required to work or be available during the meal break must be paid for the meal break

### Paydays and Payroll Records

- an employee must be paid at least twice a month
- pay period cannot be longer than 16 days
- an employee must be paid in full within 48 hours if the employer terminates employment or within six days if the employee quits

### Overtime - Daily

- "time-and-a-half" after eight hours worked in a day
- "double time" after twelve hours worked in a day
- weekly overtime is time-and-a-half after forty hours worked in one week

### Uniforms and Special Clothing

- if a uniform is required, the employer must provide the clothing, clean and maintain it, at no cost to the employee
- a dress code is **not** a uniform
- personal safety equipment required by WorkSafe BC is **not** considered special clothing
- it is the employee's responsibility to have basic safety wear (eg. steel-toed boots)

### Deductions from Pay

- required deductions are: Income Tax, Employment Insurance (EI), Canada Pension Plan (CPP)
- business costs such as cash shortage, breakage, damage to company property or loss resulting from a customer leaving without paying **are not deductible**

### Statutory Holidays

- there are 10 statutory holidays that an employee must be paid for if the employee has worked with the company for at least 30 calendar days and worked 15 of the 30 days prior to the holiday
  - New Year's Day
  - Family Day
  - Good Friday
  - Victoria Day
  - Canada Day
  - BC Day
  - Labour Day
  - Thanksgiving Day
  - Remembrance Day
  - Christmas Day
- the following three days are **not** statutory holidays: Easter Sunday, Easter Monday and Boxing Day
- qualified employees who work on a statutory holiday must be paid "time-and-a-half" for the first 12 hours worked and "double time" after 12 hours

### Annual Vacation

- an employee is entitled to two week's vacation after one year of employment and three weeks vacation after five years of employment
- vacation must be scheduled in weekly periods unless employee requested otherwise
- vacation must be taken within 12 months of being earned

### Vacation Pay

- after one year: vacation pay must be at least four percent of the employee's total earnings from the previous year
- an employee who works less than one year is not entitled to vacation time but must be paid four percent vacation pay upon termination of employment. Vacation pay is not payable if an employee is only employed for five calendar days or less
- after five consecutive years: vacation pay increases to six percent

### Leave from Work

- employers are required to provide the following unpaid leaves: Pregnancy Leave, Parental Leave, Family Responsibility Leave, Compassionate Care Leave, Bereavement Leave, Jury Duty Leave, Reservists' Leave
- employees are expected to provide as much notice as possible and sufficient information for their employers to understand the reason for the leave request.
- employees are not required to give notice in writing or disclose personal or private information
- an employee cannot be terminated, or have their job changed, because of a pregnancy or a leave

For more information: [www.labour.gov.bc.ca/esb/](http://www.labour.gov.bc.ca/esb/)

# HUMAN RIGHTS CODE LAW AGAINST DISCRIMINATION

## Discrimination

It is illegal for employers to discriminate against people, or treat them unfairly, based on the following grounds:

***race, national or ethnic origin, colour, religion, age, gender, sexual orientation, marital status, family status, disability, a conviction for which you have been granted a pardon.***

### Examples of Discrimination in the Workplace

*Gender:*

- fired because you become pregnant
- different pay rates for men and women doing the same work

*Family Status Discrimination*

- fired because you have children or you are divorced, etc.

### Examples of Non-Discrimination in the Workplace

- difficulties working with your boss or other employees
- hiring requirements: physical attributes required for specific jobs (eg: vision requirements for Pilots), certain job-specific, justifiable physical attributes may be required for specific jobs (agility, ability to handle heavy objects, etc.)

### Employer Rights

Employers have the right to:

- define specific employment needs
- require job-related qualifications and/or experience
- hire, promote and assign the most qualified person for a position
- define job descriptions and performance criteria
- evaluate job performance
- discipline, demote or dismiss incompetent, negligent or insubordinate employees
- set employment terms and conditions
- establish salary and wage scales
- expect a full and impartial investigation of any complaint filed against them under the Code

### Employees Rights

Employees have the right to:

- work in an environment that is free from discrimination and harassment
- file a complaint without fear of reprisals
- be considered for jobs based on your individual skills and abilities
- be given a clear statement of skills, experience and education required for a specific job
- be informed of duties and performance expectations
- be advised of areas requiring improvement and permitted an opportunity to improve

## Harassment

### What is Harassment?

#### A common discriminatory practice that:

- offends or humiliates you physically or verbally
- threatens or intimidates you
- makes unwelcome remarks or jokes about race, religion, sex, age, disability, etc.
- makes unnecessary physical contact with you such as touching, patting, pinching, or punching. This may be considered an assault.

### What should you do if you are harassed?

- tell the person who is harassing you that their offending behaviour is unacceptable and tell them to stop – **don't ignore it**
- **document your case – keep a written record of the incidents, including times, places and witnesses**
- if it persists, report it to your employer
- if you fear for your safety or the safety of others, contact the police

### Where can you get help?

- try to solve the problem within your workplace or community
- file a complaint with the Human Rights Commission – a complaint requires grounds of discrimination, a discriminatory practice and a negative effect on you
- complaints must be filed within 12 months from when the discrimination first occurred

#### More information:

<http://bchrcoalition.org/files/lawoverview.html> or

[http://www.bclaws.ca/eplibraries/bclaws\\_new/document/id/freeside/00\\_96210\\_01](http://www.bclaws.ca/eplibraries/bclaws_new/document/id/freeside/00_96210_01)  
(detailed original language)

## NEXT STEPS: WHERE TO LOOK FOR A JOB

### ***Friends and Family***

- Tell your friends and family that you are looking for a job. They might be able to put you in touch with potential employers.

### ***Teachers***

- Talk to your teachers. They might know of job opportunities that are not advertised. Visit the Career Centre and talk to your Advisor to ask about job postings.

### ***Newspaper “Help Wanted” Ads***

- A good place to start, but keep in mind that only about 20% of jobs are advertised in the newspaper, so this shouldn't be your only method!

### ***Employers***

- Contact or visit organizations that offer the kind of work you would like, and arrange to talk to the people who do their hiring or who can give you advice and answer your questions.

### ***Internet***

- A great place to check out companies you are interested in applying to. Companies usually have a link on the company web-site with job postings!
- Jobs listed on sites such as Craigslist and Kijiji might not be trustworthy or safe opportunities. Talk to your parents before you apply to a job on a classified or “buy & sell” website.

### ***Service Canada Centres for Youth (SCCYs)***

- They list available jobs that are suitable for youth, and provide information and advice on job search techniques. **[www.jobbank.gc.ca](http://www.jobbank.gc.ca)**

### ***Career Cruising***

- Use the Job Search function to find current, available positions in a specific career area.

### ***Organizations that Need Volunteers***

- If you don't have the experience you need to get the job(s) you are interested in, try volunteering! Visit **[www.govolunteer.ca](http://www.govolunteer.ca)** or **[www.volunteerburnaby.ca](http://www.volunteerburnaby.ca)** to find general volunteer opportunities.