



careers.SD71



WORK EXPERIENCE





Work Experience 12 Marking Criteria

Name:	Student #: _____	Date:
	PEN #: _____	
WEX 12a	12b	12c
12d (circle one)	Comments:	
5%	Safety Orientation Participation	
10%	Preparation for work:	
	- Resume & Cover Letter	
	- Employer Interview/Tour	
40%	Employee Evaluation:	Based on performance criteria of Employer
	- Interim	
	- Final	
45%	Student Reflections and time log:	
	- All questions answered in a timely and thoughtful manner.	
	- Documented hours (can be pay stubs)	
Total:	Work Experience Teacher Signature:	
/100%		



Training Plan for Work Experience 12



Student Name: _____ Grade: _____ Home phone: _____

Student Email: _____ Student Cell: _____

Parent Email: _____ WEX 12A 12B 12C 12D

Student Focus Area: Student Check One

- | | | |
|--|--|---|
| <input type="checkbox"/> Business & Applied Business | <input type="checkbox"/> Health & Human Services | <input type="checkbox"/> Tourism, Hospitality & Foods |
| <input type="checkbox"/> Fine Arts, Design, & Media | <input type="checkbox"/> Liberal Arts & Humanities | <input type="checkbox"/> Trades & Technology |
| <input type="checkbox"/> Fitness & Recreation | <input type="checkbox"/> Science & Applied Science | <input type="checkbox"/> Other _____ |

Work Experience Information: Students fill in all blanks.

Work Site Employer (business name): _____

Work Site Supervisor: _____ Position: _____

Work Site Telephone: _____ Supervisor Email: _____

Work Site Full Address: _____

Work Site WCB Number: (required) _____

Total hours to be work? _____

Provide a **general description** of the nature of work to be performed during the work experience placement.

Student Job Title: _____

Student Work Description:

After having a conversation with your supervisor, what NEW skills do you want to learn during your 100-200 hours of Work Experience that will improve your employability skills?

Oath of Confidentiality: Students complete.

As a condition of participation in the Career Education Program for a period from _____ (date) to _____, I understand and agree:

a. that I must conform to all order, rules and regulations of _____ (Name of business/Organization) and understand and realize that the violation of me of any of the said orders, rules and regulations may result in the termination of my training.

b. that I must at all times – even after ceasing my training with the company – maintain secrecy with regard to the company’s business and the business of its customers, and that, unless authorized, I must not make public any information relative to this organization.

Date: _____ Student Signature: _____

The SD#71 Career / Life Transitions Promise: Every student will graduate with a meaningful career/life plan and the skills, credentials, and experiences to achieve that plan.

Complete this booklet to document authentic paid, unpaid, or volunteer experience that meet requirements and earn credits towards Work Experience 12.

STUDENT SUMMARY

Name: _____ Grade: _____ Date: _____

My current career plans include the following:

Plan A: _____ Plan B: _____

Educational Plans: _____

Personal Plans: _____

WORK / VOLUNTEER EXPERIENCE DETAILS

Starting Date: _____ End Date: _____

Job Title: _____ Supervisor: _____

Name of Business/Organization: _____

Describe how this work/volunteer experience relates to your future goals as stated above:

Office Use Only:

Evaluator: _____ Hours Evaluated: _____ Work Experience Grade _____

WCB Coverage: SD Yes

CIS # _____

Employer / Trainer and Student Instructions: Please complete the safety training checklist below for all points relevant by adding your initials to those items that the worker received formal training.

Topic	Initials (trainer)	Initials (student)	Comments
<u>Rights and Responsibilities:</u>			
1. General duties of employers, workers and supervisors			
2. Workers right to refuse unsafe work and procedure for doing so			
3. Workers responsibility to report hazards and procedure for doing so			
<u>Workplace health and safety rules</u>			
<u>Known hazards on the job site and how to deal with them</u>			
<u>Safe work procedures for carrying out tasks</u>			
<u>Measures to reduce the risk of violence in the workplace and procedures for dealing with violent situations</u>			
<u>Personal Protective Equipment (PPE) What to use, when to use it and where to find it</u>			
<u>First Aid</u>			
1. First Aid attendant name and contact information			
2. Location of first aid kits and eye wash facilities			
3. How to report an illness, injury, or other accidents (including near misses)			
<u>Emergency procedures:</u>			
1. Locations of fire extinguishers and fire alarms			
2. Locations of emergency exits and meeting points			
3. How to use a fire extinguisher			
4. What to do in an emergency situation			
<u>Hazardous materials and WHMIS</u>			
1. What hazardous materials are in the workplace?			
2. Purpose and significance of hazard information on product labels			
3. Location, purpose and significance of material safety data sheets (MSD's)			
4. How to handle, use, store and dispose of hazardous materials safely			
5. Procedures for an emergency involving hazardous materials, including clean-up of spills			

Student, Parent, Employer Signature: Your signature in the chart below signifies that you agree with this student using the next 100-200 hours of work experience in their part-time job towards course credit, and that you have had a conversation with the student about their training plan.

Student	Employer/Supervisor	Parent
_____	_____	_____
Name	Name	Name
_____	_____	_____
Signature	Signature	Signature
Work Experience Contact:		

STUDENT EVALUATION (After 50 hours)
Please complete the following evaluation on your work experience

NA Not applicable **1** Needs Improvement **2** Satisfactory **3** Above Average **4** Excellent

	NA	1	2	3	4
Manages information					
Problem-solving and decision-making skills					
A positive attitude towards one's duties					
A work ethic including confidentiality, regular attendance, punctuality, honesty, trustworthiness, responsibility, etc.					
A respect for diversity and individual differences					
Ability to function as an effective team member					
Learns from mistakes and accepts feedback					

Student Signature: _____ Date: _____

EMPLOYER / SUPERVISOR EVALUATION (After 50 hours)

It is expected that during their work experience, students will practice and demonstrate the critical skills required of the Canadian and International work force, as identified by organizations such as the Conference Board of Canada and the Business Council of British Columbia

NA Not applicable **1** Needs Improvement **2** Satisfactory **3** Above Average **4** Excellent

	NA	1	2	3	4
Manages information					
Problem-solving and decision-making skills					
A positive attitude towards one's duties					
A work ethic including confidentiality, regular attendance, punctuality, honesty, trustworthiness, responsibility, etc.					
A respect for diversity and individual differences					
Ability to function as an effective team member					
Learns from mistakes and accepts feedback					

What are the student's main strengths: _____

What are your recommended areas for further development and growth?

Employer / Supervisor Signature: _____ Date: _____

STUDENT FINAL EVALUATION (After 100 hours)
Please complete the following evaluation on your work experience

NA Not applicable **1** Needs Improvement **2** Satisfactory **3** Above Average **4** Excellent

	NA	1	2	3	4
Manages information					
Problem-solving and decision-making skills					
A positive attitude towards one's duties					
A work ethic including confidentiality, regular attendance, punctuality, honesty, trustworthiness, responsibility, etc.					
A respect for diversity and individual differences					
Ability to function as an effective team member					
Learns from mistakes and accepts feedback					

Student Signature: _____ Date: _____

EMPLOYER / SUPERVISOR FINAL EVALUATION (After 100 hours)

It is expected that during their work experience, students will practice and demonstrate the critical skills required of the Canadian and International work force, as identified by organizations such as the Conference Board of Canada and the Business Council of British Columbia

NA Not applicable **1** Needs Improvement **2** Satisfactory **3** Above Average **4** Excellent

	NA	1	2	3	4
Manages information					
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A respect for diversity and individual differences					
Ability to function as an effective team member					
Learns from mistakes and accepts feedback					

What are the student's main strengths: _____

What are your recommended areas for further development and growth?

Employer / Supervisor Signature: _____ Date: _____

STUDENT REFLECTION - WORK TERM REPORT

Answer the following questions in a paragraph style, typewritten report. Attach your report to the first page and hand it in to the career centre. Go deep in your thinking here – show growth!

1. Describe the type of business the company/organization does.
2. Describe where you worked, when you worked, and what you did. (Give an overview of your job, tasks, assignments routine duties and anything else you did.)
3. No matter what your job, you should be developing skills. See list of employability skills needed for any workplace. Describe the transferable skills that you consider most important for the job you were doing. Give examples of how you learned and demonstrated these skills.
4. Give examples of successes you experienced at the placement.
5. What did you learn from this experience? (What did you learn about the job, about working, about yourself? Did you encounter any problems? If so, how did you solve them?)
6. What skills did you learn at school that you were able to apply to this work/volunteer placement?
7. What new technical or workplace-specific skills did you learn and use? (ie use of specific tools, computer software, cooking skills, inventory control, etc....)
8. How has this work experience affected your career plans? (How have your future plans changed – or not changed – as a result of this experience?)

Include a log of hours worked signed off by employers or paystubs that show hours.

Employability Skills 2000+

The skills you need to enter, stay in, and progress in the world of work – whether you work on your own or as part of a team.

These skills can also be applied and used beyond the workplace in a range of daily activities.

Fundamental Skills The skills needed as a base for further development	Personal Management Skills The personal skills, attitudes and behaviours that drive one's potential for growth	Teamwork Skills The skills and attributes needed to contribute productively
<p><i>You will be better prepared to progress in the world of work when you can:</i></p> <p>Communicate</p> <ul style="list-style-type: none"> ▪ Read and understand information presented in a variety of forms (e.g., words graphs, charts, diagrams) ▪ Write and speak so others pay attention and understand ▪ Listen and ask questions to understand and appreciate the points of view of others ▪ Share information using a range of information and communications technologies (e.g., voice, e-mail, computers) ▪ Use relevant scientific, technological and mathematical knowledge and skills to explain or clarify ideas <p>Manage Information</p> <ul style="list-style-type: none"> ▪ Locate, gather and organize information using appropriate technology and information systems ▪ Access, analyze and apply knowledge and skills from 	<p><i>You will be able to offer yourself greater possibilities for achievement when you can:</i></p> <p>Demonstrate Positive Attitudes & Behaviours</p> <ul style="list-style-type: none"> ▪ Feel good about yourself and be confident ▪ Deal with people, problems and situations with honesty, integrity and personal ethics ▪ Recognize your own and other people's good efforts ▪ Take care of your personal health ▪ Show interest, initiative and effort <p>Be Responsible</p> <ul style="list-style-type: none"> ▪ Set goals and priorities balancing work and personal life ▪ Plan and manage time, money and other resources to achieve goals ▪ Assess, weigh and manage risk ▪ Be accountable for your actions and the actions of your group ▪ Be socially responsible and contribute to your community 	<p><i>You will be better prepared to add value to the outcomes of a task, project or team when you can:</i></p> <p>Work with Others</p> <ul style="list-style-type: none"> ▪ Understand and work within the dynamics of a group ▪ Ensure that a team's purpose and objectives are clear ▪ Be flexible: respect, be open to and supportive of the thoughts, opinions and contributions of others in a group ▪ Recognize and respect people's diversity, individual differences and perspectives ▪ Accept and provide feedback in a constructive and considerate manner ▪ Contribute to a team by sharing information and expertise ▪ Lead or support when appropriate, motivating a group for high performance ▪ Understand the role of conflict in a group to reach solutions ▪ Manage and resolve conflict when appropriate <p>Participate in Projects & Tasks</p> <ul style="list-style-type: none"> ▪ Plan, design or carry out a project or task from start to finish with well-defined

various disciplines (e.g., the arts, languages, science, technology, mathematics, social sciences, and the humanities)

Use Numbers

- Decide what needs to be measured or calculated
- Observe and record data using appropriate methods, tools and technology
- Make estimates and verify calculations

Think & Solve Problems

- Assess situations and identify problems
- Seek different points of view and evaluate them based on facts
- Recognize the human, interpersonal, technical, scientific and mathematical dimensions of a problem
- Identify the root cause of a problem
- Be creative and innovative in exploring possible solutions
- Readily use science, technology and mathematics as ways to think, gain and share knowledge, solve problems and make decisions
- Evaluate solutions to make recommendations or decisions
- Implement solutions
- Check to see if a solution works, and act on opportunities for improvement

Be Adaptable

- Work independently or as a part of a team
- Carry out multiple tasks or projects
- Be innovative and resourceful: identify and suggest alternative ways to achieve goals and get the job done
- Be open and respond constructively to change
- Learn from your mistakes and accept feedback
- Cope with uncertainty

Learn Continuously

- Be willing to continuously learn and grow
- Assess personal strengths and areas for development
- Set your own learning goals
- Identify and access learning sources and opportunities
- Plan for and achieve your learning goals

Work Safely

- Be aware of personal and group health and safety practices and procedures, and act in accordance with these

objectives and outcomes

- Develop a plan, seek feedback, test, revise and implement
- Work to agreed quality standards and specifications
- Select and use appropriate tools and technology for a task or project
- Adapt to changing requirements and information
- Continuously monitor the success of a project or task and identify ways to improve

The Conference Board of Canada
255 Smyth Road
Ottawa, ON K1H 8M7
Tel: (613) 526-3280
Fax: (613) 526-4857
www.conferenceboard.ca/nbec

Other Examples of Employability Skills

What employability or transferable skills did the students learn? Were the students' skills enhanced?

If so, how? *(Please tick the boxes in front of the skills learned or acquired)*

Beautician

<input type="checkbox"/>	Appointment scheduling	<input type="checkbox"/>	Hair cutting	<input type="checkbox"/>	Record keeping
<input type="checkbox"/>	Attending classes/lectures	<input type="checkbox"/>	Hair lightening	<input type="checkbox"/>	Sales
<input type="checkbox"/>	Cosmetics consulting	<input type="checkbox"/>	Manicures/pedicures	<input type="checkbox"/>	Scalp treatment
<input type="checkbox"/>	Facials	<input type="checkbox"/>	Money handling	<input type="checkbox"/>	Shampooing hair
<input type="checkbox"/>	Giving permanents & body waves	<input type="checkbox"/>	Ordering supplies	<input type="checkbox"/>	Studying current beauty supplies and styles
<input type="checkbox"/>	Hair colouring	<input type="checkbox"/>	Public relations	<input type="checkbox"/>	Styling

Bookkeeping Skills

<input type="checkbox"/>	Accounting	<input type="checkbox"/>	Income tax	<input type="checkbox"/>	Supervisory experience
<input type="checkbox"/>	Accounts payable	<input type="checkbox"/>	Keeping records	<input type="checkbox"/>	Typing
<input type="checkbox"/>	Accounts receivable	<input type="checkbox"/>	Money handling	<input type="checkbox"/>	Using adding machines
<input type="checkbox"/>	Billing	<input type="checkbox"/>	Payroll	<input type="checkbox"/>	Using calculators

Carpentry Skills

<input type="checkbox"/>	Budgeting	<input type="checkbox"/>	House framing	<input type="checkbox"/>	Relating to people
<input type="checkbox"/>	Building additions	<input type="checkbox"/>	House painting	<input type="checkbox"/>	Sales
<input type="checkbox"/>	Cabinet building	<input type="checkbox"/>	Insulation installation	<input type="checkbox"/>	Sanding
<input type="checkbox"/>	Directing customers	<input type="checkbox"/>	Money handling	<input type="checkbox"/>	Supervisory experience
<input type="checkbox"/>	Furniture making	<input type="checkbox"/>	Ornamental woodwork	<input type="checkbox"/>	
<input type="checkbox"/>	Furniture refinishing	<input type="checkbox"/>	Paneling	<input type="checkbox"/>	

Computer Skills

Operating System:

<input type="checkbox"/>	Manipulate Windows	<input type="checkbox"/>	Use active desktop to browse and manage files and folders	<input type="checkbox"/>	Use Toolbars
<input type="checkbox"/>	Open multiple programs	<input type="checkbox"/>	Use Dialog boxes	<input type="checkbox"/>	
<input type="checkbox"/>	Switch between multiple programs	<input type="checkbox"/>	Use menu bars and execute menu commands	<input type="checkbox"/>	

Internet:

<input type="checkbox"/>	Complete and submit a web-based form	<input type="checkbox"/>	Locate sites by address (URL)	<input type="checkbox"/>	Use linking
<input type="checkbox"/>	Create and organize bookmarks	<input type="checkbox"/>	Navigate web pages	<input type="checkbox"/>	
<input type="checkbox"/>	Launch the web browser	<input type="checkbox"/>	Send and receive e-mail	<input type="checkbox"/>	

Construction Skills			
Brick laying		Heavy labour	Roofing
Carpentry work		Inventory	Scheduling
Concrete work		Maintenance repairs	Sheet metal work
Directing customers		Money handling	Supervisory experience
Electrical wiring		Plumbing	Tools/machines you can use
Heating installation		Public relations	Trenching
Heavy equipment operation		Refrigeration work	Truck driving
Counseling Skills			
Crisis work		Interviewing	Researcher
Directing procedures		Keeping records	Scheduling
Formulating new ideas		Money handling	Supervising clients
Group counseling		Other supervisory	Teaching
Individual counseling		Public relations	Writing programs
Interagency work		Public speaking	Writing reports
Factory Skills			
Assembly line work		Keeping records	Stocking shelves
Box making		Operating machinery	Stockroom work
Directing procedures		Packing	Supervising others
Electrical wiring		Parts clerk	Unloading or loading
Filling orders		Quality control	Welding
Inventory		Soldering	
Garage Skills			
Auto body repair		Keeping records	Sales
Car driving		Minor auto repairs	Selling
Car tune-up		Money handling	Stocking shelves
Changing tires		Other kinds of auto repairs	Supervisory experience
Customer relations		Public relations	Truck driving
Directing customers		Pumping gas	
Inventory		Repairing and maintaining diesel engine vehicles	
Gardening Skills			
Directing customers		Landscaping	Supervisory experience
Farm labourer		Lawn care	Surveying
Farming skills		Money handling	Transporting trees
Flower gardening		Pruning trees	Tree trimming
Grafting		Public relations	Vegetable gardening
Greenhouse work		Sales	

Household Skills			
Budgeting		Formulating new ideas	Public relations
Child Care		Ironing	Relating to other people
Counseling others		Keeping records	Sewing
Decorating		Laundry Skills	Supervisory experience
Directing Procedures		Making clothes	Teaching
Food Preparation		Money management	
Kitchen Skills			
Budgeting		Hiring	Scheduling
Cooking food		Inventory	Stocking shelves
Directing procedures		Meal planning	Supervisory experience
Dishwashing		Operating a dishwasher	Washing pans
Food preparation		Ordering supplies	
Maintenance/Janitorial Skills			
Buffing		Money handling	Washing floors
Carpentry work		Polishing furniture	Washing windows
Cleaning bathrooms		Plumbing repairs	Waxing
Cleaning rugs or carpets		Public relations	Window repairs
Dusting		Supervisory experience	
Electrical repairs		Sweeping floors	
Maintenance/Repair Skills			
General repair skills		Money handling	Servicing equipment
Inventory		Public relations	Servicing office machines
Keeping records		Relating to customers	Supervisory experience
Mechanically inclined		Sales	
Restaurant Skills			
Bartender		Dishwashing	Ordering supplies
Budgeting		Employee relations	Public relations
Busboy		Handling money	Public speaking
Cashier		Hiring	Short order cook
Cook's assistant		Hostess/maitre d'	Supervisory experience
Correctly filling orders		Inventory	Waiter
Customer relations		Interviewing	Waitress
Directing customers		Main cook	
Sales Clerk Skills			
Billing		Directing customers	Order processing
Bookkeeping		Directing procedures	Ordering supplies
Clerk		Employee relations	Sales
Correctly filling orders		Greeting customers	Stocking shelves
Customer relations		Inventory	Supervisory experience
Customer service		Keeping records	Typing
Decorating a store		Money handling	Using office machines

Sales Skills			
	Bookkeeping	Experience in the art of persuading	Public relations
	Customer service	Greeting customers	Servicing goods
	Delivery goods	Inventory	Supervisory experience
	Demonstrating products	Keeping records	Writing reports
	Directing customers	Money handling	
	Displaying samples	Order processing	
Secretarial Skills			
	Answering telephone	Making appointments	Running office machines
	Calling clients	Order processing	Sorting/delivering mail
	Clerk duties	Proofreading	Stenography
	Directing clients	Public relations	Supervisory experience
	Filing	Public speaking	Typing
	Greeting clients	Receptionist	Typing from dictating machines
	Keeping records	Researcher	
Teaching Skills			
	Art skills related to your teaching	Making assignments	Supervising adults/children
	Decorating classrooms	Music skills related to your teaching	Teaching various subjects or special events
	Directing procedures	Organizing projects relating to parents and people in the community	Working with different adult and/or child populations
	Formulating new ideas	Other supervisory experience	Writing and grading tests
	Group counseling	Public relations	Writing lesson plans
	Individual counseling	Scheduling	Writing reports
	Keeping records	Setting up classroom interest centres	
Truck Driver Skills			
	Backing large trucks into small openings	Driving diesel trucks	Loading and unloading
	Changing truck tires	Driving small trucks	Mechanical repairs
	City driving	Hooking/unhooking trailer from tractor	Money handling
	Customer relations	Keeping records	Over-the-road driving (long distance)
	Diesel repairs	Keeping to a schedule	Supervisory experience

There are many other types of employability skills that students learn through their work experiences. These are some examples to give you an idea of what kind of skills you project in your SSEOP Letter of Intent and actual skills learned in your SSEOP Final Report.