# Work Experience

# Orientation Booklet

Connect and Wonder

Reflect and Refine

**Work Experience**

Explore and Investigate

Experience and Develop

# CAREER EDUCATION

## Work Experience – Student Orientation Booklet

*This booklet provides information as you prepare for your work experience placement, or as you prepare to enter the workforce.*

## SECTION 1:  How do employers choose their candidates?
## How do you present yourself to employers?

## SECTION 2:  What are employers and their organizations responsible for?
## What are employees responsible for?

## SECTION 3:  What Does Job Hunting Look Like?

## SECTION 4:  References

## What are Essential Skills?

Everybody has a unique set of skills that they bring to a workplace setting.  What are yours?

Cited from:  https://www.skillscompetencescanada.com/en/essential-skills/resources/

**Human Resources and Skills Development Canada**
**Ressources humaines et Développement des compétences Canada**

Skills and Employment
Office of Literacy and Essential Skills

# What are Essential Skills?

*Essential Skills are the skills that people need for learning, work and life. They are used in the community and the workplace, in different forms and at different levels of complexity. Definitions, typical applications and examples are outlined below to help you understand each Essential Skill.*

| Essential Skills | Typical Applications | Workplace Examples | Community Examples |
|---|---|---|---|
| **Reading** Understanding materials written in sentences or paragraphs (e.g. letters, manuals). | • Scan for information or overall meaning. • Read to understand, learn, critique or evaluate. • Analyze and synthesize information from multiple sources or from complex and lengthy texts. | An airline sales agent reads notices on a computer screen, such as special handling requirements or weather information. | You may use this skill to understand a lease agreement for a new apartment. |
| **Document Use** Finding, understanding or entering information (e.g. text, symbols, numbers) in various types of documents, such as tables or forms. | • Read signs, labels or lists. • Understand information on graphs or charts. • Enter information in forms. • Create or read schematic drawings. | A bricklayer interprets blueprints to determine the height, length and thickness of walls. | You may use this skill when referring to a bus schedule to plan an outing. |
| **Numeracy** Using numbers and thinking in quantitative terms to complete tasks. | • Make calculations. • Take measurements. • Perform scheduling, budgeting or accounting activities. • Analyze data. • Make estimations. | Payroll clerks monitor vacation entitlements to prepare budget and scheduling forecasts. | You may use this skill to calculate deductions on personal tax forms. |
| **Writing** Communicating by arranging words, numbers and symbols on paper or a computer screen. | • Write to organize or record information. • Write to inform or persuade. • Write to request information or justify a request. • Write an analysis or a comparison. | Human resources professionals write recommendations on issues such as workplace health and safety. | You may use this skill to complete an application for a credit card. |
| **Oral Communication** Using speech to exchange thoughts and information. | • Provide or obtain information. • Greet, reassure or persuade people. • Resolve conflicts. • Lead discussions. | Office clerks take messages and share information by phone and in person. | You may use this skill to explain a food allergy to a server at a restaurant. |

| Essential Skills | Typical Applications | Workplace Examples | Community Examples |
|---|---|---|---|
| **Working with Others**<br>Interacting with others to complete tasks. | • Work independently, alongside others.<br>• Work jointly with a partner or helper.<br>• Work as a member of a team.<br>• Participate in supervisory or leadership activities. | Municipal engineers work with technicians, inspectors, and suppliers to complete construction projects. | You may use this skill when working with volunteers to organize a fundraising activity. |
| **Thinking**<br>Finding and evaluating information to make rational decisions or to organize work. | • Identify and resolve problems.<br>• Make decisions.<br>• Find information.<br>• Plan and organize job tasks.<br>• Use critical thinking.<br>• Use memory. | Paramedics diagnose a patient's condition based on medical charts and their own observations. They use their judgement to start an appropriate treatment plan. | You may use this skill to research and select courses at your local adult learning centre. |
| **Computer Use**<br>Using computers and other forms of technology. | • Use different forms of technology, such as cash registers or fax machines.<br>• Use word processing software.<br>• Send and receive emails.<br>• Create and modify spreadsheets.<br>• Navigate the Internet. | Telephone operators use customized software to scan databases for telephone numbers or long distance rates. | You may use this skill when withdrawing or depositing money at an automatic teller machine (ATM). |
| **Continuous Learning**<br>Participating in an ongoing process of improving skills and knowledge. | • Learn on the job.<br>• Learn through formal training.<br>• Learn through self-study.<br>• Understand your own learning style.<br>• Know where to find learning resources. | Retail sales associates improve their skills and knowledge by attending sales training and reading product brochures. | You may use this skill when attending a first aid course at a community centre. |

The Office of Literacy and Essential Skills has developed a number of free and easy-to-use resources that can help you

3 assess Essential Skills        3 practice and improve Essential Skills        3 develop Essential Skills training

## Literacy and Essential Skills — for LEARNING, WORK and LIFE

### To learn more about literacy and essential skills and other related tools, visit
### hrsdc.gc.ca/essentialskills

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.

# Ivana Job
#202-2943 East Brook Avenue
Burnaby, BC  V5B 1T6
604-555-5555
Ivana.Job@gmail.com

## OBJECTIVE

To obtain a part-time Sales Associate position at The Boathouse, where I can integrate my strong interpersonal skills and love for fashion.

## EDUCATION

2016 – Present        Moscrop Secondary School, Burnaby, BC
                      *Currently enrolled in Grade 12*
                      Honour Roll student from Gr 8 – Present
                      Perfect Panthers awards for excellent work habits from Gr 8 – Present

                      Notable Courses:
                      *English 12 Honours*          *Math 12*            *Marketing 11 & 12*
                      *Sewing and Textiles 11*      *Leadership 12*      *AP Psychology*

## PERSONAL ATTRIBUTES

                      Friendly and outgoing with ability to maintain professionalism
                      Able to work efficiently and calmly in busy environments
                      Work well in a team
                      Enjoy coordinating clothing, able to create creative displays
                      Reliable, efficient and responsible
                      Punctual, organized and follow instructions well

## RELEVANT SKILLS

                      Type 45 WPM, 99 % accuracy
                      Knowledgeable with POS systems
                      Strong basic math skills, able to calculate correct change
                      Languages: Basic conversational French, fluent in Mandarin

## VOLUNTEER EXPERIENCE

2018 – Present        Recycling Club, Moscrop Secondary School
                      Volunteer once a week to collect, organize and maintain school paper recycling
                      Communicate recycling goals to staff and students

Nov 3 – 8, 2018       Winners, Metrotown Mall (One Week Work Experience)
                      Organize, tag, fold and display new inventory
                      Assist customers with finding merchandise
                      Trained on POS system and cash register

| WORK EXPERIENCE | |
|---|---|
| June 2017 – Present | Cashier/Server, McDonalds Restaurants, Metrotown Mall, Burnaby<br>Politely and efficiently serve customers in a fast-paced environment, manage cash register, accurately balance cash float, maintain cleanliness of service area |
| 2016 – Present | Babysitting, various families<br>Supervise, prepare snacks for, organize activities and ensure safety of children ranging from 5 – 8 years old |

| AWARDS AND ACHIEVEMENTS | |
|---|---|
| 2019 | St. Johns Ambulance Standard First Aid Certificate |
| 2018 | Top Student of the Year in Math 10 |
| 2017 | Bronze Medallion – Swimming |
| 2017 | WorkSafeBC Certification |
| 2015 | Girl Scout Leader |

**ACTIVITIES AND INTERESTS**

School sports teams: Senior Girls' Basketball and Volleyball
Hobbies: Tennis, Creating Web-pages, Collecting Baseball Cards
Leadership Skills: Current member of Sports Council at school, Group Leader in Girl
Scouts, Junior Leadership student in Grade 10

**HOBBIES AND INTERESTS**

Fashion, reading, environment, soccer, traveling

**REFERENCES SUPPLIED UPON REQUEST**

**Reference:** someone who agrees to speak to a potential employer about you and your abilities *positively*. Identify two people who could provide information on you and your skills (one on your personal skills and abilities, the other about your work ethic and work/ volunteer/ community experience.

Possible references: a teacher, coach, employer, volunteer coordinator, community group leader, family friend, etc.

Request permission from the person **BEFORE** using them as a reference and list them on a separate page.

**Other Possible Headings:** Skills, Languages Studied and Spoken, Certifications, etc.

# IVANA JOB

## JOB OBJECTIVE

Outgoing student seeking part-time Sales Associate position at Savy Shoe Store. Coming with exceptional interpersonal skills and ability to communicate effectively.

## PERSONAL ATTRIBUTES

-Friendly and outgoing with ability to maintain professionalism
-Able to work efficiently and calmly in busy environments
-Work well in a team
-Enjoy coordinating clothing, able to create creative displays
-Reliable, efficient and responsible

## RELEVANT SKILLS

-Type 45 WPM, 99 % accuracy
-Knowledgeable with POS systems
-Strong basic math skills, able to accurately calculate correct change
-Languages: Basic conversational French, fluent in Mandarin

## CONTACT

Mobile: 123-456-7890
Ivana.Job@gmail.com
123 Anywhere Street, Any City

LinkedIn: @reallygreatsite

**References Available Upon Request**

## WORK & VOLUNTEER EXPERIENCE

### RECYCLING AMBASADOR
**Moscrop Secondary School | Feb. 2019 to present**

- Collecting, organizing and maintaining school paper recycling (once a week)
- Spearheaded campaign to communicate recycling goals to staff and students

### SPORT CHEK
**Metrotown Mall | December 2018**

- Completed a one week school-arranged work experience
- Organized, tagged, folded and displayed new inventory
- Assisted customers with finding merchandise
- Maintained store's reputation for friendly and approachable customer service
-Trained on POS system and cash register

## EDUCATION

### MOSCROP SECONDARY SCHOOL
**Currently enrolled in Grade 12**

- Honour Roll from Grade 8 - Present
- Perfect Panther's award for excellent work habits from Grade 8 - Present

**Notable Courses:**

| | | |
|---|---|---|
| English 12 Honours | Math 12 | Marketing 11 & 12 |
| Sewing and Textiles 11 | Leadership 12 | AP Psychology |

## ACTIVITIES & INTERESTS

School Sports Teams: Senior Girls' Basketball and Volleyball

Hobbies: Tennis, Creating Web-Pages, Collecting Baseball Cards

Leadership Skills: Current member of Sports Council, Group Leader for Girl Scouts, Junior Leadership students in Grade 10

## AWARDS AND ACHIEVEMENTS

| | |
|---|---|
| 2019 | St. Johns Ambulance Standard First Aid Certificate |
| 2018 | Top student of the Year in Math 10 |
| 2017 | Bronze Medallion - Swimming |
| 2017 | WorkSafe BC Certification |

# SAMPLE COVER LETTER

**Ivana Job**
#202-2943 East Brook Avenue
Burnaby, BC  V5B 1T6
604-555-5555
Ivana.Job@gmail.com

> **Contact Information:**  should be formatted the same way as your resume

January 10, 2020

> **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.

> **Second Paragraph:** include details of the company, highlight your experience and skills that relate.  Use dynamic verbs to make it interesting; address how you are qualified for the job.

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

> **Salutation:**  include the person's full name.  If the name is gender neutral and you do not know the gender identity of the person, Mx. may be used instead of Mr. / Ms.

Dear Ms. Jennifer 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.

> **First Paragraph:**  state interest in the position and how you found out about it.

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.  Thank you for your time and consideration.

Sincerely,

*Ivanna Job*

> **Third Paragraph:**  Thank the contact for considering your application and indicate desire to meet and discuss position, include e-mail, cell phone, contact info.

> **Proofread and sign:**  make sure there are no errors, and SIGN the letter (with black or blue pen).

Ivanna Job

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

## LinkedIn Profile

LinkedIn profiles are becoming critically important for employers in their recruitment of employees.  This social media platform is used for networking purposes and to present yourself **professionally**.  Make sure you use a professional photograph, either just a head shot or a photo of you wearing business professional attire.   LinkedIn essentially allows you an opportunity to create your personal brand, advertise your skills, and get recommendations from others.  It helps you research companies and industries, find and apply for jobs, and build a strong professional presence.

## Internet Search

Employers commonly use the internet to find out more about potential and current employees.  Be mindful of what you are posting and know that **NOTHING** is temporary on the internet.

\*\* Be social media smart!  Watch what you post!!\*\*

## Interview Savvy

*BEFORE the Interview*

- Do your research and show the interviewer you care – learn more about the company by **researching online**
- Choose from the list of **typical interview questions** that might be asked **and practice answering** these questions
- Prepare two or three relevant **questions that you will ask**
- Confirm the **exact location and time, and who you should ask for at the front desk**
- Plan your transit route to ensure you **arrive early (15 minutes)**
- Plan and organize **what to wear** (business appropriate)
- Remember important **grooming details** (hair, hands, nails, minimal scent etc.)
- Take a folder with you prepared with:
  - **your resume & list of references**
  - **pen & paper** to take notes if necessary
  - your list of **questions to ask** at the interview

*ARRIVAL TO the Interview*

- Go **alone**—no friends!
- 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 the 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 typically use 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.

- 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 teamwork 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?

**\*\* A good source for preparing answers to these questions is: www.best-interview-strategies.com/questions.html**

# WORKPLACE SAFETY

**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 and help others become aware.
- You need to know what protection and compensation are available to you.

**Workplace Accident / Incident Type**

The following charts illustrate the leading causes of injuries over a five-year period (2013 – 2017). Incident types that represent a high percentage of claims are potential areas to focus on in health and safety programs. Cited from: https://www.worksafebc.com/en/health-safety/education-training-certification/young-new-worker/statistics

## Claim count by incident type

| Incident type | Percentage |
|---|---|
| Struck by | 25% |
| Overexertion | 22% |
| Struck against | 10% |
| Others | 10% |
| Fall on same level | 9% |
| Fall from elevation | 8% |
| Exposure to heat, cold | 4% |
| Caught in | 4% |
| Other bodily motion | 3% |
| Involuntary motion | 3% |
| Repetitive motion | 2% |

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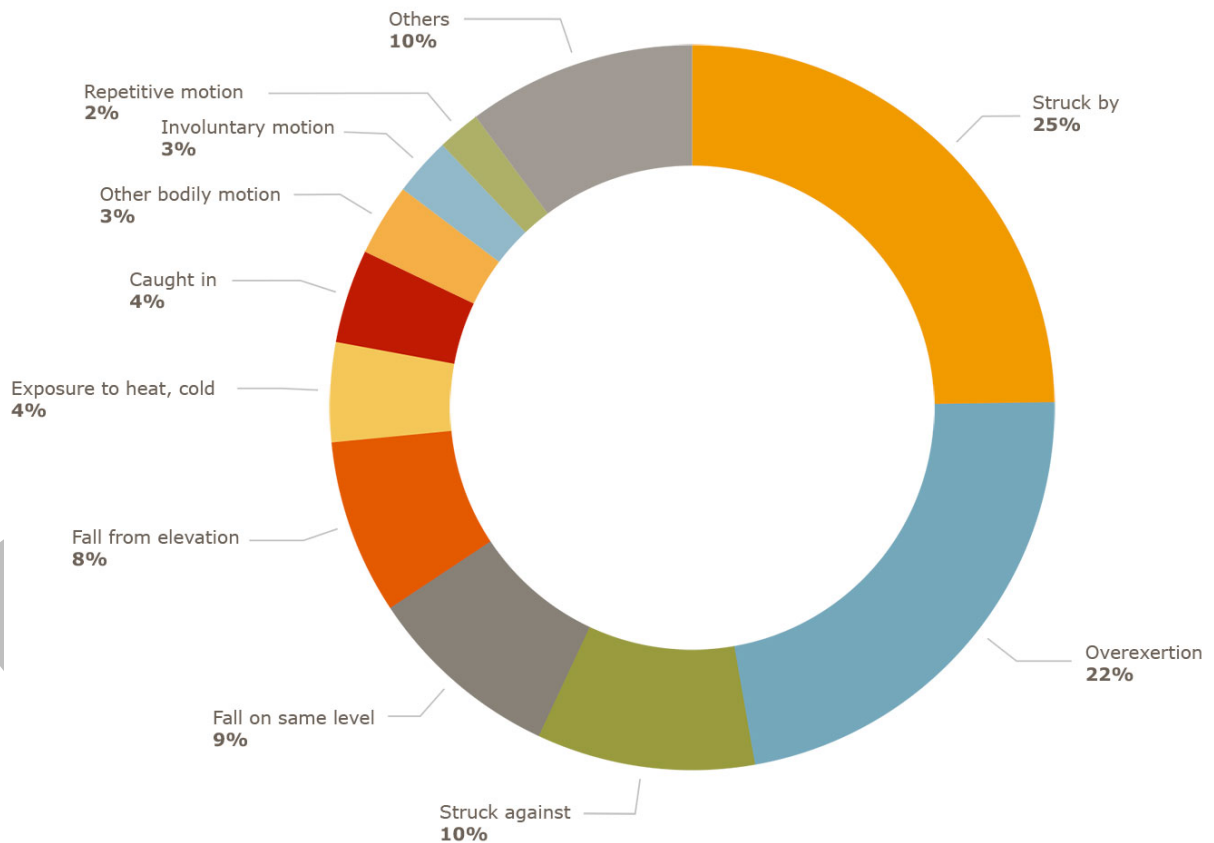
**You have three fundamental rights as an employee:**

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

# Workplace Safety (continued)

**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.
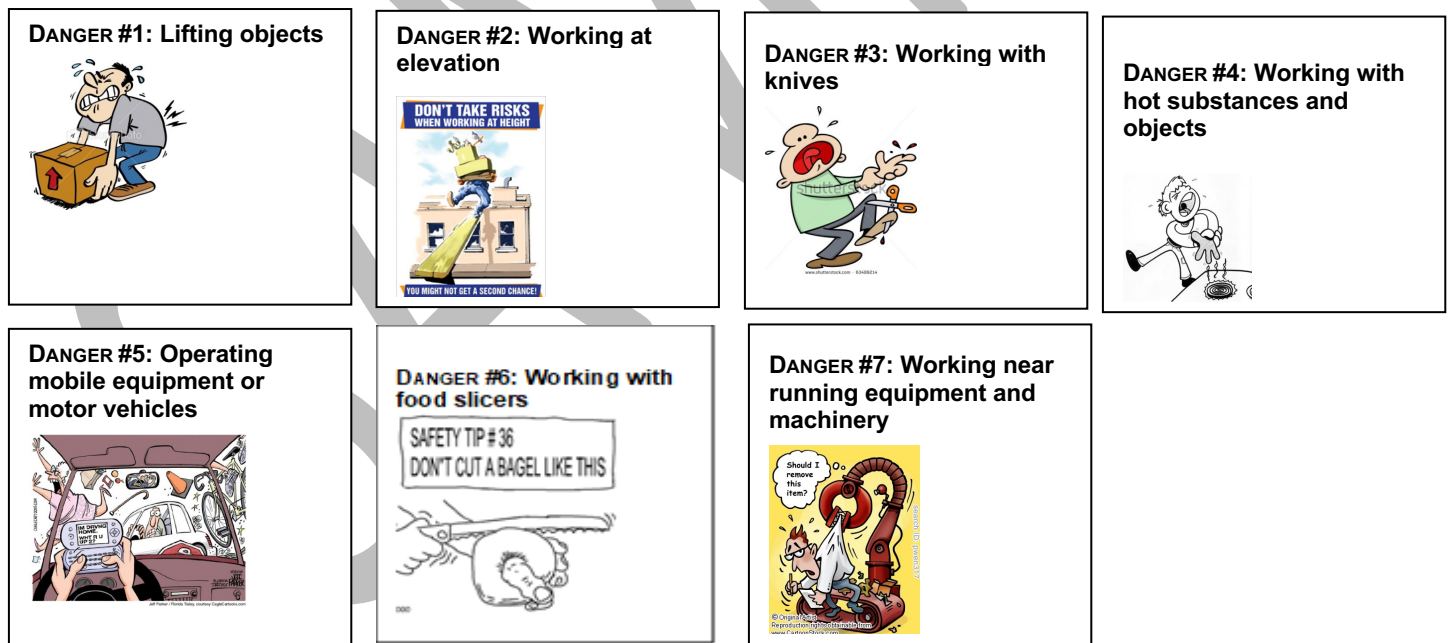
**Employee's responsibilities:**

- 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!**

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 #6: Working with food slicers



DANGER #7: Working near running equipment and machinery

**OTHER SAFETY TIPS FOR THE WORKPLACE:**

**DRIVING SAFETY:** Distractions create situations and hazards that can be prevented. When combined with a constantly changing, dynamic road environment, performing other tasks while driving can result in errors that can have tragic results.

**WORKING ALONE:** Employers must have procedures in place to ensure the well-being of workers who work alone or in isolation. Lone workers may be at increased risk of confrontations or even violence, particularly if they are on shift during late night hours. Lone workers must be able to get assistance if they are injured or there is an emergency.

# BULLYING/ HARASSMENT

Bullying and harassment is when someone takes an action that they know or reasonably ought to have known would cause another person to be humiliated or intimidated. When an employer or supervisor takes reasonable action to manage and direct workers, it is not bullying and harassment.

Bullying/ Harassment may include:
- Offending or humiliating someone physically or verbally
- Threatening or intimidating someone
- Making unwelcome remarks or jokes about race, religion, sex, age, disability, etc.
- Making unnecessary physical contact with someone 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**.
- 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, when possible.
- 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
- http://www.bclaws.ca/eplibraries/bclaws_new/document/id/freeside/00_96210_01
  (detailed original language)

# 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, colour, ancestry, place of origin*
- *Political beliefs*
- *Religion*
- *Marital status*
- *Family status*
- *Physical or mental disability*

- *Sex*
- *Sexual orientation*
- *Gender identity or expression*
- *Age*
- *Conviction of a criminal or summary offence not related to the employment*

*EXAMPLES of* **Discrimination in the Workplace**
- **Sex**
  - *fired because you become pregnant*
  - *different pay rates for men and women doing the same work*
- **Family Status Discrimination**
  - *fired because you have children*

*EXAMPLES of* **Non-Discrimination in the Workplace**
- difficulties working with your boss or other employees due to personality differences
- hiring requirements
  - *physical attributes required for specific jobs (ie. vision requirements for Pilots),*
  - *certain job-specific, justifiable physical attributes may be required for specific jobs (eg. 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

**Employee Rights**

Employees have the right to:
- work in an environment that is free from discrimination and harassment
- file a complaint without fear of reprisal
- be considered for jobs based on 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 be given an opportunity to improve

# INCLUSION IN THE WORKPLACE

**It is everyone's responsibility to create and maintain an inclusive workplace. Our words can help to create an inclusive workplace, or they could be used to exclude those around us. Furthermore, the words we use reflect who we are and our attitudes towards others.**

**Our workplaces are embedded in culture and place, and because of that, we need to acknowledge that we live in a complex world of diverse geopolitics, cultures, and ways of being.**

*Words reflect our attitudes.*

**In general, do not make assumptions about people in the ways they may identify themselves. When in doubt, maintain curiosity.**

The following sections on Inclusive Language in the Workplace is adapted from: https://www2.gov.bc.ca/assets/gov/careers/all-employees/working-with-others/words-matter.pdf

## Using Inclusive Language in the Workplace

Inclusive language is:

- free from words, phrases or tones that reflect prejudiced, stereotyped or discriminatory views of particular people or groups
- not used to deliberately or inadvertently exclude people from feeling accepted
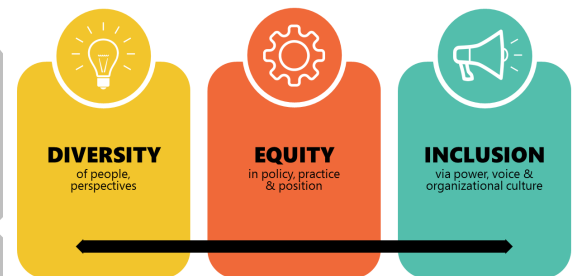
**Note:** Language changes – stay current! As language changes, so do the norms that deem what is socially and grammatically acceptable. **Most language has evolved to reflect the values and norms of the mainstream or dominant culture, and if a person is a member of that culture, they have had the privilege to feel included the majority of the time. That is not the case for everyone.**

Be cautious about making sweeping statements about any social group. This includes making personal assumptions based on gender, culture, ancestry, age and other categories. Think about your intentions for using a phrase, whether it has any origins, and whether there is a more inclusive way to state what you are trying to say.

**Respect a group's or an individual's preference about how they wish to be addressed and referred to.**

## Inclusion: Culture and Ancestry

Cultural labels, names, and expressions can be created and used to portray certain groups as inferior or superior to others. Preferred terms change as language evolves and as awareness increases. **Whenever possible, allow a person to introduce aspects of their identity that they choose to share.**

**Be cautious about referring to a person's race, ethnicity or country of origin unless it is relevant to the communication.** For example, "Tara is a Vietnamese co-worker" can be rephrased as "Tara is a co-worker."

Avoid making assumptions about people and assuming that they share personal traits, interests or similarities based on their gender, race, culture, class, heritage, status or appearance. Instead of saying, "Have you met Dan? He's Asian too. You two would get along," consider saying, "Have you met Dan? He's new to the team."

# Inclusion: Indigenous Peoples

As a commitment to reconciliation, developing literacy with language that more accurately reflects Indigenous people is core to building cultures of reconciliation.

There are **three** distinct groups of Indigenous Peoples in Canada: First Nations (status and non-status Indians), Métis and Inuit. "Indigenous Peoples" is commonly used as a collective term for all first peoples of Canada and their descendants, including First Nation, Métis and Inuit. "Indigenous people" with a lower case "people" is simply referring to more than one Indigenous person rather than the collective group of Indigenous Peoples.

## Understanding Words and Specific Terminology

o **First Nations** describes people who identify as First Nations, which have distinct cultures, languages and traditions and connections to a particular land base of traditional territory.

o **First Peoples** is a term used to collectively describe the original peoples of Canada and their descendants

o **Métis** is a French term for "mixed blood," which refers to the specific group of Indigenous people who trace their ancestry to the Métis homeland and are accepted members of the Métis community.

o **Inuit** refers to a group of people who share cultural similarities and inhabit the Arctic regions of Canada, Greenland, Russia and the United States of America. Inuit is a plural noun, and the singular is Inuk. Also note that "Inuit" means "people," so it is redundant to say "Inuit people."

o **Indian** in reference to an Indigenous person is a historical misnomer with negative meanings for many Indigenous people as an imposed term. Use of this term should be avoided unless it is part of a historical reference, part of a legacy term, or used in reference to a government policy or classification (e.g., "Indian Act," "status Indian")

o **Aboriginal Peoples** refers to all Indigenous peoples in Canada, including First Nations, Métis and Inuit. However, it may no longer be the preferred term as language use is changing and more are embracing the term **Indigenous.**

o **Eskimo** is a historical misnomer with negative meaning for many Inuit and should be avoided. There are a large number of Inuit living in B.C.

## In-Group Terms

In-group terms are accepted and used by members of the same group but are most often **not** appropriate for use by people who are not members of the group.

In-group terms often form as an act of resilience and re-appropriation. This may occur in many groups. For example, the term "Indian" may be used as an in-group term, often among older First Nations people. Often the terms "Aboriginal," "First Nations," "Native" and "Indigenous" are used interchangeably, sometimes by members of the Indigenous community. However, people are encouraged to recognize that these terms carry different meanings to different people. For instance, Indigenous people may use in-group terms that are **unsuitable** for those outside of that group to use. When dealing with specific people or groups from the Indigenous community, it is always best to find out what term they prefer.

Some Indigenous people identify more closely with their tribal or linguistic group designation (e.g. Interior Salish) and prefer the use of the name of the community. Try to identify the tribal affiliation or community and use Indigenous spellings for the names of communities.

In Canada, there is a shift towards the use of "Indigenous" as the collective term, but "Aboriginal" may still be used. E.g. "Aboriginal and treaty rights" in the Constitution Act, or the "Aboriginal Peoples' Television Network."

Understand that Indigenous Peoples come from different nations with distinct languages, cultures and customs. The specific nation, community or band should be used when possible.

o Use the spelling that the Indigenous group prefers.

Capitalize formal titles and maintain consistency. When it is a part of a person's title, capitalize "Chief," "Hereditary Chief," "Grand Chief," and "Elder." For example, "Elder Vera Snow will be attending the event." Capitalization is also necessary when referring to "Nation" or "Nations." Capitalization is not necessary when the term is not a part of someone's title. For example, "She is an elder."

**Whose Territory Is This?**

The **3 local First Nations with unceded territory in Burnaby** are Musqueam, Tsleil-Waututh (pronounced slay wah tooth), and Squamish. They are a part of a larger cultural group known as Coast Salish. The earliest archeological evidence of settlement in BC is from over 10, 000 years ago. Indigenous people often use the term 'Time Immemorial' to refer to how long they have lived in this area.

**Unceded Territory** is a term used to acknowledge the traditional lands of First Nations people who have not signed a treaty with the Crown to surrender their legal title to their lands. By recognizing unceded territory, we recognize the ongoing interests of the First Nations people who consider such lands home.

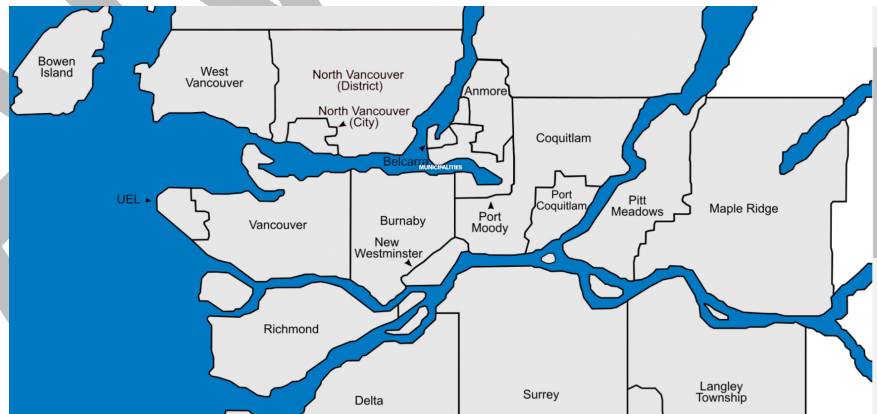First Nations in British Columbia according to Indigenous Services Canada:

https://www.aadnc-aandc.gc.ca/DAM/DAM-INTER-BC/STAGING/texte-
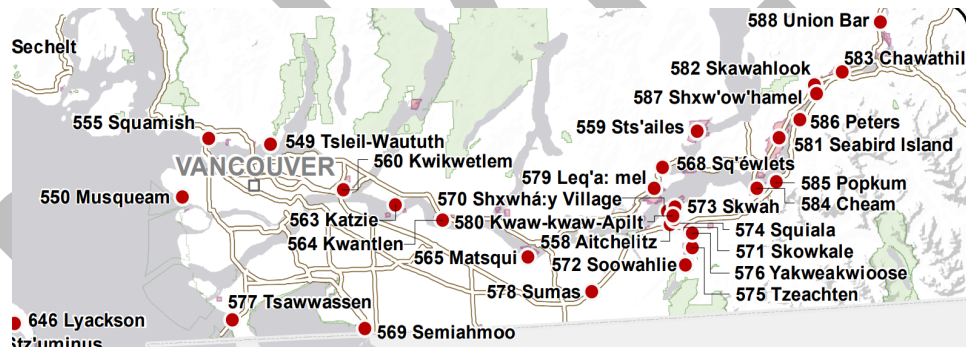


Municipalities in Metro Vancouver and Fraser Valley, according to Tourism Vancouver

https://www.tourismvancouver.com/vancouver/municipalities/

# Inclusion:  Political Belief

A person's political belief should not determine how they are treated by others. This means recognizing the difference between respecting a person regardless of their political belief and allowing personal judgment to shape actions and the way someone is treated.

Here are some key points to keep in mind:

• People come from different backgrounds and may be influenced by many factors such as their upbringing, culture and parental views.

• Being respectful does not mean that a person needs to agree with an opinion; it means that a person needs to be considerate when others express their opinions and vice versa.

• If engaging in political activities, employees need to be aware of their responsibilities under the Standards of Conduct as set out by the employer.

# Inclusion: Religion

This ground protects a person from discrimination based upon their religion or faith.  Religious accommodation in the workplace may include at least the following considerations subject to operational and workplace requirements:

• Changing schedules to accommodate days of religious observance.

• Making changes to dress codes or uniforms to accommodate an employee's religion or faith.

• Providing menu options to accommodate religious dietary restrictions when food is being served in the workplace.

• Adopting a spirit of participation and inclusion by respecting different cultural, religious and spiritual celebrations.

Here are some key points to keep in mind:

• Religion is a personal issue. An individual may have little or no religious affiliation and/or may not wish to be part of certain religious celebrations.

• A person should not make assumptions about how another individual may or may not practice their religion.

# Inclusion:  Marital or Family Status

Marital and family status can cover a range of family forms, including lone parent and blended families, as well as families where the parents are in a common-law relationship.  Regardless of the gender of two people in a couple, the neutral term "spouse" can be used to indicate marital status. The term "partner" is also neutral but does not typically indicate marital status and is more commonly used by people who are in a relationship.  The person will also often refer to their spouse with the term they prefer.

Adoption is a part of many families. Questions about adoption may arise from curiosity but can have an uncomfortable effect on someone. It is best that communication around adoption emphasizes similarities among families rather than differences.  If necessary, it is preferable to refer to someone's "birth parent" rather than "natural parent" or "real parent."  The terms "natural parent" or "real parent" imply that an adoptive family is unnatural or not real.

## GENERAL PRINCIPLES – Marital or Family Status

The question of marital or family status can be avoided by using names only in both written and oral form. **In the workplace**, people usually refer to each other by their first names, with no title indicating marital or family status.

When dealing with a member of the public, especially if an employee does not know the person, it may be more appropriate to ask how the person would like to be addressed first rather than using a pre-fix such as "Ms." or "Mr." When a person identifies as married or in a relationship, refrain from making specific references to gender (such as referring to their "wife" or "husband") if unknown.

## Inclusion: Disability

When speaking to or about a person with a disability, it is important to focus **on the person and not on their disability**. Not all persons with disabilities will have strong preferences about language, and there is not always consistency about preferred language between different people. An effective way to determine a person's preferences for what language they are comfortable with is to ask respectfully. Some people may be more comfortable sharing information about their disabilities than others. Be sensitive in your use of language to the fact that chronic conditions and disabilities, including mental illness, are both **visible and non-visible**.

The **United Nations definition of people with disabilities includes** "those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others." A person can be born with a disability (congenital) or they may acquire a disability through age, illness or accident. Furthermore, a disability can be visible (e.g. use of a wheelchair due to spinal cord injury) or non- visible (e.g. mental illness) or occur only periodically (e.g. seasonal).

Terminology about a disability can vary depending on the degree of the impairment. For example, being hard of hearing is different from being deaf. Having low vision is different from being legally blind. Also, just because a person has one disability does not mean they have another. For example, if a person has difficulty speaking, it doesn't mean they also have an intellectual or developmental disability.

Finally, having a disability is not the same as being sick. Many employees with disabilities are physically and mentally healthy.

## GENERAL PRINCIPLES - Disability

"Person with a disability" is a preferred term. The use of the word "handicap" is considered offensive, and the preferred term is "person with a disability." Consider people first. Instead of saying "disabled person," consider saying "person with a disability." The latter approach emphasizes that individuals with disabilities are people first and are not defined by their disability.

## Inclusion: Sexual Orientation, Gender Identity or Expression

Sexual orientation and gender identity or expression have different meanings and are subjective and circumstantial to the individual. It's also important to note that LGBTQ2S+ is an acronym that represents many, but not all, groups specifically. The acronym refers to lesbian, gay, bisexual, trans, queer, questioning and two spirit people, and the "+" recognizes that there are many more identities as well.

Language can take on unnecessarily gendered forms, which includes words, phrases and expressions that unnecessarily differentiate between women and men, or exclude, trivialize or diminish either gender or sex. For example, "the best man for the job" can be replaced by a variety of terms and phrases such as "the best person" or "candidate for the job." Similarly, "manpower" can be replaced by terms such as "workforce," "personnel," "staff" and "human resources."

One of the greatest opportunities to encourage and demonstrate inclusion is around the use of third person pronouns ("he/she/they"). By choosing to use the gender-neutral pronoun "they," which is already becoming a more common occurrence in written and spoken language, one can signal acceptance and understanding.

A part of understanding the complexity of gender identity is recognizing that there are differences between sex, gender identity, gender expression and sexual orientation. The use of language is evolving to be more inclusive and go beyond simple binary gender (male/female only).

It is helpful to be aware of the following terms and their definitions:

• **Cisgender** refers to a person whose sense of personal identity and gender corresponds with their birth sex.

• **Gender expression** refers to how a person publicly presents their gender.

• **Gender identity** refers to a person's internal and external experience of gender which may be the same or different from their sex at birth.

• **Sex** refers to the external physical characteristics used to classify humans at birth. AFAB - Assigned female at birth. AMAB - Assigned male at birth.

• **Sexual orientation** refers to whom one is sexually and/or romantically attracted.

• **Transgender** is an umbrella term to describe a wide range of people whose gender identity and/or gender expression differ from the sex they were assigned at birth and/ the societal and cultural expectations of their assigned sex.

Language has been shaped to imply a gender hierarchy. This is evident in how a person might compose their writing and how they use gendered pronouns. As language changes, so do the norms that deem what is acceptable. There is a steering away from terms like "fireman" and the universal "he" to stand for all genders and heteronormative language (language that reinforces the attitude that heterosexuality is the preferred way of being) toward terminology that is more inclusive (e.g. using "spouse" instead of "husband" or "wife").

## Preferred Pronouns in the Workplace

It is important to be aware that a person who is transgender or non-binary (someone who does not identify as exclusively male or female) may have had a difficult lived experience. Language is important when speaking about gender identity because it facilitates respect by allowing people to use language that describes their identity. Respect can be demonstrated by asking appropriate questions about what language means to any given person, and inquiring appropriately into experiences, needs and concerns. Balancing a practice of using non-gender based language (e.g. "they/them/their") and being sensitive to a person's specific needs is important.

Some people experience gender as non-binary; that is, some people have an experience of gender as being more than the two options of male and female. Some individuals experience their gender as both, or neither male nor female. Further, some may use a variety of terms to describe their gender identity, and may include the following:

**Examples of Gender Terms:**

- Agender - Androgyne - Bi-gender
- Genderqueer - Gender Diverse - Gender Fluid
- Gender Neutral - Gender Non-Conforming - Gender Variant
- Intergender - Neutrois - Non-binary
- Poly Gender - Third Gender - Two Spirit(ed)

Regardless of a person's gender identity, gender can be very important to someone's sense of self. To use language that is not inclusive to someone's sense of self can cause the person to feel disrespected and unwelcome. You may want to consider respectfully asking about the preferred term(s) used by an individual. However, when referring to someone whose identified pronouns are unknown, it is usually preferable to use non-gender based language as in "they/them/their."

**Gendered Pronouns**

A gendered pronoun is a pronoun that references a person's gender, such as "hers/his," "he/she," "him/her," or "herself/himself." Pronouns in English originally developed around binary gender norms (male/female) and may not match a person's gender identity or expression. It is more inclusive to use the gender neutral pronoun "they" in written communication. Further, many non-binary and gender fluid persons prefer the gender neutral pronoun "they" in reference to themselves.

While it was previously acceptable to use the male pronoun "he" to stand for all genders, this is no longer the case. Likewise, terms such as "man" or "mankind" no longer reflect the full spectrum of humanity. The use of the male universal pronoun causes confusion as to whether the language is meant to encompass all genders or just men. It also marginalizes women and other genders that are less likely to identify with this type of language.

One needs to be mindful about the use of masculinized nouns, most commonly used in job titles that reinforce that the norm to hold the role is a male. An inclusive approach is to replace identifiers such as "policeman," "fireman," and "chairman" with non-gendered titles such as police officer, firefighter, and chair or chairperson.

Be cautious about making assumptions. All people do not look a certain way or come from the same background, and many may not appear "visibly trans." Rather, one should assume that an audience might include transgender people.

Double checking the use of terminology and language descriptors confers respect and can contribute to the development of most relationships. If the pronoun that a person prefers is not known, listen first to the pronoun other people use when referring to that person. If you accidently use the wrong pronoun, apologize immediately and sincerely, and then move on.

Be considerate about names. Respect the name a transgender person is currently using. For some people, being associated with their birth name is a source of anxiety, or it is simply a part of their life they wish to leave behind. If you happen to know the name someone was given at birth but no longer uses, refrain from sharing it without the person's explicit permission.

**GENERAL PRINCIPLES- Gender and Sexual Orientation**

Respect a person's privacy. Some people feel comfortable disclosing their status to others, and some do not. Knowing a transgender person's status is private and it is up to them to share it.

Respect terminology. Transgender people use many different terms to describe their experiences. Respect the term (transgender, transsexual, genderqueer, cross-dresser, etc.) that a person uses.

## Inclusion: Age

A person should be mindful about the connotations that could arise when referring to age, as both younger and older people may perceive their age as a systemic barrier to being included in the workplace. By avoiding terms and phrases that may stereotype individuals or groups on the basis of their age (language that implies that a particular age group is more or less able), inclusive terms and phrases are sensitive to the entire age range. Further, demographic terms such as "older" and "younger" are relative and should be used only when relevant within a clear and specific context.

The term "elderly" can imply a stereotype and caution is advised when using it to refer to an individual. When referring to the entire population of older people, the use of the term "elderly" may be appropriate as in "the impact of prescription drug costs on the elderly," for example. However, providing more specific information is more respectful and arguably more helpful, as in, "the population above the age of 65 reports experiencing…" An exception to negative connotations around the descriptor "elderly" is in the case of Indigenous Peoples where the term "Elder" is considered an honoured title for someone who holds both age and wisdom. First Nations, Métis and Inuit elders are acknowledged by their respective communities as an "elder" through a community selection process. Gender and predetermined age are not factors in determining who is an elder in Indigenous communities.

## In Conclusion, Being Inclusive Means:

**Taking the time to recognize that all audiences are diverse creates a respectful workplace for everyone.** A person may say the wrong thing or be unsure about what to do in a given situation, but **apologizing for misunderstandings and mistakes**, and **exhibiting a commitment to learn** are steps in the right direction.

Likewise, **being understanding when language is accidentally misused** can be encouraging for those who are learning. **Accept sincere apologies** and feel free to acknowledge offers' efforts to be inclusive. Through a collective effort to keep these day-to-day guidelines in mind, people in the workplace can reinforce inclusive language that celebrates and supports diversity and inclusion.

**Diversity**
Everyone is individual and differenct

**Equality**
Equal access to opportunities

**Inclusion**
Inclusion is a sense of belonging: feeling respected, valued for who you are; feeling a level of supportive energy and commitment from others so that you can do your best at work

"DIVERSITY IS BEING INVITED TO THE PARTY; INCLUSION IS BEING ASKED TO DANCE."

**VERNA MYERS**, DIVERSITY AND INCLUSION EXPERT

# 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 June 1, 2019: $13.85 per hour for workers under the age of 19 years old (as of June 1, 2020 it will increase to $14.60 per hour; by June 1, 2021, this rate will increase to $15.20) *(exception:  liquor server minimum $10.10/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 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 worked, 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**
   - o "time-and-a-half" after eight hours worked in a day
   - o "double time" after twelve hours worked in a day
   - o weekly overtime is time-and-a-half after forty hours worked in one week

**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*

### 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 (*ie. steel-toed boots*)

### 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

- o New Year's Day
- o Family Day
- o Good Friday
- o Victoria Day
- o Canada Day

- o BC Day
- o Labour Day
- o Thanksgiving Day
- o Remembrance Day
- o 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 a 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/

# *HOW DO I LOOK FOR A JOB?*

### *Friends and Family (NETWORKING)*
- Tell your friends and family that you are looking for a job.  They might be able to put you in touch with potential employers.  After high school you should create a professional LinkedIn profile, and use this social media platform to develop a professional network to assist with finding work.

### *Teachers / Career Education Advisors*
- 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.

### *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.

- Other **job websites**:
  - https://ca.indeed.com/jobs-in-Burnaby,-BC
  - https://www.bcjobs.ca/burnaby-jobs
  - https://www.monster.ca/jobs/l-burnaby-bc

### *Service Canada Centres for Youth (SCCYs)*
- This site lists available jobs that are suitable for youth.  It provides information and advice on job search techniques.  **www.jobbank.gc.ca**

### *myBlueprint*
- Choose Job Search from the Work drop down menu on the left-hand side of their myBlueprint account screens.

### *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** or **www.volunteerburnaby.ca** to find general volunteer opportunities.

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