Now that you know more about what you have to offer and what companies can offer you, where do you go from here? The next step is to look for a job. Are you prepared for the work it takes to land the job you want?

In this unit, you’ll learn words and expressions that will help you in your job search. You’ll read suggestions to follow when beginning the search, and learn about the importance of developing your personal brand and your digital footprint.

You’ll also hear about the challenges you may face when looking for a job and get advice on what to do when you don’t have much experience.
COMING TO TERMS

Below is a list of words that you may encounter in a job application, in a job advertisement or on other work-related forms. You may also need to use these words once you start work.

Match the words on the left with the definitions on the right. The first one has been done for you as an example.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>updated</td>
<td>a) instruction received</td>
</tr>
<tr>
<td>gross income</td>
<td>b) related to fields such as law, medicine and teaching</td>
</tr>
<tr>
<td>net income</td>
<td>c) to do with trades or skilled jobs</td>
</tr>
<tr>
<td>training</td>
<td>d) certified proof of work and educational background</td>
</tr>
<tr>
<td>vocational</td>
<td>e) organization protecting employees’ rights</td>
</tr>
<tr>
<td>professional</td>
<td>f) obtain something by working for it</td>
</tr>
<tr>
<td>qualifications</td>
<td>g) money left after deductions</td>
</tr>
<tr>
<td>earn</td>
<td>h) money earned before deductions</td>
</tr>
<tr>
<td>collective agreement</td>
<td>i) advantages such as sick leave, vacation pay and maternity leave</td>
</tr>
<tr>
<td>fired</td>
<td>j) inability to use a part of the body</td>
</tr>
<tr>
<td>be laid off</td>
<td>k) working for oneself</td>
</tr>
<tr>
<td>fringe benefits</td>
<td>l) woman’s family name at birth</td>
</tr>
<tr>
<td>disability</td>
<td>m) family name</td>
</tr>
<tr>
<td>union</td>
<td>n) first language spoken at home</td>
</tr>
<tr>
<td>maiden name</td>
<td>o) made current</td>
</tr>
<tr>
<td>severance pay</td>
<td>p) compensatory earnings for losing a job</td>
</tr>
<tr>
<td>unemployed</td>
<td>q) out of work</td>
</tr>
<tr>
<td>mother tongue</td>
<td>r) dismissed for incompetence</td>
</tr>
<tr>
<td>surname</td>
<td>s) lose a job, usually because there is insufficient work</td>
</tr>
<tr>
<td>self-employed</td>
<td>t) description of rights protecting unionized employees</td>
</tr>
</tbody>
</table>

First, ask students what information is usually required in a job application or on other forms, such as an income tax form.
Complete the following paragraph with words and expressions from the list on page 32. Some answers may require changes to suit the context of the sentence.

I have been __________ unemployed ________ for several weeks since I was __________ laid off ________ from my job at the construction firm. It was a great position and I ________ earned ________ enough money to send my kids to university. The ________ fringe benefits ________ were very good, too. While I didn’t have dental coverage, I had medical insurance, four weeks of paid vacation and sick days. Our ________ union ________ negotiated a very good ________ collective ________ agreement ________ when it was renewed after months of negotiation, but that was two years ago. I’m thinking of getting some ________ training ________ in management to give myself more possibilities and even though my ________ mother tongue ________ is English, I can speak French not too badly. I think I have the right ________ qualifications ________ and experience to get another and maybe even better job, but with the recession, it’s very tough to find work in both the ________ vocational ________ and ________ professional ________ fields. I’m also nearing retirement age and I think many employers would prefer to hire younger workers. Maybe I should just take an early retirement and try to find odd jobs as an independent contractor. I never thought I’d want to be ________ self-employed ________, but given the present circumstances, perhaps I should give it a shot.

**GETTING STARTED**

Whether you’re just starting your career courses or will soon graduate, it’s never too soon to start looking for a job in the field you would like.

**READING**

Read these tips to help make your job search easier and answer the questions that follow.

**Networking Is an Important Part of Finding a Job**

**BY COURTNEY GILLIES**

1. If you are looking for your next job in the local paper only, you are missing a large part of the job market. Do not get us wrong—many companies who are actively seeking employees will use the newspaper because of its wide distribution, but many Canadians receive jobs from opportunities that are not advertised. You need to connect to the hidden job market.

2. There are many job search tools out there, but the best resource is you. Networking can be one of the most important skills young people can use to find where and how to look for opportunities. Networking means using the people around you as a resource. If you are looking for a job, tell people such as your friends, family, teachers and neighbours. You can find great information about possible opportunities with their companies or other opportunities they have heard of. They may even suggest you to a supervisor who is looking to fill a position.
Networking is a great way to talk to people working in an area which interests you. Seek out people working in your desired field. You don’t necessarily have to ask for a job, but you can gather facts and advice about how they got to their positions, what kind of training and work experience they have or how they found out about their position. These people may know someone who is hiring and can be a great contact when you are looking for a job in future. You know the old saying, “It’s not what you know—it’s who you know.” With this in mind, remember you need to make a good impression, especially if your contact is taking a chance by referring you to an employer. Always be polite, be on time, be enthusiastic and always ask your contact if you can talk to them again.

Employer visits can also help you tap into the hidden job market. Identify companies you want to work for and visit them directly. Almost everyone has heard of dropping off resumés, but the biggest mistake youths often make is doing just that. You need to think of dropping off a resumé as a pre-interview. You should never simply leave the resumé at the front desk. Always ask to speak to the manager or person in charge of hiring. When employers review resumés, most often they will favour the person who took the initiative to talk to them. Keep in mind you need to be prepared for the employer to ask you some interview-type questions on your initial visit, so do a little research on the organization before you visit.

The hidden job market is important, but there are also some great free resources for youth. Local employment services have job boards full of job postings in the area. In Medicine Hat, Community Employment Services, YouthWorks! Employment Centre and the Service Canada Centre for Youth all provide this service.

Websites can also be a good place to start. Sites such as workopolis.ca, monster.ca and the government of Canada’s job bank at www.jobbank.gc.ca allow for quick and easy searches. Job searches online allow for more specific job criteria, eliminating the clutter that may become overwhelming.

Access the resources that are available to you, but remember you are your own best resource.

(563 words)


VOCABULARY

Find the words in the article that match the following definitions. Choose from the words in bold type.

1. collect: gather

2. delivering: dropping off

3. looking for employees: hiring

4. in the vicinity: local

5. looking for: seeking

6. publicized: advertised

7. too many unorganized things: clutter

8. too much to handle: overwhelming
For each question, circle the letter of the correct answer.

1. Your best job search tool is:
   a) friends;
   b) yourself;
   c) the Internet.

2. Newspapers:
   a) are used by only a few companies;
   b) provide a wide range of opportunities;
   c) don't list all job openings available.

3. Networking means:
   a) finding and making contacts;
   b) sending your resumé to as many companies as possible;
   c) impressing a contact with your skills on the Internet.

4. When dropping off a resumé, it's best to:
   a) ask to meet a manager;
   b) be as discreet as possible;
   c) ask to make an appointment for a formal interview.

5. Before you drop off a resumé, be sure to:
   a) get a good haircut;
   b) call ahead;
   c) research the organization.

6. The hidden job market refers to jobs that are:
   a) posted only inside a company;
   b) not advertised in the newspaper;
   c) advertised by word of mouth.

7. One way to make contacts is to:
   a) ask to interview someone working in your area of interest;
   b) send out your resumé to as many different companies as possible;
   c) advertise yourself on your own website.

8. You will make a good impression when meeting a potential employer by:
   a) thoroughly explaining your training, assets and skills;
   b) being well-mannered, punctual and interested;
   c) talking about all of the people you know in the field.

9. Looking for a job on the Internet can be helpful because:
   a) it lists jobs all over the country;
   b) you don't have to go out and buy a newspaper;
   c) you can refine your job search with specific criteria.

10. Based on the tips mentioned in the article, which of the following would be helpful in a job search?
    a) volunteering to work in an organization in your field;
    b) putting flyers with your credentials on car windshields;
    c) sending the names of your previous employers to companies you'd like to work for.

The article presents several suggestions on how to make contacts when looking for a job. Which ones would you consider? Are there any that you would definitely not consider? Have you ever found a job through someone you know?

A friend of yours has just completed her studies in the same program as you and is trying to find a job doing what you hope to do one day. She has written you an e-mail, saying that besides sending out her resumé, she doesn't know what to do to increase her chances of getting a job. Write an e-mail back to her, giving her advice based on the article you have just read. Make suggestions and explain why you think they are good ideas.
A CATCH-22

The reality is that you often can't get a job without experience, but you can't get experience without a job. So what should students do? The article you've just read talks about networking to find a job. Now watch the interview with Mark Swartz, a career specialist, who will not only talk about networking, but also give you other great advice on how to get experience to put on your resumé.

Before you watch the interview, make sure you understand what the following words and expressions mean.

1. afford: have the resources (money, time, etc.) for something
2. brag: talk about oneself in an arrogant manner
4. extracurricular activities: organized activities at school that aren't part of the regular courses
5. internship: work experience offered as part of a study program
6. meaningful: significant; having meaning or purpose
7. relevant: pertinent
8. land a job: get a job

A. Based on the interview, decide if the following statements are true or false. If the statement is false, write the correct information.

1. Your top priority should be to get experience in your field of study. T F ✓
   **Correction:** Any job is a good job. It gives you experience and shows that you can make a contribution in a company.

2. Getting a part-time job is a realistic way to start one's career. T ✓ F
   **Correction:**

3. Mark Swartz's daughter was accepted into the Fashion Internship program at Ryerson. T F ✓
   **Correction:** She was already in an internship program that helped her get into the fashion program at Ryerson.
4. An internship program is the only way to get a job in your field of study.  
   Correction: It’s a good way to get experience but not the only way.

5. Volunteering is a good way to make contacts.  
   Correction: 

6. Brag on your resumé about everything you’ve done.  
   Correction: Your resumé should include information that is relevant to the position you’re applying for.

7. Use job search websites to find a job.  
   Correction: 

8. Mark Swartz doesn’t have the same view of networking as the opinion expressed in Activity 3.2.  
   Correction: He believes that networking should be used to make contacts via family, friends and school.

B. Based on what you’ve learned from Mark Swartz, read the following situations and decide what the people should do.

1. Doug is studying to be a police officer. He works part-time at the local Tim Hortons. To get experience related to his program, he should:
   a) read a lot of detective novels;
   b) volunteer to help provide security for school and community events;
   c) get a black belt in karate;
   d) do all of the above.

2. Katie is a nineteen-year-old student with a one-year-old baby. She takes four courses a week in a business program and has two part-time jobs: one as a waitress and one as a checkout clerk in a grocery store. She has no time to volunteer or look for a job in her field. When her studies are finished, how can she sell herself to a potential employer who asks about her business experience? She should:
   a) say that although she has no relevant experience, she earned top grades at school and is a fast learner;
   b) point out that with her hectic lifestyle, she has acquired great time management skills and has learned how to prioritize;
c) highlight the fact that her jobs have taught her how to deal with the public and work under pressure;

do both b and c.

3. Scott works at a bookstore and is studying to be a lab technician. His marks aren’t very high, but he’s determined to succeed at school. His grandfather recently passed away and left him enough money to pay for his education and all his living expenses. He should:
a) quit his job and spend the extra time studying;
b) keep his job and buy the sports car that he’s always wanted;
c) keep his job for the work experience but reduce his hours so that he’ll have more time to study;
d) take the year off and spend the money travelling around the world.

4. Lynda is in her last year of the Transportation and Logistics program and hopes to find a job in the trucking industry. To beef up her résumé, she should:
a) take a community course called Communicating Effectively;
b) ask the friend of her boyfriend’s father, who is a trucker, if she can ride with him during her spring break;
c) ask her boss at the shoe manufacturing company if she can observe the process used to ship stock;
d) do any or all of the above.

5. Joan has just graduated as a graphic designer and has found only a part-time job working in her field. She likes the job but isn’t very happy about the hours. She should:
a) realize that there are many stepping stones in a person’s career, and that the job will give her experience;
b) quit and return to school to specialize in the hopes of getting a better job;
c) quit and relocate to a city in the hopes of finding a better job;
d) do none of the above.

6. Dan is a twenty-year-old college student who has just graduated with a diploma in legal assistance. His parents had saved a lot of money to pay for his education, so he didn’t have to work during his studies. He only started working at a part-time job serving in a restaurant. Now that he has finished his studies, he is looking for a full-time job in his field. Unfortunately, there are not many openings. In fact, he has found only one job advertised in his field but it’s for part-time work, only eighteen hours a week. He could get more hours working at the restaurant, but it’s not in his field. He should:
a) work more hours at the restaurant until better jobs are offered in his field;
b) move to a larger city with more opportunities;
c) apply for the part-time job in his field;
d) apply for the part-time job in his field and if hired, work in the restaurant as well until he can get more hours in his field.

In groups of three or four students, discuss why some of the answer options given in the above questions would be inappropriate.
YOUR PERSONAL BRAND ONLINE IS PART OF THE HIRING PROCESS WHETHER YOU LIKE IT OR NOT

BY TOM TURPIN

1. Like it or not, in this era of social media, everyone has a “personal brand” and it may or may not be a good one, especially in the eyes of a potential employer.

2. From the digital media trail to good old-fashioned manners and everything in between, today’s employers are taking the personal brand of a potential employee into account more than ever. It’s the new first impression, and building and protecting your brand is vital to an individual’s career success — whether it’s securing a role in a competitive hiring environment, seeking a promotion or in interactions with current and potential clients.

3. And social media has made it easier for potential employers to get that first impression. Before you even step inside the interview or presentation room, a potential employer or client will have reviewed your LinkedIn profile, read your public Facebook wall and taken a look at your last twenty tweets. Ensuring that each reflects a professional attitude and outlook, and never posting or making anything public you would not want an employer or colleague to access, is critical.

4. If your online profile is less professional than you would like, there are ways to improve it. Start by googling your name and if there is anything remotely negative about you, especially on the first page, have the content removed or replace it with something more favourable. To do this, make sure you have fully updated profiles on LinkedIn, Facebook and Twitter. The more you have, the more messages you can directly control. If you have a personal blog, you can duplicate it on a separate blog host or build a personal website.

5. If you have a common name, finding a way to distinguish yourself is challenging — identify yourself within your profession and with other relevant markers such as location, organization and professional affiliations. This helps ensure that a potential employer or job-seeker doesn’t confuse you with a potentially less professional individual of the same name.

6. On the other hand, having too small a digital profile can also be a problem, one commonly seen with older job-seekers. Even if Facebook or Twitter isn’t for you, it’s important to ensure you have an extensive and up-to-date LinkedIn account that a potential employer can find to get a sense of your qualifications and experience.

7. Additionally, taking on new projects and volunteering at professional associations or in the community are excellent ways to extend your brand, creating more depth to social profiles and facilitating interactions directly with broader groups. However, ensure your choices are authentic and reflect your personal and professional values.

8. An individual’s personal brand is tied more closely to their digital footprint these days than ever before, but it is still important for job-seekers to never lose sight of the fact that face-to-face interactions still make and create character and reputations. This is where the basics of politeness, respect and empathy come into play. Good manners and the ability to listen are as essential as ever, and while conflict and tough conversations cannot be completely avoided in the workplace, participating in a constructive and respectful manner will go much further than being opportunistic or destructive.

9. Having good people skills and the ability to make decisions, while at the same time not letting emotions interfere with sound tough decision making, will ensure others think of you as a person who can be relied on and earn you respect.

1. Tom Turpin is President, Technologies and Engineering, for Randstad Canada, a Canadian recruitment and HR services provider.
10. Bottom line is your personal brand is a reflection of your actions and interactions. The immediacy and reach of social media just emphasizes this aspect of your profile to the same degree as your qualifications, experience and career history.

11. In our profession, recruiting for many of Canada’s leading organizations, we witness a growing trend in employers dismissing otherwise highly qualified candidates due to concerns over online profiles and interactions.

VOCABULARY

Complete the following sentences with words that appear in bold in the text. You may have to change their form to fit the context of the sentence.

1. When asked to talk about your experience at a job interview, discuss what is _______ relevant _______ to the position you hope to get. For example, if you want to work in customer service, don’t waste time talking about your babysitting jobs. Instead, mention jobs you’ve had dealing with clients.

2. Getting hired to a senior position right out of college is not even _______ remotely _______ possible. You have to gain experience first.

3. He has a very generic _______ brand _______ of humour. None of his jokes are very original.

4. I shouldn’t have _______ relied on _______ Jason to take me to the airport. He’s never on time and I almost missed my flight.

5. The more you use technology, the greater your _______ digital footprint _______. If someone were to follow your trail, what would they find?

6. The teacher agreed to _______ extend _______ the deadline for my paper to next week.

7. Those who tend to have a postive _______ outlook _______ on life are generally happier people.

8. My supervisor didn’t think my suggestion was very important. In fact, he _______ dismissed _______ the idea before I had even finished presenting it.

9. My uncle once gave me some very _______ sound _______ advice. He told me to stop worrying about things I couldn’t control and focus on what I could control.

10. I _______ have a stake in _______ that company. If it doesn’t do well on the stock market, I’ll lose a lot of money.
1. What are three areas where your personal brand is essential?

   getting hired, getting a promotion, dealing with current and potential clients

2. What are employers increasingly doing before hiring someone?

   checking his/her LinkedIn profile, looking at his/her Facebook page, checking his/her latest tweets

3. What steps should you take to make sure an employer doesn't find anything negative about you online?

   Google your name, check all accounts, remove negative information, update profiles, build a personal website.

4. What is important to do if you have a common name? Why?

   Find relevant information that will make you stand out, such as a location or professional affiliation, so that an employer will not mistake you for another person who may have a less impressive online profile.

5. If someone has a small digital profile or even none at all, what does the author recommend he or she do?

   At least create a LinkedIn account, consider joining professional associations or getting involved in the community or in projects so that you have more depth to your profile.

6. Despite the importance of an online profile, what is even more important for your personal brand?

   your people skills and how you interact face-to-face with others: manners, politeness, respect, empathy, the ability to listen, dealing with conflicts in a constructive manner, not letting emotions get in the way of decision-making

7. What is a personal brand?

   a reflection of your actions and interactions

8. The author makes several suggestions for creating or improving your online brand. Which one is the most realistic for you and which one is the least realistic? Justify both choices.

   Answers will vary.
ARE YOU LINKED IN?

Social media is an inevitable part of the job search process, whether you're looking for your first job or looking to change careers. As mentioned in the previous activity, your digital footprint is very important and if not used correctly, it could hinder instead of help you in the job search.

In this activity, you will listen to an interview that illustrates the pros and cons of using LinkedIn, which Mark Connolly refers to as the "Facebook of business". Before you listen, make sure you understand the following words that appear in bold. They occur in parts of the sentences that you will hear. Can you explain them? Give a synonym or definition for each according to the context.

1. Personally, I've also gotten business leads …
   
   contacts

2. And I also get a lot of spammy connection requests, which I definitely ignore.
   
   fake, junky, worthless

3. … a business insider was fired because he was incredibly sexist and racist on Twitter …
   
   important person in a particular field, often in a position of power or influence

4. But I think that you can’t really get away with that excuse anymore …
   
   succeed in doing something inappropriate without any consequences

5. … as professional and personal become so public on the Internet and intertwined …
   
   closely connected

6. We talk about it as like the “keeping up” syndrome.
   
   trying to keep in touch to know what everyone else is doing (e.g., what everyone is posting online)

Listen to the interview and answer the following questions.

1. What advantage does Dana mention she gets from LinkedIn?
   
   business leads
2. a) What did a well-known businessman do on a social media site and what negative consequence did it have?

He made sexist and racist comments on Twitter and was fired.

b) How was LinkedIn connected with this situation?

People who had recommended the man on LinkedIn were contacted by the media.

3. What are the two most important pieces of advice this interview gives?

Be very careful what you post online and make sure you know someone really well before you recommend him or her.

The use of social media is a hot topic. It can be very useful but if misused, it can cause a lot of problems. Is it really worth it to be on popular sites such as Facebook, Twitter or LinkedIn? What are the pros and cons?

If time permits, this discussion could be an informal debate activity. You will find complete instructions in the Reproducible Materials section in My eLab Documents. The Teacher’s Notes also include a writing assignment for this activity.

SMART INTERACTIONS

You’ve just read that your personal brand is very important. However, it’s not just your digital footprint that counts, but how you interact with people. While it’s great to have a high IQ, what about your EQ, your emotional quotient? It’s your emotional smarts that will help you be successful in dealing with others. The good news is that unlike your personality, your EQ is something you can change and improve with practice.

Take the following test, based on the model in June Donaldson’s book Emotional Smarts!, to rate your own EQ. Indicate whether the statements are true or false: select true if the statement applies to you usually or always and false if it applies to you infrequently or never.

EQ TEST

1. I’m aware of my feelings, both positive and negative, when I’m in an emotionally charged situation at school or at work. T □ F □

2. I soothe, encourage or motivate myself during low points at school or at work. T □ F □

3. I express myself to co-workers in a clear, concise and non-defensive manner. T □ F □

4. I take on assignments that allow me to realize my full potential. T □ F □

This should be done individually and perhaps as homework to allow for more discussion time in class. Ask students to reflect on situations they might encounter in their future careers in which they would have to work on their EQ. If appropriate, use the text to review the simple present tense, since the statements are in this tense.

A speaking activity allowing students to further test their EQ skills is available in the Reproducible Materials section in My eLab Documents.
5. When work becomes challenging or difficult, I stay optimistic. T F

6. I rely on my own capabilities, knowledge and judgment to make decisions that affect the quality of my work. T F

7. I maintain a healthy balance when it comes to my work life, relationships and personal needs. T F

8. I’m able to control my impulses, drives and temptations when faced with intense situations. T F

9. I deal with conflicts directly rather than trying to avoid them. T F

10. I maintain contact with a broad range of people, at school, at work and in my social life. T F

11. I let my co-workers know that I’m sensitive to how they’re feeling in emotionally charged situations. T F

12. I participate in activities that assist those who are less fortunate. T F

13. I identify and deal with potential threats to my work or well-being at school or at work. T F

14. I explore various approaches when dealing with challenges or problems before deciding how to proceed. T F

15. I make timely decisions based on the best information available. T F

16. I make decisions that are realistic and workable for the situation at hand. T F

SCORING
People who are emotionally smart take responsibility for their psychological wellness as they manage change in their workplace, relationships, social structures, health and aging. If you answered “true” to thirteen or more statements, you’re highly skilled; ten to twelve, very skilled; seven to nine, skilled. However, you should check to see if your “false” responses were mostly in one area. Questions 1 to 5 deal with your level of self-awareness, questions 6 to 9 with your behaviour, questions 10 to 12 with your interactions with others and questions 13 to 16 with making decisions. If you scored between 4 and 6, you could improve your social skills with the help of library books, self-help DVDs, community college courses or a professional consultant. If you scored 3 or under, you might want to explore how willing you are to take responsibility for your own psychological wellness. Reading books about emotional intelligence or asking friends for suggestions could be ways to help you improve your emotional intelligence.
WORKING ON YOUR ABS

Networking and polishing your online brand are important parts of preparing for the job search, but so is looking at job ads. Job ads are often written in a shortened form and include abbreviations (e.g., off. work = office work); it is essential to know what exactly an employer is looking for.

A. The following abbreviations may appear in classified ads in the career section of a newspaper. Do you know what they stand for?

1. f/t position: full-time position
2. p/t position: part-time position
3. gd. typing skills: good typing skills
4. w/ numbers: with numbers
5. yrs.: years
6. hr.: hour
7. per wk.: per week
8. fringe ben.: fringe benefits
9. can type 40 w.p.m.: can type 40 words per minute
10. a.s.a.p.: as soon as possible
11. call for appt.: call for appointment
12. gen. off work: general office work
13. exp. is req.: experience is required
14. E.O.E.: equal opportunity employer
15. min.: minimum
16. send c/o: send care of
17. managerial wrk.: managerial work
18. encl.: enclosed
19. P.O. box: post office box
20. opp. for travel: opportunities for travel
21. B.A.: Bachelor of Arts
22. h.s. diploma: high school diploma
B. With a partner, examine the following job ad. Rewrite it in complete sentences. Your ad should start with: “We are looking for ...”

We are looking for a full-time clerk for general office work. You need to have a minimum of two years of experience in accounting and a collegial diploma in business administration. (OR: A minimum of two years’ experience and a collegial diploma in business administration are required.) We offer good benefits and training opportunities. For an appointment, call 658-9880, extension 2345, on Mondays between eleven and five o’clock or on Tuesday mornings. Send your curriculum vitae care of Ms. Joan Brown, Personnel Department, before April 22, 2015.

YOURS TRULY

In the next unit, you’ll look at how to apply for a job, which includes writing a resumé and a cover letter. As preparation, this activity will show you the important elements of a formal letter, which you can then apply to writing your cover letter.

A. Consider the following essential points.

→ Format: Block style—everything aligned on the left. Indented style—return address, date, closing and signature are aligned down the centre of the page.

→ The letter should be vertically centred on the page. Add more spacing between sections if necessary.

→ Use traditional fonts, such as Arial, Verdana or Times New Roman in size 11 or 12. A formal letter is not the place to be creative. Print on white paper. Pay attention to punctuation. Refer to the explanations of how to correctly use punctuation in a letter on pages 48–49, Section C.

→ Use formal language at all times. Never address someone by his or her first name. Always include your last name.

→ Proofread. There must never be any mistakes.
B. Look at the following example of the components of a formal business letter written in indented style.

**Return address**

I. T. Consultants
24 Pine Avenue
Toronto ON M4B 2W4
February 12, 2015

**Inside address**

Ms. Jeanne Greggor
Sales Manager
ProComm Canada
309 7th Street
Vancouver BC V2B 4V7

**Salutation**

Dear Ms. Greggor:

**Subject line, not always included**

SUBJECT: WORKSHOP FOR SALES REPRESENTATIVES

I am writing this letter to inform you of all the details of the workshop for sales representatives.

The workshop will be given by Melba Mansbridge and held as confirmed on February 26, at 2:00 p.m., in Room 111 at our head office.

Arrangements have been made to accommodate twenty of your sales representatives, as agreed in our telephone conversation of February 6. I would appreciate it if you could confirm the exact number of participants before February 20.

I am looking forward to meeting your staff on February 26.

**Complimentary closing**

Yours truly,

Ann Armstrong
Marketing Director

**Abbreviations**

cc: Melba Mansbridge

**Signature of writer**

Ann Armstrong
Marketing Director

**Typed name of writer**

Position
C. Examine the following description of the various components of a formal business letter written in indented style.

1. LETTERHEAD OR RETURN ADDRESS

If the letter is written on official company paper with a letterhead, no return address is necessary. Otherwise, your complete address is written at the top of the letter. When using an indented style, it should appear in the top right corner and be left-aligned with the date and the complimentary closing line.

In English, there is no comma between the number and street name; words like street, avenue and road are capitalized; and the postal code must appear on the same line as the city and province, as in the letter shown on page 47. On an envelope, everything should be in capital letters without any punctuation.

**EXAMPLES**

<table>
<thead>
<tr>
<th>In a letter:</th>
<th>On an envelope:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1660 Pear Tree Blvd.</td>
<td>1660 PEAR TREE BLVD</td>
</tr>
<tr>
<td>Toronto ON M6Z 9N5</td>
<td>TORONTO ON M6Z 9N5</td>
</tr>
</tbody>
</table>

2. DATE

The date in a letter is written a few lines below and left-aligned with the return address. As a general rule, the month is placed before the day in North America. A comma follows the day and there is no period after the year. Always write out the month in full.

**EXAMPLE**

February 12, 2015

Leave two blank lines between the date and the inside address.

3. INSIDE ADDRESS

This is the address to which you are sending the letter. Addresses go from small to big. The name of the person is written first, followed by his or her position—if known—and then his or her department. The company name follows and then the address. It is always worth the effort to make a phone call to find out—if possible—the name of the person to whom you are sending the letter.

**EXAMPLES**

<table>
<thead>
<tr>
<th>Nancy O’Connor</th>
<th>Adam White</th>
</tr>
</thead>
<tbody>
<tr>
<td>King Transportation</td>
<td>Human Resources Department</td>
</tr>
<tr>
<td>2653 Ashbourne Avenue</td>
<td>Inca Marketing</td>
</tr>
<tr>
<td>Kingston ON K4D 2P4</td>
<td>3344 17th Street</td>
</tr>
<tr>
<td></td>
<td>Toronto ON M4K 2Y6</td>
</tr>
</tbody>
</table>

4. SALUTATION

Women are addressed as Ms. if their marital status is unknown or not considered relevant. Married women who wish that fact to be acknowledged are addressed as Mrs. Men are addressed as Mr. If the recipient’s name isn’t known, use Sir or Madam.

The opening is followed by a colon.

**EXAMPLES**

<table>
<thead>
<tr>
<th>Dear Ms. Lancaster:</th>
<th>Dear Mr. Gates:</th>
<th>Dear Sir or Madam:</th>
</tr>
</thead>
</table>
5. **SUBJECT LINE**

The subject line is not always necessary. It usually includes information that is extremely important, such as the number of an invoice or the number of an account. In a cover letter, it could include the number of a job advertisement.

**EXAMPLE**

| SUBJECT: JOB ADVERTISEMENT NO. 4098 |

Leave one blank line before the subject line and one blank line after it.

6. **BODY**

Align the paragraphs on the left. Do not indent the first line if the letter is block style. The text is usually written single-spaced with one blank line between each paragraph. If the letter is particularly short, you can use larger spacing.

Various types of letters could begin as follows:

- Further to our telephone conversation of (date) ...
- In response to your letter of (date) ...
- Please find enclosed ...
- I am writing to thank you for ...
- I am writing to confirm ...
- I am writing to inform you that ...
- I am writing in response to your job advertisement ...

7. **COMPLIMENTARY CLOSING**

In English, there are only a few simple closing statements. The closing statement is followed by a comma.

**EXAMPLES**

Sincerely, Sincerely yours, Yours truly, Respectfully,

Leave one to three lines between the last paragraph and the closing.

8. **SIGNATURE OF WRITER**

Leave about five blank lines between the closing and your typed name. You put your signature in this space. Do not put Mr., Ms. or Mrs. before your name.

9. **TYPED NAME OF WRITER FOLLOWED BY HIS/HER POSITION**

Your name is typed under your signature. Your title is placed on the line below your name.

10. **ABBREVIATIONS**

In some cases, there may be added information. It is aligned on the left—about two lines lower than the name and position. The two most common additions in a formal letter are the following abbreviations:

- **cc:** It means “carbon copy.” This is followed by the name of the person to whom a copy of the letter has been sent. If more than one person has received a copy, each name appears on a separate line.
- **enc:** It means “enclosure.” This is written if there are additional papers sent with the letter so that the receiver knows there are other documents. You write the number of documents included. If there is more than one document, write Encs:. Specifics of what is included should be indicated in the body of the letter.

If both abbreviations are used, place **cc:** on the line above **enc:**.
D. Write the following addresses correctly. The information must be put in the correct order and properly punctuated.

1. accounting 554 bayview boulevard ontario mr jason mcmurray ACME auto parts k1y 2r2 ottawa
   Mr. Jason McMurray
   Accounting
   ACME Auto Parts
   554 Bayview Blvd.
   Ottawa ON K1Y 2R2

2. quebec ms claudia hamel h2y 1d7 19 bullion street vice-president kernel creations montreal
   Ms. Claudia Hamel
   Vice-President
   Kernel Creations
   19 Bullion St.
   Montreal QC H2Y 1D7

3. saskatchewan supervisor customer service s4p 9c8 garden glassware inc mrs donna chang regina 3rd avenue north
   Mrs. Donna Chang
   Supervisor
   Customer Service
   Garden Glassware Inc.
   3rd Ave. N.
   Regina SK S4P 9C8

E. Put into practice your knowledge of the components of a formal letter.

Step 1: Listen to the teacher read a sample letter.

Step 2: Form a group with two or three students in your program. Think of a problem you could encounter in your chosen career. Write a formal letter to Mr. Wright, describing your problem and asking for advice. Use words and expressions from the list of useful expressions in the Reference Section (p. 241). Be creative! Sign with a pseudonym, but put the names of the group members on the back of your letter before handing it in to your teacher, who will indicate errors in format, grammar and punctuation.

Step 3: You will receive another group’s letter. Correct the errors identified by the teacher.

Step 4: Discuss possible solutions to the problem described in the letter.

Step 5: A representative from your group will read the letter to the class and present your group’s advice regarding the problem. Use expressions that indicate what would generally be done to solve this type of problem.
MY PERSONAL BRAND

In this unit, you’ve learned about the importance of marketing yourself and the preparation required before you even apply for a job. Finding a job today is not just about sending out your résumé, but also about networking and developing your personal brand. You may already have a Facebook page or be on other social media, but what does your digital footprint say about you? How do you want to be perceived by a potential employer?

In this third activity for your portfolio, you will prepare a professional profile page you could have of yourself on a website such as Facebook or LinkedIn to enhance your personal brand.

On an 8.5 x 11-inch sheet of white paper, create your profile page. Make it creative and use colour, but it must be professional. This page will become the cover page of your portfolio.

Include
- one or two pictures;
- four categories of information, such as community involvement, volunteer work, special projects, strengths and assets, current job, career aspirations, skills and expertise or another category that you feel would be important to include in your profile. The information can be written in short paragraphs or in point form;
- three words or expressions from the activities in the first three units. Choose from the list below. Highlight them in the document.

<table>
<thead>
<tr>
<th>Words and expressions from activities in Units 1, 2 and 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>achiever</td>
</tr>
<tr>
<td>be engaged in extracurricular activities</td>
</tr>
<tr>
<td>get involved in internship</td>
</tr>
<tr>
<td>mentorship</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Students should receive an evaluation grid in advance (see My eLab Documents) and then hand in the portfolio activity for formative evaluation. If you choose to do the portfolio project as a summative evaluation, students will then have time to make corrections before submitting it with the completed portfolio.