

# MINING WORKFORCE TRANSITION KIT - A Tool to Support Employees at Mine Closure



## Module 1 Decision Makers

Canada

This project is funded in part by the Government  
of Canada's Sector Council Program



MINING INDUSTRY  
HUMAN RESOURCES COUNCIL

CONSEIL DES RESSOURCES HUMAINES  
DE L'INDUSTRIE MINIERE

# MODULE 1 – DECISION MAKERS

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## About the Mining Workforce Transition Kit



*The fact you are reading this likely indicates the company you work for or represent is preparing for a significant layoff or mine closure. Someone may have suggested that you consider a workforce transition support project to help the transitioning workers. Fortunately, while you may have a limited knowledge of workforce transition, many others have been through the process, and have left a legacy of advice and experience to guide you and help you make good decisions.*

We hope this Workforce Transition Kit will help guide interested parties step-by-step following layoff or mine closure announcements. It reviews all the basics, from the initial discussions through the selection and training of a Transition Committee and setting up an Action Centre, helping workers meet a variety of transition needs — and land on their feet.

### Module 1 – Decision Makers

This module focuses on the key decision makers — management, union and/or worker representatives. It explains who is involved in the initial decision-making process and suggests a way to begin a workforce transition support project. The module describes unique, invaluable supports that a support project provides for transitioning workers and their families.

### Module 2 – Transitioning Workers

Workers can use this module independently or in an Action Centre to help find the supports they need to land on their feet after losing a job. These resources are intended: to help workers cope with the initial shock and any ongoing stress (financial or otherwise); to suggest ways to regroup and review options; to come up with a plan of action and to succeed in a positive transition. Unemployment can be stressful but supports are available. No employee needs to go through this alone.

### Module 3 – The Transition Committee

The third module provides a road map for a new Transition Committee. It helps them get organized and explains the roles and responsibilities of committee members. The module includes useful resources such as a sample agenda for committee meetings and selection criteria for a chairperson. It also reviews information to help determine the requirements of transitioning workers and assessing whether the services meet those needs.

## Module 4 – The Action Centre Team

The fourth module will be useful to Transition Committee members and Action Centre staff. It discusses the transition services that a committee should consider offering workers and suggests ways to introduce them. The module provides guidance and practical tools to help with the efficient, day-to-day running of an Action Centre, including communications with workers, potential employers, government and community agencies and educational institutions.

## Module 5 – Transition Resources

The fifth module provides a wealth of material to help Transition Committees. It includes information on provincial programs and college and university training. It also contains suggested websites and books related to financial planning, job-search techniques and other information useful to committees and workers.

## About MiHR

*The Mining Industry Human Resources Council (MiHR), in conjunction with industry stakeholders, produced this Transition Kit, with financial support from the Government of Canada's Sector Council Program.*

In addition to the Mining Workforce Transition Kit, MiHR offers the Canadian Mining Credentials Program. The program provides all industry players with comprehensive, objective ways to: verify the skills, knowledge and experience of workers; target training requirements; and enable workers from other industries to make smooth transitions to jobs in the Canadian mining industry.

The Canadian Mining Credentials Program is the cornerstone of the mining industry's efforts to:

- recognize the skills, knowledge and experience of mining workers,
- provide workers with portable credentials,
- accredit training programs for mining workers,
- enable employers to accurately and consistently verify the skills and experience of job applicants and support ongoing professional recognition for their employees.

Occupational certification under the [Canadian Mining Credentials Program \(CMCP\)](#) will give workers from mines that are closing a validated record of all of their training, workplace experience and demonstrated competencies. A Skills Passport that has been completed by a trained and registered Workplace Assessor will document an individual worker's skills so that they are recognized by potential employers at other mines or in other industries. Similar to a trades qualification, CMCP certification will enable employers to identify candidates who already have the required skills and experience to quickly and efficiently transition into productive jobs.

For more information about MiHR and its programs, please visit their website at [www.mihr.ca](http://www.mihr.ca).

## Module 1- Decision Makers

**A LAYOFF OR CLOSURE, EVEN WHEN EXPECTED**, can be an unnerving and unsettling experience for everyone. As a company decision maker, you no doubt will want to offer workers a fair and dignified exit. One way to achieve this goal is to work with MiHR's Workforce Transition Service, first signing a Transition Agreement and then getting behind a Workforce Transition Project. This module:

- Defines a Workforce Transition Project
- Answers some frequently asked questions related to it
- Outlines the basic steps involved in setting up the project
- Describes the role and functions of an Action Centre for workers



## Why Negotiate a Transition Agreement?



*As a cyclical industry, the mining industry has periods of boom and bust. When metal prices are high and mines are opening, it can be hard for companies to find and retain skilled workers. In tougher economic times, layoffs occur.*

*In addition, mines close because ore bodies are played out or the ore remaining can no longer be mined economically. Workers of many years standing then have to find new employment.*

The loss of jobs has had far reaching effects on workers, their families and the communities in which they live. Employers often have different expectations and workers need more assistance to prepare them for sustainable re-employment in today's labour market.

A **workforce transition support project** helps workers who have lost their jobs to make some of the necessary changes to find suitable employment, to secure support for retraining (where necessary), to find quality counselling and to navigate the maze of red tape that often confronts them. The support project can also be helpful to those workers who are planning to retire. Equally important, the project enables workers to realize that they and their families are not alone in steering their way through the financial, vocational, social and emotional challenges of some tough transitions.

Workforce transition support projects that include a joint employer/employee committee structure and work with volunteers, will be the most valuable. Co-workers know and understand each other, their skills, strengths and weaknesses. Co-workers will know best how to help each other and the actions that have to occur.

An employer will want to consider a workforce transition support project because it's the right thing to do. Employees have provided long and loyal service. A transition project is a relatively inexpensive way to thank them for that service and help reduce the negative impacts of job loss. An employer who contributes and participates in a workforce transition support project can also soften the blow for the entire community, if the mine is located in one.

A union will want to be involved in negotiating and preparing for a workforce transition support project even if other efforts are being mounted to try and save the jobs. In a non-union setting, worker representatives may want to be involved in a project for similar reasons. A workforce transition support project can provide invaluable and unique services to displaced workers.

## What is a Workforce Transition Project?

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*A company normally establishes a **Workforce Transition Project** when it lays off significant numbers of employees, with the layoff expected to be long-term or permanent.*

The purpose of a workforce transition support project is to provide assistance to displaced employees and help them with a broad range of transition needs (personal, vocational or financial counselling, job search, etc). The services provided support a variety of short and long term goals, including employment elsewhere, self-employment, educational or skills upgrading and semi or full retirement.



## FAQs About Setting up a Workforce Transition Program

Business managers make decisions on a daily basis. Before they make those decisions they need to evaluate how the decision will impact the business. In this case the question is “Should we sign a Transition Agreement?”

The answers to some “**Frequently Asked Questions**” may help with that decision.

<b>What does it cost?</b>	<ul style="list-style-type: none"> <li>In 2010, the cost of setting up a full-scale workforce transition support project is about \$225 to \$300 per affected employee. Factors such as the timing and number of layoffs, the demographics of the workforce and labour market conditions will be considered.</li> </ul>
<b>What do we get in return?</b>	<ul style="list-style-type: none"> <li>The capacity to deliver specialized professional assistance to employees and assistance that will help them access available programs.</li> <li>A system and process that will manage the transition process for your organization.</li> <li>You are involved in a manner that allows you to control the extent of your involvement, resources and financial commitments.</li> </ul>
<b>How long are we committed for?</b>	<ul style="list-style-type: none"> <li>In practice the committee’s activity runs only as long as there is a demonstrated need for services for a significant number of the effected employees. This time period may range from six months to one year.</li> </ul>

<p><b>What are other advantages to the project?</b></p>	<ul style="list-style-type: none"> <li>• At a time when it's important for you to focus on your business, having a workforce transition support project in place will let you direct many employee enquiries to the Action Centre. The centre will communicate with workers about benefits, severance, employment insurance, etc., allowing you to direct your focus and energy where it's most needed.</li> <li>• Employee frustration is redirected into positive activities.</li> <li>• Employers who are downsizing find that a workforce transition support project instituted prior to layoffs results in better attendance for affected employees and less disruption to quality. (Often there is improvement in these areas).</li> <li>• Remaining employees are positively affected since they experience less "survivor syndrome" and have concrete evidence of the employer's concern for workers.</li> <li>• Corporations recognize the need to be good corporate citizens within a community. Signing a Transition Agreement helps the community in a difficult time.</li> <li>• You may be currently downsizing, relocating or closing. In the future, however, your organization may want to retain certain employees or re-hire them. Hiring new employees and staff retention are two vital human resource functions. Your treatment of employees at a time of layoffs will influence the success of future endeavours, sales and staffing.</li> </ul>
<p><b>How do I ensure value for money?</b></p>	<ul style="list-style-type: none"> <li>• A budget is established for the term of the contract outlining the projected costs and expenditures which the Transition Committee then approves.</li> <li>• The employer has the choice of equal representation on the committee and, in all circumstances, can monitor costs and reporting.</li> </ul>

**Why is this program so effective?**

- The Mining Workforce Transition Kit is designed to meet the specific needs of companies in the mining sector.
- The array of government services available to workers can be confusing. The Transition Committee can clear up the confusion. It can also make sure that workers access the help they need in a timely manner and with the encouragement to make the assistance work.
- Co-workers who are trained to offer help and support can assist their colleagues to identify issues more effectively than other forms of intervention.
- The project doesn't "find jobs". It gives workers the tools to search and succeed in securing good employment.

## Different Paths... Same Direction

The path followed by each workforce transition support project is unique. The time and resources applied to the steps along the way will vary from workplace to workplace depending on the specifics of the sector, firm, community and needs, skills and demographics of the employees. The exact sequence of steps may differ. But workforce transition support projects generally follow a similar direction.

- ↓ Layoff or closure announced.
- ↓ Meeting with provincial program (where applicable).
- ↓ Transition Agreement signed between parties.
- ↓ Transition Committee established and trained.
- ↓ Chairperson hired.
- ↓ Coordinator and volunteers selected and trained for Action Centre Team.
- ↓ Initial Needs Survey conducted with affected workers.
- ↓ Transition Committee develops Budget and Action Plan.
- ↓ Action Centre opens.
- ↓ Individual Needs Assessments — preferably prior to the layoff.
- ↓ Action Centre assists workers on-site and also makes referrals.
- ↓ Transition Committee oversees Centre's work and evaluates progress.
- ↓ Final Report prepared and Action Centre closed.

## Start-up Basics: Five Steps to a Workforce Transition Project

- 1- Secure approval of management and union
- 2- Establish a Transition Committee
- 3- Locate and equip the Action Centre
- 4- Arrange training for Committee and volunteers
- 5- Arrange for individual needs assessments

### 1- Secure approval of management and union

- MiHR will visit your work site to present the basic structure of the workforce transition support project to management and union/employee representatives.
- To contact MiHR
  - e-mail: [info@mihr.ca](mailto:info@mihr.ca)
  - tel: 613-270-9696

### 2- Establish a Transition Committee

- A Transition Committee normally has management and worker representatives.
- Typically a committee includes at least five or six members, but this number may vary depending on factors such as the size of the project, the need to accommodate different shifts and so forth.
- The Transition Committee members (and any alternate members) will receive training so that they can oversee the workforce transition support project and Action Centre. The committee will need to decide on appropriate services and activities based on a review of the worker needs assessments. It will then hire an independent chairperson.
- The committee meets more often at the beginning of a project but after the project is underway, meetings may only occur monthly, usually for a few hours.
- A project normally lasts between six months and a year unless the committee decides to end earlier or the parties agree to extend it.
- The committee develops an action plan and budget and approves all expenditures and reports.

### 3- Locate and Equip the Action Centre

- The Transition Committee decides on the location for an Action Centre. Sometimes it is located in the workplace if appropriate space is available. Or, where appropriate, the centre may be located offsite in an office, storefront, union hall or community space leased for this purpose. The centre should be accessible and inviting so workers feel at home whether there for a workshop or just stopping by to chat, check the job boards or use a computer.
- The committee will need to ensure that the centre is furnished and equipped with computers, internet, fax, phones and a copier. It may lease this equipment or solicit an in-kind contribution from the company or community source.
- The committee determines the centre's hours of operation.
- The centre will be staffed with a coordinator and volunteers on a full-time or part-time basis. The committee normally chooses volunteers from among laid-off workers.

### 4- Arrange Training for Committee

- MiHR can provide initial training for the Transition Committee, laying out the workforce transition support project and its basic components.
- The training usually lasts one to two days, depending on company preferences.

### 5- Arrange for Individual Needs Assessments (where funding permits)

- Committees use a Needs Assessment to develop an in-depth understanding of a worker's needs, skills and concerns. The assessment provides insights for the affected individual and general guidance for the Transition Committee.
- A Needs Assessment interview is confidential and lasts 45 to 60 minutes per individual. Professional counselors are best equipped to carry this out, if budget permits.
- No individual information is released to the Transition Committee. Instead, the counselors analyze the data and prepare a report for the committee on the aggregate numbers, including recommendations. For example, the results may suggest that the number of workers concerned about their finances warrants a budgeting workshop. Or, the company may need to develop a special program if, for instance, 15 workers have not completed grade 12. The needs assessment will also help the committee to prioritize its work.



## The Transition Agreement

### The Transition Agreement will:

1. **Identify who the contract is between:**
  - a. company
  - b. provincial government (where applicable)
  - c. union or worker representatives may sign as partners
2. **Provide the names of the:**
  - a. company representatives sitting on the Transition Committee
  - b. union or worker representatives sitting on the committee
  - c. any government advisors assigned to the project, where applicable
3. **Identify the number of employees affected, including union and non-union staff**
4. **Outline the objectives and activities of the Transition Committee**
5. **Outline the funding commitments**
6. **State the contract duration with a specified start date**
7. **Be signed and witnessed**

(Sample Transition Agreement Language)

#### Project Objectives

- To assist the affected employees of (company name) to develop a Transition Committee and Action Centre that will facilitate the transition of employees who have lost their employment.
- To recommend to employees and any participating governments various courses of action which the Transition Committee considers essential to developing an effective worker transition support project. The project should meet a full range of short- and medium-term transition needs for workers, including non-vocational needs, and assistance with re-employment and/or educational and skills upgrading.
- To use appropriately and effectively all applicable public programs and services.
- To operate and staff an effective Action Centre using a coordinator and volunteers to assist fellow workers to deal with the various impacts of job loss and to facilitate their successful transition to work or retirement.
- An independent chair and a Transition Committee will administer this agreement.

## Functions of an Action Centre

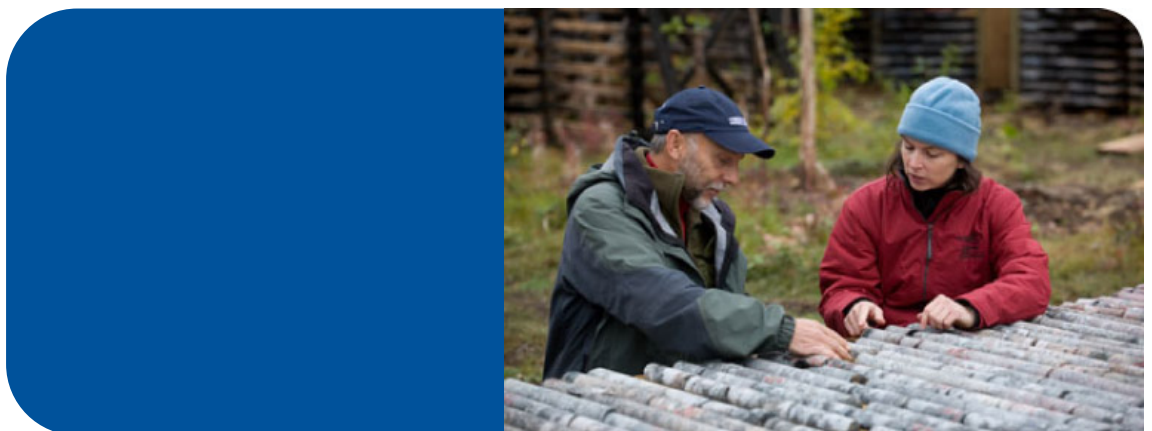
Every workforce transition support project provides similar services to help workers find sustainable re-employment. Projects also address unique individual situations. The staff in the Action Centre will coordinate and provide information and referrals for some of the following services.

Potential Action Centre Services	
<b>Job Search Assistance</b>	Contact local employers where applicable Set up job-posting boards and update daily Gather a library of relevant career-seeker resources (e.g., articles, magazines, MiHR career awareness tools)
<b>Coordinate Workshops</b>	Job-search skills Resumé writing assistance Employment Insurance information Budgeting/financial management Developments and trends in regional labour markets Educational and training opportunities Self employment Stress management Vocational counselling
<b>Communications</b>	Newsletters Information meetings Social gatherings Bulletin boards, Leaflets Web page and E-mail Phone and Fax
<b>Office – Work Area</b>	Bulletin boards Fax, telephone, photocopier Computers with Internet access and printer
<b>Skills Development and Training</b>	Basic Skills Apprenticeships Educational upgrading, high school completion or General Educational Development (GED) re-training, Truck driver, Welding, Computers etc.

## The Bottom Line

This module laid out the reasons for supporting a workforce transition project and some of its key elements.

- **Transition agreements** make business sense — they are a relatively inexpensive way to thank employees for their service and leave a community on a good note.
- **The five basic steps:**
  - 1- Secure approval of management and union
  - 2- Establish a Transition Committee
  - 3- Locate and equip the Action Centre
  - 4- Arrange training for committee members and volunteers
  - 5- Arrange for individual needs assessments
- **Action Centres can be set up onsite or in the community.** They help workers to be more effective job searchers and can also be a place for workshops on government programs, finances and other programs of interest to transitioning workers.



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## Module 2 A Resource for Workers

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## MODULE 2: TRANSITIONING WORKERS

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## About the Mining Workforce Transition Kit



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### Module 1 – Decision Makers

This module focuses on the key decision makers - management, union and/or worker representatives. It explains who's involved in the initial decision making process and suggests a way to begin a workforce transition support project. The module describes the unique, invaluable supports that a project provides for transitioning workers and their families.

### Module 2 - Transitioning Workers

Workers can use this module independently or in an Action Centre to help find the supports they need to land on their feet after losing a job. These resources are intended to help workers cope with the initial shock and any ongoing stress (financial or otherwise); to suggest ways to regroup and review options; to come up with a plan of action and to succeed in a positive transition. Unemployment can be stressful but supports are available. No employee needs to go through this alone.

### Module 3 - The Transition Committee

The third module provides a road map for a new Transition Committee. It helps them get organized and explains the roles and responsibilities of committee members. The module includes resources such as a sample agenda for committee meetings, selection criteria for a chairperson and other useful materials. It also reviews information to help determine the requirements of transitioning workers and assessing if the services meet those needs.

#### **Module 4 – The Action Centre Team**

The fourth module will be of use to the Transition Committee members and Action Centre staff. It discusses the kind of transition services that a Committee should consider offering workers and suggests ways to introduce them. The module provides guidance and practical tools to help with the efficient day-to-day running of an Action Centre, including communications with workers, potential employers, government and community agencies and educational institutions.

#### **Module 5 – Transition Resources**

The fifth module provides a wealth of material to help Transition Committees. It includes information on provincial programs, college and university training and so forth. It also contains suggested web sites and books related to financial planning, job search techniques and other information useful to committees and workers.

#### **About MiHR**

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## Module 2- A Resource for Workers

**A LAYOFF OR CLOSURE, EVEN WHEN EXPECTED**, can be an unnerving and unsettling experience. Whether this is your first or you have had to deal with multiple mine closures, it helps to have some idea of what to do next. You may decide to get another job, take the opportunity to upgrade your training or launch a business. This module covers topics that you might need to consider, including:

- Dealing with job loss
- Developing a personal action plan
- Identifying your skills
- Developing a strong resumé and cover letter
- Handling a job interview and following up

## Transition Steps: A Worker's Perspective

### Layoff/Closure Announcement

#### ASSESS SITUATION

When is my layoff date?  
Will I get severance, pay in lieu of notice, pension or benefits?  
How do I apply for Employment Insurance? How much? How long? Are there going to be any other supports?

#### TAKE INVENTORY

Personal finances - prepare a budget.  
Family and friends, support network.  
Marketable and transferable skills, start thinking about a resumé.

#### CONSIDER OPTIONS

What options do I have? Find a new job? Retire? Start a business? Relocate? Retrain? Who can help me with these decisions?

#### IDENTIFY NEEDS

Complete needs assessment.  
What help do I need to move forward to deal with stress, finances, resumé preparation, finding new employment? What about retraining?

#### DEVELOP ACTION PLAN

Prepare an action plan.  
Write a new resumé, attend a stress workshop, work on a new budget, go for basic skills training, investigate school or business opportunities, improve interview skills, apply for jobs, volunteer in community, discuss plans with family, exercise, relax.

## Job Loss: Landing on your Feet

According to professionals in the mental health field, transitioning workers often go through a series of stages on their way to finding other work:



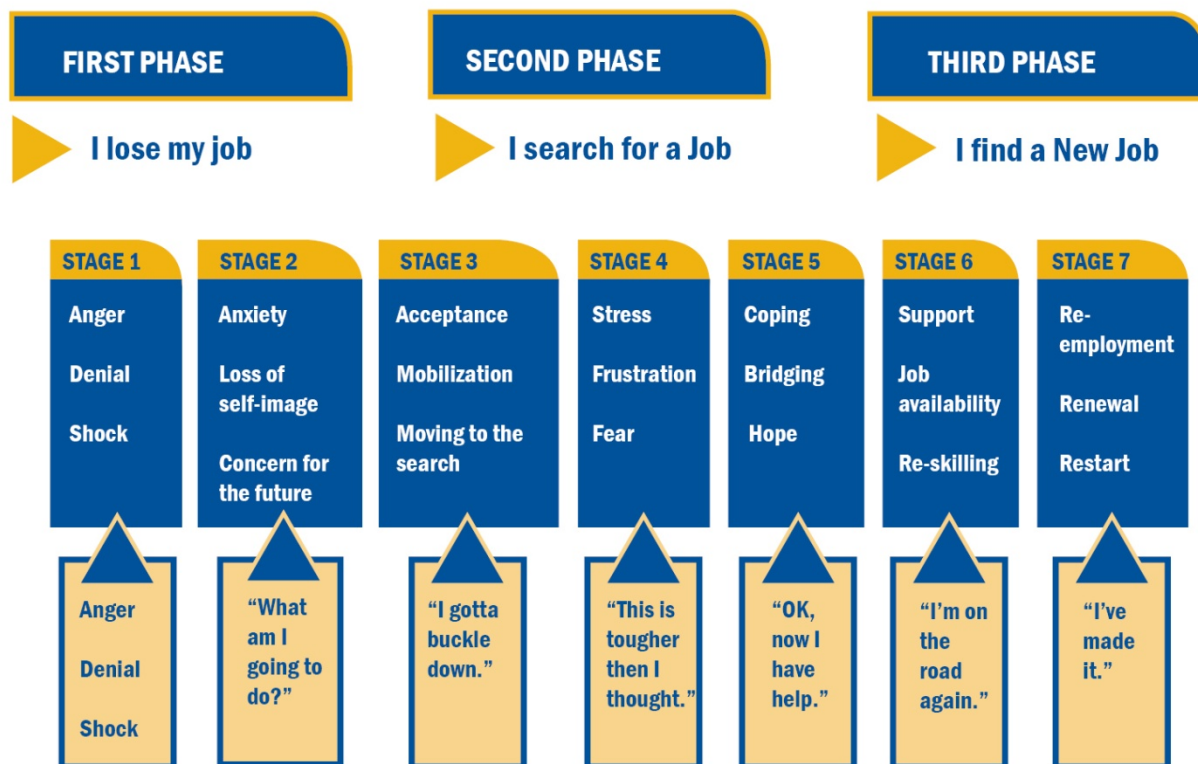
1. Shock, denial and anger
2. Worry and panic, self-blame, depression and struggle
3. Acceptance and job search
4. Coping bridge
5. Getting a new job

Workers need to learn what these stages are and how to recognize and deal with the changes they experience. **You are not alone** — everyone goes through the same emotions. The good news, is there are [people in the community](#), or a company [Action Centre](#) that can help.

Experience has shown that establishing a transition program and setting up an Action Centre can help workers get through the various stages of transition. We know it also helps if we can talk about the potential impact of the layoff on our well-being.

Losing a job or experiencing a layoff has major effect on our emotional, social and physical health and, of course, financial security. It helps to know what some of these effects might be and to be thinking about how we can respond to them. Your feelings are normal, and you should know that others share the same feelings. Your challenge is to develop a healthy strategy to deal with them.





## FACT AND FICTION

New daily rumours complicate trying to sort fact from fiction. Talk at the mine can be confusing. It's important to learn the truth.

## SHOCK, DENIAL AND ANGER

The first reaction to news of a pending layoff or mine closure is often shock and denial. It doesn't matter whether you've been laid-off before or if you are a relatively new hire — it's hard to believe that the layoff will actually occur. Denial is normal.

Shock, anger, frustration and worry are all common reactions. These feelings are going to build in you, your family and your co-workers, who are very likely reacting in the same way.

You'll probably feel a lot of worry and fear. Various feelings and changes can affect our physical and mental well-being, including:

- the range and consequence of emotions (such as shock, denial and anger)
- stress and the loss of control; and
- changes in your activity and routine.

Stress is closely associated with control. When you can control something, you experience less stress. During a layoff, you may feel that you have little or no control — and that is stressful.

You'll experience irritability (yourself and from those around you). Emotional turmoil can translate into sleep disruption, poor eating habits, lethargy and inactivity and a downward health spiral. Some people increase the use of cigarettes, alcohol and drugs. Your self-esteem may be damaged and your physical health can decline.

In the face of all this turmoil, what can you do? Here are some ideas.

## AVOID THE PITFALLS

**Wrong “coping” behaviours:** When the going gets tough, some people hit the bar, the casino or engage in other destructive behaviours. Sometimes the temporary solution becomes the problem (addictive behaviour). Often there is an increase in the use of substances like cigarettes, caffeine and prescription and other drugs. Be aware of what's going on.

**Re-direct Your Anger:** Loss of your job, whether temporary or permanent, is not your fault. Sometimes, transitioning workers direct their anger and frustration at innocent people (family, friends, or others not impacted by the layoffs). These feelings are normal, but hanging onto intense anger is a silent killer. Find healthy activities as an outlet for these destructive feelings.

**Depression:** If you are having trouble getting out of bed, have no motivation, are irritable for extended periods of time, are deeply sad, are experiencing weight gain or loss or have sleep disruption, see your doctor. These changes can be warning signs. Clinical depression is much more than feeling sad. It is a medical condition that requires medical attention.

## MANAGE THE CHANGE



Unplanned or unforeseen changes are disruptive, but we can choose how we respond. Once you begin to understand the stress associated with the transition process, you can begin to take action to cope. The more control you can achieve, the better off you'll be.

The layoff or closure may affect your self-esteem and self-image ... but you are not your job. You continue to be a valuable person. You are still a great grandparent, dad,

mom, coach, boyfriend, girlfriend, daughter, son, etc.

You have other talents. In this period, it is especially important to do activities that assert who you are.

### LOOK AFTER YOURSELF

**Rest:** Sleep is essential for renewal. The best rest is obtained through establishing a sleep routine. If possible, try to establish a healthy sleep routine by going to bed at a regular time each night and getting up at a regular time. This will reset your biorhythm, since it may be disrupted from years of shift work and overtime. Most of us need to get seven or eight hours of sleep.

**Relaxation:** You cannot worry 24/7. You can't be constantly searching for a job. Relaxation is a way to recharge your batteries and find enjoyment in life. Keep up with your outside activities. You need to get out of the house. Relaxation is healthy for your mind and essential to a balanced life.

**Routine:** After having a work routine for so long, when it's gone it's easy to feel at loose ends. Work has defined your schedule, and now you have to develop another one. A new routine will help to organize your time and will also help you find time for different activities. Get up at the same time and develop patterns in your life.

**Exercise as an Outlet:** You are moving from a job that kept you active all day to a state of inactivity. Inactivity is a shock to your system and contributes to poor mental health and weight gain. Physical exercise is a buffer against depression, and it helps induce a healthy sleep pattern and a better state of mind. Find ways to stay active.

**Stay Connected:** Work is social and people find it difficult to be cut off from others. Stay connected with fellow workers, even if you do not feel like it. If you live in the same community, make plans to meet and hang out. Exchange phone numbers with your workmates and make plans to stay in touch.

## TAKE CARE OF YOUR FAMILY



**Talk Things Through:** This isn't the time to try and go it alone. Families care and want to be part of the solution. Talk about what you are going through. Discuss what everyone can do to help. Find time for family events.

**Don't Overload Children:** The news of a layoff or mine closure is going to be disruptive for your family. Assure your children that you will handle the transition, but allow them to do their part. Small children can have helpful ideas and will

be okay with changes such as renting a DVD and making popcorn at home rather than going out to a movie. Teens that have part-time jobs could help pay for some of their clothes and entertainment.

Remember that children should not take on adult worries, excessive responsibility or guilt, but do include them in family discussions.

**Avoid Family Disruptions:** At a time of layoffs, tension in the family might increase. Marital relationships might be strained. Sometimes you may not feel like you fit in with family life since you've spent a lot of time at work. Talking and sharing helps. Take on some of the tasks and responsibilities around the home, like chores or minding the children, to reduce stress with your spouse. Staying busy will be helpful to you. When you and your spouse or partner are getting along well, everyone benefits, especially you.

If you can't work it out on your own, consider contacting your company's employee assistance program. If they don't have one, look for a family services organization in your community.

**Work on a Budget:** Money issues are among the top five areas of marital strain. Together with your partner, take a look at all expenses and total income. Start talking about where you may be able to make some changes. Do some "tweaking" to your current budget.

Work with your spouse to reduce tension related to finances. An accurate budget will help you stay on top of your expenses and help you feel in control.

## PLAN AHEAD

The decision has been made; the closure or layoff is going to happen. Now is the time to look at your options and develop a plan for moving forward.

Think about the choices you might have: Is this the time to change careers? Do you have an idea for a business? Do you want to spend more time with family and friends? Examine options for training, education or skill development. Talk to everyone you know about alternative work options. Get assistance with resumé preparation and career counseling.

*The following page has a worksheet that can help you identify community resources that could help you with your plan.*

> Move on your plan daily. Each step you take is empowering and healing. <

## TAKE SMALL STEPS



*People are most at risk of developing a health issue when they are faced with life events that they did not choose — divorce, job loss or the death of a loved one. Anxiety and depression are prevalent at such times.*

Working on a plan can combat these feelings. The individual steps may appear to be small, but they will assist you in avoiding depression, substance abuse and family disruption. They will help you move on.

Develop and act on your plan. Access the resources within your community or at the Action Centre. You will be glad you did.

## Tracking Community Contacts

The following agencies are available in my community and can help me.

MY COMMUNITY		
Help	Agency Name	Contact Name and Phone
Employment Insurance		
Financial Counselling, Budget Preparation Retirement Options		
Dealing with Stress		
Family Counselling		
Transition Action Centre		
Resumé Writing		
Job Interview Skills		
Labour Market Information		
Job Finding Club (group that gets together to help each other find jobs)		



MY COMMUNITY		
Help	Agency Name	Contact Name and Phone
Career Planning Services		
Starting a Business		
Basic Skills Upgrading (Reading, Writing, Math)		
Grade 12 or GED		
English/French as a Second Language		
Basic Computer Skills		
Community College		
University		
Adult Learning Centre		
Vocational Training		
Apprenticeships		

MY COMMUNITY		
Help	Agency Name	Contact Name and Phone
Disability Support Programs		
Community Legal Clinic		
Member of Parliament (Federal)		
Member of Provincial Parliament		
General Information		

## Personal Action Plan: Getting Prepared

The next step is to develop an action plan. The worksheet below outlines some actions you can take to accomplish your employment goals.

### Background Worksheet

Before you identify the steps and activities in your action plan, spend some time considering what you have to offer, and what you need, to reach your employment goals. It's time well spent. You'll be better prepared to achieve those goals.

BACKGROUND WORKSHEET
<b>Employment Goals</b>
My immediate employment goal is:
My long-term employment goal is:
I am uncertain of my employment goal.
<b>Supports</b>
Supports and services that will help me reach/identify my employment goals:
Challenges to reaching my employment goals:
Possible strategies and interventions to address these challenges:

## Work Search Toolbox

Before you begin a job search, you will need some basic tools — such as a resumé and cover letter. As you continue your search, you will need to revise these tools by adapting them to the needs of particular employers. Below is a basic list to get you started.

WORK SEARCH TOOLBOX		
Do you have the following tools to help you in reaching your employment goals?		
<b>Researching and Exploring Options</b>		
Self-assessment or formal assessment with a counsellor to discuss career choices suitable to your interests, skills, aptitudes, etc.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Research on labour market trends	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Research on mining and related labour market	Yes <input type="checkbox"/>	No <input type="checkbox"/>
List of occupations to consider	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Sources of information and contacts for these jobs (Action Centre, career centre, job shadowing, Internet search, trade journals, trade associations, career fairs, etc.)	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Research on training or education required for these jobs	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<b>Work Search Skills and Tools</b>		
Job search “wish list”	Yes <input type="checkbox"/>	No <input type="checkbox"/>
List of prospective employers	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Weekly or monthly job search activity sheet	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Knowledge of methods to contact employers	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Preparation for employment tests	Yes <input type="checkbox"/>	No <input type="checkbox"/>
List of educational institutions offering courses	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<b>Resumé</b>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Employment goal	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Up-to-date information	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Appropriate format	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Knowledge of how to submit electronic resumé	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<b>Cover letter</b>	Yes <input type="checkbox"/>	No <input type="checkbox"/>

Up-to-date information	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Targeted to employment goal?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<b>References</b>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Current names and telephone numbers, e-mail addresses	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Appropriate to employment goal?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Advance notice to the references	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<b>Job Search and Technology</b> (Do you have access to the following?)		
Computer	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Internet	Yes <input type="checkbox"/>	No <input type="checkbox"/>
E-mail account	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Fax machine or fax service	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<b>Interview Skills</b>		
Summary of qualifications	Yes <input type="checkbox"/>	No <input type="checkbox"/>
List of commonly-asked questions	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Practice questions and answers, mock interview	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Knowledge of interview format, contact information	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Techniques to control nervousness	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Appropriate clothing	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Draft of thank-you letter to follow-up	Yes <input type="checkbox"/>	No <input type="checkbox"/>

## Internet Basics

This section contains some basic information on how to use the Internet. For further information, you could ask a friend to help you. As well, many libraries offer free Internet classes.

### The World Wide Web

The World Wide Web (WWW) is one *part* of the Internet. To view the Web you must be at a computer that is connected to the Internet.

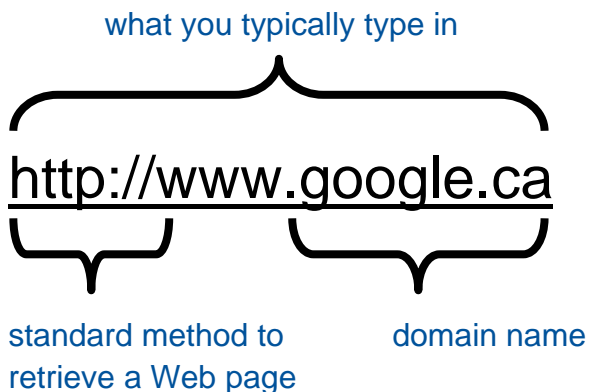
A Web page is a place on the Internet where someone has placed information or content in any number of forms such as games, videos, textual information, images, message boards, music files and so on.

### Web Addresses

Each page on the Web has a unique address; that is, it has a unique *location* on the Internet, not a physical location.

The characters making up a Web address are known as a URL or Uniform Resource Locator. Web addresses and URLs are exactly the same thing.

Web addresses follow strict rules.



Web addresses are only used to view a Web page. A Web address is different from an email address.

## Browsing the World Wide Web


### Getting Around on the Web

There are three basic ways to locate information on the Web:

1. Click on a **link** that is located within a Web page
2. Type an **address** into the address bar of your software program
3. Use a **search** tool

### Explore a Link

Hyperlinks (or links for short) are ways of linking one page on the Web to another, anywhere on the Web. Most Web pages contain links to other Web pages. You can move around or navigate Web pages using links.

Links can appear as text or images. Sometimes when you place the mouse pointer over an image, words (usually underlined) or a button, the cursor becomes a **pointing hand** 

(or some other change occurs within the Web page). This change indicates a link to further information.

Clicking on a link typically causes an action to occur: either a new Web page will appear or a video or sound file might play.

### To follow a link:

Position the mouse pointer over a link that interests you, hold the mouse steady and click **ONCE**

As you visit Web pages, the software keeps a log so that you can easily return to these pages. The **Back** and **Forward** buttons on the **Toolbar** of your software program allow you to move through multiple levels of visited pages.

### Go to a Specific Web Page

#### To go directly to a Web page when you know its Web address:

- ➔ This action will highlight the current address. Whenever text is highlighted, anything you type will replace the selected text.
- ➔ Type the address of the site you wish to visit. Be sure to check the accuracy of what you typed.
- ➔ Click on the **Go** button to the right of the text box **OR** press the **Enter** key on your keyboard

Only one line is allowed for input into the **Address Bar**.



## Search the Web

Many different search tools are available on the World Wide Web. Each will work somewhat differently and will provide slightly different results.

### To locate and use a search tool (often called a “search engine”):

➔ **Enter** a specific address of a search tool (e.g. [www.yahoo.ca](http://www.yahoo.ca))

Somewhere on the search tool’s Web page will be a text area with a **Search** button (or a button with a similar term such as “Find”) next to it.

➔ Click your mouse inside the Search text area to activate it

A blinking cursor will appear in the text area.

➔ Type words (known as “keywords”) to describe what you wish to search for

➔ Click on the **Search** (or similar) button next to the text area

A “results” page will appear with links to the top 10 or 20 Web pages that contain the keywords you provided. To explore any of these Web pages, follow their **link**.

## How Email Works

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The term email refers to a specific type of communication that is used on the Internet. Email is similar to regular mail in that individual letters or messages are transferred from one email address to another. You need an email address to send or receive email as this is the only way that emails can be transferred. All email addresses, like all mailing addresses, are unique.

The process by which emails are transferred is very similar to the regular mail system, except that it usually only takes a few seconds. You compose an e-mail, then send it to the Internet using an email program. The program sends your message through the Internet to the mail box of the recipient. This person then opens the message or “letter”.

## Email Addresses

Email addresses are all constructed using the same format: a user ID followed by the symbol “@”, (pronounced “at”) followed by the location on the Internet where the email address is registered (called the domain.)

jjones@hotmail.com

↑  
user ID

↑  
Internet domain

Email addresses are only used to transfer email messages over the Internet. They are different from World Wide Web addresses. You can always recognise an email address because no other kind of Internet address contains the “@” symbol.

## Using Social Networking Sites on the Internet

The Internet has many networking sites, where you can connect with others like you. Here are just a few ways that social networking websites can help the blue collar worker or manager find a job. These suggestions are for LinkedIn and Facebook, two of the popular social networking sites.

### LinkedIn

If you're not already on [LinkedIn](#), you might want to consider it. LinkedIn is a web site that allows you to connect to people you know. It is primarily a way to connect with people on work related matters. It also allows you to see profiles of anyone else on LinkedIn, and gives you ways to connect to them. Here are a few ways you can use LinkedIn in a job search:

- **Have your boss recommend you** - Your boss can write a recommendation for you, which you can post along with a well-written bio and a clean, professional-looking photo.
- **Company Search** - One of the best ways to use LinkedIn is if you have a specific company of interest. You search on that company, and may find employees who are connected to other people you know. Then, you can ask your personal contact to connect you. Or, if you pay a fee to LinkedIn, you have the opportunity to email people directly.
- **Job Postings** - LinkedIn allows employers to post jobs on the site. The jobs are usually high quality, professional jobs.
- **Email** - When you are laid off, you can send a large email to everyone in your LinkedIn network, letting them know of your situation. You can ask for help or people they could put you in touch with.
- **Blog Link** - LinkedIn now gives you the ability to link a blog post to your profile. So every time you create a new blog post, it updates on your profile, so anyone looking at your profile will see what you're writing about. It also includes the updated post in the weekly update emails that go out to your connections.

### Facebook

[Facebook](#) is mostly a means for connecting with friends or people and reconnecting with friends and schoolmates from those past. But, it can also be an effective networking tool.

You can set up your Facebook account so that only certain people are allowed to see specific information. Using these settings, you can determine who you'd like to have access to the information that you post. Below are some ideas on how to use Facebook to help find a job.

- **Notes** - While you do know everyone you're friends with on Facebook, you may not know where each person works or where each of their friends works. So, when you are first laid

off, you can post a "note" on Facebook, explaining the situation, and the kind of job you are looking for. A note tends to stay on people's screens longer than a status update, and you can write much more.

- **Status Update** – You can frequently post status updates relating to your job search, to keep it top of mind with your friends. You can say things like "I had a great interview this morning... keep your fingers crossed!" or "I have a networking meeting later today with a company I'm really interested in!".
- **Notes for Blog Posts** - Create a "note" for each blog post. Some people may be more likely to read it if the text is right there on the screen rather than having to click through to the blog. Also, if they comment on it on Facebook, it becomes even more viral.
- **Tag Your Friends** - If you write a blog post that includes a reference to a friend on Facebook, tag them. That way, their friends will be alerted to your post, and your message will spread more quickly.

## Skills Training and Education

To reach your employment goal, you may need to enhance your skills or obtain a formal accreditation. You may seek financial assistance for your training. Whatever you do, research and evaluate options to choose the most suitable training for you.

If there's sufficient interest in the same course among the affected workers, an Action Centre may be able to arrange for the group purchase of classroom seats.

SKILLS TRAINING AND EDUCATION		
Are you aware of the following?		
Different types of training providers (community colleges, public school adult learning programs, universities, labour training centres, etc.)	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Admission requirements and application process	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Prior Learning Recognition credits for adult learners	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Program/course details	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Opportunities to learn outside the classroom	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Tuition and associated costs	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Available provincial financial assistance	Yes <input type="checkbox"/>	No <input type="checkbox"/>

## Sample Action Plan

Below is a sample action plan that provides ideas and suggestions about goals, supports and timing.

Specific Goals (Short, medium and long-term)	Action Steps / Tasks	Expected Results	Supports Required	Start / End Dates
Complete resumé and cover letter	Attend resumé workshop  Identify target employers  Decide on what to highlight  Prepare draft for counsellor to review. Revise.	Professional looking resumé and cover letter highlighting my best skills and qualities, targeted to preferred employers	Advice on best workshop  Funding if required to attend workshop	
Learn job search skills	Visit Action Centre and sign up for a Job Finding Club	Increased confidence and skill in using current job search techniques	Job Finding Club  Transportation  Day care	
Enrolment in a Paramedic Program	Research labour market trends and educational requirements  Identify potential employment  Review colleges, evaluate choices  Investigate financial assistance  Arrange funding and day care	Graduation  Full-time employment as a Paramedic	Financial supports for tuition, books, transportation  Day care for two children  Approval for continuation of E.I. benefits  Approval for living allowance if training runs longer than E.I. benefits	

## Your Personal Action Plan

Use this blank page to develop your personal action plan. Begin by listing your employment goals. Pinpoint the actions and expected results. Then identify the help and supports you need to achieve those goals. Finally, set some deadlines.

Be willing to revise your Action Plan with new information.

Specific Goals (Short, medium and long-term)	Action Steps / Tasks	Expected Results	Supports Required	Start / End Dates



## Identifying Your Skills



*The most difficult step in writing your resumé or talking to a prospective employer may be clearly identifying the skills that make you a good candidate for the job. You may think that you have no skills that can be transferred to a new employer, but consider all the jobs you've ever done. Think about and write down the skills that you needed to do each job; you will likely have a good basis for an effective resumé.*

We often underestimate ourselves and our potential, especially if we limit ourselves to describing our last job. We've developed skills as a worker, student, volunteer, family member and through our hobbies. Many employers are looking for someone with a mix of personal characteristics and skills.

Let's look at some of the skills related to finding a job or starting a business. All are important and all relate to each other and form your "skill set."

We all have basic skills which we have learned throughout our lives. These are basic literacy or numeracy skills that employers and educators call "essential skills." Many employers may want to know more about your level of essential skills. To prepare your resumé for an employer interview, list these recognized essential skills and provide information or examples as to how you use them. See the following link for more information.

[www.hrsdc.gc.ca/eng/workplaceskills/essential\\_skills/general/understanding\\_es.shtml](http://www.hrsdc.gc.ca/eng/workplaceskills/essential_skills/general/understanding_es.shtml)

Some employers may require a specific education level, for example Grade 12 or a GED (General Educational Development) certification. Some employers may require a specific reading skill level. If English or French is a second language to you, you may need to show that your language skills are strong enough for a specific workplace. Many programs offer to help with English/French language skills, language skills tests and upgrading. The Action Centre or your local school board can assist you.

Another way of looking at your skills is to recognize "job-specific" and "transferable" skills. Job-specific skills relate directly to a job which you have performed. For example, you entered data into a specific computer program used in your work area. You were trained on that specific program and how to use it. That was a job-specific skill. Your entering production line data accurately into a computer is a "transferable skill". It can be transferred to any number of situations, which require accurate data entry relating to completion of a specific task.

Another example: As an equipment operator, you may have training on a specific piece of equipment which is a job-specific skill. As well, you may have developed transferable skills such as "good hand and eye coordination" and "an ability to understand operator instruction sheets."

All the training that you have received in Workplace Hazardous Materials Information System

(WHMIS), workplace hazards, specialized equipment use or confined space training are desirable transferable skills in today's labour market. Include them in your resumé.

Important also, is the training and experience you have had in working in teams. Participating in continuous improvement projects, team meetings, implementing and measuring changes in your workplace are critical transferable skills in today's workplace.

Your resumé should list your transferable skills if they are relevant to the new jobs you're looking for. Staff in the Action Centre can help identify your transferable skills. They can also find training to upgrade transferable skills, based on their own knowledge of the workplace.

### Identifying Your Essential Skills

In the table below, the first column lists essential skills. The second column provides examples of the types of activities that may be associated with those skills.

ESSENTIAL SKILL	How I Have Demonstrated an Essential Skill (Examples)
Reading	I can read and understand workstation instructions
Document Use	I am able to process incoming material through receiving department
Numeracy	I have filled out and calculated daily production sheets
Writing	I have been the recording person for our continuous improvement team
Oral Communication	I have trained others as an operator on a specific piece of equipment
Working With Others	I am an active member of our continuous improvement team for my work
Computer Use	I was responsible for running end-of shift-material requirements for the next
Continuous Learning	I was an internal auditor for QS 9000
Thinking Skills	I proposed the idea that reduced turn-around time for heavy equipment maintenance

## Identifying Transferable Skills – Production Related Role

In the table below, the first column lists examples of tasks you may have performed in a *production related role*. The second column lists of the types of transferable skills that may be associated with those tasks.

Go through the tasks and check the transferable skills you may have acquired. Or, create your own list of tasks and transferable skills using the examples as a guide.

Tasks I've Performed (Examples)	Transferable Skills (Examples)
Set up a machine	<input type="checkbox"/> knowledge of use of hand tools <input type="checkbox"/> training in machine lock out requirements <input type="checkbox"/> basic knowledge of hydraulics <input type="checkbox"/> have trained operators on the machines I was responsible for <input type="checkbox"/> trained in continuous improvement teams
Operated a machine	<input type="checkbox"/> understand operator instruction sheets <input type="checkbox"/> trained in machine guarding requirements <input type="checkbox"/> able to work independently <input type="checkbox"/> good eye and hand coordination <input type="checkbox"/> trained in continuous improvement teams
Checked quality of own work to make sure it met quality standards	<input type="checkbox"/> understand company quality requirements <input type="checkbox"/> participated in quality improvement studies <input type="checkbox"/> participated in QS9000 training <input type="checkbox"/> checked parts to gauge to pass/fail <input type="checkbox"/> good knowledge of quality standards (e.g., metrics) <input type="checkbox"/> trained in continuous improvement teams <input type="checkbox"/> participated on corrective action team
Trained new employees	<input type="checkbox"/> participated in Train the Trainer workshop <input type="checkbox"/> been part of mine/mill orientation team <input type="checkbox"/> participated on QS9000 operator instruction team
Worked as part of a production crew to move ore and waste from the pit	<input type="checkbox"/> participated in new procedures to streamline truck improvements <input type="checkbox"/> knowledge of production requirements <input type="checkbox"/> responsible for end-of-shift production reports <input type="checkbox"/> trained in continuous improvement teams

Tasks I've Performed (Examples)	Transferable Skills (Examples)
Tested new equipment or products and did quality control	<input type="checkbox"/> trained in basic quality statistics <input type="checkbox"/> able to read product blueprints and specifications <input type="checkbox"/> performed first-off product checks <input type="checkbox"/> responsible for SPC analysis <input type="checkbox"/> responsible for quarantine cage and non-conforming material records <input type="checkbox"/> basic training on Coordinate Measuring Machine operation <input type="checkbox"/> used shadow graph <input type="checkbox"/> trained in Continuous Improvement Teams <input type="checkbox"/> responsible for quality reporting on off shift <input type="checkbox"/> knowledge of loss control <input type="checkbox"/> used guages
Did repairs of (name of product) or (machine)	<input type="checkbox"/> able to read machine specifications <input type="checkbox"/> able to read and understand product specifications <input type="checkbox"/> excellent with tools and fixtures and guages <input type="checkbox"/> provided preventive maintenance reports and machine logs <input type="checkbox"/> understand basic PLC information <input type="checkbox"/> trained and practiced machine lockout/tag out <input type="checkbox"/> helped to train set up people and operators <input type="checkbox"/> provided improvement ideas to machine designers and engineers <input type="checkbox"/> trained as Health and Safety Committee Member
Made labels/Shipped product	<input type="checkbox"/> knowledge of loss control <input type="checkbox"/> knowledge of First In, First Out <input type="checkbox"/> used bar coding <input type="checkbox"/> filled out production reports <input type="checkbox"/> certified lift truck operator
Prepared reports (e.g., for quality control)	<input type="checkbox"/> excellent reading and writing skills <input type="checkbox"/> good with numbers/figures and ability to work with specifications <input type="checkbox"/> organized <input type="checkbox"/> able to use Excel Spreadsheet <input type="checkbox"/> trained in calculating SPC reports <input type="checkbox"/> responsible, reliable <input type="checkbox"/> good knowledge of products <input type="checkbox"/> able to meet deadlines <input type="checkbox"/> good knowledge of quality and safety standards

## Identifying Transferable Skills - Office/Support Related Role

In the table below, the first column lists examples of tasks you may have performed in an *office/support-related role* at the mine. The second column lists of the types of transferable skills that may be associated with those tasks.

Go through the tasks and check the transferable skills you may have acquired. Or, create your own list of tasks and transferable skills using the examples as a guide.

Tasks I've Performed (Examples)	Transferable Skills (Examples)
Process purchase orders	<input type="checkbox"/> knowledge of online data entry <input type="checkbox"/> basic knowledge of spreadsheet input <input type="checkbox"/> experience in telephone enquiries <input type="checkbox"/> member of Plant Health and Safety Committee <input type="checkbox"/> participation on continuous improvement team <input type="checkbox"/> knowledge of filing systems
Process Accounts Receivable	<input type="checkbox"/> knowledge of online data entry <input type="checkbox"/> able to balance general ledger to accounts receivable ledger <input type="checkbox"/> experience in making customer collection calls <input type="checkbox"/> able to produce computer-generated cheque run <input type="checkbox"/> experience in providing accounting department support to continuous improvement team <input type="checkbox"/> knowledge of filing systems and document retention
Material scheduling	<input type="checkbox"/> knowledge of shop floor material requirement planning system <input type="checkbox"/> knowledge of bar coding reader use <input type="checkbox"/> training in continuous improvement teams <input type="checkbox"/> experience in producing daily material usage reports <input type="checkbox"/> trained as TS16949 Internal Audit <input type="checkbox"/> training in First In, First Out material usage
TS 16949 Document Control	<input type="checkbox"/> trained as TS auditor <input type="checkbox"/> knowledge of TS 16949 document control <input type="checkbox"/> experience in only document storage and retrieval <input type="checkbox"/> experience in creating work instructions <input type="checkbox"/> experience in using spreadsheets (Excel) <input type="checkbox"/> experienced in using Word <input type="checkbox"/> lead continuous improvement team for TS document control <input type="checkbox"/> experience in gauge control
Reception and general office support	<input type="checkbox"/> knowledge of telephone systems and reception <input type="checkbox"/> good written and verbal skills <input type="checkbox"/> basic knowledge computer programs (Word, Excel) <input type="checkbox"/> knowledge of TS 16949 record keeping

## An Inventory of Your Transferable Skills

Now that you've identified some transferable skills, try to summarize them on this page. These are the kind of skills you'll want to emphasize when you prepare a resumé or go to a job interview. They are generic skills that don't depend on a particular workplace.

**What important skills do I have that are transferable to other workplaces, employment opportunities or career alternatives?**

## Career Detailing-Another Approach to Self Assessment

“Career detailing” is another approach to self assessment. This approach methodically walks you through what you have done, what you like to do, and how you can apply that to a prospective job.

When you are asked the question “What did you do at ABC Company?”, can you:

- Answer in a clear and concise manner?
- Describe your job and keep the listener interested?
- Have your audience (someone outside the industry) really grasp what you are good at doing?

As you move forward with your job search, you must meet this challenge head on. Think about it: all your life you are told “not to brag or boast” or “not to toot your own horn”. Then suddenly, you find yourself in the job search process where you are expected to do all these things. This is a job-search reality. You must do your homework and be prepared to talk positively about your skills and abilities in an interview.

If you break your work experience down into pieces, you can handle the task more efficiently. Career detailing allows you to step back and systematically define and understand what you have done in your work history. The more detail you include, the stronger the base from which you can draw.

### Career-Detailing Instructions

Here’s a step-by-step approach to developing your own career details.

**Step 1:** List your job titles with the employment dates. Have these ready to go.

**Step 2:** Take each job title and break it down into the basic functions of the job title. Ask yourself questions such as:

- What did I spend the majority of my time on?
- What duties and responsibilities kept me busy?
- What did I enjoy most about a specific job?
- What am I most proud of accomplishing in the job?

**Step 3:** Take each of the basic functions and detail them as much as possible. The more detailed the information the better. You will use this information for your resumé and for interview preparation.



**Step 4:** The final step for each primary function detail is critical. This step will take a little effort, but will produce powerful information for your job-search activities. **This step is identifying initiatives and improvements.**

While you are detailing each primary function, ask yourself the following questions:

- How did I/we improve the process
- Did I/we make it better, faster, less expensive?
- Did I/we make the process less complicated?
- What am I most proud of that is related to this job?
- In an interview, what would I like to tell the interviewer about my accomplishments in this area?

Take your time when you start this exercise. Don't just pass over the question: Give yourself time to think about how you impacted the outcome of your work. If you have some difficulties, work with a career counsellor or staff at the Action Centre to help to identify and develop accomplishment statements. Below is a sample that may help you to get started.

### Sample of Career Detailing

Basic Job Functions	Tasks Involved	Outcomes/ Accomplishments
Ready the work station for shift's activity	Review daily production sheet to set up production for the day  Ensure engineering layouts are provided and are current and available  Review assembly instructions  Check work station has required tools and raw materials at the ready  Have all required safety equipment available	Received a team house-keeping award  Active member of the health and safety committee  Helped train and orientate new miners

Basic Job Functions	Tasks Involved	Outcomes/ Accomplishments
Critical materials supply	<p>Confirm with department heads their needs for critical materials</p> <p>Ensure that purchasing and transport facilities are coordinated</p> <p>Check and confirm with warehousing that supplies have arrived.</p>	No lost-time incidents related to lack of critical supplies.
Isolate failed product	<p>Tag failed product</p> <p>Complete a detailed product failure report</p> <p>Quarantine product</p> <p>Notify quality inspection</p>	<p>Started to build a history of product failure for the quality inspection team</p> <p>Improved communication with the quality team</p>
Complete daily production and quality reports	<p>Using MRP system complete all required production reporting</p> <p>Tallied the shift failed-product report designating cause for failure</p>	<p>Product-failure report helped identify key component issue which saved \$10K monthly</p> <p>Reduced failure rates and improved production by 15%</p>

## Career Detailing Worksheet

You are now ready to get started on your Career Detailing. Use a separate worksheet for each job title. Break down each of your job titles into their primary functions. Then, identify the tasks involved. Finally, spend some time considering the outcome of your work and how it affected your team and employer.

Take your time — and don't be afraid to **“toot your own horn.”**

**Job Title:**

**Employment Dates:**

Basic Job Functions	Tasks Involved	Outcomes / Accomplishments

Another way to describe your skills is to look at your accomplishments outside of work. You bring these strengths to the workplace as well.

### Example of Skills from Accomplishments Outside of Work:

Accomplishment	Tasks Involved	Outcome	Reason It Is Important
<b>Completed the Bloomsday Run</b>	Set up a program and then train to run the 12 mile course Register for the Run Organize my trip	Improved fitness and can run 12 miles	Contributed to my confidence in my own ability to set a goal, do the work that is necessary to achieve it
<b>Quit Smoking</b>	Mental prep for stopping Obtain a stop-smoking aid Attend a stop-smoking program Have a physical	Better health Smoke free for 2.5 years	Learned that I can break bad habits and make changes — even when they are tough to do
<b>Coach of Son's Hockey Team</b>	Organize regular practices Teach boys skills and attitude of safe play and good sportsmanship Address parent concerns about playing time	Good experience for boys Achieved coaching certification	Shows my leadership and organizational capabilities Ability to coach and work with other people

## The Résumé

The first contact you have with a potential employer is usually through a résumé.

Your résumé will only be one of many. The first challenge is to interest the employer in actually reading yours. The information in it has to be interesting enough to make the employer want find out more about you and your skills and abilities through an interview.

The average employer spends about 30 seconds examining a résumé. So, you have limited time to get their attention and encourage them to read further.

If you haven't looked for a new job in several years, your résumé is probably outdated and inappropriate for today's labour market. You'll need a new one.

### Highlighting Your Skills on Your Résumé

You need to fit your skills, experiences and accomplishments to the job for which you are applying. To do this:

- Organize and focus your résumé on the job for which you are applying
- Research the type of job you'll be applying for
- Go back and review your analysis of your "Essential Skills", "Transferable Skills" and your Career Detailing
- Identify your skills that are most relevant for that job to include in your resume

Most employers want and expect some fundamental skills, like the ability to communicate, to be a critical thinker, to be a life-long learner, to have a positive attitude, to be responsible, adaptable, honest and a team player. These are buzzwords employers want to hear. If they apply to you, use them.

Make sure your résumé includes only relevant skills and experience. Leave out detailed information about previous employers (street number, postal code, etc.) or personal information (gender, weight, religion and marital status) since they just clutter up the résumé.

Presentation counts, too. It is a good idea to **bold** and *italicize* any information that you want to stand out. Don't bold and uppercase the entire résumé, though since this type of formatting makes it much harder to read. Always check your spelling and ask someone to proof read the résumé before sending it out.

The four most common résumé formats are: chronological, functional, combined and flyer. Any of these types are acceptable and it is up to you to choose which type will best outline your

qualifications.

1. The **chronological resumé** lists your previous working experience, starting with your present or most recent job and working back.
2. The **functional resumé** highlights your skills by describing the experience you have that relates to the job you want.
3. The **combined format resumé** uses features of both of the other two, but emphasizes the kind of work you have done rather than the positions you held. It organizes the information by occupation or skills.
4. The **flyer resumé** has a condensed format. It allows workers who are somewhat unfamiliar with English or French to create a personal resumé efficiently.

Many different types of resumé exist, with no “correct” type. No matter which type of resumé you choose to use, however, be sure to include the following information:

- Personal and contact information, including name, address, telephone number (and an alternative number for messages), e-mail address
- Education (secondary, post-secondary, apprenticeships or other courses) including the years attended and diplomas, degrees, certificates or awards received
- Work experience, paid and unpaid. When listing previous employment, include the employer’s name and location
- Volunteer or extracurricular activities that relate to the job you’re seeking
- References are optional. If you include them, list the individuals by name and their relationship to you (supervisor, business owner, etc.)

### Tips for Resumé Writing

1. Your resumé should be about one page in length, two at the most.
2. Use your full name, never a nickname.
3. Name the specific job you want, if possible, or the type of work you’re seeking.
4. When listing your job history, start with your most recent job and work back.
5. Sell yourself. List accomplishments in previous work, paid or unpaid.
6. Include certificates and special skills or training (first aid, driver’s licence).
7. Be clear and specific about your duties; use action verbs.
8. Use simple words and keep your sentences short.
9. Make sure your resumé is neatly typed and free of grammatical, numerical and spelling errors.
10. Use plain, high-quality white paper and avoid neon or glaring colours.

## Sample Chronological Résumé

The Chronological Résumé combines your experience and employment history. Each position is listed with the dates of employment, job title, company name, location, followed by a description of your experience and duties. Jobs are listed in order with your most recent job first.

The Chronological Résumé highlights progress in jobs and works best for those with:

- a history of progress in skills directly related to their work objective;
- jobs that were completely different ; or
- a stable work history.

**Robert Dunlop**

123 Valley Drive  
Kilmarnock, Ontario L2M 4L6  
(419)123-4567

**Position Desired: Heavy Equipment Operator****Education:**

Welder training program (in progress), Conestoga College, Grade 12 Diploma, Galt Collegiate Institute.

**Work Experience:**

2003 – 2009 – Operator, 150 tonne haul truck, Kemess Mine, northern British Columbia.  
Duties included safe and efficient operation of the equipment, meeting production goals, participating in team quality improvement programs, training new operators.  
Supervisory strengths include strong organizational skills, the ability to work under pressure, excellent trouble-shooting skills and good leadership skills.

**Volunteer Work:**

1985 – Present – Hockey Coach, Cambridge Minor Hockey Association  
Demonstrated skills in teamwork, organization and leadership.  
Assisted with the organization of the annual year-end banquet and supervised ticket sales.

**Certificates:**

Class – Heavy Equipment Operators' Certificate

*References available upon request*



## Sample Functional Résumé

The Functional Résumé highlights your skills by describing the experience you have that relates to your job objective (for example: administrative skills, customer service or production experience). The actual employment history is listed but includes only basic information such as job title, employer and dates.

It's the best choice for people who are:

- **changing careers;**
- **first-time job seekers and students; or**
- **re-entering the job market after an absence.**

### **Kelly Wong**

16 Line Avenue  
Calgary, AB N6G 3F5  
(403)123-4567

### **EDUCATION:**

Hotel Management Diploma (in progress), Conestoga College  
Grade 12 Diploma, Galt Collegiate Institute, Cambridge

### **DEMONSTRATED ABILITIES:**

#### **Organizational Skills**

- Plan work schedules for staff
- Keep track of inventory and fill out order forms
- Balance the cash at the end of each day

#### **Teamwork Skills**

- Work well with other staff, ensuring fair work schedules
- Meet with manager as a staff representative

#### **Additional Skills**

- Ongoing training in hotel computer systems
- CPR certificate from St. John Ambulance

### **WORK HISTORY:**

1987 – Present	Head Server Marie's Restaurant Calgary Alberta
1984 – 1987	Server The Sandpiper Club Toronto, ON

*References available upon request*

## Sample Combination Résumé

The Combination Résumé highlights skills from selected jobs and still lists other work experience. This format lets you highlight the jobs that tie into your objective by using the chronological style. Then it lists your other employment in the functional format.

It's the best choice if:

- you've had specific experience directly related to your employment objective;
- you've had various positions, each with a different job description;
- you have related jobs that are important to mention because they are indirectly related to your current objective.

### John Jones

93 Park Place  
Halifax, Nova Scotia B2V 1R9  
(902)123-4567

### OBJECTIVE:

A Sales Management Trainee position

### PROFESSIONAL PROFILE:

Experienced in customer relations and promotions Highly organized, dedicated with a positive attitude Proven ability to run a smooth, efficient operation Special talent for assessing client needs

### EDUCATION:

BA Degree, Sociology, University of Waterloo

### EXPERIENCE:

**1992 – Present** *The Bay, Halifax, Nova Scotia*

#### Sales Representative

Demonstrate strong customer relations skills through daily interaction with the general public  
Maintain and balance large volumes of cash transactions quickly and accurately on a daily basis

**1988 – 1992** *BASKIN-ROBBINS, Dartmouth, Nova Scotia*

#### Assistant Manager

Developed and implemented effective marketing strategies  
Designed effective in-store displays  
Hired, trained and supervised employees

### ACTIVITIES:

Big Brother, Big Sister Association

## Sample Flyer Resumé

This resumé provides a condensed format that a reader can easily and quickly scan. It provides a way for workers who are unfamiliar with the English/French language to create a personal resumé efficiently.

To develop this resumé, keep your descriptions simple and to the point.

- **Briefly explain your key contributions to your workplace**
- **Describe the abilities that you have shown in your workplace**
- **List the companies you have worked for and the job(s) you did**
- **List training experiences where you have acquired knowledge**

### Judith Wan

571 Champion Boulevard  
Cambridge, ON N1R 7V1  
(519) 740-3843  
jwan@gmail.com

### Experienced Mine Engineer in Open Pit base metal operations

#### KEY CONTRIBUTIONS...

- Extensive production experience: meeting and exceeding changing production requirements daily
- Excellent organizational skills: experienced in working in production teams and continuous improvement groups
- Precision and accuracy: completing work efficiently and correctly the first time
- Practiced safe work habits and helped train others in Medsystem language; member of plant health and safety committee
- Managing time in a fast paced environment where multi-tasking is required
- Learning new procedures quickly
- Effectively communicated with co-workers and supervisor to meet tight deadlines

#### PROVEN ABILITIES...

- Prepare mine plans and production layouts in an efficient and timely manner
- Able to use mine planning software and to prepare cost analyses as needed
- Use quality improvement procedures to increase the efficiency of the operation
- Reliable and conscientious

## WORK EXPERIENCE

**ACME Automotive Parts Group**, Cambridge, ON

*Jan 2004 – Feb 2008*

Production Assembler – worked various positions in assembly cell producing window regulators and door lock actuators for final assembly into automotive door modules

## EDUCATION and PROFESSIONAL DEVELOPMENT

- Mining Engineering degree, University of British Columbia (UBC)
- P. Eng. University of British Columbia (UBC)
- Continuous Improvement Team Training
- Workplace Hazardous Materials Information System (WHMIS) Training
- *Written Communication* course
- *Winning with People* course
- Medsystem upgrade training
- Hazard identification training

## The Cover Letter

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A cover letter accompanies your resumé and is directed to a specific person. It explains why you are sending your resumé to the company. The objective is to interest the employer in your resumé and highlight the key and relevant skills you have for a specific position or career field.

The cover letter differs from your resumé. It is an opportunity to highlight your accomplishments and match them to the skill requirements of the job in one to two pages. You know that you can meet the needs of the employer and that you can contribute to their success. You only get one chance to make that first impression — so make the best of it. Cover letters are critical.

Whether you send your resumé by regular mail or by e-mail, always include a cover letter.

### Advantages of a Cover Letter:

- Gives an employer a quick summary of how you meet their needs
- Highlights unique, specific contributions you can bring
- Makes a positive first impression
- Attracts and holds the interest of an employer

### The Opening:

- Always write to a person, not a title
- State the position you are applying for
- Explain how you became aware of the position (ad, referral, etc.)
- Express your interest in the position

### The Body: Key Points

- Discuss why you are right for the job and how you match the specific job requirements
- Highlight your skills, experience, training, qualifications
- Describe your potential contributions to the company
- Mention that your resumé is attached for more details

### The Closing:

- State your interest in meeting with the employer for an interview
- Clearly outline when you will contact the employer to follow up
- Make it easy for the person to contact you! List one or two phone numbers, fax and/or e-mail addresses

## Sample Cover Letter

**Liam Smith**

100 White Street  
St Catharines, ON L0S 1G0 (905)555-5555  
lsmith@yahoo.ca

March 18, 2008

Ms. Jane Kennedy  
Human Resources Supervisor  
Teck Resources  
1600 Tree Place  
Vancouver, B.C.

Dear Ms. Kennedy:

I am responding to the advertisement in the March 10, 2008 edition of *The Job Market* for the position of Process Engineer. I have enclosed my resumé.

I have 10 years of experience efficiently operating a 3,000 tonne per day milling plant in northern B.C. for Kemess Mines. For the past three years, I have been Senior Process Engineer in charge of monitoring production, troubleshooting and ensuring the effective operation of the plant. I am confident that my experience, combined with strong problem-solving skills and good processing abilities would enable me to successfully fill the position of Process Engineer.

I will call you early next week to discuss this opportunity further. Thank you for your consideration.

Sincerely,

Liam Smith

### COVER LETTER CHECKLIST

- ☐ Included your address, phone number and e-mail?
- ☐ Used a business-like format?
- ☐ Written an opening that gets attention?
- ☐ Highlighted key strengths and abilities?
- ☐ Demonstrated how you would be a valuable asset to the company?
- ☐ Stated your relevant education and experience?
- ☐ Proofread for typing, grammatical and spelling errors?
- ☐ Signed with your normal name?
- ☐ Used plenty of white space?

## The Job Interview

---

The last time you walked into an interview for a new job may have been many years ago. All you might remember is being really nervous. You may be dreading going through it again. The good news is there are some steps you can take to prepare for the interview, make it less stressful and perhaps improve your chances of getting hired.

### Interview Tips

- Find out about the company before the interview.
- Dress appropriately. Wear clothes that relate to the job you want.
- Take along a copy of your resumé, letters of recommendation, and training or other certificates related to the job.
- Arrive 10 -15 minutes ahead of time. Find out beforehand how long the trip will take.
- Do not smoke or chew gum.
- Greet the interviewer cheerfully and politely.
- Be natural. Answer questions with logic, confidence and accuracy.
- Be clear about what you think you can offer this employer.
- Ask about a specific job or jobs. Applicants appearing eager to do “anything” may do nothing well.
- If you feel nervous, breathe slowly and deeply. Speak loudly and clearly enough to be easily heard.
- Be alert for signs from the employer that the interview should end. Thank the employer for the time spent with you.
- Once the interview is over, leave promptly with a courteous farewell.
- Send the employer a thank-you letter.
- Follow-up or call back.
- Discuss wages, hours and benefits only after the company offers you the job.

## Sample Interview Questions

Interviewers may ask you a wide variety of questions. You can anticipate many of them.

The following list contains the most common interview questions. Prepare your answers to these questions and practice them.

### 1) *Tell me about yourself.*

- a. You can count on being asked some version of this question. One way to respond to it to take a couple of minutes, split up, roughly, as follows:

Early years	- 20 seconds
Education	- 10 seconds
Work experience	- 60 seconds
Current situation	- 30 seconds
- b. You might also try and narrow your response by replying with a question. “What particular areas would you prefer me to address?” The response might narrow the breadth of the question, making it much easier to answer. Any answer you give should be focused on your skills, interests and accomplishments.

### 2) *What are your greatest strengths/weaknesses?*

- a. You know this question is coming — you should have the answer well-rehearsed.
- b. Review your Skills Analyses Assessment to help you select your answer to this question. Try to state an area of weakness in such a way that your efforts to improve it illustrate a personal strength — “I know I need to improve my computer skills and I am currently enrolled in a night school course for this purpose.”

### 3) *Why are you considering leaving your current job or why are you looking?*

- a. Never give a negative answer. Keep it brief, to the point and be honest.
- b. A simple answer is “I got laid-off”, but you can give a fuller response. For example, “Unfortunately I was caught in the continuing restructuring at ABC Co. Over the last year we lost 70 people and we lost 5 people in my area this time.” Be honest in your response. Do not be vindictive or critical of former employers or supervisors. Remember, this company is likely to contact your last company as a reference. Be as positive as possible in your response, even if you were terminated.



**4) Why do you want to work for us?**

Here is an opportunity to really compliment the interviewer and the company. For example, some areas to discuss might include:

- Company is highly regarded in the industry
- Excellent opportunity for training and advancement
- Logical next step in career progression
- Quality of the products and people

**5) How did you like your old job?**

Avoid any negative comments in your response. Sample answers might be:

- “Until it ran out of challenges, I enjoyed it immensely.”
- “It provided excellent training.”
- “It is a good company and my boss was great but now I am ready for more senior responsibility that can’t be offered there.”

**6) What salary are you expecting?**

Be straightforward and direct when responding to this question. It is a critical factor in the employment process.

- “I was looking for a range of between X and Y. I would hope that this position would pay at least that and likely more.”
- “Your company has an excellent reputation for paying its people fairly. I would likely be willing to accept whatever salary range is assigned to this position.”
- “Could I inquire what the salary range is?”
- “I have researched salaries currently being paid for this job and I find that the market is paying \$X. This salary would be quite acceptable to me.”

**7) What do you know about our department/division/company?**

Here is your opportunity to show off all the research you have carried out.

- “I have known of your company and reputation for excellence for some time. My research has certainly supported this position. I was most interested to learn of your recent purchase of new equipment etc.

**Consider a Practice Interview with a Video Camera**

While it might feel awkward, consider doing a practice interview while someone takes a video of you. Seeing and hearing yourself is one of the best ways to help you improve your interview skills. You may have nervous habits, (playing with your glasses or hair), vocal “tics” (“you know”, “uh...um”, “you get what I mean?”) excessive throat clearing or other mannerisms that distract the interviewer.

No one expects you to be a TV news host, but with practice, you can come across in a more confident way. Rehearse answering hard questions — you’ll get better and be more relaxed.

## After the Interview

After the interview, take the time to evaluate how you did. What did you do well and what could you do better next time? This process will help you improve your interview skills over time. If you feel the interview was unsuccessful don't be discouraged. There's no magic formula. Everyone gets better through experience. To help you improve for next time, ask yourself the following:

- **Was I prepared?**
- **Did I know enough about the company and the job?**
- **Did I present myself well?**
- **Did I use every opportunity to sell myself to the employer?**
- **Did I talk too much? Not enough?**
- **Did I appear relaxed and confident?**

## Thank-you Letter

Follow up with a thank-you letter, no matter if the interview went wonderfully and you know you got the job, or if it went horribly. The letter is an opportunity to reinforce your interest in the job and remind the employer why you're an ideal candidate.

It's important to send, drop off or email your thank-you letter within 24 to 48 hours after the interview. It can be typed or handwritten, but keep it short.

Make sure you have the proper spelling, address and title. If you didn't get a business card, call the company receptionist for the correct information. Proofread and edit your thank-you note. The note is the last thing the employer will see from you before making a decision, so end your contact in a positive way.

You may also want to use the thank-you letter to:

- **Emphasize a particular skill or accomplishment;**
- **Address an issue you think may prevent you from getting the job;**
- **Review a specific discussion or some information you learned during the interview;**
- **Include an important point that you forgot to mention during the interview;**
- **Express your willingness to provide more information, if needed; or**
- **Request to hear from the employer.**

A thank-you call is also possible. If the employer is unavailable, leave a message thanking them for the interview and expressing your interest in the job.

*The following page provides a sample thank-you letter.*

## Sample Thank-You Letter

April 21, 2010

**Liam Smith**

10 Scott Street  
Fonthill, Ontario L2R L0S  
(519) 123-4567  
lsmith@yahoo.ca

Ms. Jane Kennedy  
Human Resources Supervisor  
RPN Resources  
1600 Tree Place  
Vancouver, B.C. V7J 2O3

Dear Ms. Kennedy:

I would like to express my thanks for your time and consideration in interviewing me on April 20. I am interested in coming to work for RPN Resources, as a Process Engineer.

As I stated in my interview I believe my 10 years of experience in this field and my good engineering abilities will be an asset to RPN Resources. I would also like to mention that I am available to start training any time, and that I am willing to work shifts and weekends.

I would appreciate hearing from you in the near future.

Yours truly,

Liam Smith

## The Bottom Line

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In this module, we discussed ways that you can prepare yourself for your next job.

- You'll likely go through various feelings about the loss of your job.
  - You need to take stock of your skills and previous training and develop a personal action plan.
  - You have skills that you can bring to your next job. Some you may have developed on the job; others you developed in outside activities.
  - A resume is important. Choose a format that best highlights your skills and capabilities.
  - Include a good cover letter with any resume you send out.
  - Prepare for a job interview since there are some standard questions you'll likely be asked. Consider video-taping yourself to practice.
- Follow up interviews with a thank-you letter.

# MINING WORKFORCE TRANSITION KIT - A Tool to Support Employees at Mine Closure



## Module 3 The Transition Committee

Canada

This project is funded in part by the Government  
of Canada's Sector Council Program

MHR  
RH M

MINING INDUSTRY  
HUMAN RESOURCES COUNCIL  
CONSEIL DES RESSOURCES HUMAINES  
DE L'INDUSTRIE MINIERE

## MODULE 3: THE TRANSITION COMMITTEE

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## About the Mining Workforce Transition Kit



*The fact you are reading this likely indicates the company you work for or represent is preparing for a significant lay-off or a mine closure. Someone may have suggested that you consider a workforce transition support project to help the transitioning workers. Like many people, you may have a limited knowledge of workforce transition. Fortunately, others who've been through this process have left a legacy of advice and experience to guide you and help you make good decisions.*

We hope that this Workforce Transition Kit will help guide interested parties step-by-step following layoff or mine closure announcements. It reviews all the basics, from the initial discussions through the selection and training of a Transition Committee and setting up an Action Centre - helping workers meet a variety of transition needs... and land on their feet.

### Module 1 – Decision Makers

This module focuses on the key decision makers - management, union and/or worker representatives. It explains who's involved in the initial decision making process and suggests a way to begin a workforce transition support project. The module describes the unique, invaluable supports that a project provides for transitioning workers and their families.

### Module 2 - Transitioning Workers

Workers can use this module independently or in an Action Centre to help find the supports they need to land on their feet after losing a job. These resources are intended to help workers cope with the initial shock and any ongoing stress (financial or otherwise); to suggest ways to regroup and review options; to come up with a plan of action and to succeed in a positive transition. Unemployment can be stressful but supports are available. No employee needs to go through this alone.

### Module 3 - The Transition Committee

The third module provides a road map for a new Transition Committee. It helps them get organized and explains the roles and responsibilities of committee members. The module includes resources such as a sample agenda for committee meetings, selection criteria for a chairperson and other useful materials. It also reviews information to help determine the requirements of transitioning workers and assessing if the services meet those needs.



## Module 4 – The Action Centre Team

The fourth module will be of use to the Transition Committee members and Action Centre staff. It discusses the kind of transition services that a committee should consider offering workers and suggests ways to introduce them. The module provides guidance and practical tools to help with the efficient day-to-day running of an Action Centre, including communications with workers, potential employers, government and community agencies and educational institutions.

## Module 5 – Transition Resources

The fifth module provides a wealth of material to help Transition Committees. It includes information on provincial programs, college and university training and so forth. It also contains suggested web sites and books related to financial planning, job search techniques and other information useful to committees and workers.

## About MiHR

*The Mining Industry Human Resources Council (MiHR), in conjunction with industry stakeholders, produced this Support Kit, with financial support from the Government of Canada's Sector Council Program.*

In addition to the Mining Workforce Transition Kit, MiHR offers the Canadian Mining Credentials Program. The program provides all industry players with comprehensive, objective ways to verify the skills, knowledge and experience of workers, target training requirements, and enable workers from other industries to make smooth transitions to jobs in the Canadian mining industry.

The Canadian Mining Credentials Program is the cornerstone of the mining industry's efforts to:

- recognize the skills, knowledge and experience of mining workers,
- provide workers with portable credentials,
- accredit training programs for mining workers,
- enable employers to accurately and consistently verify the skills and experience of job applicants and support ongoing professional recognition for their employees.

Occupational certification under the [Canadian Mining Credentials Program \(CMCP\)](#) will give workers from mines that are closing a validated record of all of their training, workplace experience and demonstrated competencies. A Skills Passport that has been completed by a trained and registered Workplace Assessor will document an individual worker's skills so that it is recognized by potential new employers, either at other mine sites or in other industries where these skills are required. Similar to a trades qualification, CMCP certification will enable employers to identify candidates who already have the required skills and experience to quickly and efficiently transition into productive jobs.

For more information about MiHR and its programs, please visit their website at [www.mihr.ca](http://www.mihr.ca).

## Module 3- The Transition Committee

**SOLID PLANNING AND GOOD LEADERSHIP** can aid in making workforce transition a productive and successful process. Through a well-functioning Transition Committee, you can investigate workers' needs and design an Action Centre that helps them move on to the next stage of employment or training. It takes effort, of course, but also good planning. This module is designed to help you put together the key elements for the transition project, schedule activities appropriately and work together well as a transition team.

## The Transition Committee



**Companies establish transition programs to offer services and resources to workers facing permanent or indefinite layoffs. After a transition project begins, the Transition Committee acts as the steering committee for the project.**

**The primary role of the Transition Committee is to oversee a transition project to assist workers who are being laid off as a result of a closure or downsizing. The committee can:**

- establish and supervise an Action Centre (see Module 4 for more details);
- select a committee Chairperson, Treasurer and Recording Secretary;
- select and hire an Action Centre Coordinator and possibly hire other staff or coordinate volunteers;
- review and identify the profile and needs of the affected work force; and
- recommend Action Centre programs and services to assist workers with these needs.

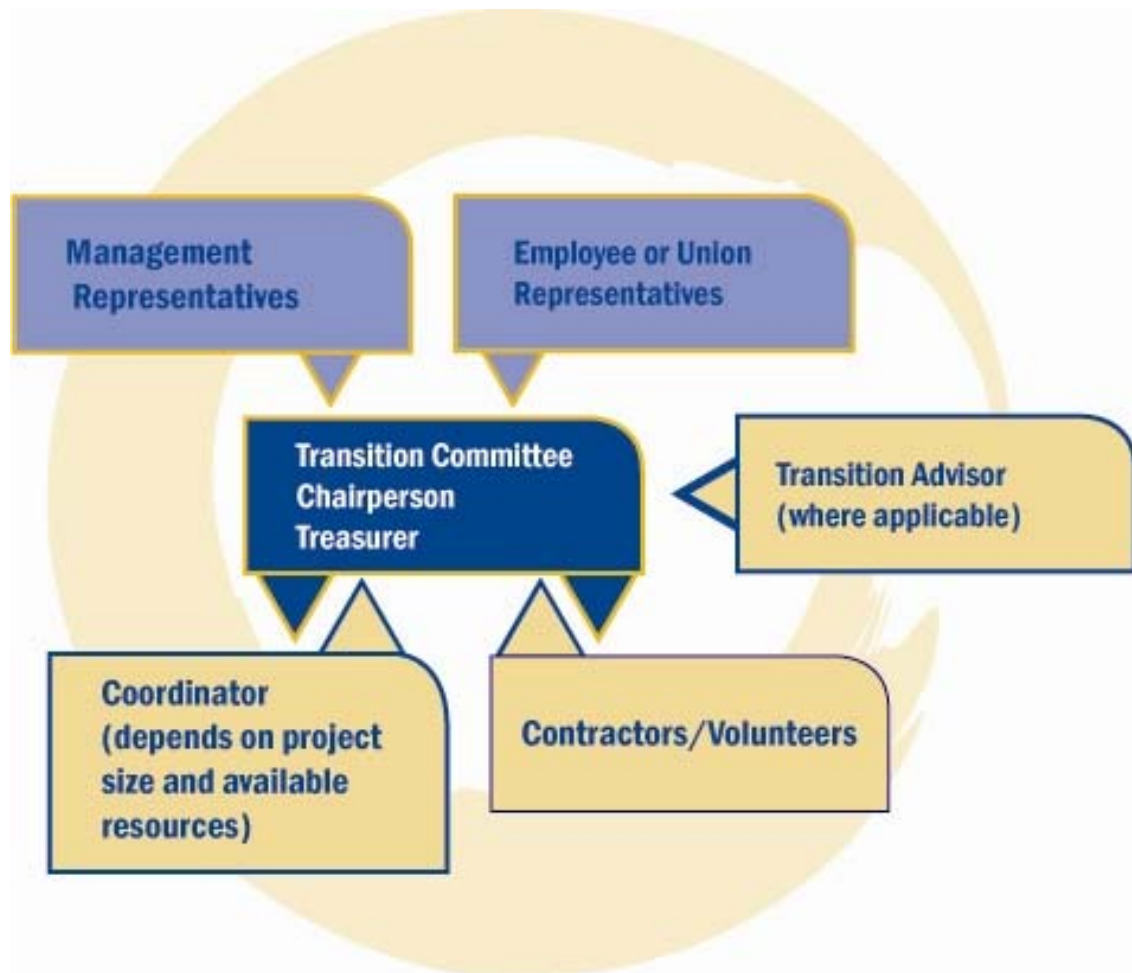
Transition Committee members have an important role. They bring their experience and knowledge of the workforce to the table — an invaluable asset. Members may be chosen in various ways, but they should be willing to help, and the affected workers should respect them. The committee can include some of the affected workers and representatives from an existing joint employer/employee/union committee. MiHR provides training for new committees at their start-up phase.

The Transition Committee usually consists of an equal number of employer and employee representatives. The size of the committee will vary depending on the size of anticipated layoffs. A typical committee has at least five or six members, as well as some alternates. Most committees operate for about a year, but an individual member may need to move on midstream, in which case an alternate can step in.

A provincial Transition Advisor may work with the committee, if the province offers such a program. In most cases, the committee will hire a neutral Chairperson to assist them. The committee can select two of its own members to act as Treasurer and Recording Secretary.

Depending on the size of the project, the committee may select a full-time or part-time Action Centre Coordinator, to work with outside contractors or others. Sometimes the Coordinator sits on the committee but if not, he or she should always report to committee meetings.

## Standard Structure of a Transition Committee



## Mission Statement

A carefully considered Mission Statement helps everyone involved to understand the purpose and function of the Transition Committee: What they will be doing? Who they will help? And just as important, what they will leave for others to do?

Whenever the committee is considering a new idea, members can ask: *“Does this fit with our Mission Statement?”* The statement will keep the committee grounded and help guide them on new proposals.

### Mission Statement (used by a Transition Committee)

To provide assistance and support to all mine employees in preparation for mine closure, by providing information on opportunities and/or assistance available so employees can plan their future.

## Responsibilities and Objectives of a Transition Committee

Here is a sample of the responsibilities and objectives of a Transition Committee which may help your committee plan and define its objectives.

To minimize the impact of mine closure and other employment dislocation and transitions within

\_\_\_\_\_  
(name of community/company)

1. Investigate the potential of industrial development in \_\_\_\_\_ (name of community) by providing market and financial identification assistance.
2. Analyze and review various job-creation opportunities, including entrepreneurship development and conclude the appropriate planning process.
3. Assist the laid-off workers by providing out-placement and relocation assistance and by offering additional counseling support when required.
4. Examine the training needs of the \_\_\_\_\_ (company/community) workforce and investigate appropriate responses and options.
5. Coordinate all government programming to the advantage of all the workers \_\_\_\_\_ (name of company/community).

Adapted from: *Report and Recommendations of the Chairman and Staff of the Port Alberni Transition Committee*, Port Alberni, 1994.

## Confidentiality

The transition process is in large part about co-workers' trust. If that trust is broken, it hurts the affected workers and may be detrimental to the entire transition project.

Transition Committee members and those working in the Action Centre (Coordinator and volunteers) will become aware of certain personal and confidential information. It is essential that this information remain confidential.

Committee members, volunteers and anyone with access to confidential personal files should sign a letter of confidentiality to be kept on file at the Action Centre. The Transition Committee can post a blank form for all to see at the centre and reprint it in the newsletter and other communications with workers.

### ~DECLARATION OF CONDUCT AND CONFIDENTIALITY~

**I understand and declare that I will honestly and in good faith make every effort to act in the best interests of the laid-off workers represented by the Transition Committee.**

**Furthermore, I shall hold in strict confidence all private information which I become aware of through my involvement with the committee and Action Centre.**

**Signature** \_\_\_\_\_

**Witness** \_\_\_\_\_

**Date** \_\_\_\_\_

## Meetings

The committee will meet often at the beginning of a project. Subsequently, meetings may only take place every three to four weeks. Members may also be involved in sub-committee work (for example, hiring a chairperson).

Committee meetings are usually held during working hours, and generally last two to three hours during the start-up period. It's a good idea to schedule meetings at the same time each month (e.g. first Wednesday of the month at 1 pm) which is much easier to remember and schedule.

All members are equal partners in the committee and participate in the joint consultative process. The committee normally reaches decisions after discussion and through consensus, meaning everyone is in general agreement, rather than by a vote.

Members must keep all information in strict confidence. They can only release committee information with the committee's approval.

## How to Ensure the Committee Is Functioning Well

Four main factors influence the quality of meetings:

### 1. An Effective Chairperson Who:

- Understands and recognizes the skills and strengths of the committee;
- Ensures committee members understand their roles and responsibilities;
- Assesses the current situation and helps the committee set realistic goals;
- Helps the committee determine the best method to accomplish its goals;
- Plans the meetings and has agendas and materials copied in advance;
- Chairs the meetings fairly, efficiently and guides the discussion;
- Evaluates the meetings, seeks feedback from the committee; and
- Provides regular feedback to the committee on its performance.

### 2. An Agenda and a Clear Purpose for Meetings

A good agenda:

- Sets practical starting times and, ideally, begins with some good news;
- Offers a step-by-step outline of the points to be covered at a meeting;
- Serves as a reminder to members of the date, time, and location;
- Provides resources to support important items for discussion at the meeting; and
- Acts as a memory jogger to ensure that the members cover all important items

### 3. A Process for Making Decisions

Decision making by consensus means the Chairperson and Committee should:

- Define the problem — issues must be clearly defined and separated;
- Ask for alternatives — members must feel free to offer suggestions without criticism;
- Evaluate suggestions — the group should explore the pros and cons of an idea.



- Choose the best route or an alternative through discussion. The committee attempts to reach agreements that all members support. That's consensus.

At the end of the meeting, the Chair should review the discussion and make sure that all committee members agree on actions, responsibilities and deadlines. The minutes should record these agreements as action items to be reported on at the next meeting.

#### **4. A Good Group Discussion**

Effective group discussion requires the Chair and members to work together. They need to stay on topic and follow the agenda, but be flexible with time limits. The Chairperson facilitates and members need to actively participate in the discussion.

## The Treasurer

The committee may wish to appoint one of its members to act as Treasurer. This member will perform the following functions:

- **Set up a separate account to record committee transactions and expenses.**
- **Keep documents on file related to transactions.**
- **Submit claims for reimbursement on approved expenses at least every three months or as the committee determines.**

If government funding is involved, normally the employer pays for committee expenses up front. (See Module 5, *Resources* for a listing of government programs by province.) Through the claims procedure, the government reimburses the employer according to the cost-sharing arrangement stipulated in the agreement. In certain situations such as a bankruptcy, governments will advance funds to the committee to enable operations to begin.

All expenditures must be directly related to transition services and the committee must approve them.

### Examples of typical Committee expenditures:

- Reasonable rental costs for an Action Centre;
- Rental or lease costs of required equipment (such as computers, fax, photocopier, etc.). Some government funders stipulate that committees cannot purchase equipment unless they commit in writing to donate to an Action Centre, non-profit group or charity at the end of the project;
- Remuneration for attendance at committee meetings and other approved activities.
- Mileage rates for approved travel;
- Remuneration/expenses for a Chairperson and/or Action Centre Coordinator.
- Honorariums/expenses for volunteers;
- Cost of approved programs and services (specialized counseling, workshops, etc.);
- Training for committee members and volunteers.

## The Secretary

The Transition Committee will usually appoint one of its members to act as Recording Secretary. The Secretary's main responsibility is to record the minutes of each committee meeting. The Secretary will also make certain that the minutes are typed up and distributed to everyone the committee decides to include on the distribution list.

### Format of Minutes

Minutes are a record of the decisions and agreements the committee makes. They can be in point form, but must state the important points of discussion. Minutes include proposals, all decisions, recommendations, reports or undertakings along with financial estimates or agreed-upon costs.

The Chairperson and committee members need the minutes to provide the proper authority to proceed on proposed activities. The final committee report will include copies of the minutes of all the committee's meetings.

### Minutes should include:

- Date, time, and location of meeting;
- Names of those who attended the meeting, those who sent regrets;
- Approval of previous meeting minutes;
- Business arising from the previous minutes;
- Financial report from the Treasurer;
- Approval of all expenditures;
- Receipt of sub-committee reports;
- Receipt of any external consultants' reports;
- New business;
- Decisions made and action to be taken before next meeting and by whom;
- The time the meeting ended;
- The date, time and location of the next meeting.

*Sample committee minutes are provided on the next page.*

## Sample Committee Minutes

### Transition Committee

Meeting #6    day / month / year

#### In Attendance:

Name _____	Chairperson
Name _____	Company
Name _____	Company
Name _____	Company
Name _____	Union/ worker representative
Name _____	Union/ worker representative
Name _____	Union/ worker representative
Name _____	Coordinator

#### Regrets:

Name _____	Company
Name _____	Union/ worker representative

#### Location: Board Room A

The meeting was called to order at 1:30 pm

- Item 1**      AC Coordinator completed a telephone survey of workers with whom we have had no contact in the last month. 45 people were called. Two haven't received any mail from the Action Centre. We now have their correct addresses. Eight incorrect or not-in-service numbers were corrected. The telephone script is on file. The balance of the calls will be completed.
  
- Item 2**      The financial planning workshops are scheduled for March 26, 27 & 28
  
- Item 3**      Business Information Network to be installed on our computers on March 22.
  
- Item 4**      The committee has agreed to purchase the disk version of the Provincial Scott's Directory of all manufacturers. The cost is \$995.
  
- Item 5**      The Coordinator verified reports that ABC Industries may be hiring. No dates or numbers were available. They may be interested in looking at displaced employees. Discussions are ongoing.
  
- Item 6**      The Action Centre will be transferring data from the current Labour Transition Management Information System to MS Access which is used by the company. In-house training is available for the MS Office programs.

- Item 7** 16 people attended the *Career Planning Workshop* at the Centre. It was facilitated at no charge by Career Services. Results of the evaluation forms were excellent. Additional workshops are being considered (*Examining Your Interests, Labour Market Information, The Changing Economy*) at about \$400 for a half day.
- Item 8** The committee discussed their role in relation to the announcement of further layoffs.
- Item 9** ABC Community College will be offering a *Computers in Industry and Their Applications* course. Tentative start date is April 1. An information session is scheduled for March 26. We have referred 22 people to the information session.
- Item 10** 87 out of a total of 412 laid-off workers attended resumé workshops. It was agreed that the Action Centre will offer another resumé workshop.
- Item 11** The Action Centre with Literacy Link is currently developing a questionnaire to identify individuals with an interest in developing basic reading, writing and numeracy skills. It will be mailed to all displaced workers.
- Item 12** A *Landing on Your Feet* workshop (healthy routines, dealing with stress, etc.) will be held at the Action Centre on March 26 at 9.00 am. 20 people have registered. The workshop will be facilitated by R. Smith, consultant.
- Item 13** The committee agreed to mail a letter to all other mines in the region. The letter will introduce the committee and outline a skills inventory of displaced workers.

**The next meeting is scheduled for April 22 at 1:30 pm in the Action Centre. Meeting adjourned at 3 pm.**

Minutes taken by \_\_\_\_\_

Signed by Chairperson \_\_\_\_\_

and Recording Secretary \_\_\_\_\_

## The Chairperson

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**The primary responsibility of the Chairperson is to guide and assist the parties to develop and implement their own transition program. He or she should be an advocate for the workers and a support to the Transition Committee. Committee members provide the Chairperson with direction and information. The Chairperson should be familiar with provincial transition guidelines.**

The Chairperson will plan, call and chair regular meetings that are well-organized and results-oriented. He or she builds confidence within the committee and encourages the members to work together and actively participate in meetings. He or she helps guide the committee towards achievable goals.

The Chairperson will also ensure that all administrative matters are carried, including minutes of committee meetings. Where applicable, the Chair makes certain that the committee submits claims for government reimbursement on a regular basis, together with the necessary documentation and invoices.

The committee may ask the Chairperson to carry out other duties, especially if the Chair is knowledgeable in ancillary fields (such as community contacts and services, education and training programs, or the regional job market). If requested, the Chairperson may also participate in the selection and hiring of Peer Helpers or contracting with appropriate service providers.

When the transition project concludes, the Chairperson will prepare a final report and recommendations, in consultation with the committee.

### Selecting a Chairperson

One of the first responsibilities of the newly formed Transition Committee is to select a chairperson. How do you find a Transition Committee Chairperson?

The starting point could be to ask the committee if they know anyone who has chaired other committees. You might be surprised to find this can generate a short list of suitable candidates. MiHR and unions have experience in transition and may be able to suggest other potential candidates.

The next step is to contact the candidate, ask if they are interested and suggest they submit a resumé for the committee to review. At this point, it may make sense to form a Selection Sub-Committee of two or three members to review the resumé, make a short list, and conduct the interviews. They can then make a recommendation on a suitable candidate to the committee.

Schedule the interviews about one hour apart on the same day, allowing time for a 40-minute interview followed by 20 minutes to discuss the candidate's answers. Members of the Selection Sub-Committee should conduct these sessions. After the interviews, members can discuss the candidates and make a recommendation to the committee. Ideally the recommendation should

be unanimous.

### Qualities to Seek in a Chairperson

The Chair must play a neutral role and be an external person not currently on the payroll of any party involved in the committee.

#### Qualities of a good Chairperson:

- Has time to commit
- Knowledge of transition process, practices and assessment of needs of displaced workers
- Trustworthy and discrete
- Remains neutral
- Manages potential conflicts and build group consensus
- Builds, or has the confidence of the employee and employer representatives
- Runs effective meetings
- Encourages the full involvement of all committee members
- Extremely organized

### Sample Questions for Chairperson Interviews

Following are some sample questions that you may wish to ask the candidates for Chairperson. Tailor the questions to suit your needs. To ensure fairness and the most appropriate evaluation of candidates, the Selection Sub-Committee should ask the same or similar questions of each candidate.

- What labour transition experience do you have?
- How would you define the role of a Chairperson?
- What are the difficulties that face the average displaced worker?
- What is the difference between dealing with unionized and non-unionized workers?
- What type of challenges do you foresee for this committee and how have you helped to resolve these problems in similar situations?
- How would you work within a consensus environment?
- If you had to make a list of tasks for the committee, can you prioritize the top five?
- We have a relatively new committee that lacks experience. How can you help us?
- In your past experience with transition committees what was the most challenging situation and how did you resolve it?
- What services and contacts do you know of that would assist the committee?
- We have \_\_\_\_ workers getting laid-off on Friday. What do you think would be realistic (and unrealistic) goals for the committee?

## The Action Centre Coordinator

If the size of the project warrants it and funding is available, you may need an Action Centre Coordinator, on a full-time or part-time basis. The role of the Coordinator is a unique one.

Several ways exist to fill the position of Action Centre Coordinator. You could select someone from the workplace who has the skills and abilities to do the job, or can learn them quickly. This person could be one of the workers losing their job or an active employee who can be cleared from work to do the job. The committee can also hire an experienced person on contract, that can be renewed or extended as needed. Sometimes a committee can hire an external Coordinator to start the process, while mentoring and teaching an internal coordinator-in-training.

### Qualities to Seek in a Coordinator

A variety of skills are desirable in a Coordinator, and each committee will have different expectations. General qualities include:

- Respectful, caring attitude to the needs of laid-off workers
- Outgoing, energetic personality
- Persuasive and willing to be an advocate
- Discreet, non-judgmental
- Reliable, can set and achieve goals and priorities
- Can work independently
- Innovative and flexible
- Participative leadership style
- Commitment to high-quality services for workers



## Action Centre Coordinator's Duties and Responsibilities

### Work with the Transition Committee to:

- **Help set up the Action Centre.** This may include negotiating lease agreements for rental office space and equipment.
- **Plan, coordinate and monitor** services provided to laid-off workers.
- **Contact community services** and establish working relationships.
- **Research** information required by laid-off workers and pass it on to those that need it.
- **Manage** the day-to-day operations of the centre.
- **Maintain accurate, confidential records** for each worker involved in the project.
- **Organize** needs assessment interviews for laid-off workers, so that appropriate and timely services and programs can be delivered.
- **Communicate** with the laid-off workers to encourage their involvement in the program. Keep them informed.
- **Assist displaced workers** in every way possible. Provide support through the Action Centre or services available in the community.
- **Provide written activity reports** to the Transition Committee.
- **Attend** Transition Committee meetings and liaise with its members.

## Needs Assessment... What is it?

In a layoff situation, workers face many challenges. They may be in shock and concerned about the future. They may doubt their ability to find a new job and be hesitant to start a search. Many have no idea what to do, when to do it, or even their available options.

The committee's task is to plan and implement relevant services for the workers. Without a clear picture of the workers' needs, the committee can only guess at what the workers need and want.

**Gathering accurate information about workers is where needs assessments come in.** A needs assessment is a process to collect information about workers' needs. Here are some questions the committee will need to discuss:

1. What information does the committee want to collect? On an initial survey? On a comprehensive needs assessment? Can the committee customize model forms?
2. Is the employer prepared to allow some paid time so that workers can participate in a one-on-one comprehensive needs assessment/counseling session with a professional counselor? If they're still at work, participation increases.
3. Who will do the comprehensive needs assessment/counseling and prepare a summary report for the committee? What funds are available to pay for this?

### Initial Needs Survey

To be effective, the committee needs to get a majority of the workers to promptly fill out the Initial Needs Survey and then tally the results. The committee can then answer questions such as:

- Who needs help right away?
- Are there urgent information needs (Employment Insurance (EI), pensions, benefits, etc.)?
- Who needs help to learn English or get a high school diploma?
- What skills does the group have that can be marketed to regional employers?
- Who already has a job or is willing to relocate?
- How many are interested in exploring retraining or upgrading their skills?

You will learn quickly that each worker deals with the aftermath of job loss in their own unique way and in their own time. It may be a real roller-coaster ride of ups and downs. Workers will require different types of help at different times throughout the transition process. One person may already have another job and seem well-adjusted to the change. Another may be deeply distressed. Four months down the road, their circumstances may be reversed. It happens. Needs assessment is a moving target — a continuous process.

On the following pages, you will find sample surveys and a cover letter you can adapt to fit the profile of your workforce. After you hand out the survey, highlight everyone who returns it on a master list of employees. Then call the workers who did not return it and ask if they want to do the survey over the phone, meet one-on-one with a committee member or come to the Action Centre. The more surveys returned, the more accurate the results.

**SAMPLE 1****EMPLOYMENT TRANSITION - NEEDS ASSESSMENT - COVER LETTER AND QUESTIONNAIRE**

An Action Centre has been established to assist our laid-off workers or those “at risk” of lay-off with job search activities and related training.

In this regard, your Action Centre needs your assistance in preparing the information needed to:

- Plan job search programs
- Arrange assessment and career planning programs as needed
- Organize skills-training programs
- Make presentations to potential employers

To help us obtain this information, please complete the attached Employment Transition Needs Assessment Questionnaire. If you have any questions or concerns about this questionnaire or would like assistance in preparing some of the information requested (e.g. previous positions held) please contact the centre at the number listed below.

Please be assured that all information provided will be kept strictly confidential.

**Thank you in advance for your assistance. Please return in the attached, addressed envelope or bring it in person to the centre.**

Employment Transition Coordinator

Phone#:

Fax#:

## A. General Information

The information you provide in this survey will help us to identify the employment transition support needs of you and your fellow workers. All information will remain confidential.

1. Name \_\_\_\_\_
2. Date \_\_\_\_\_
3. Address \_\_\_\_\_
4. Phone \_\_\_\_\_
5. Number of years employed at the company \_\_\_\_\_
6. Position at the time of layoff/termination \_\_\_\_\_
7. Previous positions \_\_\_\_\_ How long? \_\_\_\_\_
8. Have you already located a new job? \_\_\_\_\_  
 Position \_\_\_\_\_  
 Full time \_\_\_\_\_ Part time \_\_\_\_\_  
 Salary with benefits \_\_\_\_\_  
 Salary without benefits \_\_\_\_\_
9. Do you have dependents at home? \_\_\_\_\_
10. How many? \_\_\_\_\_
11. What percentage of the total household income does your salary represent? \_\_\_\_\_
12. How many years of schooling have you completed?  
 1-8\_\_\_\_ 9\_\_\_\_ 10\_\_\_\_ 11\_\_\_\_ 12\_\_\_\_ more than 12\_\_\_\_
13. Certificates \_\_\_\_\_ Date completed \_\_\_\_\_
14. \_\_\_\_Degrees/Diplomas: Date completed \_\_\_\_\_

## B. Future Plans

To provide support to you in the transition between jobs, we would like to ask a few questions about your future plans.

1. When you are laid off, do you plan to: (number your choice 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>)  
 \_\_\_\_ Look for another job?  
 \_\_\_\_ Seek further training?  
 \_\_\_\_ Start your own business?  
 \_\_\_\_ Retire?  
 \_\_\_\_ Other (specify): \_\_\_\_\_
2. If you plan to look for work right away, do you plan to:  
 (number your choice 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>)  
 \_\_\_\_ Look for a job in another occupation in the industry?

- \_\_\_ Look for a similar job in a related industry?
- \_\_\_ Change careers and industries?

3. When seeking work, do you plan to:

(number your choice 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>)

- \_\_\_ Seek work in same community?
- \_\_\_ Relocate in the province/territory?
- \_\_\_ Move to another province/territory?
- \_\_\_ Leave the country?
- \_\_\_ I'll go anywhere to find a job

4. What type of work are you seeking?

- ☐ Full time
- ☐ Part time
- ☐ Contract
- ☐ Permanent
- ☐ I'll take whatever I can get

5. What are your minimum salary requirements? (complete one)

Per/hours\_\_\_\_\_ month\_\_\_\_\_ per/year\_\_\_\_\_

6. On a scale of 1-5, how confident are you about your prospects for re-employment?

Very confident

Not confident

1

2

3

4

5

7. Do you require any skills upgrading? \_\_\_\_\_

8. In what areas do you feel you require training?

9. How would you prefer to acquire this training?

(number in order of 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> choice)

- \_\_\_ On the job (at my new job site)
- \_\_\_ On the job but without a job commitment at the end (I can find my own job)
- \_\_\_ At school. (Community College, Institute, Community Skills Centre)
- \_\_\_ Other (specify)

### C. Employment Transition Support

1. Do you require support looking for work? \_\_\_\_
2. What sort of support do you require? (Check more than one)
  - ☐ I don't know what I'm going to do
  - I would like:
    - ☐ help planning my next move. (Career/Job Exploration)
    - ☐ help deciding what interests, skills and abilities I have
    - ☐ help researching job opportunities
    - ☐ help preparing my resumé
    - ☐ help with a job interview
    - ☐ help developing my confidence in contacting prospective employers
    - ☐ help researching job opportunities
    - ☐ referrals to job openings
    - ☐ training in a new occupation or skill
    - ☐ financial counseling
    - ☐ health and lifestyle (stress counseling)
    - ☐ family counseling
    - ☐ alcohol/drug-abuse counseling

Other comments:

**Thank you for your assistance**

## Sample 2-Initial Needs Survey

Please return this survey to the Transition Committee so they can help **address your needs**. Personal information is **confidential** and will not be shared with agencies. Please print clearly.

Name		Clock Number	
Home Address		Postal Code	
E-mail Address			
Home Phone (      )		Cell Phone (      )	
<b>INFORMATION</b>		Are you interested in <b>WORKSHOPS</b> on:	
	<b>Yes</b>	<b>No</b>	
<b>1.</b> Do you have a resumé?	<input type="checkbox"/>	<input type="checkbox"/>	<b>11.</b> Resumé Writing
<b>2.</b> Do you have immediate job prospects?	<input type="checkbox"/>	<input type="checkbox"/>	<b>12.</b> Interview Skills
<b>3.</b> Do you have a Grade 12 diploma?	<input type="checkbox"/>	<input type="checkbox"/>	<b>13.</b> Career Planning
<b>4.</b> Do you have other education?	<input type="checkbox"/>	<input type="checkbox"/>	<b>14.</b> Job-Search & Labour-Market Info
<b>5.</b> Do you have a Skilled Trade? If so, name trade _____	<input type="checkbox"/>	<input type="checkbox"/>	<b>15.</b> Grade 12 “Fast Track”
<b>6.</b> Are you willing to consider more training or education?	<input type="checkbox"/>	<input type="checkbox"/>	<b>16.</b> Improving Basic Skills (reading, writing, math)
<b>7.</b> Are you interested in job or personal counseling?	<input type="checkbox"/>	<input type="checkbox"/>	<b>17.</b> College or university courses
<b>8.</b> Do you have a computer with Internet access?	<input type="checkbox"/>	<input type="checkbox"/>	<b>18.</b> Other skills workshops Type?
<b>9.</b> What languages do you speak?		<b>19.</b> Basic Computer Training	
<b>10. Other concerns? Other workshop suggestions?</b>		<b>20.</b> Advanced Computer Training	
		<b>21.</b> Training Opportunities/Supports	
		<b>22.</b> Starting Your Own Business	
		<b>23.</b> Unemployment Benefits	
		<b>24.</b> Personal Finances	
		<b>25.</b> Well-Being & Coping with Stress	



## Sample Report Results

Results of the Initial Needs Survey will provide clear direction for the Transition Committee. Members can then identify priorities and calculate the numbers of workers interested in a particular activity or with specific needs. Below is a sample report.

Sample Report on an Initial Needs Survey		
Workers on Seniority List	222	
Workers who completed assessment	119	54%
Workers still to be contacted	103	46%
<b>General Information</b>		
Have a current resumé	77	65%
Have a job	4	3%
Interested in job training	85	71%
Has a grade 12 Diploma	71	60%
Comfortable using computer	64	57%
Second language	31	26%
Skilled trade	22	18%
Need help immediately	51	43%
<b>Information Workshops</b>		
Resumé	62	52%
Interview Skills	69	58%
Career Planning	71	60%
GED	41	34%
Basic Computer Training	69	58%
Advanced Computer Training	51	43%
Starting Own Business	52	44%
Unemployment Benefits	75	63%
Dealing with Stress	21	18%
Family Counselling	12	10%
Other: Pension Benefits	59	50%
Comments	10	8%
<b>Recommendations</b>		
Immediately contact those who indicated a pressing need for help. Organize career planning, resumé-writing and job-search workshops Schedule an information session about EI & pension benefits		
<b>What else would you recommend?</b>		

## Comprehensive Needs Assessment

### Choosing a Needs Assessor/Counselor

The Chairperson or others may have the names of consultants or local agencies that can conduct Needs Assessments following the announcement of workplace closures or layoffs. If possible, the committee should interview at least two service providers. A good service provider/assessor will offer:

- Counseling and interviewing experience, including strict confidentiality principles
- Knowledge of the vocational and personal needs of displaced workers
- Cultural and other sensitivities appropriate to the workplace
- Ability to do interviews at locations and times convenient to the workforce
- Ability to analyze the results and report back quickly to the committee.

Needs assessors should have computerized information systems to analyze the information they gather and to keep track of the information. *A word of caution:* If the assessor suggests the use of a software program, ask for a demonstration and take the time to determine the program's usefulness and its compatibility with the committee's computer system.

### Identifying a Location for the Interviews

Interviews might take place at the Action Centre — one way to introduce workers to the centre - or in a site office.

The primary criterion is to ensure that confidentiality is maintained. Ideally, you will want small private offices with comfortable chairs, a writing surface for the counselor and a telephone (optional).

### Encouraging Workers to Participate

The committee should take every step necessary to encourage workers to participate in the personal assessment and counseling session.

You could promote it as a “free personal planning session” that lets the committee know the kind of services needed, while providing individual workers with a chance to find out more about available assistance. Emphasize that the assessment is confidential and that only total numbers and general information will be released to the committee.

Committee members may even decide to go first.

### Sample Interview Template

On the next few pages, there is a sample interview template that a committee can adapt to fit the profile of their workforce.

## Sample Comprehensive Needs Assessment (Long)

This information is confidential. Personal information will not be given out without your permission. The Action Centre will use it to help plan transition programs. Answer only those questions you feel comfortable with.

### Personal Information

Clock/Serial Number

Department

First Name

Last Name

Street Address

City

Postal Code

Home Phone

Cell Phone

E-Mail Address

1. What country were you born in?

2. Please list any language that you can understand, read or write and check the boxes to indicate your skills in the language.

Language	Speak	Read	Write
English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Speak

Read

Write

English

☐☐☐

Other \_\_\_\_\_

☐☐☐

Other \_\_\_\_\_

☐☐☐

3. To what ethnic or cultural group(s) did your ancestors belong? (English, German, Italian, Chinese, Aboriginal, East Indian, Jamaican, etc.) \_\_\_\_\_

4. Do you have a disability or persistent health problem that limits your ability to work? Yes ☐ No ☐

If Yes, in what way is your ability to work limited?

## Work Profile

5. What is your current job title?

6. If you have performed other jobs at this company, please specify \_\_\_\_\_

7. Did you transfer from another company location? Yes ☐ No ☐

8. What is your seniority date?

What are your total years of service with the company? \_\_\_\_\_ years

9. Please list any jobs you have held **before** being employed with this company which could provide experience or skills that might help you to find a new job

Employer	Title and duties	What year did you leave this job?

10. What are your plans immediately after layoff?

- |   |                          |                         |
|---|--------------------------|-------------------------|
| a. Start a job that is already arranged   | <input type="checkbox"/> | Type of job?            |
| b. Start a business that is already arranged                                      | <input type="checkbox"/> | Type of business?       |
| c. Plan to look for a specific kind of work, but no job yet                       | <input type="checkbox"/> | Type of work?           |
| d. Start an educational or job-training program in which you are already enrolled | <input type="checkbox"/> | What type of program?   |
| e. Plan to enrol in an educational or job training program                        | <input type="checkbox"/> | What type of program?   |
| f. Other definite plans   | <input type="checkbox"/> | What plans?             |
| g. No definite plan but a good idea of what you'll be doing                       | <input type="checkbox"/> | What will you be doing? |
| h. At this time, not exactly sure what you will do                                | <input type="checkbox"/> |                         |

11. Thinking ahead 6 months from now, do you:

- |  |                          |                       |
|--|--------------------------|-----------------------|
| a. Expect to have found a specific type of work?         | <input type="checkbox"/> | What type of job?     |
| b. Expect to be in an education or job training program? | <input type="checkbox"/> | What type of program? |
| c. Have other plans?                                     | <input type="checkbox"/> | What other plan?      |
| d. Not exactly sure what you will be doing?              | <input type="checkbox"/> |                       |

12. How much difficulty do you think you will have finding the kind of job you want?

No difficulty	<input type="checkbox"/>
Some difficulty	<input type="checkbox"/>
A great deal of difficulty	<input type="checkbox"/>
Not sure	<input type="checkbox"/>
<b>13.</b> In finding a new job, do you think that you face any specific barriers (such as your age, education, experience, gender, etc.)?	Yes <input type="checkbox"/> No <input type="checkbox"/>
If yes, what barriers?	
<b>14.</b> Do you have hobbies or interests that could be job related or lead to future training?	Yes <input type="checkbox"/> No <input type="checkbox"/>
If Yes, specify hobby/interest _____	
<b>15.</b> Are you interested in part-time work?	Yes <input type="checkbox"/> No <input type="checkbox"/>
<b>16.</b> Can you relocate to find work?	Yes <input type="checkbox"/> No <input type="checkbox"/>
<b>17.</b> Can you commute to a new job?	Yes <input type="checkbox"/> No <input type="checkbox"/> How far?

## Education & Training

### 18. Check one or more of the following that describes your education

Attended or completed grade school	<input type="checkbox"/>
Completed at least one year of high school, but did not graduate	<input type="checkbox"/>
Graduated from high school	<input type="checkbox"/>
Completed some college	<input type="checkbox"/> What course?
Obtained a college diploma	<input type="checkbox"/> What course?
Did part of an apprenticeship	<input type="checkbox"/> What trade?
Completed an apprenticeship	<input type="checkbox"/> What trade?
Finished at least one year of university	<input type="checkbox"/> What major subject?
Graduated from university	<input type="checkbox"/> What major subject?
Other (please specify)	

### 21. In what year did you complete your highest level of education \_\_\_\_\_

### 22. If part of your education was completed outside of Canada, have you had difficulty getting this education recognised?

No, had no difficulty getting my education recognized	<input type="checkbox"/>
Yes, had difficulty getting my education recognized	<input type="checkbox"/>

If "Yes" please specify the difficulty:

### 23. Are you currently enrolled in any education or training programs?

Yes ☐ No ☐

If yes, please specify course and institution

## Computer Skills

Please check the boxes below to describe your present computer skills in each area

	None	Basic	Intermediate	Advanced
1. Using E-mail & the Internet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Word processing (Word, WordPerfect, etc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Spread sheets (Excel, 1-2-3, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Database management, access	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Web-page design	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Computer-based design, CAD	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Microsoft certified	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other, please specify				

## Other Skills

8. What skills have you acquired through your work and life experiences such as hobbies, volunteer work and other interests?

<input type="checkbox"/> Organizational	<input type="checkbox"/> Trades	<input type="checkbox"/> Teaching
<input type="checkbox"/> Leadership	<input type="checkbox"/> Maintenance	<input type="checkbox"/> Elder Care
<input type="checkbox"/> Problem Solving	<input type="checkbox"/> Welding	<input type="checkbox"/> Child Care
<input type="checkbox"/> Public Speaking	<input type="checkbox"/> Mechanic	<input type="checkbox"/> Cooking
<input type="checkbox"/> Writing	<input type="checkbox"/> Driving	<input type="checkbox"/> Landscaping
<input type="checkbox"/> Teamwork	<input type="checkbox"/> Tow Motor	<input type="checkbox"/> Counselling
<input type="checkbox"/> Customer Service	<input type="checkbox"/> Bus Driver	<input type="checkbox"/>

Other please specify

## Educational Information

Please check boxes that indicate educational information you want to know more about.

	Not Interested	Might be interested	Very Interested
1. English as a second language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Basic skills: reading, writing, math	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Getting a high school diploma (GED)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Basic computer skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Computer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Advanced computer courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Information about apprenticeships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Skills: CNC machining, blueprint reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Skills: Welding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Tow Motor training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Truck Licences courses, AZ,DZ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Information about college programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Information about university courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Education funding assistance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other education or training information?			



## Support Services

Please check the boxes to indicate the support services that would assist you

	Not Interested	Might be interested	Very Interested
1. Résumé-preparation workshop	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Job search and interview skills workshop	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Job-finders club, informal meeting with co-workers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Labour market information session	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Employment Insurance information session	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Retirement planning and CPP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Career-planning workshop	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. One-to-one career advice, counselling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Workshop on school, training: opportunities, funding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Workshop on budgeting and financial planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Counselling on budgeting and financial planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Stress-management workshop	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. General information and updates newsletter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Action Centre website	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Social events and meetings with co workers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other support services?			

*Thank you for taking the time to complete this survey.  
We will keep all information confidential and in your personal file.*

If you need immediate help, please speak to the **Action Centre Coordinator**. They can either help or refer you to someone who can.

If you have a current resumé please attach it and we will include it in your file.

**If you have suggestions, questions or comments please use the space below.**

### **Coordinating the Interviews**

An interview schedule should be coordinated so things flow smoothly for everyone. If the assessment is conducted on work time, employer cooperation will be required to release workers from their work stations.

A committee member, the Coordinator or a member of the Peer Helper Team should be available at the interview site to greet workers, document who has come in for an interview, call for other workers if there are interview time slots available, provide support to the counselors, answer questions about the assessment, reassure workers who are nervous or reluctant, and generally ensure that workers have a satisfactory interview.

### **Reporting Back to the Committee**

The counselor/needs assessor should have a report for the committee within two weeks of completing the interviews. The report should include:

- General demographic information about the work force;
- Recommendations to the committee about services and programs to be implemented by the committee, including the identification of priority areas;
- Individualized data on the service needs of each worker; and
- A list of names indicating who is interested in participating in which services, programs or training opportunities.

The committee should schedule enough time to study the report and to discuss how and when they will implement the recommended services. The workers' expectations will have been raised through the interview process. It is important that the committee act quickly.

## The Communications Plan



**Effective communications is a very important committee function and a key to the program's success.**

**The committee, after training, will need to develop a communications plan. It will outline when, how and with whom they will communicate. An effective communications strategy will help the committee do its job, ensure workers are kept well informed and attract workers to the Action Centre.**

**When?** – Communications should be accurate, concise and carefully timed. Examples of when to make announcements might include: following the signing of a Transition Agreement; when the Action Centre opens; when interviews for needs assessments will begin; when workshops will be held, etc.

**How?** – The committee can use various communications tools: leaflets, bulletin boards, letters, phone calls, meetings, faxes, e-mails, websites and newsletters.

**Who?** – There will be a need to communicate with laid-off/displaced workers, potential employers, management, union (if applicable), government representatives, training /service providers and media.

The committee will need to determine who is authorized to communicate on its behalf. For example, the Chairperson may be the main liaison between the company, employee group/union and government representatives. The Coordinator may be authorized to contact training and service providers. Peer Helpers may be asked to communicate with displaced workers, provided they're trained in that work and have been provided with accurate information to pass on.

### Communicating with Workers: The First Meeting

Once a transition committee has been formed, the first communication should be to inform all affected workers that there is a transition program available. Arrange for a general information meeting allowing everyone to gather, hear the same information and have an opportunity to ask questions.

The most effective way to inform everyone about the meeting is to post notices on bulletin boards and hand out leaflets. If some workers have already been laid-off, ask the company to mail invitations a week prior.

The meeting can be held in the plant cafeteria, a community centre or union hall — as long as the space is large enough to accommodate everyone.

The committee will need to decide on an agenda for the meeting. For example:

- Introduce the new Transition Committee and explain its purpose;
- Explain the type of services the Action Centre can provide and where it is located;
- Provide updated information on severance, pensions, benefits and employment insurance; and
- Distribute the initial needs survey and encourage workers to take part.

A meeting with workers who are losing their jobs or headed out on a long layoff can be a heated one. Frustration can lead to anger. Now is not the time to dwell on transition issues. Just let people know you're there to help if help is needed.

They should be told as clearly as possible what the committee's next step is and when they will be getting more information. Hopefully workers leave the meeting knowing there are some supports for them.

Committee members, the Action Centre Coordinator and Peer Helpers should follow up with phone calls. A call to a displaced co-worker requires forethought as well as sensitivity. Communicate only the facts; avoid spreading rumours and be accurate.

On the next page, a sample communications plan is provided as a guide.

Communications Plan				
Purpose of Announcement	To Whom	How	When	By Whom
Labour Transition Program				
Coordinator Posting				
Committee Meeting				
Equipment Needed				
Action Centre Opens				
Information Meeting				
Initial Needs Survey				
Benefit Seminar				
Needs Assessment/Counselling				
Pension Seminar				
Resumé-Writing Workshop				
Job Search				
Training Fair				
Training				
Stress Course				

## The Financial Plan



The Transition Agreement will provide a general outline of what committee funds can be spent on. The committee will develop an initial budget which will be refined and amended as the committee gains a clearer understanding of the workers' needs and the services that are available.

### 1. The first step is to determine your fixed costs.

These can usually be projected fairly accurately over the life of the project. Occasionally, there may need to be a transition. For example, a committee may seriously underestimate its space needs and need to move mid-contract. Such a situation would be discussed with the Transition Advisor.

#### Fixed costs may include:

- Rental costs for the Action Centre and insurance
- Lease for a photocopier and computers
- Basic telephone and internet charges
- Contract fee for a Chairperson (if applicable)
- Wages/contract fee for a Coordinator
- Honorariums for Peers Helpers (based on the anticipated centre schedule)

### 2. The second step is to estimate regular but variable costs.

This includes costs such as office supplies, utilities and communications activities (meetings, newsletter mailings, etc.)

### 3. Finally, estimate costs associated with services and activities.

Consider the services and workshops you plan to provide and the likely cost of each. This varies and depends on workers' needs and what is available within the community. Costs might include: service contract for comprehensive needs assessment; workshops or seminars; one-time events such as a holiday gathering for families and the Grand Opening for the Centre.

The committee can save money in various ways. If you don't have the ability to provide a service or if the facilities offered are not suitable or convenient, don't make the decision on cost alone. It is legitimate to use the budget for these purposes. The priority must be the quality of the service provided to the workers.

At each committee meeting, a financial report will be given by the Treasurer. It is essential that the committee be aware of all expenditures, the account balance and budget.

## The Service Plan



**Following the needs assessment and before you offer services, the committee should research the services available within the community. You'll want to see if there are brochures, books or other materials that can be used in the Action Centre resource area.**

Start by reviewing the needs survey/assessment reports; they will help you predict the type of questions workers will be asking.

- Yes, I need a resumé. How do I get one?
- Can I collect EI and go back to school?
- Yes, I need better English-writing skills. Where should I go?
- Who will pay for my training course?
- Do I have coverage for day care?
- I'm really worried about my mortgage and support payments. What do I do?
- I'm arguing all the time with my wife and kids now. I need to talk to someone.
- I need to get a job right now, even if it's temporary. Can you help?
- I am so stressed I don't know what I'll do. Can you help?

How will you handle these questions? Where can you find the answers? Is there someone in the community that does this work?

The Action Centre should research all community services related to the transition process. Compile a detailed list of agencies, services and programs, including addresses, services provided, phone and fax numbers, e-mail addresses, websites and, most importantly, contact names. Examples of possible resources are:

1. Public libraries
2. Employment Ontario office and its funded service providers
3. Service Canada including Employment Insurance services
4. Labour market information listed on Job Futures at [www.jobfutures.ca](http://www.jobfutures.ca)
5. Small business support centre
6. Labour community services
7. School boards
8. Adult and Continuing Education training providers
9. Ontario Literacy Coalition for literacy and basic skills
10. Community colleges and universities
11. United Way or Family Services agencies/organizations
12. Centre for Addiction and Mental Health or Canadian Mental Health Association
13. Housing Help Centre (food banks, shelters, online housing search)



14. Ontario Trillium Drug Program
15. Ontario Association of Credit Counseling Services
16. Legal Aid
17. Municipal services
18. Government officials (City/ town councillors, Members of Provincial and Federal Parliaments)
19. MiHR staff and resources, including the Canadian Mining Credentials Program (CMCP) [www.mihr.ca](http://www.mihr.ca)

Make sure you investigate the hidden costs of some services advertised as “free”. For example, a person offering free financial advice may actually be on commission and profit if you invest with them.

Once the information and resources have been gathered, you may choose to bookmark useful websites in a “RESOURCES” file on all Centre computers. This will make for easier access by workers using the Action Centre.

Below are specific examples of services provided by Action Centres.

Workers' Issues	Some Action Centre Services
Now that I'm laid-off, what am I going to do? What are my options?	<ul style="list-style-type: none"> <li>• Help you to find another job or consider other types of work.</li> <li>• Look at other options such as apprenticeships, re-training, self-employment, early retirement or relocation.</li> </ul>
What am I going to do? I had a hard time getting by before I lost my job!	<ul style="list-style-type: none"> <li>• Provide information about and help you register for EI.</li> <li>• Provide referrals for financial advice or counselling.</li> <li>• Arrange workshops and seminars on budgeting.</li> </ul>
What support is there to help me cope with being unemployed?	<ul style="list-style-type: none"> <li>• Offer you a place where you will not feel judged and can be comfortable talking with others who understand your work situation and share your predicament.</li> <li>• Provide referrals to professionals who can help you.</li> <li>• Arrange workshops on coping with stress and landing on your feet.</li> </ul>
How am I going to find a job?	<ul style="list-style-type: none"> <li>• Arrange workshop on job-search techniques, help you identify your transferable skills and how to market them.</li> <li>• Post new job opportunities and help with job searches.</li> <li>• Assist with a new resumé and help forward applications.</li> <li>• Listen to you. Guide you through the job-search process.</li> </ul>
What if I want to change to another line of work?	<ul style="list-style-type: none"> <li>• Arrange Career Exploration workshops so you can find out more about other occupations.</li> <li>• Provide information about areas of employment growth.</li> <li>• Information on how to start your own business.</li> <li>• Offer information on vocational counseling, training and upgrading programs in the community.</li> <li>• On-site help with applications for training approvals and supports, as well as referrals.</li> </ul>

## Worksheet - Plan the Transition Project

---

Here is a worksheet to help you plan your transition project.

### What is it?

To *Plan the Transition Project* means providing a detailed work plan, control mechanisms and performance indicators to measure progress.

### Why do it?

To establish a process to direct and measure progress and effectiveness.

### Who does it?

The Transition Committee and/or Planning Sub-Committee

### How to do it?

#### 1. **Name the Transition Project:**

As concisely as you can, state the task plan you are writing and who is accountable for it.

#### 2. **Select overall metrics:**

Decide what to measure and how to measure it (e.g.. How many found work? How many retired? How many became self-employed?)

#### 3. **List the sequence of activities:**

Collect all the activities of the Transition Project Plan. They should be written starting with an action verb and then sequenced in their chronological order.

#### 1. **Identify target dates:**

The dates by which to accomplish each activity.

#### 2. **Identify accountability:**

Who will be called to account for accomplishing each activity?

#### 3. **Identify deliverables:**

Which activities have a clear deliverable associated with them and what is their measure of success?

**TRANSITION PROJECT PLANNING WORKSHEET****1. Name the Transition Project:****Overall accountability:****2. Select overall metrics:****3. List the sequence of activities:****4. Identify  
target dates:****5. Identify  
accountability:****6. Identify  
deliverables:**

## Schedule the Transition Project

---

### Key Activities to Schedule

Following formation of the Transition Committee, some things require scheduling:

- When will your committee meetings be held and how often?
- When do the Needs Assessment forms go out to all employees?
- What is the best way to ensure interested employees and their spouses or partners have received and seen the Needs Assessment forms?
- When will you require the Needs Assessment forms be completed and returned?
- When will the results from the Needs Assessment be evaluated and discussed at a Town Hall meeting?
- How many Town Hall meetings will be needed to involve all interested employees?
- When will the Action Centre be required? Where will it be located?
- What hours will the Action Centre be open and who will be there to assist?
- What date will the Action Centre open?
- What counseling will be required? If needed, when will the following be brought on site:
  - o Financial advisor(s)
  - o EAP advisor(s)
  - o Others
- When will assistance be scheduled at the Action Centre for resumé writing, letters for job applications, etc.?
- Will workshops be required? If so, what type and when?
- What will the target date be to ensure all interested employees have been notified of the Transition Committee and Action Centre and that the centre is open?

## Checklist of Key Activities to Schedule

- Identify a chairperson and/or Project Coordinator
- Orientate and train Transition Committee
- Create vision statement for Committee
- Determine Committee functioning and meeting schedule
- Create a communications plan
- Create and disseminate Needs Assessment
- Decide if there will be an Action Centre (use Module 4 to plan the Action Centre)
- Select an Action Centre Coordinator (if you are planning an Action Centre)
- Determine location and hours of Action Centre
- Purchase/locate supplies and equipment for Action Centre
- Open the Action Centre
- Organize workshops and other activities for the Action Centre
- Close Action Centre
- Evaluate the overall transition process

## The Bottom Line

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Good Transition Committees need to operate from a common vision and set of objectives.

- You'll need an independent Chairperson to run meetings, a Treasurer to keep track of the budget and a Secretary to record meeting minutes.
- A good Action Centre Coordinator is critical.
- A well-designed Needs Assessment will help your committee determine the needs of the majority of workers. With this information, you can then plan appropriate workshops and programs for the Action Centre. If funding allows, the best type of Needs Assessment is to have an individual counselor meet one-on-one with a transitioning worker.
- Your committee will also benefit if you develop Communication, Financial and Service Plans and schedule activities appropriately.

# MINING WORKFORCE TRANSITION KIT - A Tool to Support Employees at Mine Closure



## Module 4 The Action Centre Team

Canada

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MINING INDUSTRY  
HUMAN RESOURCES COUNCIL  
CONSEIL DES RESSOURCES HUMAINES  
DE L'INDUSTRIE MINIERE



## MODULE 4: THE ACTION CENTRE TEAM

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## About the Mining Workforce Transition Kit



*The fact you are reading this likely indicates the company you work for or represent is preparing for a significant lay-off or a mine closure. Someone may have suggested that you consider a workforce transition support project to help the transitioning workers. Like many people, you may have a limited knowledge of workforce transition. Fortunately, others who've been through this process have left a legacy of advice and experience to guide you and help you make good decisions.*

We hope that this Workforce Transition Kit will help guide interested parties step-by-step following layoff or mine closure announcements. It reviews all the basics, from the initial discussions through the selection and training of a Transition Committee and setting up an Action Centre - helping workers meet a variety of transition needs... and land on their feet.

### Module 1 – Decision Makers

This module focuses on the key decision makers - management, union and/or worker representatives. It explains who's involved in the initial decision making process and suggests a way to begin a workforce transition support project. The module describes the unique, invaluable supports that a project provides for transitioning workers and their families.

### Module 2 - Transitioning Workers

Workers can use this module independently or in an Action Centre to help find the supports they need to land on their feet after losing a job. These resources are intended to help workers cope with the initial shock and any ongoing stress (financial or otherwise); to suggest ways to regroup and review options; to come up with a plan of action and to succeed in a positive transition. Unemployment can be stressful but supports are available. No employee needs to go through this alone.

### Module 3 - The Transition Committee

The third module provides a road map for a new Transition Committee. It helps them get organized and explains the roles and responsibilities of committee members. The module includes resources such as a sample agenda for committee meetings, selection criteria for a chairperson and other useful materials. It also reviews information to help determine the requirements of transitioning workers and assessing if the services meet those needs.

#### Module 4 – The Action Centre Team

The fourth module will be of use to the Transition Committee members and Action Centre staff. It discusses the kind of transition services that a Committee should consider offering workers and suggests ways to introduce them. The module provides guidance and practical tools to help with the efficient day-to-day running of an Action Centre, including communications with workers, potential employers, government and community agencies and educational institutions.

#### Module 5 – Transition Resources

The fifth module provides a wealth of material to help Transition Committees. It includes information on provincial programs, college and university training and so forth. It also contains suggested web sites and books related to financial planning, job search techniques and other information useful to committees and workers.

#### About MiHR

*The Mining Industry Human Resources Council (MiHR), in conjunction with industry stakeholders, produced this Support Kit, with financial support from the Government of Canada's Sector Council Program.*

In addition to the Mining Workforce Transition Kit, MiHR offers the Canadian Mining Credentials Program. The program provides all industry players with comprehensive, objective ways to verify the skills, knowledge and experience of workers, target training requirements, and enable workers from other industries to make smooth transitions to jobs in the Canadian mining industry.

The Canadian Mining Credentials Program is the cornerstone of the mining industry's efforts to:

- recognize the skills, knowledge and experience of mining workers,
- provide workers with portable credentials,
- accredit training programs for mining workers,
- enable employers to accurately and consistently verify the skills and experience of job applicants and support ongoing professional recognition for their employees.

Occupational certification under the [Canadian Mining Credentials Program \(CMCP\)](#) will give workers from mines that are closing a validated record of all of their training, workplace experience and demonstrated competencies. A Skills Passport that has been completed by a trained and registered Workplace Assessor will document an individual worker's skills so that it is recognized by potential new employers, either at other mine sites or in other industries where these skills are required. Similar to a trades qualification, CMCP certification will enable employers to identify candidates who already have the required skills and experience to quickly and efficiently transition into productive jobs.

For more information about MiHR and its programs, please visit their website at [www.mihr.ca](http://www.mihr.ca).

## Module 4- The Action Centre Team

**THIS MODULE PROVIDES A STEP-BY-STEP GUIDE** for establishing, running and promoting an Action Centre. It takes you through the equipment and furniture you'll need and the information resources required. There are also sections on some of the services you can offer workers. You will also find information on how to promote the centre. Finally, Module 4 discusses when and how to wind down the centre.

## What is an Action Centre?



**An Action Centre is a one-stop resource centre to assist workers who have been permanently laid-off. A Transition Committee is responsible for the Action Centre. A Coordinator is usually the primary staffperson.**

### **An Action Centre can:**

- Provide a base from which workers can conduct their job searches;
- Function as a meeting place for workers to drop in, network and share information;
- Operate as a communication centre where information is available and displayed;
- Offer a location to provide workshops and information sessions and individualized counseling;
- Provide a meeting location for the Transition Committee; and
- Act as a base for outreach initiatives to area employers and community services such as counseling and employment agencies.

## Identifying the Action Centre team

**Together with the Transition Committee, the Action Centre team is key to the Centre's success. The Action Centre may be staffed in several ways:**

- **A Coordinator**, selected internally or on contract, may work full-time or part-time depending on needs and finances, as decided by the Transition Committee;
- **Volunteers** selected from displaced workers could help on a part-time basis;
- **Service providers**, brought in on contract.

**The Action Centre performs various functions. Depending on time available, the Coordinator can:**

- Research and post information about employment, labour-market trends, training, funding and counseling opportunities on the bulletin boards;
- Provide one-on-one support and make referrals;
- Contact workers through a newsletter or by phone;
- Develop contacts with local service providers;
- Conduct outreach to other employers, and promote the workers and their skills;
- Teach workers to use the available resources; and
- Monitor the status of laid-off workers.

Module 3 provides detailed information on staffing an Action Centre.

## Transition Committee Training

Being involved with a Transition Committee is a new experience for most people. Everyone has skills that they bring to the new committee. Few people, however, have previous experience or the ability to provide the services required without training.

Training orients people to the task; begins the process of building awareness and skills; and helps committee members scope out the project. They can also review their own time and commitments in light of the effort required.



## Sample Agenda for a Two-Day Training Program (compressed)

### Day 1 (Full Day)

Module
<b>Introduction</b> <ul style="list-style-type: none"> <li>Welcome</li> <li>Purpose of 1.5 days</li> <li>Group introductions</li> <li>What is MiHR and what is a Transition Service?</li> </ul>
<b>Issues and Expectations</b> <ul style="list-style-type: none"> <li>Explore the main issues/concerns of your committee, worker needs</li> </ul>
<b>Transitioning Workers Experience and Needs</b> <ul style="list-style-type: none"> <li>Stress and job loss</li> <li>Dealing with job loss</li> <li>Developing coping strategies</li> </ul>
<b>The Labour Market Today</b> <ul style="list-style-type: none"> <li>Current labour market in province</li> <li>Mining across Canada</li> <li>Implications for workers</li> </ul>
<b>Needs Assessment</b> <ul style="list-style-type: none"> <li>Definition</li> <li>Different types</li> </ul>
<b>Action Centre Activities</b> <ul style="list-style-type: none"> <li>Review purpose, main functions: job placement information and resources</li> </ul>
<b>Setting Up an Action Centre</b> <ul style="list-style-type: none"> <li>Review of major points in Module 4</li> <li>Discussion</li> </ul>
<b>Developing a Communications Plan</b> <ul style="list-style-type: none"> <li>Review of types of tools available</li> </ul>

## Day 2 (half day)

Module
<b>Key Elements of an Action Plan for Mine</b> <ul style="list-style-type: none"><li>• Where are we now?</li><li>• Where do we want to be?</li><li>• How do we get there?</li></ul>
<b>Developing a Draft Action Plan for Mine</b> <ul style="list-style-type: none"><li>• Group 1-Basic Communications Plan and-Detailed plan for functioning of Transition Committee</li><li>• Group 2-Develop draft plans for Mine Action Centre</li></ul>
<b>Wrap Up and Evaluation</b> <ul style="list-style-type: none"><li>• Review of day</li><li>• Workshop Evaluation</li></ul>

## Establishing the Action Centre

### Location



**The Action Centre should be in an accessible location that provides a supportive environment and home base for the affected workers. The Action Centre functions as a drop-in centre and a hub for transition activities.**

The Action Centre may be located at the workplace, in a storefront or elsewhere in the community. If the employees are still working, it may be more convenient to find an easily-accessible room in the workplace. After the layoff, workers may be more comfortable visiting an office outside of their former place of employment. Also, the employer may have security issues with having non-employees on site.

Factors to consider when looking for an Action Centre site:

- Is it easy to enter and leave? Is it easy to find?
- Is it suitable for the committee's plans and activities? For example, if a contractor will sometimes be on site, is there a private meeting space?
- Is the electrical and phone system sufficient for the required equipment?
- Would all employees feel comfortable using the Action Centre? This consideration is intangible but important.
- What are the costs and conditions of the lease? Is the end date flexible? Is the landlord comfortable with regular traffic and after-hour activity? Is there access to other rooms or equipment — a large room for meetings or classes for example?
- If in the community, is it easy to get to by car or public transportation? Is there parking nearby?
- Is it close to other places that workers will visit regularly, like a supermarket or government service office?

Funding for the Action Centre accounts for a large part of the committee's budget so if it is in the community, shop around, compare and negotiate with the landlord. Check with city hall, service clubs, churches, unions and schools for low-cost facilities that meet your needs.

### Layout

A good layout includes a reception and office area (including private interview space). A second area for meetings and workshops should also be easily accessible. Committees may want to consider a mix of private areas for people to work, and some open areas where people can congregate.

The work area is normally equipped with computers, printer/copier, fax machine and a bulletin board. If the Action Centre is off site, it's advisable to include access to a kitchenette and nearby washroom and, if possible, a small area for children to play or watch videos.

## Furniture, Equipment and Supplies



The Action Centre is a fully-functioning office and will require desks, chairs, lockable filing cabinets, worktables and bulletin boards for displaying information. It will also need a photocopier, several computers, a printer and fax machine.

A multi-line telephone system is a necessity. At least two or three lines are required, especially if staff will be calling employers.. A high-speed internet connection is required; a wireless connection provides flexibility in connecting the computers.

The employer may donate or lend some equipment and furniture. Otherwise, the Action Centre must rent or borrow from other organizations. Where government funding is involved, some have policies that prevent the committee from buying equipment (except for small items like a coffee machine). The centre will also need office supplies (paper, pens, staplers, binders, etc).

## OFFICE EQUIPMENT &amp; SUPPLIES CHECKLIST

## OFFICE FURNITURE

Desks and chairs  
 Office dividers  
 Bulletin boards  
 White boards  
 Locking file cabinet  
 Locking supply cabinet  
 Bookcases for binders  
 Office/reception chairs  
 Meeting room chairs  
 Coffee table  
 Suggestion box

## ELECTRONICS

Phones  
 Computers  
 Headsets  
 Printer  
 Photocopier  
 Fax  
 Internet service, wireless  
 Answering machine or service  
 Photocopier  
 Multiple phone Lines  
 TV/VCR/DVD  
 Coffee machine  
 Paper shredder  
  
 Children's toys and books (if in community)

## OFFICE SUPPLIES

Scissors  
 Paper  
 Paper clamps  
 Stick ums  
 Pens  
 Pencils  
 Pencil sharpener  
 Note pads  
 Appointment book  
 3-hole punch  
 Stapler and staples  
 White-out  
 Paper clips  
 Dozen binders  
 Binder dividers  
 Thumb tacks  
 Wall calendar  
 Event calender  
 Map of Canada  
 White boards  
 Cork boards  
 Tape and dispenser  
 Permanent markers  
 Dry-erase markers  
 Coffee / snacks  
  
 One-pager on how to use the Centre

## Hours of Operation



Action Centre hours depend on the number of people affected, the needs of displaced workers and the available budget.

The committee will need to identify when most people will likely access the centre. The Needs Assessment summary or a special survey may be useful in making this decision (see Module 3 for further details on needs assessments). Some centres operate on a

full-time basis while others operate part-time. In some cases, it may be open evening or off-shift hours if workers are on shifts or have taken temporary or part-time jobs. Whatever the schedule, it's important the centre be open for business at the advertised times. If the schedule changes, it's essential that workers know in advance.

Over the course of the project, needs may change. The committee can monitor usage and anticipate new issues as time passes. Tracking the centre's activity helps the committee to decide when to expand or contract services, and eventually when to wind down operations. If the demand for service decreases as people move on to training programs or other jobs, the committee can adjust the schedule.

**A Word of Caution:** Experience in other Action Centres shows that every project hits a period when interest seems to drop, only to be followed by a surge of activity.

On the following pages you'll find questions and forms to help you set up your Action Centre.

## Set-Up of an Action Centre

### What does “Set-Up” mean?

To *Set Up an Action Centre* means ensuring the logistics on meeting and office space and placement centres.

### Why do it?

This step serves to set up facilities for impacted workers to get information and services as needed.

### Who does it?

The Transition Committee or one of its subcommittees.

### How to do it?

#### 1. Determine structure, function and services of the Action Centre:

Determine how the Action Centre will serve the needs of the transition project, including who will meet there, in what numbers, what staff will be on site, what resource groups, etc. Also determine what it will look like physically, e.g. a room or trailer on site, a church basement, a community hall, etc.

#### 2. Identify human resources:

Provide for staff, identify what they are intended to do and determine their status (seconded, contracted, etc.).

#### 3. Determine location:

Select a location that is appropriate to the needs of the transition project.

#### 4. Identify equipment:

Establish the list and cost of the required equipment to operate the Action Centre.

#### 5. Communicate details to stakeholders:

Ensure all stakeholders are aware of the Action Centre's structure, function, services, staff, location and available equipment.

- Is it close to other places that workers will visit regularly, like a supermarket or government service office?



## Action Centre Planning Worksheet

### 1. Determine structure, function and services of Action Centre:

Structure	Function	Services

### 2. Identify human resources:

Staff required	Job	Status

### 3. Determine location:

Action Centre Planning Worksheet	
<b>4. Identify equipment:</b>	
Equipment	Cost
<b>5. Communicate details to stakeholders:</b>	
To Whom?	What?

## Running the Action Centre



**To be successful, the Action Centre must be coordinated and well organized. To do this, consider having regular short meetings to schedule staffing, coordinate upcoming activities, share information and experiences and discuss concerns.**

### Volunteers

Having volunteers to help deal with layoffs is very valuable. Workers know the workplace, the system and other workers. As displaced workers themselves, they understand what others are going through. Often they are the “natural helpers” co-workers turn to for support already.

Resources can be scarce during shut-down. Keep in mind that people in your workforce may have skills related to training and career building that you may not be aware of. Instead of bringing in an expert on interview or computer skills, for example, you may have a qualified instructor in-house. To find out, create a communications piece that asks for people to share their skills.

### Sample Bulletin Note

#### Can You Help Out Your Fellow Workers?

As many of us begin our search for another job, we may appreciate some help. Do you have skills that you are willing to teach others? For example, could you put on a course on how to use a computer? Search for information on the Internet? Write a good resume?

If you have some appropriate skills and a few hours to spare, please contact Wanda at Extension 2986 or drop by the Action Centre to speak with her in person.

## Information Resources

The Action Centre collects information about community services, government programs and employment and training opportunities. Make these materials readily available to the workers that visit the centre. The Action Centre can also arrange for resource people to come in to talk with workers, and help coordinate appointments between service providers and workers.

Internet access and computers are also key tools.

A job board with current vacancy listings and training opportunities is essential. A display which regularly promotes success stories helps build the confidence of those using the Centre.

The Action Centre will need a variety of publications, resource pamphlets and course descriptions. Display materials in an orderly fashion and be as current as possible. If the Action Centre is in the community, local employment organizations, social service agencies, labour community services and education and training institutions all have information and brochures that they'll happily provide to the Action Centre. Service Canada has information on Employment Insurance benefits; most provinces have free publications on subjects such as employment services, training and apprenticeships.

Publications such as the Scott Directory of industry employers or local Chamber of Commerce membership lists are also useful resources. Other resources include books on job searches, resumés and cover letters, interview skills and career planning.

The Action Centre team can also help workers find resources on the internet. Staff can bookmark resource sites on all computers in the centre. See *Module 5 – Transition Resources* for some suggested sites.

## Making Referrals

The Action Centre team can make referrals to agencies and organizations that assist workers who have lost their jobs. To make effective referrals, the coordinator has to do more than hand out an address or a phone number. Staff should:

- Know available community agencies and resources;
- Establish initial contact with these agencies and resources;
- Identify a contact person at each;
- Know the agency's requirements; and
- Be available to help workers who encounter any problems using these services.

After you have referred someone to an agency, be sure to follow up with the person to learn the outcome. Note their comments on an "Agency Information Form."

## Government Assistance

Governments in Canada have several programs that provide assistance to laid-off workers. These programs include:

- Employment Insurance
- Electronic job boards

- Self-employment initiatives
- Retraining allowances
- Wage subsidies
- Basic skills upgrading.

Programs vary by province, so Action Centre staff need to research resources for their region. In addition, they need to know the various requirements, application procedures and service providers involved in government-sponsored initiatives.

Government initiatives change frequently. Programs end, others change and new ones are established. Transition Committees need to research all of the programs available and develop an understanding of them so they can explain the programs in everyday terms. Action Centres must have up to date information on all available programs.

## Advocacy

Laid-off workers often have a difficult time asserting themselves with government representatives, agencies or social-service providers. They are not used to it, and are often unsure of their rights or responsibilities. This is precisely when they may need someone to support them or to speak on their behalf. This is the role of an advocate. It is an effective way to provide support for people as they struggle to take control of their lives. Remember, however, that an advocate must ultimately leave it to individual workers to obtain what they are entitled to.

A useful way to determine the role of the Coordinator in providing effective assistance to a worker is as follows:

- Referral source: The first level of assistance is providing the person with an appropriate and relevant referral. Staff need a good understanding of the service or agency that would meet their needs.
- Mediator: Sometimes a referral doesn't work out. A mediator tries to work with both sides to come to a mutually satisfying agreement.
- Advocate: Sometimes mediation of the problem doesn't work. In this case, you may need to bring the issue to a higher level and involve an advocate who will discuss the issue directly with the service provider and attempt to resolve the problem.

## Expectations and Concerns

Everyone has expectations when they take on a new challenge. They also have concerns about their abilities and potential problems. The centre can hold an in-house forum for a discussion about expectations, fear and constructive responses.

**The following are comments from such an Action Centre forum — in staff's own words:**

- *"You'll gain confidence by doing the job. You're in a learning process so don't expect to know everything. You must be willing to ask for and seek help."*
- *"You can make suggestions and direct workers to resources but you can't make decisions for them. They make their own decisions."*
- *"We need to understand we are not counselors and refer people to professionals when it's required."*
- *"Communicate the reality of the situation and suggest that it's not a waste of time to try doing something now."*
- *"Stop and listen to the workers. They will identify their needs, and then help them find the services and information they need."*

## Administrative Tools

Some administrative tools that keep the Action Centre running smoothly are:

- Worker Case Files
- Logbook
- Staffing Schedule
- Daily Checklist
- Visitors Book
- Activity Report
- Worker Status Report

## Worker Case Files

Staff should open case files for each person, including basic employee information (name, address, phone number, e-mail address), training and job-search interests and needs, skills and work preferences, and a resumé. The Action Centre can store this information in paper files or a computer program designed for this purpose. This information is confidential and staff should store lock it away and password-protect any electronic files. Staff should be aware of the *Personal Information Protection and Electronic Documents Act* (PIPEDA). The Office of the Privacy Commissioner has published a helpful booklet, *A Guide for Businesses and Organizations: Your Privacy Responsibilities*, available at [www.priv.gc.ca/information/guide\\_e.cfm#contenttop](http://www.priv.gc.ca/information/guide_e.cfm#contenttop). Staff should also be aware of any company rules related to privacy.

The company may provide some of the case file information, preferably on a spread sheet and sent electronically. If the employer provides information on training that the employee has completed, add this information to the worker's case file. It will be useful for resumé and for Prior Learning Recognition at some schools.

The file should record each contact a worker makes with centre staff. In this way, the Action Centre can provide consistent service. The Action Centre team can also contact workers who have not come in, to see if they have already found a job or need help.

<b>Staffing Schedule</b>	Post the schedule several weeks in advance and in a prominent location. Staff may want changes to accommodate other commitments.
<b>Daily Checklist</b>	A daily checklist outlines routine tasks (cleaning up, writing news articles, posting job openings) that everyone can work on when the centre is quiet.
<b>Logbook</b>	A logbook is good way for Action Centre staff to communicate with each other. It can record tasks that need to be completed or problems that need to be resolved for the next shift.
<b>Visitors' Book</b>	The log of visitors will help determine hours of operation and provide feedback on Action Centre usage over a period of time.
<b>Activity Report</b>	It's a good idea to keep a list of activities at the centre, including workshops and seminars with attendance figures. The report can also note staff contact with potential employers and other activities. A sample activity report is provided on the next page.
<b>Worker Status Report</b>	The Transition Committee will want to track the number of people who have found jobs or entered training programs. Some will no longer require centre assistance. Others may have part-time work but still want help finding full-time work. A sample monthly report is provided on the next page.

## Sample Action Centre Activity Report

	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	TOTAL
Visits to centre													
Workshops													
Counseling													
Career exploration sessions													
Resumés													
Employer outreach													
Incoming calls													
Outgoing calls													
Special events													
Website activity													
Newsletters													
Needs Assessments													

## Sample Worker Status Report

	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb
1. Number of workers												
2. On layoff												
3. Recalled												
4. Transferred												
5. Employed												
6. Self-employed												
7. Total employed												
8. Retired												
9. Sick benefits, WSIB												
10. Maternity/parental Leave												
11. Training full time												
12. Unable to contact												
13. Do not need services at this time												
14. Still require assistance												

- ☐ \_\_\_\_\_ Workers originally laid off
- ☐ \_\_\_\_\_ Workers who have transitioned
- ☐ \_\_\_\_\_ Workers still requiring assistance



## Tips for Running a Successful Action Centre

### 1. *Stay Focused on the Worker*

The Action Centre is like any other organization that offers a service. Keep on top of worker needs, (recognizing that they will change over time), be flexible, follow up and deal with complaints and problems promptly and professionally.

### 2. *Promote the Centre*

Don't assume that because you went to the trouble of setting up an Action Centre that everyone will automatically visit. People may be suspicious or lack information on the Centre

### 3. *Start with the Right People*

Staff the Action Centre with those who have an interest and inclination to help others.

### 4. *Maintain Confidentiality*

Maintaining confidentiality is a must. Always discourage gossip.

### 5. *Continually Involve New People*

New committee members and volunteers bring new energy and new ideas.

### 6. *Take Time to Become a Team*

Train together; resolve problems and conflicts as they come up; support each other and celebrate your successes.

### 7. *Lead by Example and Take Care of Yourself*

Everyone working in the centre needs to lead by example. Sign up for courses; try different activities. Volunteers must take time for their own job search and consider their future plans. Take a break when you're feeling frustrated. Talk to a friend.

### 8. *Talk About Your Successes*

Initially your successes and accomplishments may be small. Take strength from every accomplishment, however, and talk about your successes enthusiastically

### ***9. Visit/Communicate with Other Action Centres***

Have the Transition Committee or the Action Centre Coordinator visit/communicate with another Action Centre and start networking. The experience and ideas you will gain will be invaluable. Contact MiHR if you need help finding another Action Centre.

### ***10. Research Every Question and Share the Answers***

Carefully consider every question that workers ask and research it. When you have the answers, share the information with other staff. Often, if one person asked the question, others are asking it, too. Perhaps you can post the information in the Action Centre newsletter or on the website.

## Checklist for Running an Effective Action Centre



**What follows is a snapshot of the kinds of activities that make for a strong and effective transition program and Action Centre.**

- Promote positive attitudes to the consideration of other employment possibilities within the broader and related industries, as well as external possibilities.
- Encourage a culture of work-readiness; help workers who alternate between unfounded optimism about new industry start-ups and deep pessimism about their re-employment prospects.
- Conduct regular employer outreach with special attention to industry employers and other related industry employers.
- Work with industry employers to develop job opportunities.
- Contact out-of-province companies in addition to those in the province.
- Provide an accessible, informal and supportive environment.
- Provide a facility with job boards and Internet bookmarks that are geared to the industry's workforce, as well as access to a photocopier, phones, fax machine and Internet-connected computers that let workers pursue their job search at no cost.
- Ease the financial burden of unemployment by assisting with Employment Insurance (EI) claims, including maternity and sickness claims, short-term disability (STD) and long-term disability (LTD) claims, workers compensation claims and Record of Employment problems.
- Maintain regular communication with the laid-off industry workforce by phone, newsletter, email and the Centre's web page.
- Investigate literacy, English as a Second Language (ESL) and basic skills class opportunities.

### **In addition to the supports listed above, the Centre can:**

- Coordinate workshops (e.g. stress management, financial and debt/credit management);
- Survey and act on additional needs identified by workers: resumé "tune-ups", Internet posting sessions, motivational speaker forums, etc.;
- Meet with a service provider to try to improve the level of service being provided to clients as a follow-up to complaints being received at the Action Centre;
- Assist workers wanting to access re-training and upgrading and needing EI approvals;
- Help workers trying to secure financial supports to re-train or upgrade their skills; and
- Arrange for initial needs assessments and make professional counseling referrals to help workers handle stress, family and financial difficulties.

## Promoting the Action Centre

Once set up, the Transition Committee must promote the Action Centre and its services to workers and the community-at-large where appropriate. Workers need to know how they might benefit directly from the Centre and its services.

### Examples on how to promote the Action Centre include:

- a newsletter to employees and service providers introducing the centre staff, services, and hours of operation;
- holding a town hall meeting or information session. (see following page for a sample agenda)
- a news release to the local newspaper describing the centre and its services;
- a grand opening or open house
- activities like workshops at the Centre so people get used to coming in; or
- distributing business cards or fridge magnets with Centre contact information.

The best promotion comes by word of mouth. Once workers discover the centre can help them, they'll tell their friends and more workers will start to visit.

## Sample Format for Organizing an Employee Information Meeting

### PURPOSE:

By the end of the information session, all employees will know what is happening and why, who is likely to be affected, when and how. Employees will understand the employment transition plan being put in place, the services that will be available and the compensation, severance or other income benefits they will be receiving.

### 1. Logistics

- Set the time — one to two hours.
- Hold the meeting at a time when employees have time to absorb the information without affecting their health and safety.
- Have the right resources available.
- Ensure that answers are available to the workers' immediate concerns.

### Their questions may include:

- When does the pay stop?
- Is there an income-continuance, or severance package? How do I qualify? What assurances do I have that I will get the package?
- When does Employment Insurance begin?
- When does my job actually end?
- What are the tax implications?
- Can I take a vacation?

### 2. During the meeting:

- a) Introduce the purpose of the information session.
- b) Talk about what is going on, why it's happening and when, who will be affected and how.
- c) Discuss the processes that will be used to determine who will be affected, in what ways and how they will be informed. In unionized environments these processes are usually outlined in some detail in the collective agreements.
- d) Introduce the reorganizing plan (which jobs or departments will be downsized, amalgamated, expanded and created).
- e) Outline the resource issues: Wages, income continuance, severance packages, Employment Insurance benefits, tax implications, other options.

- f) Explain the employment transition process and the plan for the company. Talk about what is going to happen and how the employees can expect to be involved.
- g) Provide an overview of the skills assessment services, job counseling and training available.
- h) Discuss the time frame involved for the plan. (This will vary, depending on worker needs.)
- i) Explain how the reorganizing process will be evaluated.
- j) Allow enough time for questions and answers. Employees and managers will have questions about the purpose of the assessment and confidentiality. Some may be fearful of any tests. Explain that assessments help facilitate greater self-understanding and self-awareness to make better job choices.

**Other suggestions:**

- Have enough resource people present to answer questions and make sure everyone is communicating the same information/messages.
- Have handouts and written information available.
- Ensure that families will have access to information. If the mine is community based, sometimes families are invited to attend information sessions.

***Depending on the size of the layoff and the diversity of the workforce, some Transition Committees have found it more appropriate to organize the meetings into smaller groups of 10 to 20. This often ensures better participation on the part of the employees in expressing their fears and anxieties and in discussing the various components of the transition plan. It may also enhance employee buy-in into the plan.***

## "Just the Facts"



Everyone involved with the Action Centre needs to be conscious of the problems that result from rumours and incorrect information. The centre needs to develop a communication strategy and a set of tools to use to provide information to the workers and the broader community.

The committee should ensure the information it reports is accurate, clear and from a verified source. The Action Centre must doublecheck the content of any message. Opinions and speculation can undermine the credibility of both the centre and its staff.

Sometimes you may find it hard to avoid discussing the rumour of the day, but you must always stick to the facts and offer help. Keep workers grounded and focused on what they can do to improve their situation; tell them about possibilities and the success they can achieve.

Remind workers that the Action Centre provides a valuable service and is only available for a limited time. Point out that it would be a waste to ignore it.

## Action Centre Newsletter

A newsletter is a great way to communicate with the workers. The committee may choose to form a Communications Sub-committee. Look for creative people with good research and writing skills.

Distribute a newsletter regularly — but not too often — perhaps once a month. Having a schedule is a good idea. Consider having the final draft ready for the committee's monthly meeting. The committee can approve the newsletter and staff can mail or e-mail it out the next day.

A good newsletter has a standardized, consistent design and format. It should have a name, logo and letterhead. Newsletter templates are available in most word processing programs and can also be downloaded from the Internet.

Use colour if possible. An inexpensive way to incorporate colour into a black and white newsletter is to order paper stock printed with the newsletter name and logo on the top. You can then use a black and white photocopier to produce an attractive, colourful publication.

Content should be factual, short and catchy. Avoid long-winded articles. Listen to the workers who come into the centre and ask for their ideas and suggestions. Use their questions and activity as a guide for the newsletter. Committee members, the Action Centre Coordinator, staff, workers and representatives from service agencies can all write articles.

Break information into sections, use pictures, and graphics. Keep it simple, to the point and personalize the articles.

Articles or newsletters can easily be posted to a website if you decide to have one. Remember that a website requires the worker to take the initiative to search for information. A mailed or e-mailed newsletter is a more active form of communication. Family and spouses may also read the newsletter and encourage use of the Action Centre.



## Sample Newsletter

### EMPLOYEE'S INDUSTRIAL TRANSITION COMMITTEE

## NEWS BULLETIN



With this publication your Industrial Transition Committee wants to keep all employees informed on progress to date.

#### JUST WHAT IS THE TRANSITION COMMITTEE AND WHAT DO THEY DO?

Your transition committee consists of 12 people, seven company employees, two company managers, one chairman and one BC Government representative. The employee representatives on the committee are as follows, ...

The Industrial Transition Committee (only) is funded by ABC Company and the Provincial Ministry.

#### The Transition Committee's objective is as follows:

"To provide assistance and support to all ABC employees in preparation for mine closure, by providing information on opportunities and/or assistance available so employees can plan their future."

The Transition Committee cannot and will not make any decisions for any employee, but we can obtain information or provide assistance to employees to plan their futures after mine closure.

Should you, at any time, have any questions or concerns, contact any one of the committee members who will try to assist you, or they will bring your concerns to our meetings.

To assist the employees, we first had to identify employee's needs. With this in mind Wanda Smith was hired by the committee. Her mandate was to establish a Needs List, determine just what assistance employees require and to assist in preparation of resumés, staff the resource room and maintain a library of information for employees.

There were 162 Needs Assessment forms issued, of which 106 were completed and returned.

Some employees were concerned due to the personal nature of the questionnaire. The questionnaire's only purpose was to identify areas of need for employees. Just by the committee assisting employees, a degree of personal information is necessary, before we can assist. All information provided is confidential, and its sole purpose is to assist that employee.

...2

**Of the 106 Needs Assessment forms returned, the following is of interest to employees. Some employees are interested in more than one topic.**

<b>Producing a resumé</b>	<b>47 employees</b>
<b>Information on starting your own business</b>	<b>46 employees</b>
<b>Apprenticeship programs</b>	<b>28 employees</b>
<b>Employment Insurance information</b>	<b>28 employees</b>
<b>Financial planning</b>	<b>17 employees</b>
<b>Preparation for a job interview</b>	<b>28 employees</b>
<b>Information on training programs</b>	<b>55 employees</b>
<b>Career development/planning assistance</b>	<b>29 employees</b>
<b>Looking at your skills in relation to job market</b>	<b>47 employees</b>

In addition Wanda has contacted nine out of 15 operating mines in the U.S. and Canada for job opportunities and to advise them of our future shut down of operations and the availability of mine personnel here.

At the time of her departure, she had completed 64 resumés for employees with 45 left to do. Forty-seven miners not want assistance.

The next step is to hire a coordinator for the mine site to organize and pursue funding in order that we can obtain/provide information and or expertise for the needs assessment identified by the returned questionnaires.

The ABC Mine is unique in that not all employees are available with one site visit, nor is the site that accessible; therefore the problem of costs becomes very critical. To this end, we are actively pursuing every avenue for funding or alternatives.

We anticipate issuing this news letter at least every two months, as information becomes available.

Submitted by:

Chairman: Mr. Bill Jones, September 6, 2009

## Action Centre Website

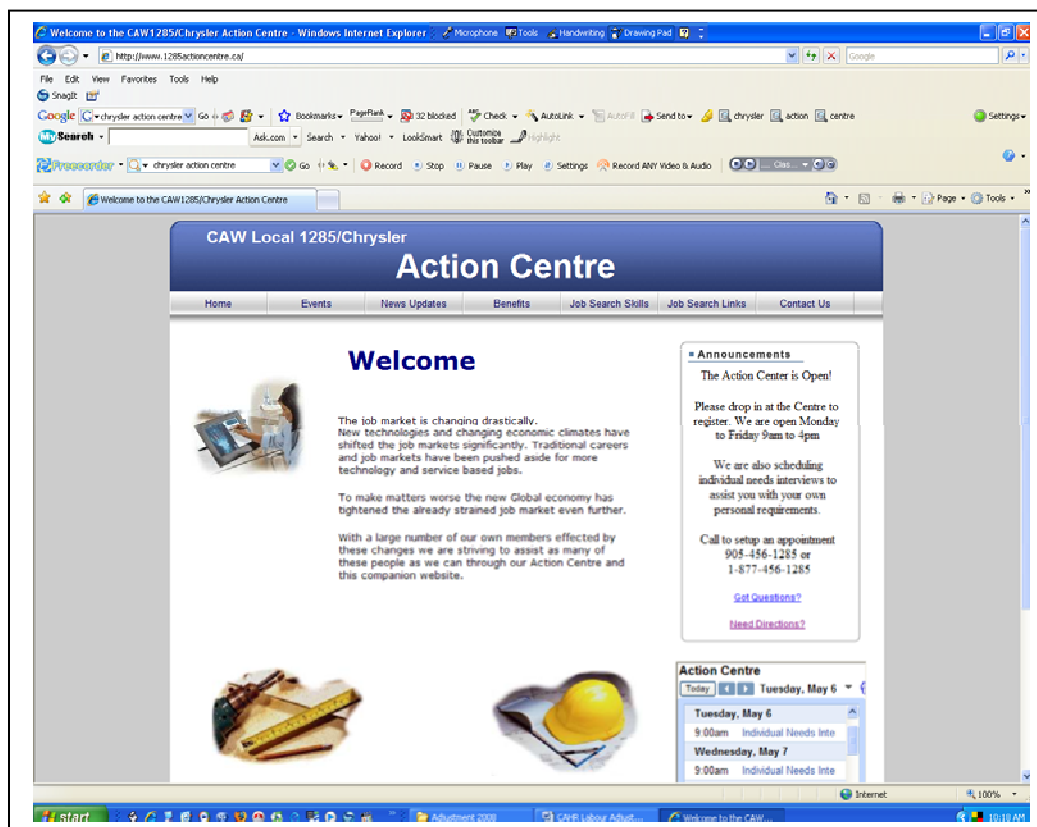
If someone involved with the committee can set up a website, it may be a worthwhile initiative. You can post information about your meetings, services and newsletters. You can also provide links that workers will need to access: pension and EI information, Job Banks, resumé writing, etc. — the list of online services is endless. Having a presence on the internet has many advantages.

If the committee lacks the ability to design its own website, the cheapest alternative is to use a template and have someone administer it for you. You will have to research the cost and availability of a service provider.

The committee must carefully evaluate whether their co-workers will use site. If the answer is no, or if you are unsure, then don't do it. There are many other actions you can take to help the workers, rather than being distracted by developing a website. Even if you think workers will use a site, *proceed with caution*. Websites can be expensive, time-consuming endeavours.

## Sample Website

Below is a simple template which includes a calendar of events, useful links and information about transition.



## The Media

Workplace closures and layoff announcements are important stories to be covered by local newspapers, television, and radio. The committee will be approached by the media very early in the process. The media can be an important resource in the committee's work. Work with reporters to ensure that employees and the centre are presented positively to the community — and to potential employers. Positive media coverage counters the public's tendency to forget about or look negatively on the unemployed.

Here are some ways the Committee and Action Centre Team can work with the media:

- Write news releases to the local media about committee events, Action Centre openings, workshops, education fairs, etc.
- Use the local public cable network to advertise employee resumés (where applicable).
- Submit articles or short “job tips” to the local newspaper or radio station.
- Place a paid advertisement in local newspapers, trade magazines, or on the radio to promote the workforce to potential employers.

### How to Work Successfully with the Media

- Appoint one to two people, usually the Action Centre Coordinator and the Chairperson, to be the committee spokespeople for all media contacts.
- Provide media training to all spokespeople.
- Cultivate your media contacts. Find out who is sympathetic and interested in furthering the committee's work.
- Where practical, invite media contacts to the committee's main events and keep them updated. Give them enough time to respond to the committee's request. They would rather report what the committee is doing than what it is saying.
- Use news releases to communicate information to the media. The release makes it easier for the media to cover your story and ensures that the facts they report are correct.
- When submitting a news release, try to personally contact the city editor, news director, or reporter.
- Always promote the positive aspects of the transition program.
- Be aware of the media's tendency to focus on the negative aspects of the layoff (especially at the beginning).

## The News Release<sup>2</sup>

Keep the readers in mind. Why should they be interested in this story? How does it affect them? Would you be interested in this story if you were not personally involved? Talk over these points with others. Put your heads together.

<sup>2</sup> The following has been adapted from *Campaign Organizing in Your Community*

A news release should be no longer than 250 words. It should fit on one side of a sheet of typing paper, double-spaced. Short paragraphs work best. Until you have more experience, prepare for writing your release with a short outline. List the points you want to make and then list the items related to that point. Engage a communications professional if possible.

Issue the release on the Action Centre letterhead. At the top of the page, type the words “News Release”. Next, write a brief headline explaining the contents. In the first paragraph, state the main point; tie your story to an issue that is making headlines. In the second paragraph, explain who the committee and Action Centre represent.

Journalists like numbers, so mention how many workers the committee represents. The third paragraph should contain a quote from the spokesperson. The fourth might contain another quote. The fifth might say what action the committee plans to take. Try to humanize the issue. Explain how it affects people.

If the release is about an event, give the exact time and location. At the end of your release always include the name and telephone number of the contact person from whom the journalist can get more information.

## Community Television

It’s surprising how many people watch local community television. Cable TV is a great chance to get your point across to the public and gain valuable experience working with television. Cable TV companies are required by law to provide time for legitimate community groups. The committee should take advantage of this tremendous opportunity. Even if you don’t feel you can handle producing your own television show, most local cable outlets have talk shows of one kind or another.

Approach the community station early in the committee’s life span. It takes time to arrange TV shows. Call the station manager and state that you have a request for air time and explain your idea. Follow up with a letter outlining the idea behind your show.

## Media Interviews

When answering a question, look at the interviewer. Pause before you answer a question if you need to collect your thoughts. A pause will look better than a thoughtless statement. If the interview is being taped for later broadcast, chances are the pause will be edited out.

Don’t hesitate to repeat the question or — if you’re not sure what the reporter is getting at — ask for the question to be repeated or rephrased. This gives you a bit more time to think before you answer. Journalists often ask questions that seem repetitive. Don’t get flustered; and feel

no obligation to say more than you already have.

The journalist might ask you to summarize in your own words the statement you've just read. Or they might pose a question that is obviously answered in your statement. The interviewers maybe trying to get a good camera shot of you summarizing your points.

#### Other points to consider when preparing for a media interview:

- Prepare by thinking about the key message you want to get across. Think about how you can come back to this topic when asked questions.
- “Role play” or practice with other committee members before the actual interview.
- If you're on TV, dress as you would for a news conference.
- Relax in your chair. Don't fidget or swivel nervously.
- Make sure you have a glass of water near your seat. The first question is almost always a request for an explanation of what the Transition Committee is all about. Have a well-rehearsed, 20-second summary prepared.
- If you're participating in a radio phone-in, try not to speak more than 15 to 20 seconds at a time. Let the host do the work of asking the questions.
- When answering questions, always return to the reason you're there (i.e. promoting the committee's activities and the workers, etc.) Stick to the message.
- Don't try to explain everything at once.
- Smile. It looks good on TV. It also makes you appear more confident and relaxed.
- Watch a TV interview show before you go on. Note the strengths and weaknesses of the impression the interviewee.
- Be aware of the media's tendency to focus on the negative aspects of the layoff (especially at the beginning).

## Winding up the Action Centre



**Ideally, a Transition Committee ceases operations when it has fulfilled its mandate and objectives — helping people find meaningful work; assisting them in finding educational opportunities; and providing them with support.**

Realistically, the process is less straightforward. Even after many months of intense committee services, some people will still require further assistance — especially in today's economy. Many will still be looking for work when the committee is thinking of closing its doors. When trying to decide whether to shut down or continue, the Transition Committee must identify those still needing help and what the committee can provide them.

Here are a few ways to help make the decision to wind down activities:

### Consult the Employees List

Mark down those people who are employed, who have moved away, or who don't want the help of the committee. Who is left? What else could be done for those remaining?

### Ask the Employees

Call the remaining employees and ask them what kinds of assistance they might still require. This mini-survey can be taken by the Action Centre team or by counselors through telephone interviews.

### Do a Budget Projection

If the current rate of spending were to continue, how long would the budget last? Try several scenarios.

### Review the Committee's Past Activities

Has the committee provided the full range of services? Have most people taken advantage of them? Has one group of employees consistently not participated? Why? What can be done?

***Committees sometimes stop operating even though workers are still in transition. Here are a few reasons committees want to shut down along with some alternate solutions:***

#### **“We’ve run out of money.”**

Go back to the company and/or government to discuss the possibility of further funding or a pilot project to address the needs of a group facing particular difficulties with transition (e.g. older workers). Reduce operations and expenses to stretch the existing budget.

#### **“We’re out of ideas. Employees aren’t using our services.”**

Brainstorm with resource people and the Chairperson about new or different activities.



Recognize that as unemployment continues, people tend to withdraw and may have more complex and individualized needs. Take a hard look at the committee's services. Are there compelling reasons for workers to use those services?

*The decision to close the centre is sometimes a difficult one. Some people will still require assistance no matter what the committee does. Others will never use or need the Action Centre. Ultimately, the Transition Committee needs to recognize the point at which it has maximized the results from available resources.*

If the committee decides to end activities, begin planning a few months in advance. Through the newsletter or through the regular telephone outreach, inform the workers that the Action Centre will be closing. This may prompt some people to take advantage of its services prior to closure.

After months of unemployment, many workers may be in a rut with individualized needs and concerns. A counselor may be the fresh voice that some workers need. The committee terminating doesn't mean that the worker's need for assistance is over.

**Encourage strong linkages between community agencies and the workers by:**

- Informing the agencies that the committee is shutting down;
- Establishing contact people that the workers can use directly;
- Developing a resource list of community agencies that can be sent out to workers, and;
- Using the Committee's remaining time to minimize barriers to good service.

Long before the committee ceases operation, committee members and the Action Centre team should begin to look after their own futures. Those committee members, who have devoted a great deal of time and energy to helping the workers, may go through feelings of job loss. Talk to others about this.

Finally, it is important to review the committee's activities to acknowledge its accomplishments. Celebrate the achievement with other committee members. Only they can share the ups and downs of helping others.



## Checklist for Winding Down

Winding down the Action Centre and committee should proceed in two stages. Modify or use the following checklist to help you.

### Checklist for Closing Down the Transition Committee Within the Last Three Months

Inform workers by letter, telephone , or in a counselor's interview that the Transition Committee is winding down and the Action Centre is closing.	<input type="checkbox"/>
Ask about workers' continuing needs.	<input type="checkbox"/>
Plan and implement any remaining services for workers.	<input type="checkbox"/>
Send out a resource package or list stating where workers can go for further assistance. Personally refer and follow-up with those at risk.	<input type="checkbox"/>
Inform community agencies that the committee is winding down and that more workers may be requesting services directly.	<input type="checkbox"/>
Send out letters of thanks to community service providers who have been particularly helpful.	<input type="checkbox"/>
Give notice to the landlord (where applicable).	<input type="checkbox"/>

Within the Last Month	
Use worker status forms and committee activity reports to review the activities of the committee	<input type="checkbox"/>
Return all leased equipment and collect any outstanding deposits	<input type="checkbox"/>
Disconnect and return the telephones	<input type="checkbox"/>
Dispose of donated equipment and furniture to other Action Centres or charities	<input type="checkbox"/>
Donate Action Centre resources to other active committees	<input type="checkbox"/>
Review and approve the Chairperson's report.	<input type="checkbox"/>
Evaluate committee effectiveness and functioning.	<input type="checkbox"/>
Destroy confidential worker files.	<input type="checkbox"/>
Pay all final invoices and submit final claims to government (where applicable)	<input type="checkbox"/>
Give files to a committee member of the Chair, noting those that still require action	<input type="checkbox"/>

## The Bottom Line

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Developing an effective Action Centre requires planning, effective staffing and good promotion.

- MiHR can provide your Transition Committee with training, so your committee can get organized and ready
- Action Centres can be onsite or in the community. Early on, establish the hours of operation and stick to them as much as possible.
- The centre can offer a variety of information resources, be a location for specialized information sessions and a place for workers to gain support.
- Workers need to know about the Action Centre to use it. Town hall meetings, newsletters and a website are some of the ways you can promote the services being offered.
- Eventually you will have to close down the centre. Start planning several months in advance and make sure the workers know it will be winding down.

# MINING WORKFORCE TRANSITION KIT - A Tool to Support Employees at Mine Closure



## Module 5 Transition Resources

Canada

This project is funded in part by the Government  
of Canada's Sector Council Program

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CONSEIL DES RESSOURCES HUMAINES  
DE L'INDUSTRIE MINIERE

## MODULE 5 – TRANSITION RESOURCES

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## About the Mining Workforce Transition Kit



*The fact you are reading this likely indicates the company you work for or represent is preparing for a significant lay-off or a mine closure. Someone may have suggested that you consider a workforce transition support project to help the transitioning workers. Like many people, you may have a limited knowledge of workforce transition. Fortunately, others who've been through this process have left a legacy of advice and experience to guide you and help you make good decisions.*

We hope that this Workforce Transition Kit will help guide interested parties step-by-step following layoff or mine closure announcements. It reviews all the basics, from the initial discussions through the selection and training of a Transition Committee and setting up an Action Centre - helping workers meet a variety of transition needs... and land on their feet.

### Module 1 – Decision Makers

This module focuses on the key decision makers - management, union and/or worker representatives. It explains who's involved in the initial decision making process and suggests a way to begin a workforce transition support project. The module describes the unique, invaluable supports that a project provides for transitioning workers and their families.

### Module 2 - Transitioning Workers

Workers can use this module independently or in an Action Centre to help find the supports they need to land on their feet after losing a job. These resources are intended to help workers cope with the initial shock and any ongoing stress (financial or otherwise); to suggest ways to regroup and review options; to come up with a plan of action and to succeed in a positive transition. Unemployment can be stressful but supports are available. No employee needs to go through this alone.

### Module 3 - The Transition Committee

The third module provides a road map for a new Transition Committee. It helps them get organized and explains the roles and responsibilities of committee members. The module includes resources such as a sample agenda for committee meetings, selection criteria for a chairperson and other useful materials. It also reviews information to help determine the requirements of transitioning workers and assessing if the services meet those needs.

## Module 4 – The Action Centre Team

The fourth module will be of use to the Transition Committee members and Action Centre staff. It discusses the kind of transition services that a Committee should consider offering workers and suggests ways to introduce them. The module provides guidance and practical tools to help with the efficient day-to-day running of an Action Centre, including communications with workers, potential employers, government and community agencies and educational institutions.

## Module 5 – Transition Resources

The fifth module provides a wealth of material to help Transition Committees. It includes information on provincial programs, college and university training and so forth. It also contains suggested websites and books related to financial planning, job search techniques and other information useful to committees and workers.

## About MiHR

*The Mining Industry Human Resources Council (MiHR), in conjunction with industry stakeholders, produced this Transition Kit, with financial support from the Government of Canada's Sector Council Program.*

In addition to the Workforce Transition Kit, MiHR offers the Canadian Mining Credentials Program. The program provides all industry players with comprehensive, objective ways to verify the skills, knowledge and experience of workers, target training requirements, and enable workers from other industries to make smooth transitions to jobs in the Canadian mining industry.

The Canadian Mining Credentials Program is the cornerstone of the mining industry's efforts to:

- recognize the skills, knowledge and experience of mining workers,
- provide workers with portable credentials,
- accredit training programs for mining workers,
- enable employers to accurately and consistently verify the skills and experience of job applicants and support ongoing professional recognition for their employees.

Occupational certification under the [Canadian Mining Credentials Program \(CMCP\)](#) will give workers from mines that are closing a validated record of all of their training, workplace experience and demonstrated competencies. A Skills Passport that has been completed by a trained and registered Workplace Assessor will document an individual worker's skills so that it is recognized by potential new employers, either at other mine sites or in other industries where these skills are required. Similar to a trades qualification, CMCP certification will enable employers to identify candidates who already have the required skills and experience to quickly and efficiently transition into productive jobs.

For more information about MiHR and its programs, please visit their website at [www.mihr.ca](http://www.mihr.ca).

## Module 5- Resources

**A SUCCESSFUL TRANSITION NEEDS GOOD TOOLS.** As a worker, you'll find this module lists numerous websites and books to help you assess your finances, find a job or start your own business. If you're a decision maker in a company, you'll find useful information about the programs and services that government agencies, colleges, and labour adjustment boards offer. The module also outlines labour and union initiatives. It closes with a selection of private sector firms that can assist with transitioning services.

The module also includes a selection of resources available in French, covering the same transition topics.



## RESOURCES

### Financial Planning

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#### Websites:

*Dealing with Debt: A Consumer's Guide*, Office of the Superintendent of Bankruptcy Canada. Retrieved 18 Jan 2010 from [www.ic.gc.ca/eic/site/bsf-osb.nsf/vwapj/Dealing-with-Debt\\_eng.pdf/\\$FILE/Dealing-with-Debt\\_eng.pdf](http://www.ic.gc.ca/eic/site/bsf-osb.nsf/vwapj/Dealing-with-Debt_eng.pdf/$FILE/Dealing-with-Debt_eng.pdf).

This booklet can help you decide whether you have a serious debt problem. It also gives some suggestions for solving your difficulties and avoiding them in the future.

*Financial Planning: A Comprehensive Guide to Personal Finance*, About.com. Retrieved 18 Jan. 2010 from <http://financialplan.about.com/>.

A selection of articles related to the basics of financial planning.

*The Money Belt. The Money Belt | La Clík Économik*. Financial Consumer Agency of Canada, Retrieved 18 Jan. 2010 from [www.themoneybelt.ca/home-accueil-eng.asp](http://www.themoneybelt.ca/home-accueil-eng.asp).

Created by the Financial Consumer Agency of Canada, *The Money Belt* is dedicated to teaching financial life skills in a relevant and easy-to-understand way.

#### Books:

Ball, Heather, *Money Management for Canadians: All-in-One Desk Reference For Dummies*, J. Wiley & Sons. 2008.

Information on how to manage your money — from dealing with debt to setting financial goals.

Bielagus, Peter, *Maximizing Your Money: Personal Finance Made Easy!*, The Freeway Guides, 2008. (Audio CD)

Tips and techniques for managing your money.

Chilton, David, *The Wealthy Barber: Everyone's Common-Sense Guide to Becoming Financially Independent*, Prima Pub, 1997.

It's written in plain English, in story book fashion, so while you're reading an entertaining, sometimes funny story, some of the basic principles of financial planning are explained in a clear, concise and interesting way.

Taylor, Kerry K. *397 Ways to Save Money*, HarperCollins Publishers, New York: 2009.

In tight times, finding extra dollars in unexpected places is even more important. Packed with ideas, information, tips and tricks that range from long-term savings to instant cash in your pocket, *397 Ways to Save Money* makes budgeted living easy — and even fun.

Vaz-Oxlade, *Debt-Free Forever: Take Control of Your Money and Your Life*, HarperCollins Canada, 2009.

*Debt-Free Forever* will help readers take responsibility for, and control of, their money. Gail's rules are simple: you can't spend money you don't have, you must save something, and if you're in debt, you must get the albatross off your back.

Wiley, J. & Sons, *The Smart Canadian's Guide to Saving Money: Pat Foran is on Your Side, Helping You to Stop Wasting Money, Start Saving It, and Build Your Wealth*, J. Wiley & Sons, 2009.

Packed with money-saving advice, this title will also include the latest information on marketplace trends, the investment climate, housing prices, interest rates, and other techniques for savings.

## Preparing for a Job Search

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### Websites:



Aboriginal Human Resource Council

[www.aboriginalhr.ca](http://www.aboriginalhr.ca)

Canada's leading innovators in Aboriginal recruitment, retention and advancement. The Aboriginal Human Resource Council creates and markets a wide range of resources to help Aboriginal people participate fully in Canada's labour market.

*About PLAR – Prior Learning Assessment and Recognition. Recognition for Learning.* Retrieved 18 Jan. 2010 from <http://recognitionforlearning.ca/learner/aboutPLAR.php>

Canadian Association for Prior Learning Assessment's (CAPLA) online community of practice dedicated to prior learning assessment and recognition (PLAR). PLAR is a systematic process through which you identify, assess, organize, describe and document your knowledge, skills and attitudes that have been developed.

*Alberta Occupational Profiles, Alberta Learning Information Service, 2010,* Retrieved 25 Jan 2010 from [www.alis.gov.ab.ca/occinfo](http://www.alis.gov.ab.ca/occinfo)

Check out over 500 occupations and get all the details, from duties, working conditions, salaries and advancement opportunities to personal characteristics and educational qualifications.

Canadian Mining Credentials Program (CMCP)

[www.miningcredentials.ca](http://www.miningcredentials.ca)

Extensive information about the Canadian Mining Credentials Program including the Worker Certification System.

*Canada Employment Weekly. Canada Jobs: Welcome to Canada Employment Weekly.*

Mediacorp Canada Inc., Retrieved 15 Jan. 2010, from [www.mediacorp.ca/online.html](http://www.mediacorp.ca/online.html).

Welcome to the online edition of Canada Employment Weekly. Each week, our publication brings you thousands of new jobs across Canada in over 80 occupations.

Career Advice | BCjobs.ca. *BCjobs.ca – BC's Career Search, Employment & Job Posting Site.*

BC Jobs Online Inc., Retrieved Web. 18 Jan. 2010, from [www.bcjobs.ca/re/career-advice](http://www.bcjobs.ca/re/career-advice).

A multitude of articles providing job search tips, from resumé, interview and networking advice, to articles directed at specific industries.

Doyle, A., Interviews / Employment – Job Interviews, Salary Negotiations, Background Checks, Benefits, Salary. *About.com Job Searching – Job Search and Employment Guide.* Retrieved 18 Jan 2010, from <http://jobsearch.about.com/od/interviewsnetworking/u/jobinterviews.htm>.

These resources include advice on interview questions and answers, interview attire, types of job interviews, interview tips, thank you letters, following up, background checks, and salary

negotiations.

Eluta

<http://www.eluta.ca/>

An effective job search engine in Canada, with option to focus on industry and geography, ie. Mining in Alberta.

Employability Skills 2000+, The Conference Board of Canada, Ottawa. 2003. Available at [www.conferenceboard.ca/topics/education/learning-tools/employability-skills.aspx](http://www.conferenceboard.ca/topics/education/learning-tools/employability-skills.aspx).

Employability Skills 2000+ are the critical skills you need in the workplace—whether you are self-employed or working for others.

Explore for More, MiHR: Mining Industry Human Resources Council,

[www.acareerinmining.ca](http://www.acareerinmining.ca)

This website provides a variety of resources related to the mining industry, including Careers in Mining, and Online Resources which provides a wealth of mining industry links.

Finding a Job, Service Canada

[www.servicecanada.gc.ca/eng/lifeevents/job.shtml](http://www.servicecanada.gc.ca/eng/lifeevents/job.shtml)

If you are searching for a new full-time or part-time job in the private or public sector, Service Canada can help. There are a number of tools available to help you search job listings, create a résumé, choose a career, and assess your skills.

Global CareerMine, InfoMine,

[www.infomine.com/careers](http://www.infomine.com/careers)

A global website, with option to focus on employment in Canada, specific to the mining industry. Job seekers can post their Resumé and Browse jobs, based on specific mining categories.

Canada Link: <http://www.infomine.com/careers/jobs/r5c20/canada.jobs.aspx>

Inclusion Network, Canada's National Aboriginal Job Site

[www.inclusionnetwork.ca/CareerSite/AIN/index.html](http://www.inclusionnetwork.ca/CareerSite/AIN/index.html)

The Inclusion Network job site connects employers and educators directly to the Aboriginal talent pool and to over 400 Aboriginal employment centres. With hundreds of registered employers and over 3,000 Aboriginal job seekers, the Inclusion Network is fast becoming the preferred choice for recruiting Aboriginal talent in Canada .

International Job Opportunities In Mining, Petroleum/Oil/Gas, Construction, and Environmental Industries, *Misco Jobs*, Retrieved 15 Jan 2010, from

<http://miscojobs.com/>.

Search thousands of international jobs. Our job sources include industry portal websites, newspapers, magazines, corporate websites, employer's and recruiter's direct postings and more. Misco Jobs keeps up to 20 versions of your resumé that are regularly viewed by employers.

Job Bank. Service Canada, 16 July 2009. Retrieved 15 Jan. 2010, from

[www.jobbank.gc.ca/intro\\_eng.aspx](http://www.jobbank.gc.ca/intro_eng.aspx).

Resources including a Job Search that can be searched by province, area, and job category, a Resumé Builder, and a link to Employment and Job services.

Job Futures, Service Canada, Retrieved 18 Jan 2010 from [www.jobfutures.ca](http://www.jobfutures.ca).

A web reference tool designed to provide Canadians with information on current and future labour market conditions to help them make informed education, skills and career planning decisions. The site provides labour market information on key labour market trends and determinants affecting labour market conditions. It also presents information on current and future labour market outlooks for 226 occupational groups and 155 post-secondary fields of study.

BCjobs.ca – BC's Career Search, Employment & Job Posting Site. Retrieved 18 Jan. 2010, from [www.bcjobs.ca/jobseeker\\_login\\_form.cfm](http://www.bcjobs.ca/jobseeker_login_form.cfm).

Connecting job seekers and employers in BC and Alberta.

Jobs in Alberta – Government of Alberta

<http://alberta.ca/home/jobs.cfm>

Job listings by industry, trade secrets, financial support for training, and job banks specific to Alberta.

Mining Industry Human Resources Council (MiHR):

[www.mihr.ca](http://www.mihr.ca)

MiHR is the sector council for the Canadian minerals and metals industry. A recognized leader in the development and implementation of national human resources solutions, MiHR contributes to the strength, competitiveness, and sustainability of the Canadian mining sector.

Mining Employers, Explore for More, MiHR: *Mining Industry Human Resources Council*

[www.acareerinmining.ca/en/employers/index.asp](http://www.acareerinmining.ca/en/employers/index.asp)

Check out the employer websites and job bank links for exciting career opportunities in the mining industry.

Mining Jobs

<http://www.miningjob.net/>

Comprehensive job listings for miners, with search tool to select industry, location and keyword, international focus on Australia and New Zealand.

Northern Miner Jobs

<http://www.northernminerjobs.com/login.asp>

International job postings for miners, available to browse for free.

PDAC Jobs, Mining Careers Worldwide, [pdacjobs.com](http://pdacjobs.com),  
[www.pdacjobs.com](http://www.pdacjobs.com)

A job board providing listings from Canadian and international mining companies.

TOEFL: Test of English as a Foreign Language, *ETS: Educational Testing Service*, Retrieved 18 Jan. 2010 from [www.ets.org/toefl](http://www.ets.org/toefl).

The TOEFL® test is the most widely accepted English-language test in the world. No matter where you want to study, the TOEFL test can help get you there.

Taylor, Kerry K., *Squawkfox*, Retrieved 23 Jan 2010, from  
[www.squawkfox.com/category/resumes](http://www.squawkfox.com/category/resumes)

A blog on frugal living that includes articles on killer cover letters and resumé.

The Job Pit

<http://www.thejobpit.com/>

Resource for coal, open pit / underground, non metallic / metal mining jobs and geologist jobs in North America and beyond, with job listings, forums and industry information.

Work BC – Government of British Columbia

<http://www.workbc.ca/>

Source for labour market information, statistics, with advice on finding employment, transitioning, and employment boosters, focused on BC workers.

WorkInfoNet – BC

<http://workinfonet.bc.ca/>

For individuals making career and work transitions throughout British Columbia, provides job search assistance, job listings, and work search tutorials.

## Labour Market Resources:

BC Stats

[www.bcstats.gov.bc.ca/DATA/lss/labour.asp](http://www.bcstats.gov.bc.ca/DATA/lss/labour.asp)

Labour force characteristics by industry and region in British Columbia, including wage and salary survey for 2009 and future projections.

Labour Force Activity for BC and Canada (Jan 2010)

[www.bcstats.gov.bc.ca/DATA/dd/handout/bccanlfs.pdf](http://www.bcstats.gov.bc.ca/DATA/dd/handout/bccanlfs.pdf)

Guide to the BC Economy and Labour Market

[www.guidetobceconomy.org/](http://www.guidetobceconomy.org/)

Provides historical and current trends, including a “long-term outlook for the provincial economy and labour market.” Gain a sense of what industries are changing, as well as job locations and outlooks.

Mining review: [www.guidetobceconomy.org/major\\_industries/mining.htm](http://www.guidetobceconomy.org/major_industries/mining.htm)

Alberta Labour Market Reports:

[www.alberta-canada.com/statpub/index.html](http://www.alberta-canada.com/statpub/index.html)

Includes publications, statistics, reports and studies published by the Alberta Finance and Enterprise (AFE).

Highlights of the Alberta Economy (Oct2009): [www.alberta-canada.com/documents/SP-EH\\_highlightsABEconomy.pdf](http://www.alberta-canada.com/documents/SP-EH_highlightsABEconomy.pdf)

2009 Labour Market Outlook: [employment.alberta.ca/documents/LMI/LMI-LMO\\_1moutlook.pdf](http://employment.alberta.ca/documents/LMI/LMI-LMO_1moutlook.pdf)

2008 Labour Market Review: [employment.alberta.ca/documents/LMI/LMI-LFS\\_labour\\_market\\_review.pdf](http://employment.alberta.ca/documents/LMI/LMI-LFS_labour_market_review.pdf)

2007 Mining, Oil and Gas Market Report:

[http://employment.alberta.ca/documents/WIA/WIA-ET\\_inform\\_dash\\_mining.pdf](http://employment.alberta.ca/documents/WIA/WIA-ET_inform_dash_mining.pdf)

Labour Market Information – Government of Canada

[www.labourmarketinformation.ca/standard.aspx?pcode=lmiv\\_main&lcode=e](http://www.labourmarketinformation.ca/standard.aspx?pcode=lmiv_main&lcode=e)

Job descriptions, employment prospects, wages and salaries, industrial profiles, potential employers, etc.

## Books:

Boldt, Arnold G., *No-Nonsense Job Interviews: How to Impress Prospective Employers and Ace Any Interview*, Career Press, 2008.

Bolles, Richard N., *What Color Is Your Parachute? 2010: A Practical Manual for Job-Hunters and Career-Changers*, Ten Speed Press, Berkeley CA. 2009.

Bolles, Richard N., *The Job-Hunter's Survival Guide: How to Find a Rewarding Job Even When "There Are No Jobs"* Ten Speed Press, Berkeley, CA. 2009.

Never has his advice been more sought than during these brutal economic times. He has responded by writing a completely new book: *The Job-Hunter's Survival Guide*, designed particularly for people who are hanging on the ropes, who haven't time to do a lot of reading but need help desperately — and now.

Dorio, Marc, *The Complete Idiot's Guide to the Perfect Job Interview*, Alpha Books, 2009.

This book offers expert advice on handling every kind of interview, including telephone interviews, stress interviews, panel interviews, mealtime interviews, computer-aided interviews, and more. Features tips on handling salary negotiations and overcoming employer objections.

Farr, Michael and Gaither, Dick, *Next-Day Job Interview: Prepare Tonight and Get the Job Tomorrow*, JIST Works, 2009.



Finney, Martha, *Rebound: A Proven Plan for Starting Over After Job Loss*, FT Press, 2009.  
This book will help you identify your best next steps: the steps that'll help you get past the trauma and move forward — emotionally, financially, in your career, and in every part of your life.

Hodgson, Susan, *Brilliant Answers to Tough Interview Questions; Smart Answers to Whatever They Can Throw at You*, Pearson/Prentice Hall, 2008.

Johnson, Tory, *Fired To Be Hired: Bouncing Back From Job Loss to Get to Work Right Now*. Berkeley Books, 2009

Advice and real-life stories for finding the right job after being let go. Topics like resumés, networking, telecommuting, making good use of social media, work/life balance issues, freelancing, self-employment, and starting your own business.

Krannich, Caryl and Ron, *Nail the Job Interview: 101 Dynamite Answers to Interview Questions*, Impact Publications, 2007.

Krannich, Ron and Caryl, *I Can't Believe They Asked Me That! 110 Tips and Techniques to Quickly Prepare for a Tough Job Interview*, Impact Publications, 2007.

It focuses on what employers want from you as a candidate — understand who you are in terms of what you have done, can do, and will do for them in the future.

Krannich, Ron and Caryl, *The Blue Collar Resume and Job Hunting Guide: Secrets to Getting and Keeping the Job You Really Want*, Impact Publications, 2007.

Matias, Linda, *How to Say It: Job Interviews*, Prentice Hall, 2007.

O'Shea, Arthur J., and Harrington, Thomas F., *Career Decision-Making System Revised*, (CDM-R) Canadian Edition, 2004

Porot, Daniel and Haynes, Frances Bolles, *101 Toughest Interview Questions: and Answers that Win the Job!*, Ten Speed Press, 2009.

A list of 101 commonly asked job interview questions with sample answers, plus interviewing tips and strategies.

Porot, Daniel and Haynes, Frances Bolles, *Best Answers to 202 Job Interview Questions: Expert Tips to Ace the Interview and Get the Job Offer*, Impact Pub, 2008.

Woodward, J.G. *Cut the Fuff for Job Seekers: Just Tell Me What I Don't Already Know!*, Invincible, Pub, 2009.

Includes topics such as Preparing for Job Search, Job Leads, Resumés, References, Recommendation Letters, and Employment Applications.



## Websites: Job Searches by Category

### Manufacturing

Manufacturing Jobs

[www.mfgjobs.com](http://www.mfgjobs.com)

### Purchasing/Logistics

Jobs in Logistics

[www.jobsinlogistics.com](http://www.jobsinlogistics.com)

Purchasing Management Association of Canada

[www.pmac.ca](http://www.pmac.ca)

### United States/International

100Hot (web job links)

[www.100hot.com/jobs/](http://www.100hot.com/jobs/)

A World of Resources for Entrepreneurs

[www.entreworld.org](http://www.entreworld.org)

Career.Com

[www.career.com](http://www.career.com)

Career Mart

[www.careermart.com](http://www.careermart.com)

Career Path

[www.careerpath.com](http://www.careerpath.com)

Cool Jobs

[www.cooljobs.com](http://www.cooljobs.com)

Cool Works (seasonal & unique jobs)

[www.coolworks.com](http://www.coolworks.com)

U.S. Public/Private International Companies

[www.corporateinformation.com](http://www.corporateinformation.com)

Dice.Com (IT jobs)

[www.dice.com](http://www.dice.com)

Monster – Hong Kong

[www.monster.com.hk](http://www.monster.com.hk)

Monster – U.S.

[www.monster.com.uk](http://www.monster.com.uk)

People Bank (U.K.)

[www.peoplebank.com](http://www.peoplebank.com)

Recruiters Online Network (jobs posted by recruiters)

[www.recruitersonline.com](http://www.recruitersonline.com)

Wall Street Journal – Careers

[www.careerjournal.com](http://www.careerjournal.com)

### Not for Profit Sector

Action without Borders

[www.idealists.org/career/morejobs](http://www.idealists.org/career/morejobs)

Canadian Centre for Philanthropy

[www.ccp.ca/display.asp](http://www.ccp.ca/display.asp)

Canadian Nonprofit Resource Network

[www.waterlooregion.org/cnrn/](http://www.waterlooregion.org/cnrn/)

Canadian Society of Association Executives

[www.associationjobs.ca](http://www.associationjobs.ca)

Charity Village – Career Centre

[www.charityvillage.com](http://www.charityvillage.com)

Cultural Careers Council Ontario

[www.workinculture.con.ca/](http://www.workinculture.con.ca/)

### Online Magazines/Journals/Newspapers

Business in Vancouver – weekly newspaper

[www.biv.com](http://www.biv.com)

Canada NewsWire

[www.newswire.ca](http://www.newswire.ca)

Canadian Business

[www.canadianbusiness.com](http://www.canadianbusiness.com)

Canadian Business Directory

[www.cdnbusinessdirectory.com](http://www.cdnbusinessdirectory.com)

Canadian Corporate NewsNet

[www.cdn-news.com](http://www.cdn-news.com)

Canoe (Sun/McLean's)	<a href="http://www.canoe.ca">www.canoe.ca</a>
CIO Magazine Online	<a href="http://www.cio.com">www.cio.com</a>
Journalism/Writers	<a href="http://www.jeffgaulin.com">www.jeffgaulin.com</a>
Marketing, Advertising, Communication Jobs	<a href="http://www.marketing.ca">www.marketing.ca</a>
Northern Canada Jobs – Northern News Services	<a href="http://www.nnsi.com/jobs/jobs/html">www.nnsi.com/jobs/jobs/html</a>
Oil & Gas/Geology/Mining	<a href="http://www.worldwideworker.com">www.worldwideworker.com</a>
Senior Executives (\$100,000+)	<a href="http://www.execunet.com">www.execunet.com</a>
Tech Job Center (for Canada and/or U.S.)	<a href="http://www.jobs.internet.com">www.jobs.internet.com</a>

## Hi-Tech/IT

Aquent	<a href="http://www.aquent.com">www.aquent.com</a>
BC Technology	<a href="http://www.bctechnology.com">www.bctechnology.com</a>
BrassRing	<a href="http://www.brassring.com">www.brassring.com</a>
Canada IT	<a href="http://www.canadait.com">www.canadait.com</a>
Career Exchange	<a href="http://www.careerexchange.com">www.careerexchange.com</a>
Computerjobs	<a href="http://www.computerjobs.com">www.computerjobs.com</a>
Computerwork	<a href="http://www.computerwork.com">www.computerwork.com</a>
Dice	<a href="http://www.dice.com">www.dice.com</a>
IT Business	<a href="http://www.itbusiness.ca">www.itbusiness.ca</a>
IT JobsRUs	<a href="http://www.itjobsrus.com">www.itjobsrus.com</a>
ITWorld Canada	<a href="http://www.itworldcanada.com">www.itworldcanada.com</a>
Pacific Technology Network	<a href="http://www.pacifictech.net">www.pacifictech.net</a>
Technix (hi-tech sales/marketing)	<a href="http://www.technix.ca">www.technix.ca</a>
T-Net British Columbia	<a href="http://www.bctechnology.com">www.bctechnology.com</a>

## Medical/HealthCare

Canadian Medical Placement Services	<a href="http://www.cmps.ca">www.cmps.ca</a>
Canadian Nurse.com	<a href="http://www.canadiannurse.com">www.canadiannurse.com</a>
Hirehealth	<a href="http://www.hirehealth.com">www.hirehealth.com</a>
Medhunters	<a href="http://www.medhunters.com">www.medhunters.com</a>

## Hospitality

Cool Jobs Canada (tourism/hospitality)	<a href="http://www.cooljobscanada.com">www.cooljobscanada.com</a>
Hospitality Careers Online	<a href="http://www.hcareers.ca">www.hcareers.ca</a>

## Insurance

Canadian Underwriting Magazine	<a href="http://www.i-hire.ca">www.i-hire.ca</a>
Insurance Works	<a href="http://www.insuranceworks.ca">www.insuranceworks.ca</a>
Insurance Bureau of Canada (IBC)	<a href="http://www.ibc.ca">www.ibc.ca</a>

## National

Actijob	<a href="http://www.actijob.com">www.actijob.com</a>
All Canadian Jobs	<a href="http://www.allcanadidanjobs.com">www.allcanadidanjobs.com</a>
All Star Jobs	<a href="http://www.allstarjobs.ca">www.allstarjobs.ca</a>
Brainhunter	<a href="http://www.brainhunter.com">www.brainhunter.com</a>
CanadaJobs	<a href="http://www.canadajobs.com">www.canadajobs.com</a>
Canadajobsearch	<a href="http://www.canadajobsearch.com">www.canadajobsearch.com</a>
Canadian Careers	<a href="http://www.canadiancareers.com">www.canadiancareers.com</a>
Canjobs	<a href="http://www.canjobs.com">www.canjobs.com</a>
Career Builder	<a href="http://www.careerbuilder.com">www.careerbuilder.com</a>
Career Click (major newspaper job postings)	<a href="http://www.careerclick.com">www.careerclick.com</a>
Career.com	<a href="http://www.career.com">www.career.com</a>
Electronic Labour Exchange	<a href="http://www.ele-spec.org/">www.ele-spec.org/</a>
Grass is Greener	<a href="http://www.grassisgreener.com">www.grassisgreener.com</a>
Headhunter	<a href="http://www.headhunter.net">www.headhunter.net</a>
Hire Top Talent	<a href="http://www.hiretoptalent.com">www.hiretoptalent.com</a>
Hire Bracket	<a href="http://www.hirebracket.com">www.hirebracket.com</a>
Hot Jobs Canada	<a href="http://www.hotjobs.ca">www.hotjobs.ca</a>
1gnite	<a href="http://www.1gnite.com">www.1gnite.com</a>
Job Central	<a href="http://www.jobcentral.com">www.jobcentral.com</a>
Job Bank	<a href="http://www.jobbank.gc.ca">www.jobbank.gc.ca</a>
JobShark Canada	<a href="http://www.jobshark.ca">www.jobshark.ca</a>
Jobs.ca	<a href="http://www.jobs.ca">www.jobs.ca</a>
Monster Board Canada	<a href="http://www.monster.ca">www.monster.ca</a>
National Job Bank	<a href="http://www.jb-ge.hrdc-drhc.gc.ca">www.jb-ge.hrdc-drhc.gc.ca</a>
Net Jobs	<a href="http://www.netjobs.com">www.netjobs.com</a>
Thing-A-Ma-Job	<a href="http://www.thingamajob.com">www.thingamajob.com</a>
Workopolis	<a href="http://www.workopolis.com">www.workopolis.com</a>

## Specialty

Agricultural Labour Pool (Fraser Valley)	<a href="http://www.agri-labourpool.com">www.agri-labourpool.com</a>
Arts	<a href="http://www.allianceforarts.com">www.allianceforarts.com</a>
Atlantic Canada Jobs (Career Beacon)	<a href="http://www.careerbeacon.com">www.careerbeacon.com</a>
Call Centre Jobs	<a href="http://www.callcareers.com">www.callcareers.com</a>
Chartered Accountants – Job Finding Service	<a href="http://www.casource.com">www.casource.com</a>
Education, Academic & Non Academic Jobs Canada	<a href="http://www.jobsineducation.com">www.jobsineducation.com</a>
Education, Academic & Non Academic Jobs Canada	<a href="http://www.educationcanada.com">www.educationcanada.com</a>
Forestry Employment Bulletin Board	<a href="http://www.canadian-forests.com">www.canadian-forests.com</a>
Computerworld	<a href="http://www.computerworld.com">www.computerworld.com</a>
Diversity Careers Magazine	<a href="http://www.diversitycareers.com">www.diversitycareers.com</a>
Fortune Magazine – Career Resources	<a href="http://www.fortune.com/fortune/careers/">www.fortune.com/fortune/careers/</a>
Globe & Mail	<a href="http://www.theglobeandmail.com">www.theglobeandmail.com</a>
Globe & Mail Technology News	<a href="http://www.globetechnology.com">www.globetechnology.com</a>
Globe & Mail Business News	<a href="http://www.globeinvestor.com">www.globeinvestor.com</a>

Marketing Magazine Canada  
National Post  
New York Times  
Profit Magazine  
Southam@Canada  
Vancouver Sun/Province  
Wall Street Journal  
Wall Street Journal Careers

[www.marketingmag.ca](http://www.marketingmag.ca)  
[www.nationalpost.com](http://www.nationalpost.com)  
[www.nytimes.com](http://www.nytimes.com)  
[www.profitguide.com](http://www.profitguide.com)  
[www.southam.com](http://www.southam.com)  
[www.canada.com/vancouver](http://www.canada.com/vancouver)  
[www.wsj.com](http://www.wsj.com)  
[www.careerjournal.com](http://www.careerjournal.com)

## Starting Your Own Business / Self-Employment

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### Websites:



Self Employment. *CanadianCareers.com*. Retrieved 22 Jan. 2010 from [www.canadiancareers.com/smallbusiness.html](http://www.canadiancareers.com/smallbusiness.html).

We have compiled some resources that will offer support to Canadian entrepreneurs and those just getting started in a small business!

Self-Employment, *Service Canada*. Retrieved 22 Jan. 2010 from [www.servicecanada.gc.ca/eng/epb/sid/cia/grants/self-emp/desc\\_self-emp.shtml](http://www.servicecanada.gc.ca/eng/epb/sid/cia/grants/self-emp/desc_self-emp.shtml).

Self-Employment (SE) is an employment program of Human Resources and Skills Development Canada (HRSDC) that provides financial assistance to eligible individuals to help them create jobs for themselves by starting a business.

Starting a Business, *Canada Business*. 19 Jan. 2010. Retrieved 18 Jan. 2010 from [www.canadabusiness.ca/eng/125/](http://www.canadabusiness.ca/eng/125/).

A website maintained by the Government of Canada to assist individuals who are interested in starting their own business.

Starting a Business, *Service Canada*. Retrieved Jan. 2010 from [www.servicecanada.gc.ca/eng/lifeevents/business.shtml](http://www.servicecanada.gc.ca/eng/lifeevents/business.shtml).

A guide to starting a business in Canada, with links to related sites.

Starting a Business, *Small Business BC*, Retrieved 18 Jan. 2010 from [www.smallbusinessbc.ca/starting-a-business](http://www.smallbusinessbc.ca/starting-a-business).

Links to numerous guides that take one through all steps of starting a business in British Columbia.

Starting a Small Business 2008, *British Columbia Ministry of Small Business and Revenue*, Retrieved 18 Jan 2010 from [www.gov.bc.ca/sbr/down/59384\\_StartSmlBusiness.pdf](http://www.gov.bc.ca/sbr/down/59384_StartSmlBusiness.pdf).

14 Steps to Starting Your Own Small Business: This guide will introduce you to some of the essential things you need to know about starting a small business and tell you where you can find more information to make sure your new business is a success.

Starting a Small Business. *Small Business Canada - Starting a Small Business - Small Business Articles*. About.com, Retrieved 22 Jan. 2010 from [http://sbinfoCanada.about.com/od/startup/Starting\\_a\\_Small\\_Business.htm](http://sbinfoCanada.about.com/od/startup/Starting_a_Small_Business.htm).

Links to many resources about starting a small business, from The Best Business Opportunities of 2010 to The Two Main Problems of Starting a Small Business.

## Books:

Abrams, Rhonda M., *The Successful Business Plan: Secrets and Strategies*, The Planning Shop, Palo Alto, CA. Fourth Edition, 2003.

Everything you need to know to write a fool-proof, perfectly formatted, knock-'em-dead business plan.

Abrams, Rhonda M., *What Business Should I Start: Seven Steps to Discovering the Ideal Business for You*, The Planning Shop, Palo Alto, CA. 2004

You'll embark on a series of self-tests, evaluations, brainstorming sessions and guided online research to generate and then refine a realistic, useful list of potential business ideas that match with your skills, interests, experience, needs, resources, and location.

*Exploring Self-Employment Opportunities for People with Disabilities*, Social and Enterprise Development Innovations (SEDI), Toronto. 2002 (Bilingual)

This is a collection of materials dedicated to aspiring entrepreneurs with disabilities and counsellors who work with them. Available at [www.sedi.org/html/resources/publications.asp](http://www.sedi.org/html/resources/publications.asp).

Human Resources and Skills Development Canada, *Minding Your Own Business: Becoming an Entrepreneur*. 2004.

This booklet is designed to help you decide if running your own business is a realistic career choice.

James, Jack, D., *Starting a Successful Business in Canada, 17th Edition*. Self-Counsel Press, 2007.

This perennial Canadian bestseller has guided Canadian entrepreneurs to fulfilling their new business dreams since 1973. Everything you need to know about turning your good idea into a profitable business is explored and explained in this informative guide.

Lesonsky, Rieva. *Start Your Own Business: The Only Startup Book You'll Ever Need*. Entrepreneur Press, 2007.

The fourth edition of this bestseller contains even more start-up advice and, for the first time, takes you beyond opening your doors to cover the first three years of business ownership.

## Peer Counselling

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*Blueprint for Life/Work Designs*, National Life Work Centre, Memramcook NB. 2<sup>nd</sup> revision: October 2006. Available through <http://206.191.51.163/blueprint/home.cfm>.

The *Blueprint* has multiple goals, but the primary aim is to have users work with a national framework of competencies to create comprehensive, effective and measurable life/work development programming and products so that Canadians become better able to manage their lives and work.

Johansson, Charles B., *Interest Determination, Exploration and Assessment System® (IDEAS™)*, NCS Pearson, Inc., Minneapolis. 1996. Available through [www.pearsonassessments.com/HAIWEB/Cultures/en-us/Productdetail.htm?Pid=PAg125&Mode=summary](http://www.pearsonassessments.com/HAIWEB/Cultures/en-us/Productdetail.htm?Pid=PAg125&Mode=summary).

The IDEAS™ assessment is designed to be used in conjunction with career exploration and guidance units. The IDEAS inventory helps students and adults develop an awareness of possible career choices.

*Labour Market Bulletins*, Human Resources and Skills Development Canada. Retrieved 15 Jan. 2010 from [www.hrsdc.gc.ca/eng/workplaceskills/labour\\_market\\_information/index.shtml](http://www.hrsdc.gc.ca/eng/workplaceskills/labour_market_information/index.shtml).

The “Labour Market Bulletin” provides an analysis and interpretation of influences on the local labour market and a current assessment of local industry and occupation events.

*Real Times, Real Life, The Real Game Series™*, National Life Work Centre, Memramcook NB. 2003. Available through [www.realgame.ca/en/games/RTRL/index.html](http://www.realgame.ca/en/games/RTRL/index.html).

*Real Times, Real Life* is being used in Adult Education programs in a variety of settings, including correctional centres, community colleges, and community-based programs. Adults in transition explore - through role-playing and the creation of a simulated society - the changing world of work from 1900 to the early 21st century.

Appropriate for use in postsecondary education and training settings, dislocated worker and human services programs, One-Stop Career Centres and community resource centres, vocational rehabilitation and corporate outplacement centres, correctional institutions and military transition centres.

The National Occupational Classification System, Human Resources Development Canada, Ottawa. 2006. The National Occupational Classification (NOC) 2006 is available online at <http://www5.hrsdc.gc.ca/NOC/English/NOC/2006/Welcome.aspx>.

The NOC is the authoritative resource on occupational information in Canada. It is used daily by thousands of people to understand the jobs found throughout Canada's labour market. The new NOC website now reflects all NOC 2006 information. The entire content of the NOC is now available online and free of charge.

Tindall, Judith, and Black, David, *Peer Programs: An In-Depth Look at Peer Programs: Planning*,

*Implementation, and Administration (Second Edition)*, New York: Routledge, 2009.



## Transition Resources

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Below are some provincial programs available that deal with various aspects of transition. We provide web links and a brief overview of the program and/or services or resources available from it.

### Government Agencies

#### Essential Skills Profiles

[http://www.hrsdc.gc.ca/eng/workplaceskills/essential\\_skills/general/home.shtml](http://www.hrsdc.gc.ca/eng/workplaceskills/essential_skills/general/home.shtml)

These tools can be used to determine suitability of a worker for employment in the mining industry. This site provides 300 job profiles, including for example, Underground Mine Service and Support Workers, as well as other mining position profiles. It also has a Literacy and Essential Skills Toolkit. Essential Skills are the key skills required for work, learning and life.

[www.aved.gov.bc.ca/skillsplus/docs/Critical\\_Skills\\_Mining2.pdf](http://www.aved.gov.bc.ca/skillsplus/docs/Critical_Skills_Mining2.pdf)

A sector profile - Essential Skills for the mining sector.

#### Ready to Mine project, MiHR and AFN

The purpose of this project is to increase the involvement and engagement of Aboriginal people in the mining sector by providing work-ready and essential skills needed to gain meaningful employment in the mining sector. MiHR is partnering with the Assembly of First Nations (AFN) to complete this project. Contact MiHR, [www.mihhr.ca](http://www.mihhr.ca) for more information.

### British Columbia

#### Industry Training Authority

[www.gov.bc.ca/aved](http://www.gov.bc.ca/aved)

The [Industry Training Authority](http://www.gov.bc.ca/aved) is the provincial government agency responsible for apprenticeships and industry training programs in British Columbia. The ITA is working to support existing apprenticeship options, and to identify new training approaches. The services include: apprenticeship, secondary school apprenticeship, credentials and certification and accelerated credit enrolment.

### B.C.-Alberta

#### The British Columbia – Alberta Trade, Investment and Labour Mobility Agreement (TILMA)

[www.tilma.ca](http://www.tilma.ca)

[www.tilma.ca/pdf/NR\\_TradeAccordWillBenefitEconomy\\_31March2009\\_BC.pdf](http://www.tilma.ca/pdf/NR_TradeAccordWillBenefitEconomy_31March2009_BC.pdf)

Trade, Investment and Labour Mobility Agreement (TILMA) between Alberta and B.C. government. One of the benefits is to improve labour mobility between the provinces.

## Alberta

### Labour Market Dashboards

[www.employment.alberta.ca/cps/rde/xchg/hre/hs.xsl/3887.html](http://www.employment.alberta.ca/cps/rde/xchg/hre/hs.xsl/3887.html)

Government of Alberta economic indicators providing snapshots of potential skill shortages or surpluses. (revised in 2007)

[http://employment.alberta.ca/documents/WIA/WIA-ET\\_inform\\_dash\\_mining.pdf](http://employment.alberta.ca/documents/WIA/WIA-ET_inform_dash_mining.pdf)

Mining, Oil and Gas Industry Dashboard

## Manitoba

### Manitoba Labour and Immigration. Labour Adjustment Services

[www.gov.mb.ca/labour/standards/labouradjust.html](http://www.gov.mb.ca/labour/standards/labouradjust.html)

Labour Adjustment Services assists workers and employers with finding solutions to actual or potential workforce downsizing arising from business closures or layoffs due to economic, technological or industrial change. The site provides online tools, copies of which we include in the Appendices to this report:

- Worker Adjustment Committee Manual
- Worker Adjustment Handbook

In potential downsizing situations, Labour Adjustment Services make the initial contact and participate in the development of a responsible and flexible adjustment process. Depending on the circumstances, Labour Adjustment staff will facilitate cooperative efforts to:

- Ease the process of layoffs and closures
- Smooth the transition to re-employment
- Assist individuals and groups with adjusting to the workplace change

Labour Adjustment Services will partner with staff from Employment Manitoba to work with companies that want to pursue a joint labour/management committee model to deliver services to affected workers. A [Worker Adjustment Committee Manual](#) is available as a guideline, to assist committee members in effectively meeting the challenge of providing all of the services that will be required by workers facing loss of employment.

A [Worker Adjustment Handbook](#) has been developed to assist laid off workers. The handbook highlights information on resumé styles, job search and interviewing techniques, career options and community services/resources in Manitoba.

Finally, where there is downsizing by a community's primary employer in single-industry communities, a need may exist for community and consultative services. Manitoba has developed a Community Adjustment Handbook.

[www.brandonu.ca/Organizations/RDI/Publications/MB\\_CommunityAdjustmentHandbook.PDF](http://www.brandonu.ca/Organizations/RDI/Publications/MB_CommunityAdjustmentHandbook.PDF)

The handbook includes a "toolkit" of the most current resources and how to apply them. Again, we have provided a copy of this manual in the Appendices.

## Ontario

**Adjustment Advisory Program (AAP)** Ontario Ministry of Training, Colleges and Universities  
[www.edu.gov.on.ca/eng/training/aap/aapeng.html](http://www.edu.gov.on.ca/eng/training/aap/aapeng.html)

AAP helps groups deal with the immediate effects of plant closures and downsizings. It also helps groups to anticipate future changes in the labour market. They supply advisory and financial assistance to help clients adjust to the impacts of job loss, or threatened job loss, in the workplace. The services are aimed at helping displaced employees secure and maintain employment. Clients include: individual firms, employees, communities and sectors. AAP advisors help clients identify their needs and secure appropriate support, career counselling, training, referral and job search skills. Adjustment committees are established to ensure full employer and employee participation in the process.

## Ministry of Northern Development and Mines/Services Ontario

**MNDM:** [www.mndm.gov.on.ca](http://www.mndm.gov.on.ca)

**ServiceOntario:** [www.serviceontario.ca](http://www.serviceontario.ca)

The Ministry of Northern Development and Mines leads and coordinates government programs aimed at growing the Northern Ontario economy, building strong northern communities and creating job opportunities in the North. Through a network of offices and strategic program and policy development, the ministry ensures northerners have access to government programs and services and a say in government decisions affecting the North. The Northern Development Officer manages implementation of local service restructuring and delivers capital assistance and infrastructure programs including those of the Northern Ontario Heritage Fund Corporation (NOHFC).

## Second Career – Ontario Ministry of Training, Colleges and Universities

[www.edu.gov.on.ca/eng/tcu/secondcareer/](http://www.edu.gov.on.ca/eng/tcu/secondcareer/)

Second Career provides career planning and financial support specially designed to help laid-off Ontarians participate in long-term training for a new job.

Second Career is an Ontario government program that can help you:

- Train for a new career
- Find out what is needed in the job market
- Learn about careers that build on your skills
- Get financial support

## New Brunswick

### Employment Services – Adjustment Services (New Brunswick).

<http://app.infoaa.7700.gnb.ca/gnb/Pub/EServices/ListServiceDetails.asp?ServiceID1=16956&ReportType1=ALL>

Adjustment Services is a measure used by the department to encourage, support and facilitate human resource management and labour market adjustments, which are in the public interest. Adjustment Services provides funding to various groups in an effort to improve their capacity for

dealing with human resource requirements and to implement labour force adjustments. Adjustment Services addresses labour market issues through partnerships.

## Nova Scotia

### **The Age Advantage: A Transition Program for Older Workers** **Nova Scotia Department of Labour and Workforce Development** [www.olderworker.ca/serviceprovider/resources.shtml](http://www.olderworker.ca/serviceprovider/resources.shtml)

Developed by Acadia Centre for Social and Business Entrepreneurship. A series of 20 workshops and seven supporting information booklets designed to help displaced and unemployed older workers.

## Colleges

The information below is a partial list of retraining programs offered through community colleges. No centralized resource exists. As advised by the Association of Canadian Colleges, employers are best-off to contact individual colleges in their area. The information below was gleaned through press releases, media coverage, etc.

Employers can use this information to ascertain the types of programs colleges or Cegeps might be able to provide them.

### Association of Canadian Community Colleges

[www.accc.ca](http://www.accc.ca)

The national and international voice of Canada's colleges and institutes.

### Association of Universities and Colleges of Canada

[www.aucc.ca](http://www.aucc.ca)

The AUCC represent 95 Canadian public and private not-for-profit universities and university-degree level colleges.

### Conference Board of Canada (CBoC)

[www.conferenceboard.ca](http://www.conferenceboard.ca)

The Conference Board of Canada builds leadership capacity for a better Canada by creating and sharing insights on economic trends, public policy and organizational performance.

### Federated School of Mines

[www.fsom.ca/main/home](http://www.fsom.ca/main/home)

Established in 2006, the Federated School of Mines (FSM) pools the experience and expertise of seven leading institutions in the field of mining education and training; Cambrian College, Canadore College, Collège Boréal, Confederation College, Contact North/Contact Nord, Laurentian University, Northern College / Haileybury School of Mines and Sault College.

### Getting the Right Training, Explore for More

<http://www.acareerinmining.ca/en/careers/training.asp>

With nine universities and 25 community colleges across Canada that offer specific mining programs, there may be one right in your community. Use this website to find a mining-related training program.

### Mining Industry Human Resource Portal for Aboriginal Communities, Education & Training Showcases

<http://www.aboriginalmining.ca/en/education/EducationTrainingShowcases.asp>

Discover your post-secondary options to get started in an exciting and rewarding opportunity in mining. In this section you will find a list of schools providing courses in some of the mining industry's related fields of study by jurisdiction.

## British Columbia

### College of New Caledonia, British Columbia

[www.cnc.bc.ca](http://www.cnc.bc.ca)

According to its 2008 press release: “The Province is committing \$549,000 in additional funding to the College of New Caledonia to start new programs as soon as possible at the college’s Mackenzie campus, giving forest workers affected by mill closures opportunities to add to their skills.” ([www.cnc.bc.ca/tools/events/pdfs/Government\\_assists\\_Mackenzie\\_forest\\_workers.pdf](http://www.cnc.bc.ca/tools/events/pdfs/Government_assists_Mackenzie_forest_workers.pdf))

### College of the Rockies, British Columbia

[www.cotr.bc.ca](http://www.cotr.bc.ca)

To meet the challenges of the changing economy, restructuring and downsizing of business and industry, and new skill requirements for employees, the College of the Rockies is available to provide custom-designed workforce training to assist companies and employees. For more information contact the individual campuses:

[www.cotr.bc.ca/ConEd/cotr\\_web.asp?IDNumber=158](http://www.cotr.bc.ca/ConEd/cotr_web.asp?IDNumber=158)

### North Island College, Vancouver Island

Press release re: new funding for retraining at: [www.nic.bc.ca/news/media\\_releases/2009/mr09-007.htm](http://www.nic.bc.ca/news/media_releases/2009/mr09-007.htm)

College offers:

- Training services for corporate clients ([www.nic.bc.ca/departments/ITCE/index.htm](http://www.nic.bc.ca/departments/ITCE/index.htm))
- Oil and Gas training for those going through employment transition ([www.nic.bc.ca/programs/ce/PDF\\_Docs/Oil\\_and\\_Gas\\_Training.pdf](http://www.nic.bc.ca/programs/ce/PDF_Docs/Oil_and_Gas_Training.pdf))
- Basic Employment Development training ([www.nic.bc.ca/calendar/courses/BED/](http://www.nic.bc.ca/calendar/courses/BED/))

### Northern Lights College, Northern B.C.

[www.nlc.bc.ca/](http://www.nlc.bc.ca/)

Campuses offer Workplace Training programs through their Continuing Education departments which are intended to help fill the demand for trained workers with practical experience in the booming economy of northeastern B.C.

Success story: [www.nlc.bc.ca/public.news.php?NewsActiveList=newsdetails&NewsID=264](http://www.nlc.bc.ca/public.news.php?NewsActiveList=newsdetails&NewsID=264)

### Northwest Community College, School of Exploration & Mining

[www.nwcc.bc.ca/SEM/index.cfm](http://www.nwcc.bc.ca/SEM/index.cfm)

Offers various courses and programs in mining and exploration

<http://technology.infomine.com/articles/1/3932/college.education.mining/northwest.community.college.aspx>

“Vanessa told me that she had worked for the forestry industry, but like so many, was laid off. So she attended the College this summer to do the Environmental Monitor Program.”

## Alberta

### Lethbridge College

[www.lethbridgecollege.ab.ca/index.php?option=com\\_content&task=view&id=873&Itemid=368](http://www.lethbridgecollege.ab.ca/index.php?option=com_content&task=view&id=873&Itemid=368)

Provides a “Charting Career Change” program for recently laid-off workers.

### Test of Workplace Essential Skills (TOWES)

#### Bow Valley College, Calgary

[www.towes.com](http://www.towes.com)

TOWES (Test of Workplace Essential Skills) is an assessment that makes use of real-life workplace documents to test three of the Essential Skills, Reading Text, Document Use and Numeracy, and can assist in ensuring that skill levels match job requirements.

## Saskatchewan

### Carlton Trail Regional College, Saskatchewan

[www.nlc.bc.ca/public.news.php?NewsActiveList=newsdetails&NewsID=264](http://www.nlc.bc.ca/public.news.php?NewsActiveList=newsdetails&NewsID=264)

JobStart/Future Skills is a “made in Saskatchewan” program offered in partnership with Saskatchewan businesses, industry and/or other training deliverers to:

- Provide employers with the skilled workers they need to fill new positions
- Help industry associations, communities, and training institutions to work together to meet training and employment needs specific to industry.

The program recognizes the skills of the employer, and through the cooperative development of an employee training plan, can combine applicable workplace skills with credit or non-credit courses for job site delivery. Training occurs primarily at the work site or on-the-job. Details about the Saskatchewan JobStart/Future Skills program in general, along with list of other community colleges participating in this program can be found at [www.aeel.gov.sk.ca/jsfs](http://www.aeel.gov.sk.ca/jsfs);  
[www.aeel.gov.sk.ca/jsfs/wtu](http://www.aeel.gov.sk.ca/jsfs/wtu)

## Ontario

### Conestoga College – Employment Assistance Services Ontario

[www.conestogac.on.ca/caa/devlabour.jsp](http://www.conestogac.on.ca/caa/devlabour.jsp)

Conestoga College offers career planning and labour adjustment services to job seekers in transition.

### Conestoga College – Second Career Strategy

[www.conestogac.on.ca/careercentre/secondcareer.jsp](http://www.conestogac.on.ca/careercentre/secondcareer.jsp)

Second Career Strategy is a new Ontario government program to help people who have been laid off within the last 12 months and are currently unemployed or working less than 20 hours a week. The program will help unemployed workers who commit to a long-term training plan make



the transition to new careers in growing areas of the economy. Some of these programs, e.g. Ontario's "Second Career" are available through many different service providers and in these cases, we have included one direct service provider as an example (e.g. Conestoga College).

### Employment Services Elgin Ontario

[www.jobselgin.ca/employers/outplacement.html](http://www.jobselgin.ca/employers/outplacement.html)

Joint program of Fanshawe College and three other partners,  
Outplacement

Programs can be developed to assist staff in corporate downsizing. Program topics, format and duration are tailored to the needs of the company and potential participants.

Some possible outplacement programs are:

- Career planning
- Resumé development
- Vocational testing
- Skills training
- One-to-one employment counselling support
- Job-search workshops
- Stress management
- Training-needs identification

## New Brunswick

### New Brunswick Community College

[www.nbcc.nb.ca/content/?id=557](http://www.nbcc.nb.ca/content/?id=557)

Industry-specific training programs are delivered through the New Brunswick Community College system, which provides training and retraining for workers in the industry throughout the province.

## Nova Scotia

### Nova Scotia Community College

[www.nsccl.ca](http://www.nsccl.ca)

Offers career and transition services. Program details at: [www.nsccl.ca/Services/CATS/](http://www.nsccl.ca/Services/CATS/)

## Newfoundland and Labrador

### College of the North Atlantic, Newfoundland & Labrador

[www.cna.nl.ca/programscourses](http://www.cna.nl.ca/programscourses)

For business, industry, and governments, CNA's Corporate Training and Continuing Education department develops customized training options from a list of 100 full-time diploma and certificate programs and a comprehensive range of 300 part-time courses. Most recently, CNA mobilized a major training response to the closure of the Abitibi Consolidated pulp and paper mill



in Stephenville, by quickly offering the 4th class power engineering training (entry skill level) designed to meet the requirements of industrial training. Other displaced employees enrolled in the 26-week mobile crane operation program for work with offshore drilling.

## Labour Adjustment Committees or Boards

For jurisdictions that have such organizations, we highlighted programs of interest. The labour adjustment process seems most developed in Ontario.

### Manitoba

#### Labour and Immigration. Labour Adjustment Services

[www.gov.mb.ca/labour/standards/labouradjust.html](http://www.gov.mb.ca/labour/standards/labouradjust.html)

Labour Adjustment Services assists workers and employers with finding solutions to actual or potential workforce downsizing arising from business closures or layoffs due to economic, technological or industrial change. Provides online tools:

- Worker Adjustment Committee Manual
- Worker Adjustment Handbook

### Ontario

#### MTCU's Adjustment Advisory Program

[www.edu.gov.on.ca/eng/training/aap/aapeng.html](http://www.edu.gov.on.ca/eng/training/aap/aapeng.html)

The Adjustment Advisory Program (AAP) of the Ministry of Training, Colleges and Universities (MTCU) helps those groups affected most often to better understand and manage these changes. AAP helps groups deal with the immediate effects of plant closures and downsizings. It also helps groups to anticipate future changes in the labour market. AAP supplies advisory and financial assistance to help clients adjust to the impacts of job loss, or threatened job loss, in the workplace. The services are aimed at helping displaced employees secure and maintain employment. Clients include: individual firms, employees, communities and sectors. AAP advisors help clients identify their needs and secure appropriate support, career counselling, training, referral and job search skills. Adjustment committees are established to ensure full employer and employee participation in the process.

#### Skillfinder.ca

[www.skillfinder.ca](http://www.skillfinder.ca)

A CEP Labour Adjustment Committee job-match system which can be used to search for qualified workers in the area around Thunder Bay who had been displaced from the forestry industry.

#### About the Local Boards of Ontario

[www.localboards.on.ca](http://www.localboards.on.ca)

The Local Board initiative was launched in 1994 and is jointly funded by Human Resources and Skills Development Canada and the Ontario Ministry of Training Colleges and Universities. Local Boards are not-for-profit, community-based organizations comprised of volunteers from business, labour, education and community groups. The role of Local Boards is to engage their

communities and community partners in a local labour market research and planning process that leads to cooperative efforts among partners to find local solutions to local issues.

### **Selection of Local Adjustment Boards:**

Niagara Training & Adjustment Board

[www.ntab.org](http://www.ntab.org)

Waterloo Wellington Training & Adjustment Board (WWTAB)

[www.wwtab.com](http://www.wwtab.com)

York South Simcoe

[www.ysstab.on.ca](http://www.ysstab.on.ca)

Labour Market Group Muskoka, Nipissing, Parry Sound

[www.ltab20.on.ca/home.htm](http://www.ltab20.on.ca/home.htm)

Grand Erie Training And Adjustment Board

[www.getab.on.ca/](http://www.getab.on.ca/)

Northwest Training & Adjustment Board

[www.ntab.on.ca/en](http://www.ntab.on.ca/en)

Sudbury & Manitoulin Workforce Partnerships Board

[www.trainingboard.com](http://www.trainingboard.com)

## Labour/Union Initiatives

Organized labour, particularly in Ontario, has several initiatives related to helping laid-off workers.

### Adjustment.ca (Canadian Labour Congress)

[www.adjustment.ca/links.shtml?cmd%5B14%5D=c-1-AdjustmentServices](http://www.adjustment.ca/links.shtml?cmd%5B14%5D=c-1-AdjustmentServices)

Links to adjustment services in Alberta, B.C., Manitoba and New Brunswick and also national services. As of March 2009, many were out of date, but the site still had some useful information.

### CEP Labour Adjustment Committee (CEPLAC) (Ontario Region)

Communications, Energy & Paperworkers Union

[www.cep.ca/reg\\_ontario/files/labour\\_adjustment\\_ctee.html](http://www.cep.ca/reg_ontario/files/labour_adjustment_ctee.html)

- CEPLAC provides a broad range of individualized products and services to all affected workers and their families. The committee pursues its goals using a unique labour adjustment “downside-sectoral” model of labour adjustment, which relies heavily on the cooperation of local and national unions, management representatives from all affected mills, Federal and Provincial governments, laid-off workers, and Action Centre staff.
- Operating as mini-employment centres, the Action Centres help workers and their immediate family members make informed decisions about their future — whether it may involve finding work, returning to school for temporary training or a formal education, starting a business or retiring.

### Labour Education Centre (Toronto and York Region Labour Council)

[www.laboureducation.org/workers/unemployed.htm](http://www.laboureducation.org/workers/unemployed.htm)

Help for Unemployed Workers

The centre has helped thousands of unemployed workers get access to training and find meaningful new employment after workplace layoffs and closures. LEC offers a wide range of programs for unemployed workers including:

- Individual employment counseling, especially help to access government training programs
- Group sessions that explain how the job market is changing, and the ways to find work today
- Help in accessing government and community income-support programs along with other services

## Private Sector Firms Providing Transition Support Services

Below is a sample of companies that specialize in helping other firms going through large-scale layoffs. We offer no endorsement of these firms, but instead provide them as examples of services that are available.

### Devine Associates

[www.devineassociates.ca/](http://www.devineassociates.ca/)

Outplacement and Transition Services

- Managing Employee Dismissals
- Post Retirement Opportunities/Lifestyle
- Career Transition Coaching
- Financial Consulting
- Entrepreneurship/Self Employment

### Eisen Consulting Group – Outplacement

[www.eisenconsulting.com/index.php?career\\_transition](http://www.eisenconsulting.com/index.php?career_transition)

Career Transition services range from supporting the organization in preparing for the release of one or many employees, to coaching released employees through the transition to alternate careers or lifestyles, i.e. similar or different job or career, self-employment, small business start-up or retirement.

### Focus Group (Vancouver)

[www.focusgroupvancouver.com/outplacement/outplacement.html](http://www.focusgroupvancouver.com/outplacement/outplacement.html)

Downsizing is painful, no matter how you look at it. The affected employees, those who remain, and the community look to you to make a statement that your company cares. In the midst of the internal upheaval created by organizational change, allow The Focus Group to demonstrate your business integrity by providing high-touch, personalized career transition services.

### Graham Management Group

[www.grahammanagement.com/Corporate\\_Outplacement\\_Career\\_Transition.xpg](http://www.grahammanagement.com/Corporate_Outplacement_Career_Transition.xpg)

This program is specifically designed to assist separated individuals in obtaining employment by providing them with administrative assistance and self-marketing tools and techniques. This sophisticated program is suited to today's rapidly-changing business world. The services are performed entirely via phone, facsimile and e-mail with the ultimate goal being to motivate individuals to obtain employment with minimum delay.

### Inter-Connex Consulting Inc.

[www.inter-connex.ca/index.htm](http://www.inter-connex.ca/index.htm)

[www.inter-connex.ca/services.htm](http://www.inter-connex.ca/services.htm)

Human Resource Management/ Labour Market Adjustment

These projects focus on specific human resource management or labour market adjustment issues facing individual organizations or broader industrial sectors. Inter-Connex provides group facilitation services.

### Lee Hecht Harrison

[www.lhh.com/Careertransition/Pages/default.aspx](http://www.lhh.com/Careertransition/Pages/default.aspx)

**Lee Hecht Harrison** helps you plan an effective downsizing strategy and manage your transition process from start to finish. Helps ensure that your affected employees are constructively engaged in transition activities, and that those you retain remain productive, committed and focused.

- Pre-event planning
- Resiliency and workforce productivity
- Redeployment services
- Outplacement services
- Can include multiple approaches such as onsite career centers, online tools and resources, group working sessions and one-to-one coaching

### Lee Hecht Harrison Career Resource Network (CRN)

[www.lhh.com/careertransition/Pages/CareerResourceNetwork.aspx](http://www.lhh.com/careertransition/Pages/CareerResourceNetwork.aspx)

A web portal to help individuals going through a career transition explore their options, define their objectives, conduct a job search, pursue business ownership, or consider active retirement.

## RESSOURCES

### Planification financière

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#### Sites Web

##### Agence de la consommation en matière financière du Canada

<http://www.themoneybelt.ca/home-accueil-fra.asp>

Site sur le développement des compétences financières.

##### La Clik Économik

Agence de la consommation en matière financière du Canada. 18 janvier 2010 recherché de [www.themoneybelt.ca/home-accueil-fra.asp](http://www.themoneybelt.ca/home-accueil-fra.asp)

La Clik Économik, c'est votre porte d'entrée sur l'apprentissage en matière financière. Naviguez sur le site, essayez nos outils et développez vos compétences financières.

##### Le Réseau de protection du consommateur du Québec

[www.consommateur.qc.ca/](http://www.consommateur.qc.ca/)

Vous trouverez sur le site du RPC des informations fournies par [vingt-cinq associations de consommateurs](#), des organismes qui œuvrent aux quatre coins du Québec et dont la principale mission est d'informer et défendre les consommateurs.

Ces associations offrent des services de planification budgétaire ainsi que des cours comme *Formation sur la gestion des finances personnelles pour travailleurs et travailleuses autonomes*, *Solutions aux dettes*, *Cours sur le budget*, *Finances personnelles*, etc. Les services et les cours varient d'une région à l'autre. Veuillez consulter l'association de votre région pour plus de détails.

##### SOS Dettes - Solutions à l'endettement

<http://inchargecanada-px.rtrk.ca/>

SOS Dettes - Solutions à l'endettement vient en aide gratuitement aux particuliers et aux familles aux prises avec des difficultés financières. Nos conseillers spécialisés offrent des conseils et des solutions sur mesure pour vous sortir gagnant de l'endettement.

#### Documents

**La planification financière personnelle** / La Roger A. Lamontagne. Presses Université du ram, Québec; 2e éd., 2001.

**L'A B C d'une bonne planification financière** / Marc Beaudoin & al. Monde différent, 2007.

**Le Budget réinventé** / Jacques Roy. Les Éditions Transcontinental, 2006.

**Réduisez vos impôts** / André Boulais. Québecor, 2010.

**Un Barbier riche** / David Chilton. Trécarré, 1997.

## Entrepreneurs – travailleurs autonomes

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### Sites Web

#### Entreprises Canada – Services aux entrepreneurs

[www.entreprisescanada.ca/fra/125](http://www.entreprisescanada.ca/fra/125)

Notre objectif est de favoriser la croissance et la prospérité de votre petite entreprise en simplifiant l'accès à des renseignements et à des services fiables et actualisés adaptés à vos besoins.

#### Fondation de l'entrepreneurship

[www.entrepreneurship.gc.ca/fr/default.asp](http://www.entrepreneurship.gc.ca/fr/default.asp)

La Fondation de l'entrepreneurship est un organisme sans but lucratif activement engagé dans la promotion du développement de la culture entrepreneuriale comme moyen privilégié d'assurer le développement économique et social du Québec.

#### Services Canada – Lancer une entreprise

[www.servicecanada.gc.ca/fra/vie/entreprise.shtml](http://www.servicecanada.gc.ca/fra/vie/entreprise.shtml)

Service Canada a dressé une liste qui vous aidera à démarrer votre propre entreprise.

#### Services Québec Entreprises – Créer son entreprise

[www2.gouv.qc.ca/entreprises/portail/quebec/creer?lang=fr&q=creer](http://www2.gouv.qc.ca/entreprises/portail/quebec/creer?lang=fr&q=creer)

Inscription et immatriculation de l'entreprise, rédaction du plan d'affaire, étapes à franchir pour installer votre entreprise, outils et ressources à consulter pour favoriser la réussite de votre projet ainsi et information sur les programmes d'aide financière dont vous pourriez peut-être bénéficier.

### Documents

**10 différences entre les entrepreneurs et les employés** / Keith Cameron Smith. Dauphin Blanc, 2009

**Comment facturer mes services** / Marc Chiasson avec Marie Brouillet. Les Éditions Transcontinental, 2004.

**Le Guide du travailleur autonome 2e éd.** / Jean-Benoit Nadeau. Editions Québec/Amérique, 2007.

**La démarche entrepreneuriale** / Paul Gauthier. Éditions Saint-Martin, 2008.

**Réseautage d'affaires : mode de vie** / Lise Cardinal avec Roxane Duhamel. Les Éditions Transcontinental, 2004.

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## Entrevues et recherche d'emploi

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### Sites Web

#### Comité sectoriel de main-d'oeuvre de l'industrie des mines

[www.csmomines.qc.ca/metiers-professions/default.php](http://www.csmomines.qc.ca/metiers-professions/default.php)

Le Comité sectoriel de main-d'oeuvre de l'industrie des mines vous permet d'accéder au seul et unique site de placement en ligne dédié à l'emploi minier québécois. Une simple inscription suffit.

#### Employeurs, Explorez vos ressources, RHIM

[www.acareerinmining.ca/en/employers/index.asp](http://www.acareerinmining.ca/en/employers/index.asp)

Consultez les sites web des employeurs et les liens vers les banques d'emploi ci-après pour trouver d'excellentes perspectives de carrière dans l'industrie minière.

#### Explorez vos ressources, RHIM

[www.acareerinmining.ca](http://www.acareerinmining.ca)

Ressources d'industrie minière dans l'industrie.

#### Guichet Emplois

[www.emploisetq.qc.ca/fra/](http://www.emploisetq.qc.ca/fra/)

Outils et informations sur la recherche d'emploi.

#### L'Association des Centres de recherche d'emploi du Québec

[www.cre.qc.ca/index.html](http://www.cre.qc.ca/index.html)

L'Association des Centres de recherche d'emploi du Québec (ACREQ) est constituée d'un réseau d'organisations spécialisées dans l'aide gratuite à la recherche d'emploi et en insertion professionnelle.

#### Programme des titres de compétences de l'industrie minière canadienne

[www.miningcredentials.ca](http://www.miningcredentials.ca)

Informations étendues sur le Programme des titres de compétences de l'industrie minière canadienne comprenant le système de reconnaissance professionnelle des travailleurs.

#### RHiM, Conseil des ressources humaines de l'industrie minière

[www.mihr.ca](http://www.mihr.ca)

Le RHiM est le conseil sectoriel de l'industrie canadienne des minéraux et des métaux. Chef de file reconnu pour l'élaboration et la mise en œuvre de solutions nationales en matière de ressources humaines, le RHiM contribue à la force, à la compétitivité et à la viabilité du secteur minier canadien.

## Documents

**90 Questions pour une recherche d'emploi gagnante** / Nathalie Dioudonnat. Démos Éditions., 2009.

**101 excellentes réponses aux questions d'entrevue** / Ron Fry. R. Goulet, 2001.

**Entrevue d'embauche: Toutes les astuces pour enfin obtenir un oui** / Stéphane Gagnon. Septembre Inc., 2008.

**Entrevue d'emploi : conseils, trucs et stratégies** / Patricia Saint-Pierre. Septembre Inc., 2006

**Guide du CV et de la recherche d'emploi** / Nicolas Barrier. First, 2009.

**Guide Marabout CV/recherche d'emploi** / Florence Le Bras. Marabout, 2007.

**Job Interview: réussir les entretiens de sélection en français et en anglais** / Christel Diehl. Presses Universitaires France, 2008.

**Le CV par compétences, 2e édition mise à jour et enrichie** / Stéphane Boudriau. Les Éditions Transcontinental, 2004.

**Réussir une entrevue** / Camille Labrecque. Logique, 2000.

## Pairs aidants

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### Sites Web

(Exemples de programmes d'intervention par les pairs)

#### **CEGEP de Matane**

[www.cegep-matane.qc.ca/etudie/services-etudiants/besoin-aide/pairs-aidants](http://www.cegep-matane.qc.ca/etudie/services-etudiants/besoin-aide/pairs-aidants)

Pairs aidants au CEGEP de Matane

**Compétences relatives à l'employabilité 2000+**, Le Conference Board du Canada, Ottawa, 2003.

[www.conferenceboard.ca/Libraries/EDUC\\_PUBLIC/esp2000f.sflb](http://www.conferenceboard.ca/Libraries/EDUC_PUBLIC/esp2000f.sflb)

Les Compétences relatives à l'employabilité 2000+ sont les compétences indispensables au monde du travail—que vous travailliez à votre propre compte ou pour un employeur.

#### **Programme québécois Pairs-aidants Réseau**

[www.aqrp-sm.org/projets/pairs-aidants/links.html](http://www.aqrp-sm.org/projets/pairs-aidants/links.html)

Programme pairs-aidant dans le réseau de la santé

#### **Projet Cactus**

[cactusmontreal.org/fr/pair-aidants.html](http://cactusmontreal.org/fr/pair-aidants.html)

Le projet d'intervention par les pairs auprès des jeunes de la rue du centre-ville de Montréal.

#### **Université de Sherbrooke**

[www.usherbrooke.ca/universante/psychologique/pairs\\_aidants/](http://www.usherbrooke.ca/universante/psychologique/pairs_aidants/)

Intervention par les pairs pour les étudiants de l'université Sherbrooke

## Ressources d'aide à la transition

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### Agences gouvernementales

#### Compétences essentielles

[www.rhdcc.qc.ca/fra/competence/competences\\_essentielles/generale/accueil.shtml](http://www.rhdcc.qc.ca/fra/competence/competences_essentielles/generale/accueil.shtml)

Le site offre des outils gratuits et conviviaux visant à aider les apprenants, les employeurs et les intervenants à prendre des mesures à l'égard de l'alphabétisation et des compétences essentielles.

#### Emploi Québec

<http://emploi.quebec.net/index.asp>

Informations sur le marché du travail au Québec, trucs pour la recherche d'emploi, assistance sociale, etc.

#### Emplois et solidarité sociale Québec

[www.mess.gouv.qc.ca/](http://www.mess.gouv.qc.ca/)

Information sur le marché du travail (IMT), placement en ligne, simulations de revenus disponibles, localisateur des centres locaux d'emploi et autres.