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Course Name

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Code No.**I. COURSE DESCRIPTION:**

Students will develop the tools needed to conduct a successful job search. Emphasis will be placed on performing a self-assessment to identify skill sets and personal goals and objectives; developing an effective functional resume; completing various job search documents (including job applications, cover letters, and other related forms of correspondence); and researching and preparing for an interview (including participating in a simulated interview).

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

Upon successful completion of this course, the student will demonstrate the ability to:

1. Analyze individual strengths, values and goals.

Potential Elements of the Performance:

- Identify the steps involved in finding the right job.
- Complete a self-evaluation of job skills and interests.

2. Apply techniques to conduct an effective job search, including preparation of a cover letter and follow-up letters.

Potential Elements of the Performance:

- Establish a network of people to help you find a job.
- Explain the importance of career fairs and other contact with employers.
- Use the Internet to conduct a job search.
- Create letters for gaining employment including a cover and thank-you letter.
- Prepare envelopes.
- Complete a job application.
- Design personal business/calling card.

3. Produce an effective resume and reference list.

Potential Elements of the Performance:

- List and categorize/label skills.
- Create a functional resume.
- Analyze job ads (postings).
- Match your resume to an employer's needs.
- Create a list of references.

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4. Apply strategies for interview success.

Potential Elements of the Performance:

- Identify types of interviews.
- Prepare responses to interview questions often asked by employers.
- Participate in a team interview with classmates.
- Present a professional appearance and demeanor.
- Prepare a list of questions interviewees can ask employers during an interview.
- Describe types of tests employers use.

5. Prepare for, and participate in, a simulated interview.

Potential Elements of the Performance:

- Prepare and submit a cover letter/envelope and resume in response to a simulated job posting by the deadline indicated in the job posting.
- Conduct research related to job posting prior to the interview.
- Prepare questions to be asked during the interview.
- Attend a simulated job interview/debriefing session during out-of-class hours.
- Prepare a report summarizing the simulated interview process.
- Prepare and mail a thank-you letter/envelope following participation in the simulated interview.

6. Identify professional development activities that lead to enhancement of work performance and increased career opportunities.

Potential Elements of the Performance:

- Outline traits employers seek in employees.
- Discuss the importance of personal image in promoting the image of an organization.
- Explain the importance of developing supervisory and leadership skills in managing the day-to-day operation of the office environment and in promoting an organization's vision and mission.
- Describe the importance of motivation and mentorship in the workplace.
- Adhere to relevant legislation, standards, and codes of ethics.

**III. TOPICS:**

(Note: These topics sometimes overlap several areas of skills development and are not necessarily intended to be explored in isolated learning units or in this order.)

1.
  - Taking the first steps in a job search.
  - What is involved in finding the right job.
  - What are you really looking for in a job.

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- Listing your skills and abilities.
2.
    - Parts of a resume.
    - Types of resumes.
    - Samples of resumes.
    - Creating/adapting a functional style resume.
  3.
    - Conducting company research.
    - Using the Internet to find jobs.
    - Networking.
    - Telemarketing.
    - Career fairs and other employer contact.
  4.
    - Creating cover letters.
    - Preparing other employment letters.
    - Completing job applications.
  5.
    - Types of interviews.
    - Basic structure of the interview.
    - Preparing yourself.
    - Knowing what to expect.
    - Identifying what employers are looking for.
    - Using portfolios.
    - Testing – part of the selection process.
    - Preparing pertinent interview questions to ask interviewers following the interview.
    - Preparing and practising responses to commonly asked interview questions.
    - Preparing and practising responses to commonly asked behavioural style interview questions.
    - Participating in, and preparing for, the simulated interview process.
  6.
    - Key employee traits.
    - Professional development activities.
    - Personal image.
    - Supervisory and leadership skills.
    - Motivation and mentorship in the workplace.
    - Relevant legislation, standards, and codes of ethics.

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Code No.**IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**

Optional – *Administrative Procedures for the Canadian Office*, 9<sup>th</sup> edition, Lauralee Kilgour, et al, Pearson Publishing.

One labeled letterhead size file folder.

**V. EVALUATION PROCESS/GRADING SYSTEM:**

*A variety of assignments/activities will be assigned to include, but not be limited to, the following:*

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|-----|---|-------|
| (2) | Functional Resume with References   | (35%) |
| (3) | Assignments to consist of (but not limited to):   | (40%) |
|     | <ul style="list-style-type: none"><li>• Skills Listing</li><li>• Summary of Qualifications (what you can offer employers)</li><li>• Letter of Application (Cover Letter)</li><li>• Thank-you Letter</li><li>• Job Application Form</li><li>• Research Assignment using the Internet</li><li>• Responses to Prepared Interview Questions</li><li>• Participation in Team Interviews with Classmates</li><li>• Preparing Interviewing Questions to Ask an Interview Team at the End of an Interview</li><li>• Networking Assignment (attendance at a job fair if available)*</li><li>• Professional Image/Professional Development Assignment</li></ul> |       |

*\*One day during the semester all students will be required to attend class dressed in appropriate workplace attire.*

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|-----|---|-------|
| (4) | Attendance and Participation<br>(students are allowed two missed class hours – a 1% deduction will be applied for every missed class hour after the allowed two absences)   | (10%) |
| (5) | Participation in Simulated Interview**<br>*Students must have completed all assignments in order to be eligible to participate in the mock/simulated interviews. Students must attend 75 percent of all classes in order to be eligible to participate in the mock/simulated interviews. Failure to attend 75 percent of all classes will result in a grade of 0/15 for this component. | (15%) |

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\*\*As well, in order to receive a grade of 15 percent, students must complete **all** components/elements of this simulated (mock) Interview process.

Elements of the simulated interview include:

- Preparing a cover letter, envelope, and resume in response to simulated job posting.
- Conducting research on the company posting the job.
- Attending a simulated out-of-class interview and debriefing session.
- Preparing a report summarizing the experience.
- Preparing and mailing a thank-you letter/envelope to members of the mock interview team.

The following semester grades will be assigned to students in postsecondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90–100%	4.00
A	80–89%	4.00
B	70–79%	3.00
C	60–69%	2.00
D	50–59%	1.00
F (Fail)	49% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject areas.	
U	Unsatisfactory achievement in field/ clinical placement or non-graded subject areas.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

If a faculty member determines that a student is at risk of not being successful in their academic pursuits and has exhausted all strategies available to faculty, student contact information may be confidentially provided to Student Services in an effort to offer even more assistance with options for success. Any student wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

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Code No.**VI. SPECIAL NOTES:****Attendance**

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

It is the student's responsibility to be familiar with the course outline and *Office Administration – Executive Student Manual*. These documents outline classroom policies that must be followed.

By considering the college environment as their workplace for the duration of the program, students will have a standard of performance to meet and will practise the day-to-day skills required to be successful in the work world.

These skills include:

- arriving and leaving class on time
- calling in/e-mailing when not in attendance
- checking college e-mail twice daily as a minimum
- following classroom rules and procedures
- demonstrating appropriate manners and etiquette
- listening attentively when the class is being addressed
- demonstrating respect for others at all times
- focusing on the work at hand
- organizing paperwork and keeping track of deadlines
- producing accurate, mailable documents
- being responsible for your own work

Failure to follow program policies will be dealt with through an escalating procedure as follows:

- One verbal warning from professor
- One e-mail notification from professor
- Removal from the classroom and meeting with professor
- Meeting with the chair which may result in suspension or expulsion from the course/program

The Student Code of Conduct (found on the portal) provides guidelines and disciplinary procedures for the college community. Academic dishonesty as defined in the Student Code of Conduct will result in a zero grade for all involved parties.

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Keyboarding proficiency is an integral component of the Office Administration – Executive program. Students who are unable to keyboard with touch type techniques should practise their skills on a daily basis.

*All the Right Type* typing tutor software is located in the E-wing computer labs and in the Learning Centre. Visit <http://www.ingenuityworks.com/> for more information on purchasing *All the Right Type* for home use.

Guest speakers are invited to discuss employment-related topics; attendance is imperative.

Lectures will not be repeated in subsequent classes. A study partner/group is invaluable for notes in the event of an unavoidable absence but must not be depended upon for frequent absences.

It is expected that 100 percent of classroom work be completed as preparation for the tests. The college network (S:/My Documents) should be used as the primary workspace. Students are responsible for maintaining back-ups of all completed files using either a memory stick (USB) or CD.

All requested assignments must be submitted in a labeled folder complete with a plastic USB/CD pocket. All work must be labeled with the student's name and the project information on each page.

A late assignment will be accepted if submitted within **72 hours** of the due date and time. Twenty-five percent will be deducted from late/incomplete assignments automatically. Failure to follow this procedure will result in a zero grade for the assignment.

Students are expected to check college e-mail twice daily as a minimum to ensure timely communication of course information.

Producing accurate work is fundamental to this course. Marks will be deducted for inaccuracies.

Students are expected to be present to write all tests during regularly scheduled classes. Students must ensure that they have the appropriate tools on hand to do the test.

Test papers may be returned to the student after grading to permit review of the tests. However, the student must return all test papers to the professor who will keep them on file for two weeks after the semester finish date.



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Any questions regarding the grading of individual tests must be brought to the professor's attention within two weeks of the date test papers are returned in class.

For those students who have

- attended 75 percent of classes
- completed all required course work
- failed the course or missed one test

a supplementary test will be administered at the end of the module. The mark achieved on the supplemental will replace the lowest test for the final grade calculation.

In exceptional circumstances, the department will review the application of this policy on an individual basis. Supporting documentation may be required.

#### **VII. COURSE OUTLINE ADDENDUM:**

The provisions contained in the addendum located on the portal form part of this course outline.