

I. PHILOSOPHY/GOALS:

This course will provide the student with the skills, tools and knowledge necessary to develop and manage their careers in the Natural Resources fields. This course begins with the assessment of present Natural Resources skills sets from the Natural Resources curriculum as they relate to current Natural Resources employer requirements. The course includes Natural Resources Career planning, researching specific Natural Resources employers, tips on how and when to apply to Natural Resources employers, program specific resume writing, interviewing, teamwork, interpersonal skill used in Natural Resource positions, importance of attitude for career success in Natural Resources, Natural Resources supervision and program specific leadership. The course concludes with the preparation of the student for the Natural Resources CWF100 Co-op Work term Placement course. Program specific examples will be used whenever possible.

II. STUDENT LEARNING OUTCOMES:

Upon completion of this course, the CICE student, with the assistance of an Educational Assistant will display a basic ability to:

- 1) Research specific areas for Natural Resources employment using a multimedia approach to produce a list of potential Natural Resources employers. This outcome is worth 10% of final grade.

Potential Elements of the performance:

- Produce a list of five potential Natural Resources employers.
- Review and / or update the Sault College Natural Resources Co-op employer distribution lists including most recent information including contact name with correct spelling, titles, addresses including postal codes, e-mail, fax numbers, phone numbers and web site address.
- Review Natural Resources industry web sites
- Subscribe on their email accounts to various Natural Resources employer based list serves
- Conduct information interviews to determine key contacts by name and title and to acquire information on specific positions within the company
- Collect and submit company profile information.

- 2) Demonstrate the Natural Resources skill sets that you have to offer a Natural Resources employer who answers the question why would anyone hire you for a Natural Resources position? This outcome is worth 10% of final grade.

Potential Elements of the Performance:

- Review present Natural Resources skill sets including skills gained from the curriculum, previous education, work experience, interests, hobbies, extra-curricular activities, sports, travel, reading and personal attributes.
 - Prepare a one-page report that clearly explains what Natural Resources skill sets you have to offer a Natural Resources Employer.
- 3) Develop congruous short term and long term Natural Resources career goals based on interviews and research of Natural Resources employers. This outcome is worth 10% of final grade.

Potential Elements of the Performance:

- Review past Natural Resources Coop job postings in order to assess skills required by Natural Resources employers.
 - Identify gaps between present Natural Resources skills and required Natural Resources skills to identify Natural Resource specific training needs.
 - Write and submit short-term career goals required to complete Natural Resources CWF 100 COOP Course.
 - Write and submit long term Natural Resources career goals (approximately 5 years)
 - Identify specific Natural Resource employers that are in keeping with short term and long term goals
- 4) Develop and submit a Natural Resources Career Plan. This assignment is worth 10% of the final grade.

Potential Elements of the Performance:

- Revise "First Place" or other resume based on self-assessment, and Natural Resource employer requirements.
- Develop an action plan with dates and activities in order to accomplish short term and long-term goals.

- 5) Understand how to apply for employment positions in Natural Resources.
This outcome is worth 10% of final grade.

Potential Elements of the Performance:

- Produce a resume complete with cover letter to Natural Resources employers' standards.
- Completed an application for a Natural Resources Employer
- Apply to a mock position by sending the cover letter with a resume or completed application form to an employer through E-Mail.
- Email, to the professor, a copy of their resume and a covering letter.

- 6) Conduct a mock interview.
This outcome is worth 10% of final grade.

Potential Elements of the Performance:

- Prepare for a Natural Resources interview by reviewing Natural Resources skill sets, education, experience, and personal attributes
- Review and practice answering questions normally used on a Natural Resources interview
- Participate in an interviewing exercise and debriefing with real Natural Resources employers.

- 7) Demonstrate the importance of attendance on productivity, learning, team work and group dynamics. This outcome is worth 10 % of final grade.

Potential Elements of the Performance:

- Due to the experiential nature of this outcome and all the outcomes in this course; Attendance is required.
- See attendance policy for this course.

- 8) Demonstrate good human relations skills and attitudes used in Natural Resource positions as presented in the textbooks. This outcome is worth 10%.

"Your Attitude is Showing" by Elwood Chapman. (9th Edition)
"How To Win Friends and Influence People" By Dale Carnegie.

Potential Elements of the Performance:

- Send out positive verbal and nonverbal signals in all contacts.
- Remain positive while working with those who are negative.
- Demonstrate the effects of a positive attitude on productivity.

- Be positive and sensitive when those you are dealing with are not.
- Deal with all people in an honest, ethical, and moral way.
- Avoid ethnic or sexual remarks that could be misinterpreted.
- Use the flipside technique to maintain a sense of humor.
- Recognize when you begin to become negative and start an attitude renewal project.
- Develop and maintain a good service attitude.
- Build and maintain equally effective horizontal and vertical working relationships.
- Build a productive, no-conflict relationship with those who may have a different set of personal values.
- Build relationships based on the mutual reward theory.
- Develop productive, healthy relationships with those who may be substantially older or younger.
- Maintain a productive relationship even with individuals who irritate you at times.
- Treat everyone, regardless of ethnic or socioeconomic differences, with respect.
- Work effectively with others regardless of their sexual orientation.
- Do not take human-relations slights or mistakes from others personally; do not become defensive or attempt to retaliate in kind.
- Repair an injured relationship as soon as possible.
- Protect your career by taking the initiative to restore the damage to a working relationship even if you are not responsible for it.
- Permit others to restore a relationship with you.
- Function as a productive member of a team.
- Demonstrate the concept of balance as it pertains to teamwork and personal productivity.
- Release your frustrations harmlessly without damaging relationships.
- Handle teasing and testing without becoming upset.
- Be a high producer yourself and contribute to the productivity of co-workers.
- Survive, with a positive attitude, under a difficult supervisor until changes occur.
- Establish relationships that are mutually rewarding.
- Show you can live up to your productivity potential without alienating co-workers who do not live up to theirs.
- Live close to your productivity potential without extreme highs or lows regardless of difficult changes in the work environment.
- Do not underestimate or overestimate a superior.
- Report mistakes or misjudgments rather than trying to hide them.
- Show that you can turn any change into an opportunity, including accepting a new supervisor with a different style.
- Refuse to nurse small gripes into major upsets.
- Be an excellent listener.
- Establish a good attendance record.
- Keep a good balance between home and career so neither suffers.

- Demonstrate that you are self-motivated.
- Communicate freely and thoroughly.
- Prepare yourself for a promotion in such a manner that others will be happy when you succeed.
- Share only positive, non-confidential data about your organization with outsiders.
- Pass only reliable data on to others.
- Keep your business and personal relationships sufficiently separated.
- Concentrate on the positive aspects of your job while trying to improve the negative.
- Make only positive comments about a third party not present.
- Leave a job or company in a positive manner; training your replacement so that productivity is not disturbed.
- Develop patience if you prefer to be a stabilizer.
- While climbing the success ladder, be gentle with people if you prefer to be a zigzagger.
- Learn to bounce back quickly when people step on your attitude.
- Avoid self-victimization.
- Always have a Plan B.

9) Define and explain the skills, knowledge and attributes that a Natural Resources supervisor needs to be effective. This outcome is worth 10%.

Potential Elements of the Performance:

- Learn the Role of the Supervisor including attributes of effective supervisors, group dynamics, coaching, performance appraisals, reprimanding, conflict resolution and negotiation.
- Explain legislation pertaining to the role of the supervisor
- Participate in the supervisory exercise.
- Participate in the debriefing of the supervisory exercise.

10) Define and explain the skills, knowledge and attributes that are required for a leader to be effective in a Natural Resources position.. This outcome is worth 10%.

Potential Elements of the Performance:

- Learn traits of leaders, leadership styles, leadership behaviours, and how to develop leadership as related to Natural Resources.

III. POTENTIAL TOPICS TO BE COVERED:

Natural Resources Skill Assessments	Researching Natural Resource Employers
Natural Resources Career Planning	Motivation in Natural Resources
Productivity in Natural Resources	Applying for Natural Resources Jobs
Natural Resource Interviewing Tips	Natural Resource Career Paths
Goal Setting in Natural Resources	Natural Resources Coop Topics
Team Work in Natural Resources	Leadership in Natural Resources
Stress Management	Anger Management
Restoring Injured Relationships	Emotional Control
Work Relationships in Natural Resources	
Conflict Resolution	Initiation & Teasing
Values/Differences	Absenteeism
Dealing with Career Change	
Natural Resources Human Relations Mistakes	
Supervision in Natural Resource	Networking in Natural Resources
Confidence	Self Esteem
Johari Window	Telephone & Business Card Etiquette
Plateaus	Levels of Existence
Attitude Renewal	Learning Styles

IV. REQUIRED STUDENT RESOURCES

- 1) "Your Attitude Is Showing", 10th Edition by Elwood Chapman. ISBN 0-13-022507-X
- 2) "How to Win Friends and Influence People" by Dale Carnegie.

Other Resources (Not Required):

- 1) "Supervisor's Survival Kit", 6th Edition by Elwood Chapman. ISBN 0-02-321903-3
- 2) "Leadership" by Elwood Chapman. ISBN 0-02-321454-6

V. EVALUATION METHODS: (INCLUDES ASSIGNMENTS, ATTENDANCE REQUIREMENTS, ETC.)

The final grade will be based on the following:

1) Natural Resources Employers Search	5%
2) Natural Resources Skill Set Assessment	10%
3) Natural Resources Career Goals / Plan	5%
4) Applying For Natural Resources Jobs	20%
5) Natural Resources Interview Exercise	10%
6) Natural Resources Supervisory Exercise	10%
7) Natural Resources Career Management Final Test	20%
8) Reading Quizzes	<u>20%</u>
	100%

The following semester grades will be assigned to students in post secondary 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% or less	0
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field placement or non-graded subject areas.	
U	Unsatisfactory achievement in field 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 (see Policies & Procedures Manual – Deferred Grades and Make-up).	
NR	Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has been impossible for the faculty member to report grades.	

VI. SPECIAL NOTES

Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Special Needs office. Visit Room E1101 or call Extension 703 so that support services can be arranged for you.

Retention of Course Outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course Outline Amendments:

The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

Attendance Policy:

In keeping with importance of attendance in modern work, students will be granted one absence from lab or lecture without penalty. Short weekly quizzes

will be used for evaluation and as attendance records.

Students missing any lab or lecture are required to contact the instructor prior to the class if possible or as soon as possible. 705 759 2554 (458)

Students with severe attendance problems may be given an additional assignment to recover a portion of the attendance grade depending on the reason.

Attendance in this course is critical because of the opportunities for demonstration of the learning outcomes will be provided.

VII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

VIII. DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.

CICE Modifications:**Preparation and Participation**

1. An Integrative Educational Assistant will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Integrative Educational Assistant may not attend all classes with the student(s), support will always be available. When the Integrative Educational Assistant does attend classes he/she will remain as inconspicuous as possible.

A. Tests may be modified in the following ways:

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

B. Tests will be written in CICE office with assistance from an Integrative Educational Assistant.***The Integrative Educational Assistant may:***

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

C. Assignments may be modified in the following ways:

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

The Integrative Educational Assistant may:

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

D. Evaluation:

Is reflective of modified learning outcomes.