

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

CICE COURSE OUTLINE

COURSE TITLE: Employment Strategies

CODE NO. : OAD103

SEMESTER: Winter

MODIFIED CODE: OAD003

PROGRAM: Office Administration – Executive (Accelerated)

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MODIFIED BY: Rachel Valois, Learning Specialist CICE Program

DATE: DEC. 2006 **PREVIOUS OUTLINE DATED:** JAN. 2005

APPROVED:

DEAN

DATE

TOTAL CREDITS: 3

PREREQUISITE(S): None

HOURS/WEEK: 3 Hours/ 14 Weeks

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For additional information, please contact the Dean,

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(705) 759-2554, Ext. 2603

I. COURSE DESCRIPTION:

The CICE student will develop the basic 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 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 participation in a simulated interview).

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the CICE student with the assistance of a Learning Specialist will demonstrate the basic ability to:

1. Explore individual strengths, values and goals (5% of course content).

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 (20% of course content).

Potential Elements of the Performance:

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

3. Produce an effective resume (40% of course content).

Potential Elements of the Performance:

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

4. Apply strategies for interview and employment success. (20% of course content).

Potential Elements of the Performance:

- Identify types of interviews.
- Prepare responses to interview questions often asked by employers.
- Prepare a list of questions interviewees can ask employers during an interview.
- Describe types of tests employers use.
- Describe traits employers seek in employees.

5. Prepare for, and participate in, a simulated interview. (15% of course content).

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.

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 job search.
 - What is involved in finding the right job.
 - What are you really looking for in a job.
 - Listing your skills and abilities.
2.
 - Parts of a resume.
 - Types of resumes.
 - Samples of resumes.
 - Creating a resume (more than one is needed).
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.
 - Participating in, and preparing for, the simulated interview process.
6.
 - Dealing with job offers.
 - How to keep the job.

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

1. Career Focus Canada – A Personal Job Search Guide (ISBN 0-13-123482-X)
2. 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:

Skills Listing & Summary of Qualifications (what you can offer employers) (5%)

Functional Resume with References (40%)

Miscellaneous Assignments to consist of: (30%)

Letter of Application (Cover Letter)

Thank-you Letter

Job Application Form

Responses to Prepared Interview Questions

Participation in Team Interview with Classmates

Research Assignment (attendance at a job fair if available)*

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

One end-of-semester test – Interviews, Testing (10%)
and On-the-Job Success

*Participation in Simulated Interview*** (15%)

**Students must complete all elements of this simulated (mock) Interview process in order to be eligible for the 15%.

Elements include:

- Preparing a cover letter, envelope, and resume in response to simulated job posting.
- Conducting research on the company posting the job.
- Preparing pertinent interview questions to ask during the simulated interview.
- 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%	
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.	

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 instructor and/or the Special Needs office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

Retention of course outlines:

It is the responsibility of the CICE 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 the *Student Code of Conduct*. 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, as may be decided by the professor. 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.

Students are expected to demonstrate respect for others in the class. Classroom disturbances will be dealt with through an escalating procedure as follows:

- Verbal warning
- E-mail notification
- Meeting with the dean

In the event of a failed course grade, a supplementary test will be administered at the end of the semester to those students who have attended 75 percent of classes and have completed the course work. The mark achieved on the supplemental will replace the lowest failed test for the final grade calculation.

Test papers will be returned to the CICE student after grading in order to permit verification of the results and to review the tests. However, the student will be required to return all test papers to the professor who will keep them on file until the end of the next module. Any questions regarding the grading of individual tests must be brought to the professor's attention within two weeks of the paper being returned.

The final test will not be open book. The CICE student must ensure that they have the appropriate tools to do the test (i.e. pencil, pen, etc).

It is expected that 100 percent of classroom work be completed and submitted on time in preparation for the simulated interviews and final test. A late assignment with an attached Extension form 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.

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

All work must be labeled with the CICE student's name and the project information. All work must be submitted in a labeled folder.

Regular attendance is expected to ensure course information is communicated to all students. In-class observation of student work and guidance by the professor aids student success. Lectures will not be repeated in subsequent classes.

It is the CICE student's responsibility to be familiar with the course outline and department manual. Students are expected to check college e-mail twice daily as a minimum.

VII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the instructor.

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. A Learning Specialist 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 Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist 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 a Learning Specialist.***The Learning Specialist 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 Learning Specialist 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.