



## SCHOOL OF ACCESS

EMPLOYMENT TRAINING AND PREPARATION

# COURSE OUTLINE

*ETP 022 EFFECTIVE JOB SEARCH SKILLS - FALL SEMESTER 2016*

**Class Times:** Monday 10:00 - 12:00; September 12, 2016 – December 12, 2016

**Classroom:** Interurban Campus, Portable A, Room 104

**Instructor:** Mark Fournier

**Office:** Interurban Campus, Portable A – Room 102A

**Office Hours:** Monday, Tuesday 9:30-10:00 & 3:00-3:30; Wednesday 9:30-10:00

**Telephone:** 250 370-3839

**Email:** [fournierm@camosun.bc.ca](mailto:fournierm@camosun.bc.ca)

## COURSE PURPOSE:

This course takes students through the process of a job search. Students are engaged to build the knowledge, skills and practices needed to undertake an effective job search.

## COURSE OUTCOMES

Upon completion of this course a student will be able to:

- Identify potential employment opportunities related to one's employment specialization
- Apply job search skills to start and maintain a job search.
- Identify employment resources in the community and utilize these if necessary.

## PREREQUISITES

Permission from instructor is required to register in this course. Candidates must demonstrate readiness to learn, willingness to engage in the activities of a job search, ability to travel and function independently in the community and the capacity to contribute effectively to a team.

## ATTENDANCE POLICY

As a reflection of workplace standards, students are expected to arrive on time to all classes and labs ready to learn. Students are expected to provide appropriate reasons and sufficient notice for all absences and late arrivals. If arriving late students should minimise disruption to other learners. Students are expected to attend at least 80% of the course. Students missing more than two classes must approach the instructor to ensure that all outcomes and evaluation activities are being met. Please note, two late arrivals will be recorded as one absence.

## REQUIRED MATERIALS:

Learning material will be presented by the instructor from a variety of sources including:

- Harford, K. (2000). *Finding the Right Job* (2nd Ed.) Picton, ON: Prince Edward Learning Centre.
- Huegli, V. (2008). *Employment Skills, OLWG Individual Life Skills Unit 19*. LaSalle, QC: Quebec Literacy Working Group.

Students are responsible for the following materials:

- Attire appropriate for a job interview.
- 3 ring binder, pens, paper, book bag.
- Calendar, schedule or smart phone to keep track of appointments and commitments.
- Meals, snacks, water.

Support is available to students who may have trouble obtaining these items.

# EVALUATION PLAN

## ETP 022 EFFECTIVE JOB SEARCH SKILLS - FALL SEMESTER 2016

COURSE EVALUATION METHODS								
1. Dynamic Evaluation:						20%		
2. Workbook						20%		
3. Job Search Plan and Log						20%		
4. Informational interview report						20%		
5. Student self-evaluation and peer assessed rationale						15%		
6. Mock Interview						5%		
COURSE OUTCOMES			EVALUATION METHODS					
Progress in the outcomes outlined below will be measured using the indicated evaluation methods.			1	2	3	4	5	6
1.	Identify potential employment opportunities related to one's employment specialization		✓	✓	✓	✓	✓	✓
2.	Apply job search skills to start and maintain a job search.		✓	✓	✓	✓	✓	✓
3.	Identify employment resources in the community and utilize these if necessary.		✓	✓	✓	✓	✓	✓

GRADE	DESCRIPTION OF GRADES
COM	<b>Complete:</b> The student has met the goals, criteria, or competencies established for this course.
DST	<b>Complete with Distinction:</b> The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course.
NC	<b>Not Complete:</b> The student has not met the goals, criteria, or competencies established for
I	<b>Incomplete:</b> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the
IP	<b>In progress:</b> A temporary grade assigned for courses that, due to design may require a further enrollment in the same course. No more than two IP grades will be assigned for the same course. (For these courses a final grade will be assigned to either the 3rd course attempt or at the point of course completion.)
CW	<b>Compulsory Withdrawal:</b> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or

Students at risk of not completing this course (due to absence or lack of demonstrated progress) should approach the instructor to negotiate a learning contract as early in the course as possible.

Evaluation #1		
<b>Title</b>	<b>Dynamic Evaluation</b>	<b>20%</b>
<b>Description</b>	Demonstrate professionalism and progress in course outcomes through a variety of means including: <ul style="list-style-type: none"> <li>• Ongoing interactions in class</li> <li>• Delivery of assignments</li> <li>• Participation in class discussions</li> <li>• Interactions with other students</li> <li>• Interactions with job search contacts</li> <li>• Conversations with the instructor</li> </ul>	
<b>Specifications</b>	Professionalism is demonstrated through how you conduct yourself. This includes but is not limited to the following: <ul style="list-style-type: none"> <li>• Respect for others</li> <li>• Attitude</li> <li>• Reliability and accountability</li> <li>• Initiative</li> <li>• Personal presentation: attire, hygiene and grooming</li> <li>• Use of appropriate social conventions</li> <li>• Organizational Skills</li> <li>• Use of positive language</li> <li>• Responsibility</li> <li>• Follow through</li> </ul>	
<b>Due Date</b>	There is no due date; however attendance and lateness will impact your performance.	
<b>Late Submissions</b>	Not applicable	

Evaluation #2		
<b>Title</b>	<b>Workbook</b>	<b>20%</b>
<b>Description</b>	Complete all exercises and assignments in your workbook according to your ability. Read and follow the instructions, Seek help when appropriate. Approach the instructor if you need accommodations or support to succeed.	
<b>Specifications</b>	Progress will be assessed weekly and feedback provided. 2 points will be awarded each week for completeness and quality of work (for 10 weeks). Quality will be relative to your literacy level. You are expected to use the feedback given to revise your work and to seek clarification when needed.	
<b>Due Date</b>	Bring your workbook to every class and be prepared to show your progress each week.	
<b>Late Submissions</b>	It is in your interest to stay up to date. If you are away, you may submit your work the following week. If you are away more than one week in a row then arrangements should be made to demonstrate progress in your absence.	

Evaluation #3		
<b>Title</b>	<b>Job Search Plan</b> <b>Job Search Log</b>	<b>10%</b> <b>10%</b>
<b>Description</b>	Create a job search plan that outlines how you will progress in your job search. Keep Track of your job search activities in a job search log. Complete at least one entry each week.	
<b>Specifications</b>	<p>Using SMART goals create a plan to achieve your job search goals. Each goal should be Specific, Measurable, Achievable, Relevant and Time Based.</p> <p>A job search log is for keeping track of your contacts and job search activities. Each entry should have enough information for you to follow. For each entry please include:</p> <ul style="list-style-type: none"> <li>• Date</li> <li>• First and last name of the person you contacted</li> <li>• Phone number and/or email</li> <li>• Contact's job title</li> <li>• Where they work</li> <li>• What you did and what was agreed to.</li> <li>• What you need to do next and when you need to do it</li> </ul>	
<b>Due Date</b>	Job Search Plan is due one week after assigned Job Search Log is due weekly	
<b>Late Submissions</b>	It is in your interest to stay up to date. If you are away, you may submit your work the following week. If you are away more than one week in a row then arrangements should be made to demonstrate progress in your absence.	

Evaluation #4		
<b>Title</b>	<b>Informational Interview</b> <b>Report</b>	<b>10%</b> <b>10%</b>
<b>Description</b>	Plan, arrange and conduct an informational interview. Prepare and present a written or oral report on your experience and what you learned.	
<b>Specifications</b>	<ul style="list-style-type: none"> <li>• Choose a person whom will provide information relevant to your job search.</li> <li>• Prepare a set of appropriate questions</li> <li>• Conduct the interview with professionalism</li> <li>• Be prepared to share about your experience and what you learned.</li> </ul> <p>Include the following:</p> <ul style="list-style-type: none"> <li>○ A description of who you interviewed</li> <li>○ Why you chose this person</li> <li>○ What you learned from the interview</li> <li>○ How was the overall experience?</li> </ul>	
<b>Due Date</b>	TBA	
<b>Late Submissions</b>	Prior to the due date, students may make arrangements with the instructor to submit their reports one week late.	

Evaluation #5		
<b>Title</b>	<b>Self-Evaluation</b> <b>Peer assessment of accuracy #1</b> <b>Peer assessment of accuracy #2</b>	<b>5%</b> <b>5%</b> <b>5%</b>
<b>Description</b>	Students will assess their progress in the course and then peers will judge the accuracy of the student's score.	
<b>Specifications</b>	<ul style="list-style-type: none"> <li>• Students will complete a self-assessment work sheet and give themselves a score out of 5. Then students will explain their reasons for this score to two peers in the class.</li> <li>• Each peer will assess the accuracy of the student's score and provide The student with a score out of 5 for accuracy</li> </ul>	
<b>Due Date</b>	This is an in-class assignment and will be scheduled near the end of the term.	
<b>Late Submissions</b>	No late submissions. Students who are not able to attend on the day of this evaluation must make prior arrangements with the instructor.	

Evaluation #6		
<b>Title</b>	<b>Mock Interview</b>	<b>5%</b>
<b>Description</b>	Students will choose one of three jobs to be interviewed for and prepare to answer common interview questions. Each student will be interviewed by a panel of their peers and will participate on an interview panel for three of their peers.	
<b>Specifications</b>	<ul style="list-style-type: none"> <li>• Students will be prepared by arriving on time and dressing appropriately for their interview and interview panels.</li> <li>• Students will prepare and deliver appropriate answers to the panel's questions.</li> <li>• Students will use appropriate social conventions and niceties.</li> <li>• As panelists, students will greet each interviewee and work with the other panelists to deliver prepared questions.</li> <li>• Students are expected to contribute to a safe learning environment by providing respectful and constructive feedback to their peers.</li> </ul>	
<b>Due Date</b>	TBA near the end of the term	
<b>Late Submissions</b>	No late submissions and no make-up sessions.	