



## SCHOOL OF ACCESS

EMPLOYMENT TRAINING AND PREPARATION

### COURSE OUTLINE

*ETP 022 EFFECTIVE JOB SEARCH SKILLS - FALL SEMESTER 2018*

**Instructor:** Mark Fournier

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

**Office Hours:** Monday 12:00-12:30; Tuesday, Wednesday and Thursday 8:30-9:30 & 3:00-3:30;  
Friday by appointment.

**Telephone:** 250 370-3839

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

### COURSE PURPOSE:

This course helps students to build the knowledge, skills and practices needed to undertake an effective job search. This is done by engaging students in a job search. Students, not currently looking for work will be asked to apply these skills to other aspects of their lives.

### 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 AND PARTICIPATION

Attendance and participation in learning activities is important for learning and student success. Students are expected to arrive on time ready to learn. Students are responsible for all assignments, learning activities and lessons including those delivered during a student's absence. Students should notify the instructor of any absences and make arrangements to catch up on missed content. If arriving late students should minimise disruption to other learners.

## REQUIRED MATERIALS:

Students will be provided a copy of the workbook: Harford, K. (2000). *Finding the Right Job* (2nd Ed.) Picton, ON: Prince Edward Learning Centre. Students are responsible for the following materials:

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

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

## OFFICE HOURS

Please use office hours to get the most out of this course. I am available during these times to support your learning. Come and see me if you need help, have questions or just want to chat. I will do whatever I can to meet your learning needs and to make your learning fun, interesting and relevant.

# EVALUATION PLAN

## ETP 022 EFFECTIVE JOB SEARCH SKILLS - FALL SEMESTER 2018

GRADE	DESCRIPTION OF GRADES
COM 60 points	<b>Complete:</b> The student has met the goals, criteria, or competencies established for this course.
DST 100 points	<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 Less than 60 points	<b>Not Complete:</b> The student has not met the goals, criteria, or competencies established for this course.
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
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,

Dress For Success (2 points each week)	
<b>Description</b>	Each class arrive dressed for a job search activity such as an interview. This exercise is not meant to be a financial burden to any student. Use what you already own; and only make purchases within your means. Expect to receive feedback on your attire and presentation. Use this feedback to make adjustments to your appearance and to inform your future clothing purchases. Provide constructive feedback to your peers.
<b>Specifications</b>	Arrive to each class dressed appropriately for your job search. Invite feedback from your peers and instructors. Use this feedback to make adjustments to your attire for the following week(s). 1 point awarded each week for showing good effort in dressing for your job search and 1 point awarded for inviting feedback.
<b>Due Date</b>	Start of Class each week
<b>Late Submissions</b>	Not accepted.

Job Search Plan (20 points)	
<b>Description</b>	Create a job search plan that outlines the activities you will do to progress in your job search.
<b>Specifications</b>	<ul style="list-style-type: none"> <li>• Clearly state a job search or career goal. (5 points)</li> <li>• Outline several actions to achieve your goal. (5 points each) For each action, outline the following:               <ul style="list-style-type: none"> <li>○ Describe how you will record and measure progress.</li> <li>○ Describe how you will achieve the activity. Include reminders and incentives.</li> <li>○ Describe how the activity is relevant to your career goal.</li> <li>○ Schedule the activity.</li> </ul> </li> </ul>
<b>Due Date</b>	Assignments will be due at the start of class. Date to be announced.
<b>Late Submissions</b>	<b>If you are having trouble with your assignment, come see me as soon as possible.</b> All late assignments must be submitted by Monday November 26, 2018

Job Search Log (2 points each entry)	
<b>Description</b>	<p>A job search log is for keeping track of your contacts and job search activities. Each entry Should include:</p> <ul style="list-style-type: none"> <li>• Date and time of activity</li> <li>• Full name, job title and company of the person you contacted.</li> <li>• Contact information of person: phone number and/or email</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>Specifications</b>	Keep Track of your job search activities in a job search log. Complete at least one entry each week. (2 points for each complete entry)
<b>Due Date</b>	Show your entries weekly during class and office hours.
<b>Late Submissions</b>	<b>If you are having trouble with your assignment, come see me as soon as possible.</b> All entries must be submitted by Monday November 26, 2018

Information and Informational Interviews (10 points each)	
<b>Description</b>	An informational interview gathers information about work in a particular area. These interviews are meant to help you decide the type of work you would like to do or try. Information interviews gather information about particular positions and job openings. These interviews will help you grow your network and find jobs. While information and informational interviews are different things both can happen at the same meeting. Be prepared, ready and flexible.
<b>Specifications</b>	<p>Conduct at least two information or informational interviews</p> <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 (see workbook and handout)</li> <li>• Conduct the interview with professionalism</li> <li>• Prepare and present an oral report including the following elements: <ul style="list-style-type: none"> <li>○ A description of who you interviewed</li> <li>○ The reasons why you chose this person</li> <li>○ The questions that you asked.</li> <li>○ What you learned from the interview</li> <li>○ What you will do to put this learning to use</li> <li>○ What you will do to follow up with the person.</li> </ul> </li> </ul>
<b>Due Date</b>	TBA
<b>Late Submissions</b>	<b>If you are having trouble with your assignment, come see me as soon as possible.</b> All late assignments must be submitted by Monday November 26, 2018

Benefit Statement (5 points each)	
<b>Description</b>	<p>A benefit statement is a short statement that you can use to introduce yourself to potential employers and job search allies. A benefit statement should include the following elements:</p> <ul style="list-style-type: none"> <li>• Introduction including your full name</li> <li>• One to three sentences describing how you can benefit an employer.</li> <li>• One sentence to make a clear, specific and appropriate request.</li> </ul>
<b>Specifications</b>	<p>Create a specific benefit statement for each context, situation or request. Use the following process:</p> <ol style="list-style-type: none"> <li>1. Create a draft benefit statement.</li> <li>2. Try it and get feedback</li> <li>3. Make revisions</li> <li>4. Submit statement for feedback and review</li> <li>5. Make revisions and resubmit if needed.</li> </ol> <p>Create at least two different benefit statements (5 points each)</p>
<b>Due Date</b>	TBA
<b>Late Submissions</b>	<b>If you are having trouble with your assignment, come see me as soon as possible.</b> All assignments must be submitted by Monday November 26, 2018

## Learning Reflection (5 points each)

<b>Title</b>	<b>Learning Reflection</b>	<b>5 points each</b>
<b>Description</b>	Students will reflect on key learning activities in this course.	
<b>Specifications</b>	Submit at least two learning reflections including the following elements: <ul style="list-style-type: none"> <li>• Name the activity and describe it.</li> <li>• Discuss what you learned from this activity.</li> <li>• Outline how this learning is relevant to your job search.</li> <li>• Describe a way you could put this learning into action.</li> </ul> Reports can be written, recorded using audio and video or delivered live in person	
<b>Due Date</b>	TBA	
<b>Late Submissions</b>	<b>If you are having trouble with your assignment, come see me as soon as possible.</b> All assignments must be submitted by Monday November 26, 2018	

## Mock Interview (10 points)

<b>Description</b>	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 arrive on time and dress appropriately for their interview and for their contribution to 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 protocols.</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.