

Course Outline

School:	Eng. Tech. & Applied Science
Department:	Information and Communication Engineering Technology (ICET)
Course Title:	Employment Skills I
Course Code:	EMPS 101
Course Hours/Credits:	14
Prerequisites:	COMM 170, COMM 171
Co-requisites:	N/A
Eligible for Prior Learning, Assessment and Recognition:	N/A
Originated by:	Mohamed Khan, Sherene Shaw
Creation Date:	Summer 2014
Revised by:	Tom Fung
Revision Date:	Fall 2015
Current Semester:	Fall 2015
Approved by:	<i>p pesikan</i> <i>11 c/o</i>

Chairperson/Dean

Students are expected to review and understand all areas of the course outline.

Retain this course outline for future transfer credit applications. A fee may be charged for additional copies.

This course outline is available in alternative formats upon request.

Course Description

In Employment Skills 1 students will learn the ability to seek career opportunities and effectively market their knowledge, skills and abilities tailored to these opportunities. Students will identify and catalog work and/or voluntary experience, education and skills as employable assets and leverage these to obtain suitable employment that is consistent with their career plans and goals. This is accomplished by the following strategies:

- a) Prepare a Curriculum Vitae (CV)/Resume based on job-research relevant to students' respective programs.
- b) Use of Social media
- c) Prepare a career portfolio.
- d) Attend a simulated/mock job interview scenario.
- e) Active assistance of Centennial College Career Services

Course Learning Outcomes

The student will reliably demonstrate the ability to:

1. Demonstrate skills in talking about work history as it relates to new career objective and the reasons for being drawn to this new occupation/industry.
2. Apply active input from Centennial College Career Services Center to increase awareness of the many resources the college has to offer that may help in achieving educational and vocational goals – this may include a review of program and courses.
3. Investigate jobs within industry for potential advancement and identify qualifications including both education and experience.
4. Research and identify several potential employers.
 - GCE Component for each group: Within the chosen company, research its mission, vision and/or corporate social responsibility (CSR) statement(s). Critically reflect and analyze if their statements align with your own values, ideals and concepts as a potential employer.
5. Create a detailed plan to meet educational and career goals drawing from work history, education, transferable skills as well as identifying skill gaps with long term and short term plans.
6. Demonstrate the use of the internet (social media) and other methods to enhance networking, seek opportunities and gather information to aid in career advancement
7. Develop a Personal Information Menu and personal self-assessment inventory.
8. Identify differences between chronological and functional resume writing and write a resume to target a specific job.
9. Write effective cover letters that market unique skills and experience as it relates to specific job.
10. Practice developing and answering common interview questions with a focus on demonstrating skills and personal experiences that portray a professional, confident and positive outlook.
11. Write effective business initial and follow-up emails with clear guidelines when communicating with employers.

Essential Employability Skills (EES)

The student will reliably demonstrate the ability to*:

1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.

2. Respond to written, spoken, or visual messages in a manner that ensures effective communication.
4. Apply a systematic approach to solve problems.
5. Use a variety of thinking skills to anticipate and solve problems.
6. Locate, select, organize, and document information using appropriate technology and information systems.
7. Analyze, evaluate, and apply relevant information from a variety of sources.
8. Show respect for diverse opinions, values belief systems, and contributions of others.
9. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.
10. Manage the use of time and other resources to complete projects.
11. Take responsibility for one's own actions, decisions, and consequences.

**There are 11 Essential Employability Skills outcomes as per the Ministry Program Standard. Of these 11 outcomes, the following will be assessed in this course.*

Global Citizenship and Equity (GC&E) Outcomes

The student will reliably demonstrate the ability to*:

1. Identify one's roles and responsibilities as a global citizen in personal and professional life.
2. Identify beliefs, values and behaviours that form individual and community identities and the basis for respectful relationships.
3. Analyze issues of equity at the personal, professional, and global level.
5. Identify and challenge unjust practices in local and global systems.

**There are 6 institutional Global Citizenship & Equity outcomes. Of these 6 outcomes, the following will be assessed in this course.*

Methods of Instruction

Classroom environment using lectures, workshops, internet and visiting speakers

Text and other Instructional/Learning Materials

Online Resource(s):

Handouts will be provided and available in e-Centennial and coaching in the use of the internet as a research tool.

Classroom and Equipment Requirements

Access to Wi-Fi in the classroom

Evaluation Scheme

- ⇨ Career Portfolio Assignment: Gather personal and professional data and present in a formal document
- ⇨ Resume and Cover Letter Assignment: Compile and prepare Resume and Cover Letter documents
- ⇨ Industry Research Group Project (Includes GC&E Assignment 2%): The use of group learning and teamwork to do research and discover Global Citizenship initiatives
- ⇨ Job Information Interview Assignment: Practice networking and cold calling skills
- ⇨ Simulated Job Interview: Real live job interview with professor to assess interview skills
- ⇨ Interview Questions: Prepare probable personal interview questions and answers document
- ⇨ In-Class Participation: Assess attendance and in class activity

Evaluation Name	CLO(s)	EES Outcome(s)	GCE Outcome(s)	Weight/100
Career Portfolio Assignment	2, 5, 6, 7	4, 6, 7, 10		15
Resume and Cover Letter Assignment	3, 5, 8, 9	1, 2, 6, 7, 10		20
Industry Research Group Project (Includes GC&E Assignment 2%)	2, 3, 4, 6	1, 2, 4, 6, 7, 8, 9, 10	1, 2, 3, 5	15
Job Information Interview Assignment	1, 3, 5, 6, 11	1, 2, 7, 8, 9		10
Simulated Job Interview	1, 10, 11	1, 2, 4, 5, 7, 11	1, 2	25
Interview Questions	1, 5, 10	1, 2, 5, 7		5
In-Class Participation	1	1, 2, 8, 9, 10		10
Total				100%

If students are unable to write a test they should immediately contact their professor or program Chair for advice. In exceptional and well documented circumstances (e.g. unforeseen family problems, serious illness, or death of a close family member), students may be able to write a make-up test.

All submitted work may be reviewed for authenticity and originality utilizing Turnitin®. Students who do not wish to have their work submitted to Turnitin® must, by the end of the second week of class, communicate this in writing to the instructor and make mutually agreeable alternate arrangements.

When writing tests, students must be able to produce official College photo identification or they may be refused the right to take the test or test results will be void.

Student Accommodation

It is College Policy to provide accommodation based on grounds defined in the Ontario Human Rights Code. Accommodation may include modifications to standard practices. Students with disabilities who require academic accommodations must register with the Centre for Students with Disabilities. Students requiring accommodation based on other human rights grounds should talk with their professors as early as possible. Please see the Student Accommodation Policy.

Use of Dictionaries

- Any dictionary (hard copy or electronic) may be used in regular class work.
- Dictionary use is not permitted in test or examination settings.

Program or School Policies

N/A

Course Policies

NA

College Policies

Students should familiarize themselves with all College Policies that cover academic matters and student conduct.

All students and employees have the right to study and work in an environment that is free from discrimination and harassment and promotes respect and equity. Centennial policies ensure all incidents of harassment, discrimination, bullying and violence will be addressed and responded to accordingly.

Academic honesty is integral to the learning process and a necessary ingredient of academic integrity. Academic dishonesty includes cheating, plagiarism, and impersonation. All of these occur when the work of others is presented by a student as their own and/or without citing sources of information. Breaches of academic honesty may result in a failing grade on the assignment/course, suspension or expulsion from the college.

For more information on these and other policies, please visit www.centennialcollege.ca/about-centennial/college-overview/college-policies.

Students enrolled in a joint or collaborative program are subject to the partner institution's academic policies.

PLAR Process

This course is deemed to be an essential training tool to prepare students to secure employment in their field and to develop their skills through hands-on practice.

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Topical Outline (subject to change):

Week	Topics	Readings/Materials	Weekly Learning Outcome(s)	Instructional Strategies	Evaluation Name	Evaluation Date
1-2	Introduction to the Job Search Process -personal self-assessment inventory -personal discovery	Handouts provided Copy of Assignment available (See e-Centennial) Do preparation of your PIM and come ready to do in-class workshop (Wk 2. Bring your laptop to class or a hard copy of the document)	Discuss: -review course outline and course requirements –course overview -discuss Job Search Process -5 steps -discuss self-assessment, personality, values, and priorities -self-determine your areas of interest -assess personal skill sets –complete personal self-assessment –SWOT, (strengths/weaknesses, education, work experience, accomplishments, interests, personality traits, volunteer experience, etc) -discuss personal responsibilities and initiatives as a global citizen in your personal and professional development -compile and complete student Personal Information Menu (PIM)	-teacher-led instructions and class discussion re: self-assessment -class work of self-assessment inventory -personal student reflection on self-assessment, values, priorities, etc. -Conduct an in-class workshop where each student will complete his/her Personal Assessment Profile	-assign: Career Portfolio assignment (15%) (assigned in Week 2)	
3	Career Portfolio	Handouts provided Copies of: 1. Assignment 2. Sample Career Portfolio are available in e-Centennial	Compile: -discuss and review aspects of a career portfolio: -what is a career portfolio? -what are the benefits/disadvantages of a career portfolio? -what's required in a career portfolio? -students create and assembly a personal career portfolio -compile personal information for your career portfolio, resume, cover letter, samples of work, etc -importance of a reference list -acquire references and letters of recommendation	-teacher-led discussions with class -career portfolio and reference list planning exercise - Review Sample Portfolio -determine Groups (4-5) for the Industry Research Group Project Assignment	assign: Resume and Cover Letter assignment (20%)	
4-5	Job Hunt Tools & Documents -compilation of job Hunt tools -resume and cover letter, reference list, career portfolio, -other letters	Handouts provided in eCentennial 1. Copy of Resume & Cover Letter (CL) Assignment 2. Sample Resume & CL 3. CL workshop guidelines	Compile:-understand the purpose of job hunt tools/documents (resume, cover letter, career portfolio, reference list, thank you letters, etc) letters of recommendation, etc) -review different types of resumes (chronological vs. skills/functional types) -discuss resume checklist -outline resume components -compile personal information for your resume -create and complete a marketable personal	-in class discussion and class exercises -review Resume and Cover Letter guidelines -individual reflection Career Services visit to the classroom	Due: Career Portfolio assignment (15%) (Due Week 5) -assign: Industry Research Group Project	

Week	Topics	Readings/Materials	Weekly Learning Outcome(s)	Instructional Strategies	Evaluation Name	Evaluation Date
		4. Resume Workshop guidelines 5. Decision Matrix Inputs from Career Services - View slides	resume and cover letter -review application forms, and other letters needed		assignment – includes GC & E Assignment (15%) (assigned Week 4) -assign: Job Information Interview Assignment (10%) (assigned Week 5)	
6	External Research -Assess/Evaluate your Career Options Develop your career choices	Handouts	Discuss: importance of External Research discuss and review the benefits of career planning -review areas of your career path -examine options for making your career choices a reality -evaluate the importance of researching your career industry and industry trends -identify sources of career and networking options -review corporate and personal global citizenship impacts	-class discussions about career options and industry research -students work in their groups for Group Industry Research Project		
7	Job Search Strategies -where to effectively job-hunt -Networking -Create your own job -Job search tracking methods -Information Interviews	Handouts	Review: -review variety of job search strategies -identify methods to approach potential employers (information interviews, cold calls, etc) -review cold-calls strategies -evaluate the importance of networking as a job strategy –discuss types of networking -develop list of personal contacts and networking opportunities -discuss values of personal identity and community involvement as networking strategies - Applied knowledge of using social media as a tool	-class discussion -class participation and in-class activity to develop list of networking contacts -group work on group project research - Use the Internet as a Job Search tool - Create Profiles in targeted web sites	Due: Resume and Cover Letter assignment (20%)	
8	The Job Interview Process –Preparation	Handouts provided	Discuss: -review the purpose of the job interview	-teacher-led class discussion	assign: Simulated Job	

Week	Topics	Readings/Materials	Weekly Learning Outcome(s)	Instructional Strategies	Evaluation Name	Evaluation Date
		Copy of Assignment available (See e-Centennial) Elevator speech handout	-understand different stages of the interview process -discuss and understand the different types of interviews and interview questions -discuss interview strategies -discuss what employers are looking for in the interview -preparing for the interview - Create elevator speech	- In class review of elevator speech	Interview assignment (25%) -assign: Interview Questions assignment (5%)	
9	Effectively Answering Job Interview Questions/How to Succeed in your job interview (group presentations)	Handouts	Practice: -assess the impact of body language and interpersonal skills during the interview -describe and review job interview preparation steps -discuss and understand the purpose and importance of job interview questions -review frequently asked interview questions -develop answers for interview questions list -discuss the importance of interview follow-up and writing thank you letters -practice and master answering interview questions	-in-class discussion and participation activity -group work to develop answers to interview questions -roll-play interview exercises -in-class group presentations of Industry Research Group Project	Due: Industry Research Group Project (15%) Due: in-class group presentations of Industry Research Group Project assignment	
10	Job Retention -How to Effectively Keep your Job	Handouts	Discuss: -discuss and review strategies for job retention -outline long-term tips to succeed in the corporate world -discuss and review roles, responsibilities, and initiatives as a global citizen in your personal and professional development -Identify values and behaviours that form individual, community, and corporate connections that is the basis for respectful relationships. -create your personal professional development plan	-in class discussion -in-class activity and participation -create your personal professional development plan		
11-13	Simulated Job Interview	Handouts	Perform: -Instructor meets with students individually to conduct simulated job interviews in job interview setting, and to discuss final resume etc -evaluation of students' responses to prepared and random interview questions in an interview setting	-one-on-one simulated job interview with each student	Due: Simulated Job Interviews (25%) Due: Interview Questions (5%)	

Week	Topics	Readings/Materials	Weekly Learning Outcome(s)	Instructional Strategies	Evaluation Name	Evaluation Date
					(Each student provides at time of interview)	
14	Wrap-up Class –Summary	NA	Review: review overall Employment Skills course concepts, Job Search strategies, and Job Hunt tools -review job interview techniques & interview questions	-teacher-led class discussion		