

# Course Outline

---

School:	Eng. Tech. & Applied Science
Department:	Information and Communication Engineering Technology (ICET)
Course Title:	Employment Skills II
Course Code:	EMPS 102
Course Hours/Credits:	28
Prerequisites:	COMM 170, COMM 171, ENGL 170, ENGL 171
Co-requisites:	N/A
Eligible for Prior Learning, Assessment and Recognition:	N/A
Originated by:	"Sherene Shaw", "Mohamed Khan"
Creation Date:	Summer 2014
Revised by:	Tom Fung
Revision Date:	Fall 2018
Current Semester:	Fall 2021
Approved by:	<i>p pesikan</i> <i>1 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.*

## Acknowledgement of Traditional Lands

Centennial is proud to be a part of a rich history of education in this province and in this city. We acknowledge that we are on the treaty lands and territory of the Mississaugas of the Credit First Nation and pay tribute to their legacy and the legacy of all First Peoples of Canada, as we strengthen ties with the communities we serve and build the future through learning and through our graduates. Today the traditional meeting place of Toronto is still home to many Indigenous People from across Turtle Island and we are grateful to have the opportunity to work in the communities that have grown in the treaty lands of the Mississaugas. We acknowledge that we are all treaty people and accept our responsibility to honor all our relations.

## Course Description

In Employment Skills 2 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 objectives and the reasons for being drawn to 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. Through group work, acquire the ability to research companies with career opportunities that align to education, abilities and experience. This research also includes:
  - 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.
  - . Demonstrate the use of the internet (social media) and other methods to enhance networking, seek opportunities and gather information to aid in career development
4. Create a detailed plan to meet educational and career goals drawing from work history, education, and transferable skills as well as identifying skill gaps with long and short term plans.
5. Obtain a personal networking list of people who might be willing and able to help in accessing information as well as key people in their industry.
6. Develop a Personal Information Menu with a self-assessment inventory and incorporate it into a final Career Portfolio.

7. Identify differences between chronological and functional resume-writing, and write targeted Cover Letters and Resumes highlighting skills, abilities and experience as it relates to a specific job.
8. Acquire effective job interview preparation techniques and interview practice through practical simulation and follow-up feedback that includes:
  - In-class practice interviews using role-play
  - Simulated one-on-one interview with the course lead
  - Demonstrate skill in business communication
  - Practice answering common interview questions
9. Participate in the use of the internet (social media) and other methods to enhance networking, seek opportunities and gather information to aid in career advancement

## 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.
6. Support personal and social responsibility initiatives at the local, national or global level.

*\*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 a visit from the Centennial's Career Services

## Text and other Instructional/Learning Materials

**Text Book(s):**

NA

### Online Resource(s):

Handouts will be provided 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: 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: The use of group learning and teamwork to do research and discover Global Citizenship initiatives
- ✦ In-class Interview Preparation Assignments: Use of in-class individual and group activities to enhance interview skills
- ✦ Online Network Assignment: Practice networking and cold calling skills  
Explore the assistance Centennial' Career Services have to offer
- ✦ Simulated Job Interview: Real live job interview with professor to assess interview skills
- ✦ Interview 50+ Questions: Prepare probable personal interview questions and answers document
- ✦ Participation: Assess attendance and in class activity

Evaluation Name	CLO(s)	EES Outcome(s)	GCE Outcome(s)	Weight/100
Career Portfolio	2, 4, 6, 9	4, 6, 7, 10		15
Resume and Cover Letter Assignment	4, 6, 7	1, 2, 6, 7, 10		20
Industry Research Group Project	2, 3, 9	1, 2, 4, 6, 7, 8, 9, 10	1, 2, 3, 5, 6	10
In-class Interview Preparation Assignments	1, 8	1, 2, 5, 9, 11	1	10
Online Network Assignment	1, 2, 4, 5, 9	1, 2, 7, 8, 9		5
Simulated Job Interview	1, 8	1, 2, 4, 5, 7, 8, 11	1, 2	20
Interview 50+ Questions	1, 6, 8	1, 2, 5, 7		10
Participation	1	1, 2, 8, 9, 10		10
<b>Total</b>				<b>100%</b>

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 Centennial College photo identification or they may be refused the right to take the test or test results will be void.

Tests or assignments conducted remotely may require the use of online proctoring technology where the

student's identification is verified and their activity is monitored and/or recorded, both audibly and visually through remote access to the student's computer and web camera. Students must communicate in writing to the instructor as soon as possible and prior to the test or assignment due date if they require an alternate assessment format to explore mutually agreeable alternatives.

## Student Accommodation

The Centre for Accessible Learning and Counselling Services (CALCS) (<http://centennialcollege.ca/calcs>) provides programs and services which empower students in meeting their wellness goals, accommodation and disability-related needs. Our team of professional psychotherapists, social workers, educators, and staff offer brief, solution-focused psychotherapy, accommodation planning, health and wellness education, group counselling, psycho-educational workshops, adaptive technology, and peer support. Walk in for your first intake session at one of our service locations (Ashtonbee Room L1-04, Morningside Room 190, Progress Room C1-03, The Story Arts Centre Room 285, Downsview Room 105) or contact us at [calcs@centennialcollege.ca](mailto:calcs@centennialcollege.ca), 416-289-5000 ext. 3850 to learn more about accessing CALCS services.

## Use of Dictionaries

- Any dictionary (hard copy or electronic) may be used in regular class work.
- English-Additional Language (e.g. English-Chinese) or Additional Language-English (e.g. Russian-English) dictionaries may be used in regular class work.

## 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

Academic honesty is integral to the learning process and a necessary ingredient of academic integrity. Forms of academic dishonesty include cheating, plagiarism, and impersonation, among others. Breaches of academic honesty may result in a failing grade on the assignment or course, suspension, or expulsion from the college. Students are bound to the College's AC100-11 Academic Honesty and Plagiarism policy.

To learn more, please visit the Libraries information page about Academic Integrity <https://libraryguides.centennialcollege.ca/academicintegrity> and review Centennial College's Academic Honesty Module: [https://myappform.centennialcollege.ca/centennial/articulate/Centennial\\_College\\_Academic\\_Integrity\\_Module\\_%202/story.html](https://myappform.centennialcollege.ca/centennial/articulate/Centennial_College_Academic_Integrity_Module_%202/story.html)

### Use of Lecture/Course Materials

Materials used in Centennial College courses are subject to Intellectual Property and Copyright protection, and as such cannot be used and posted for public dissemination without prior permission from the original creator or copyright holder (e.g., student/professor/the College/or third-party source). This includes class/lecture recordings, course materials, and third-party copyright-protected materials (such as images, book chapters and articles). Copyright protections are automatic once an original work is created, and applies whether or not a copyright statement appears on the material. Students and employees are bound by College policies, including AC100-22 Intellectual Property, and SL100-02 Student Code of Conduct, and any student or employee found to be using or posting course materials or recordings for public dissemination without permission and/or inappropriately is in breach of these policies and may be sanctioned.

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

**This course outline and its associated weekly topical(s) may not be reproduced, in whole or in part, without the prior permission of Centennial College.**

Semester:	Fall 2021	Professor Name:	See eCentennial course shell
Section Code:	All	Contact Information:	See eCentennial course shell
Meeting Time & Location:	See myCentennial timetable	Office Hours:	See myCentennial timetable
Delivery Method:	Synchronous virtual classes (ODL)	Additional Information:	Students must have a computer with audio/video capability and access to the internet.

### Topical Outline (subject to change):

Week	Topics	Readings/Materials	Weekly Learning Outcome(s)	Instructional Strategies	Evaluation Name and Weight	Evaluation Date
1	Introduction	Week 1: Introduction - Reading material available in eCentennial > Overview > Introduction to the Job Search Process > Summary	Week 1 • Describe what is expected of you in this course • Acquire special accommodations upon formal request • Locate assignment due dates and instructions • Identify the seven steps involved in the job search process	Virtual class-instructor led lecture > Discussion		
2	Perform internal research through self-assessment	Week 2: Self-Assessment - Reading material available in eCentennial > Overview > Conducting Your Self-Assessment and Preparing an Elevator Speech > Summary	• Identify your core attributes, personality and ESE through a formal self-assessment • Create a written self-assessment document • Prepare an "elevator pitch" Inventory	Virtual class-instructor led lecture > Discussion > Self Assessment workshop > Add Self Assessment to Career Portfolio Assignment due Week 5		
3	Creating a Career Portfolio	Week 3: Creating a Career Portfolio - Reading material available in eCentennial > Overview > What is a Career Portfolio and Why do I need one?	• Define "career portfolio" and outline its contents • Describe the purpose of a career portfolio • Compile and create a career portfolio	Virtual class-instructor led lecture > Discussion > Career Portfolio workshop > Identify teams on the Group Research Project > Career Portfolio		

Week	Topics	Readings/Materials	Weekly Learning Outcome(s)	Instructional Strategies	Evaluation Name and Weight	Evaluation Date
		> Summary		assignment due Week 5 > Include Self Assessment in the Career Portfolio.		
4	Writing Effective Cover Letters	Week 4: Writing Effective Cover Letters - Reading material available in eCentennial > Overview > Writing Effective Cover Letters > Summary	<ul style="list-style-type: none"> <li>Describe the purpose of a cover letter</li> <li>Identify important components of a cover letter</li> <li>Create a cover letter targeted to a specific company and job posting</li> </ul>	Virtual class-instructor led lecture > Discussion > Cover Letter workshop > Conduct breakout virtual team sessions (ZOOM)		
5	Creating Targeted Resumes	Week 5: Creating Targeted Resumes - Reading material available in eCentennial > Overview > Resume Purpose and Types > Creating Targeted Resumes > Summary	<ul style="list-style-type: none"> <li>Describe the purpose of a resume</li> <li>Identify important components of a resume</li> <li>List different resume types (e.g., chronological, functional) and the advantages and disadvantages of each</li> <li>Create a resume targeted to a specific company and job posting</li> </ul>	Virtual class-instructor led lecture > Discussion > Resume workshop > Conduct breakout virtual team sessions (ZOOM) > Resume and Cover Letter Assignment due Week 7	Career Portfolio + Self Assessment Assignment (15%)	Week 5
6	Researching Careers and Employers	Week 6: Researching Careers and Employers - Reading material available in eCentennial > Overview > Researching Careers and Employers > Summary	<ul style="list-style-type: none"> <li>Identify the purpose and explain the importance of conducting industry research</li> <li>Identify the mission, vision, and global citizenship profile of specific companies of interest using company sources</li> <li>Create an industry research document</li> <li>Interpret research data and present the key points</li> </ul>	Virtual class-instructor led lecture > Discussion > Industry Group Research workshop > Conduct breakout virtual team sessions (ZOOM)	In Class assignment: Elevator speech(3%)	Week 6
7	Job Search Strategies	Week 7: Job Search Strategies - Reading material available in eCentennial > Overview > Job Search	<ul style="list-style-type: none"> <li>Identify various job search strategies</li> <li>Recognize the importance of networking</li> <li>Create your personal social media profile and use it effectively to network with others in the industry</li> <li>Attend events (e.g., job fairs) to meet with</li> </ul>	Virtual class-instructor led lecture > Discussion > Conduct breakout virtual team sessions (ZOOM)	Due: Resume and Cover Letter Assignment (20%)	Week 7



Week	Topics	Readings/Materials	Weekly Learning Outcome(s)	Instructional Strategies	Evaluation Name and Weight	Evaluation Date
		Strategies > Summary	those doing the hiring in the industry • Use cold calls as an effective tool to secure job opportunities	> Industry Group Research Assignment due Week 9		
8	Preparing for a Job Interview	Week 8: Preparing for a Job Interview - Reading material available in eCentennial > Overview > Preparing for a Job Interview > Summary	<ul style="list-style-type: none"> <li>• Identify the purpose of a job interview and what the employer aims to accomplish</li> <li>• Identify the steps in the interview process</li> <li>• Identify the purpose of different types of interview questions and how to anticipate and prepare for them</li> <li>• Develop and practice giving answers to common interview questions</li> <li>• Prepare yourself mentally for job interviews by thoroughly researching the company, position, and interviewers</li> </ul>	Virtual class-instructor led lecture > Discussion > Conduct breakout virtual team sessions (ZOOM) > On line Networking Assignment due Week 10		
9 - 10	Group Research Presentations  Succeeding in a Job Interview	Week 9: Group Research Presentations Week 10: Succeeding in a Job Interview - Reading material available in eCentennial > Overview > Succeeding in a Job Interview > Summary	<ul style="list-style-type: none"> <li>• Create a positive first impression</li> <li>• Interpret and use non-verbal communication effectively</li> <li>• Deliver a confident and convincing performance during a face-to-face job interview</li> <li>• Respond effectively to different types of interview questions</li> <li>• Follow up appropriately after the interview with a thank you note</li> </ul>	Virtual class-instructor led lecture > Discussion > Student pairing and mock interviews > 50 Interview Questions Assignment due Week 11 > Simulated Job Interviews due weeks 11 - 13	Due: Industry Research Group Project Assignment (10%)  In Class student mock interviews (4%)	Week 9
11 - 13	Simulated Job Interview	NA	Assess student ability to perform a face to face Job Interview	Synchronous (virtual) face to face job interviews with the professor	Due: Week 10: On line Network Assignment (5%) Week 11: 50 Interview Questions Assignment (10%)  Simulated Job Interviews (20%) > Self	Week 11, 12 & 13

Week	Topics	Readings/Materials	Weekly Learning Outcome(s)	Instructional Strategies	Evaluation Name and Weight	Evaluation Date
					Evaluation (3%)(wk 13)	
14	Staying Employed	Week 13: Staying Employed - Reading material available in eCentennial > Overview > Staying Employed > Summary	<ul style="list-style-type: none"> <li>• Build and maintain effective working relationships</li> <li>• Show adherence to company rules and ethics</li> <li>• Build an image of trust and integrity</li> <li>• Create a personal professional development</li> </ul>	Virtual class-instructor led lecture > Discussion > Student Self Evaluation Assignment > Professor compiles the Participation assessment	Participation (10%)	Week 14