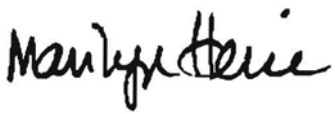


# Course Outline

---

|  |  |
|--|--|
| School:  | Community and Health Studies   |
| Department:  | Community Services   |
| Course Title:  | Personal Management 2: Preparing for Employment/Career                               |
| Course Code:   | CJSP 213   |
| Course Hours/Credits:                                    | 42   |
| Prerequisites:   | N/A  |
| Co-requisites:   | N/A  |
| Eligible for Prior Learning, Assessment and Recognition: | Yes  |
| Originated by:   | Judy Hermann   |
| Creation Date:   | Winter 2005  |
| Revised by:  | Judy Hermann   |
| Revision Date:   | Summer 2014  |
| Current Semester:  | Fall 2015  |
| Approved by:   |  |

---

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

This course is designed to enhance the student's job readiness and professionalism post-graduation. It will focus on developing skills required to obtain employment, enhance job performance, improve employee relationships, promote team building, career and personal development planning, and create and maintain a positive work environment.

## Program Outcomes

Successful completion of this and other courses in the program culminates in the achievement of the Vocational Learning Outcomes (program outcomes) set by the Ministry of Training, Colleges and Universities in the Program Standard. The VLOs express the learning a student must reliably demonstrate before graduation. To ensure a meaningful learning experience and to better understand how this course and program prepare graduates for success, students are encouraged to review the Program Standard by visiting <http://www.tcu.gov.on.ca/pepg/audiences/colleges/progstan/>. For apprenticeship-based programs, visit <http://www.collegeoftrades.ca/training-standards>.

## Course Learning Outcomes

The student will reliably demonstrate the ability to:

1. Customize a cover letter, resume and professional portfolio that adheres to the specific requirement of an actual field related job.
2. Illustrate professional communication verbally, non-verbally and in writing in order to support and enhance teamwork.
3. Discuss and practice ethical behaviour in the workplace.
4. Explore work place related legislation and analyze anti-discriminatory policies in the workplace.
5. Practice skills that will enhance job search strategies.
6. Practice and participate in creating a healthy work place environment and relationships within.

## 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.
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.
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

N/A

## Text and other Instructional/Learning Materials

N/A

## Evaluation Scheme

- ⇨ Test 1: Test
- ⇨ Cover Letter & Resume: Assignment
- ⇨ ePortfolio: Completed Portfolio
- ⇨ Test 2: Test
- ⇨ Mock Panel Interviews: Interviews

| Evaluation Name       | CLO(s)     | EES Outcome(s)    | GCE Outcome(s) | Weight/100  |
|-----------------------|------------|-------------------|----------------|-------------|
| Test 1                | 2, 3, 5    | 1, 2, 7, 11       |                | 20          |
| Cover Letter & Resume | 1, 2, 5    | 1, 2, 7, 11       |                | 20          |
| ePortfolio            | 1, 2, 5    | 1, 7              |                | 20          |
| Test 2                | 3, 4, 6    | 1, 2, 7, 8        |                | 20          |
| Mock Panel Interviews | 2, 3, 4, 5 | 1, 2, 7, 8, 9, 11 |                | 20          |
| <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 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

### Community & Justice Services Program Policies & Expectations

### Use of Mobile Devices

As per Centennial College Policy #AC102-30, "Mobile electronic communication devices may be brought into the learning environment and their appropriate use determined in discussion with the professor, instructor or facilitator.

The use of these electronic communication devices in the circumstances listed below, is subject to the approval of the faculty member, instructor or facilitator in the following cases:

During class, in tests, examinations, student presentations and other evaluations;

Devices may be left "on" but are asked to be placed in silent or vibration mode so as not to disrupt the class.

Use of a cell phone or PDA, with a camera or electronic recording capability, or photography may be used in the classroom, laboratory or other learning environment if permitted by the faculty member and individuals."

### **Minimum C Grade**

In this, and all other CJSP core courses, students are required to achieve a minimum of 60% or a "C" grade in order to successfully complete the course and eventually earn their diplomas.

### **CJSP Test Policy**

- No unauthorized materials may be brought into the room where the test is taking place.
- No communication during tests with other students is permitted.
- Faculty reserve the right to assign seating prior to or at any time during the test.
- All mobile communication devices must be turned to vibrate mode or off and must be put out of site prior to the start of the test.
- Students are not permitted to leave the room and return once the test has been handed in to the invigilator.
- All accommodation requests must be discussed with, and approved by, the course professor prior to the start of the test.
- Students have a 30 minute grace period for arriving late. However, it remains at the discretion of the professor/invigilator to allow a late student to enter and begin a test that has already started. Once the first student has completed the test and left the room, no late students will be permitted to enter and write that test.
- Eating during a test is strictly prohibited. Students may bring in a beverage only.
- No headgear may be worn during tests. This includes, but is not limited to, baseball caps, hoodies, head scarves, etc. Religious headgear may be permitted upon prior consultation with the professor/invigilator.
- Dishonest behaviour will not be tolerated. This includes, but is not limited to, cheating, plagiarism, fabrication, misrepresentation, fraudulent behaviour, discussing the test questions with other students, etc.
- If a student is going to miss a test, they must notify the professor of the course prior to the start of the test (on the test date or sooner if there is a known conflict for the student). Notification should be in writing to the professor as soon as possible. A make-up test may be negotiated with the professor for a later date/time, but is entirely at the discretion of that professor.

### **CJSP Assignment Submission and Extension Policy**

All assignments are due on the date indicated on the topical outline of each course in the manner in which the professor indicates. For example,

- the electronic dropbox in eCentennial by the close time indicated in the dropbox
- hardcopy to the professor in person at the beginning of the class, etc.

Students should never assume they can leave an assignment in the assignment dropbox outside of room E2-11 unless they have express permission from the professor to do so. Whenever possible, this permission should be in writing through email. All alternative methods of submission must be pre-approved by the course professor ahead of the due date.

#### Late Submissions

Late assignments, including assignments that may be handed on the due date, but past the time assigned by the professor, will result in a loss of 5% per day up to 3 school days (for a total of 15%). After the 3rd day, the assignment will not be accepted and will be assessed a grade of zero.

#### Requesting an Extension

If a student is unable to submit an assignment on the due date and wishes to request an extension to the deadline, they must discuss the reason for this extension, either in person or by phone, (sending an email advising the professor it will be handed in late is not acceptable and the late submission policy will be applied) at least 48 hours in advance of the due date. If an extension is granted, the date given by the professor is the new due date for that student only. If the assignment that has been granted an extension is submitted past the new due date, it will not be accepted and will be assessed a grade of zero.

Written documentation may be required at the discretion of the professor to support claims of exceptional circumstances, ie., illness, death of a family member, car accident, etc.

## Course Policies

N/A

## 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](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 eligible for Prior Learning Assessment and Recognition (PLAR). PLAR is a process by which course credit may be granted for past learning acquired through work or other life experiences. The PLAR process involves completing an assessment (portfolio, test, assignment, etc.) that reliably demonstrates achievement of the course learning outcomes. Contact the academic school to obtain information on the PLAR process and the required assessment.

**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.**

## Topical Outline (subject to change):

| Week | Topics  | Readings/Materials  | Weekly Learning Outcome(s)  | Instructional Strategies                                       | Evaluation Name                                   | Evaluation Date |
|------|---|---------------------|---|--|---|-----------------|
| 1    | Introduction to Course<br>ePortfolio  | Course Outline      | Discuss skills that enhance employability.<br>Review course expectations.<br>Review and explain assignments.  | Lecture<br>Demonstration of<br>ePortfolio instructions         |   |                 |
| 2    | Professionalism and<br>Positive Attitude<br>Professional Email<br>and Phone Message<br>Communications | Handouts            | Illustrate professional communication<br>approaches in the workplace.   | Lecture and Class<br>Discussion                                |   |                 |
| 3    | Professional Ethics in<br>the Workplace   | Handouts            | Examine unethical behaviours such as<br>inappropriate use of sick days, etc.,<br>professional boundaries with colleagues, and<br>conflicts of interest.<br>Apply a positive attitude and assist in creating<br>a healthy work place environment and<br>relationships. | Lecture<br>Discussion<br>Small Group Activity                  |   |                 |
| 4    | Using Social Media for<br>Job Search and Self-<br>Promotion   | Handouts            | Construct a professional presence on<br>Facebook, LinkedIn, and Twitter   | Lecture<br>Demonstration<br>Possible Guest<br>Presenter        |   |                 |
| 5    | Self-Empowerment<br>Test 1  | Handouts            | Interact in a confident and professional<br>manner with colleagues and other<br>professionals within the Community &<br>Justices Services.<br>Complete Test 1 based on in-class content<br>from weeks 1-5 inclusive.  | Lecture<br>Discussion  | Test 1 20%  |                 |
| 6    | Creating a CJS<br>Specific Cover Letter,<br>Resume and<br>ePortfolio                                  | Handouts            | Complete a career specific professional cover<br>letter and resume.<br>Review and revise ePortfolio.  | Lecture<br>Possible Guest<br>Presenter from Career<br>Services |   |                 |
| 7    | Generational Identities<br>Working as Part of a<br>Team   | Handouts            | Describe the various generational identities<br>and discuss their impact and contribution to<br>the workplace.  | Lecture<br>Discussion<br>Activity                              | Cover Letter &<br>Resume<br>Assignment<br>Due 20% |                 |
| 8    | The Joy of Conflict<br>Burnout in the<br>Workplace  | Handouts            | Explore the origins of conflict and effects of<br>burnout on employees of correctional and<br>community based settings.   | Lecture<br>Discussion  |   |                 |
| 9    | Employment  | Canadian Charter of | Review legislation governing employee rights  | Lecture  | ePortfolio Due                                    |                 |

| Week  | Topics   | Readings/Materials  | Weekly Learning Outcome(s)   | Instructional Strategies  | Evaluation Name                 | Evaluation Date |
|-------|--|---|--|---|---------------------------------|-----------------|
|       | Standards<br>Human Rights<br>Workplace<br>Discrimination &<br>Harassment Policies<br>Unions & Collective<br>Agreements | Rights & Freedoms<br>Employment Standards<br>Act<br>Workplace<br>Discrimination &<br>Harassment Policy<br>OPS Collective<br>Agreement | and responsibilities.<br>Analyze and practice anti-discriminatory<br>behaviour.<br>Discuss the role and responsibilities of unions<br>in the work place.   | Discussion  | 20%                             |                 |
| 10-13 | Preparing for the Job<br>Interview<br>Complete Test 2<br>(Week 10) based on<br>content from weeks 6-<br>9 inclusive)   | Handouts  | Explore different avenues and resources for<br>job search, including social media and other<br>job search websites.<br>Discuss appropriate uses of portfolios in the<br>job application process.<br>Examine different types of interview questions<br>and prepare appropriate and relevant<br>responses. | Lecture<br>Discussion<br>Demonstration  | Test 2 20%                      |                 |
| 14    | Mock Panel Interviews  | N/A   | Practice interviewing skills/strategies before a<br>panel of potential employers from the field of<br>Community & Justice Services.  | Guest panelists will<br>interview students for<br>approximately 10-15<br>minutes and provide<br>immediate feedback. | Mock Panel<br>Interviews<br>20% |                 |