

Pre-placement Assignments

Activity One: Introduction: Student Roles and Responsibilities

Overview

Welcome to Co-op! To begin the course, it is important for you to understand the roles and responsibilities of a Co-op student. These come from The Ministry of Education policy document *Cooperative Education and Other Forms of Experiential Learning, 2000*. They are the same for all students in the province.

Expectations

- Understands the school and placement expectations that they are to achieve in the cooperative education course.

Content

Co-op Student Roles and Responsibilities

The Ministry of Education policy document *Cooperative Education and Other Forms of Experiential Learning, 2000* outlines the following student responsibilities.

A co-op student is expected to:

1. comply with all Training Center rules as to dress, safety codes, work schedule, SOPs.
2. work in a courteous, responsible, and positive social manner and show appropriate initiative.

3. observe and comply with the rules and regulations of the placement and the Training Center, including confidentiality requirements.
4. comply with Training Center attendance policies in both the course and training sessions.
5. submit assignments as required.
6. inform the Platoon/Company/Division/Flight Commander and the cooperative education teacher in advance if they are unable to report to their placements.
7. participate in the development and implementation of their personalized placement learning plans.
8. participate with their Commander and instructors in the assessment of their own performances.
9. complete their course requirements to obtain credits towards the Ontario Secondary School Diploma and complete your summer training.
10. work with Commander and instructors to ensure that problems are dealt with immediately.

Complete the following assignment and submit your work [to your teacher by email or mailbox at the training centre:](#)

Assignment:

Reflection

Examine the list of Course Cadet responsibilities.

1. Rank them in order from those that will be the easiest for you to fulfill to those you think will be the hardest for you to fulfill.
2. Choose the two responsibilities that will be the most difficult for you and give reasons why you think you will struggle with them.
3. Suggest at least two ways you can overcome each of these possible challenges.

Activity Two: Employability Skills

Overview

Employability skills are the skills you need to enter, stay in and progress in the world of work - whether you are self-employed or work on a team. Employability skills are the skills, attitudes, and behaviours that you need to be to participate in today's world of work.

Employability skills can include many different areas: Fundamental Skills, Personal Management Skills and Team Work Skills.

There are a variety of quizzes that you can take to help discover your strengths.

Expectations

- Demonstrate self-assessment skills, and job-readiness skills.

Content

In the past, many people went to school, got a job and remained at the same job until they retired. This is not the case anymore. More than likely you will change jobs several times throughout your life.

Making a career choice can be a very difficult decision. You have probably heard the analogy that you can't get a job without experience, but how are you supposed to get experience without a job.

This activity will give you some career suggestions based on your quiz results.

Take some time to look over the **Employability Skills 2000+**.

It is divided up into three areas: **Fundamental Skills, Personal Management Skills and Teamwork Skills**. Either on the computer screen or from a printout, go through and highlight at least three things under each heading that you feel you are good at.

Employability Skills 2000⁺

Employability Skills 2000⁺

The skills you need to enter, stay in, and progress in the world of work—whether you work on your own or as a part of a team.

These skills can also be applied and used beyond the workplace in a range of daily activities.

Fundamental Skills

The skills needed as a base for further development

You will be better prepared to progress in the world of work when you can:

Communicate

- read and understand information presented in a variety of forms (e.g., words, graphs, charts, diagrams)
- write and speak so others pay attention and understand
- listen and ask questions to understand and appreciate the points of view of others
- share information using a range of information and communications technologies (e.g., voice, e-mail, computers)
- use relevant scientific, technological and mathematical knowledge and skills to explain or clarify ideas

Manage Information

- locate, gather and organize information using appropriate technology and information systems
- access, analyze and apply knowledge and skills from various disciplines (e.g., the arts, languages, science, technology, mathematics, social sciences, and the humanities)

Use Numbers

- decide what needs to be measured or calculated
- observe and record data using appropriate methods, tools and technology
- make estimates and verify calculations

Think & Solve Problems

- assess situations and identify problems
- seek different points of view and evaluate them based on facts
- recognize the human, interpersonal, technical, scientific and mathematical dimensions of a problem
- identify the root cause of a problem
- be creative and innovative in exploring possible solutions
- readily use science, technology and mathematics as ways to think, gain and share knowledge, solve problems and make decisions
- evaluate solutions to make recommendations or decisions
- implement solutions
- check to see if a solution works, and act on opportunities for improvement

Personal Management Skills

The personal skills, attitudes and behaviours that drive one's potential for growth

You will be able to offer yourself greater possibilities for achievement when you can:

Demonstrate Positive Attitudes & Behaviours

- feel good about yourself and be confident
- deal with people, problems and situations with honesty, integrity and personal ethics
- recognize your own and other people's good efforts
- take care of your personal health
- show interest, initiative and effort

Be Responsible

- set goals and priorities balancing work and personal life
- plan and manage time, money and other resources to achieve goals
- assess, weigh and manage risk
- be accountable for your actions and the actions of your group
- be socially responsible and contribute to your community

Be Adaptable

- work independently or as a part of a team
- carry out multiple tasks or projects
- be innovative and resourceful: identify and suggest alternative ways to achieve goals and get the job done
- be open and respond constructively to change
- learn from your mistakes and accept feedback
- cope with uncertainty

Learn Continuously

- be willing to continuously learn and grow
- assess personal strengths and areas for development
- set your own learning goals
- identify and access learning sources and opportunities
- plan for and achieve your learning goals

Work Safely

- be aware of personal and group health and safety practices and procedures, and act in accordance with these

Teamwork Skills

The skills and attributes needed to contribute productively

You will be better prepared to add value to the outcomes of a task, project or team when you can:

Work with Others

- understand and work within the dynamics of a group
- ensure that a team's purpose and objectives are clear
- be flexible: respect, be open to and supportive of the thoughts, opinions and contributions of others in a group
- recognize and respect people's diversity, individual differences and perspectives
- accept and provide feedback in a constructive and considerate manner
- contribute to a team by sharing information and expertise
- lead or support when appropriate, motivating a group for high performance
- understand the role of conflict in a group to reach solutions
- manage and resolve conflict when appropriate

Participate in Projects & Tasks

- plan, design or carry out a project or task from start to finish with well-defined objectives and outcomes
- develop a plan, seek feedback, test, revise and implement
- work to agreed quality standards and specifications
- select and use appropriate tools and technology for a task or project
- adapt to changing requirements and information
- continuously monitor the success of a project or task and identify ways to improve



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Complete the following assignment and submit your work [to your teacher by email or mailbox at the training centre:](#)

Assignment:

Go to forces.ca website and explore careers with the Canadian Armed Forces
<http://forces.ca/en/careers>

REPORT

Select two careers in the Canadian Armed Forces to research. The two jobs chosen cannot be in the same field.

For each career, you need to answer the following questions in a report format (200 words per career):

1. A description of the career
2. List 5 specific duties of the career
3. List the education requirements or opportunity for education with the Canadian Armed Forces
4. The salary of each career.

In the last paragraph, decide which career you would prefer and why?

Activity Three: Job Application

Overview

Typically, when you apply for a job, you will be required to complete a job application. Most employers will also ask you to submit a résumé. An application form that is filled out with care can give a potential employer a good first impression of you.

Expectations

- Complete job applications effectively and without spelling or grammatical errors.

Content

Some helpful hints for completing an application are as follows:

- Use a black or blue pen, never red.
- PRINT neatly.
- Leave no blank spaces; if something doesn't apply to you (e.g., military experience), write N/A (not applicable).
- Where it says, "salary desired" write "open" or "negotiable."
- Be organized and prepared. Most application forms have a reference section. Be prepared to include the names, addresses, and phone numbers of all your past employers.
- When completing a job application, be brief, concise, and accurate with your information.
- Proofread your application and ensure that there are no spelling or grammatical mistakes.
- Try to avoid crossing things out.

Complete the following assignment and submit your work [to your teacher by email or mailbox at the training centre](#):

Assignment:

Fill out the Application Form on next page, based on the career you would be most interested in.

• APPLICATION FOR EMPLOYMENT

Personal

Last Name		First Name			Middle		
Apt. No.	No.	Street	City	Province	Postal Code	Tel. No.	
						()	
Position(s) applied for			Rate of pay expected?			\$ per	
Referred by:							
Are you applying for a full or part time position?					No. of hours:		
Specify the days and hours that you are available during the week.							
How did you learn about our company?							
Are you legally entitled to work in Canada? Yes <input type="checkbox"/> No <input type="checkbox"/>							
Have you ever been convicted of a criminal offence for which a pardon has not been granted? Yes <input type="checkbox"/> No <input type="checkbox"/>							
If hired, on what date will you be available to start working?							

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EMPLOYMENT HISTORY

(LIST IN ORDER OF PRESENT/LAST EMPLOYER)

From/To	Position	Name and Address of Employer	Supervisor's Name	Tel. No.	Duties and Responsibilities	Reason(s) for leaving
/				()		
/				()		
/				()		

Education and Training

School	Address	Highest Grade Completed	Degree, Diploma, Licence, or Certificate
High school			
College/University			
Vocational/Business Or Other			

List any other Professional Designations

Other Special Skills and Training:

Typing/Computer skills (Indicate proficiency in particular software):

Extra-curricular activities, awards, etc.

Personal References

Name	Occupation	Phone No.
		()
		()
		()

The details of this application are true and complete. I understand that if employed, falsified statements on this application shall be considered sufficient cause for dismissal.

Applicant's signature: _____

Date: _____

Activity Four: Résumé

Your résumé is a key part of the job application process. It gives you the opportunity to tell an employer why you should be hired. Both format and content are important aspects of a résumé. To help you prepare an effective résumé you will review the key components of a résumé and learn about different types of résumés. There are several sample résumés you can refer to when preparing your own résumé.

Expectations

Create effective resumes using word-processing software and appropriate vocabulary and conventions.

Content

A résumé is a one or two page portrait of your work-related skills and accomplishments. It is a marketing tool that is used to present yourself and your skills to a prospective employer. Its purpose is to convince the employer that he or she should meet with you for an interview. A résumé alone will not get you a job, but it will increase your chances of getting an interview.

An employer will most likely spend **less than a minute** reading your résumé. For it to be read as quickly and clearly as possible, do **two** things:

1. Tell the employer what you want to do for the company (in the Objective section)
2. Demonstrate that you are the best applicant for the job (in the Summary of Qualifications section)

You must ensure that your résumé clearly sets you apart from the dozens or hundreds of other résumés the employer will see. The best way to do this is to focus on what the employer needs. Imagine you are the employer, and think about the **skills, experiences** and **qualities** that the ideal candidate for this job would possess.

Brainstorm a list of your skills, experiences and accomplishments that match the employer's needs. Consider all areas of your life, not just your employment history when identifying your strengths. This information will be presented in the Summary of Qualifications section of your résumé. The rest of your résumé will contain evidence that supports these statements.

The main sections of a résumé are listed below. They usually appear on a résumé in this order.

1. [Personal Information](#)
2. [Work Objective or Career Goal](#)
3. [Summary of Qualifications/Skills Summary](#)
4. [Education](#)
5. [Work Experience](#)
6. [Awards/Scholarships](#)
7. [Volunteer Experience](#)
8. [Activities and Interests](#)
9. [References](#)

When describing your experience it is important to start each point with a verb. A search of google may give you some really good words to help describe yourself.

Complete the following assignment and submit your work [to your teacher by email or mailbox at the training centre:](#)

Assignment:

Create your own résumé. Base your résumé on one of the careers you feel you are best suited for from activity 2.

Activity Five: Cover Letter

Overview

When you are applying for a job, a cover letter should always accompany your résumé. It serves as an introduction, highlights specific qualifications or objectives you may have for this job. It also exhibits your written communication skills. Every résumé, whether faxed, e-mailed, or hand delivered, must include a cover letter. The cover letter can also include some additional information that is not included in your résumé that specifically matches the job description.

Complete the following assignment and submit your work [to your teacher by email or mailbox at the training centre:](#)

Assignment:

Prepare a letter setting out your reasons for going to camp and your expectations for both yourself and the camp experience. You should list what expectations you have of yourself as well as what things you are looking to learn or what responsibilities you are hoping to acquire.

This should be at least two to three paragraphs.