

GRADUATE INTERNSHIP PLACEMENT WITH THE
SCHOOL OF PHYSICAL EDUCATION AND ATHLETICS
CO-OPERATIVE EDUCATION OFFICE

CENTRE FOR NEWFOUNDLAND STUDIES

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**Graduate Internship Placement
with the School of Physical Education and Athletics
Co-operative Education Office**

by

Tanya Haywood

**An Internship Report submitted to the
School of Graduate Studies
in partial fulfillment of the requirements
for the degree of
Master of Physical Education**

**School of Physical Education and Athletics
Memorial University of Newfoundland**

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Abstract

This report integrates information on three separate components gathered during an internship placement with the School of Physical Education and Athletics Co-operative Education Office. Section One is an overview of Physical Education student work term placements from 1993 to 1995. Specific areas of interest include, employer characteristics such as classification, i.e., not for profit, private, government, etc., student pay rates and job descriptions, and the effects of funding on job placement. This information can be found in Section I - Research Component and Appendices A, B, and C of this document. Section Two involved a practical teaching component in which the author assisted in the leading of Professional Development Seminars for the class of 1999 and the Debriefing sessions for the class of 1997. This information can be found in Section II - Teaching Component of this document. Section Three discusses the development of a student handbook specifically for the use of Physical Education students in the Professional Development Seminars. The Physical Education Handbook and accompanying Instructor's Edition can be found in Appendices D and E of this document.

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Introduction

As a graduate student of Memorial University's School of Physical Education and Athletics, it was my goal to participate in an internship placement that embraced the many aspects of the program's theoretical components such as research, teaching, and program/resource development into a practical work placement. This was made possible through an internship placement with the School of Physical Education and Athletics Co-operative Education Office.

The internship consisted of three separate components or sections. Each section incorporated either a research, teaching or program/resource development theme. Section one consisted of a statistical analysis of Physical Education student work term placements from 1993 to 1995. The second section incorporated the teaching component in which I assisted or lead the Professional Development Seminars for the class of 1999 and the debriefing sessions for the class of 1997. Finally, the third section, which embodied the major portion of the placement, was the program/resource development component. This consisted of a review of the information utilized in Physical Education, Business and Engineering Professional Development Seminars in an effort to develop a student handbook specifically for the use of Physical Education students. In addition, an "Instructor's Edition" was developed for use by the instructor as a guide to delivering the seminars.

Each element was further broken down into subsections or tasks that enabled the collection, review and compilation of data. These "tasks" were developed in cooperation with Ms. Margaret Barron, Program Manager of the Co-operative Education office.

Section I - Research Component

The first task was to compile all the information available on student placements. This included listing the employers, geographical locations of student work placements, job titles, job descriptions, salaries, funding provided, and other relevant student information. (See Appendix A). Compiling this information into a manageable document allows the staff of the Co-operative Education office to compare and contrast past student work placements with present work placements, and perform a gap analysis to identify if any geographical locations, fields of employment or possible employers have been overlooked. The data collected is not complete. This lack of information exists because the Co-op Office did not have an established database or the procedures in place to collect all the relevant data starting with the first Physical Education work term. Therefore while it is easy to compare the type of work placement filed and their locations, it is difficult to determine if any stair casing occurred in salaries between different students who held the same work placement but in a different work term.

Based on the data collected, the following information can be concluded. The majority of work placements held by students were located in St. John's, NF (See Appendix B). The numbers range from 29.3% with the class of 1998 during work term I - Spring 1995 of work placements occurring in St. John's to 75% for the class of 1996 during work term III - Fall 1994. The class of 1998 also had the highest percentage of positions held by students outside of the province of NF and Labrador during the first work term. This class had 7.4% of their students employed outside the province versus

the class of 1996 who had 0% of their students employed outside the province during the first work term in the Spring semester of 1993. A significant increase occurred with the class of 1996 during work term IV - Spring 1995, when 15.2 % of the students were placed in work terms outside the province.

Also important to the Co-op Office was the impact on student work placements of financial assistance available from Enterprise Newfoundland and Labrador (ENL) and other Provincially and Federally funded programs. The Co-op Office was interested in whether or not the availability of funding acted as an incentive in hiring students. It was not possible to say if funding was an important factor for employers when hiring students due to the fact that there was no process in place for tracking such data and information was infrequent. However, based on feedback received by the Co-op Office from previous employers, it did appear that employers who received funding for student employment felt that it was indeed an asset to have that extra funding available, and that it did in fact provide an opportunity for more part time and full time student placements with their companies. Unfortunately funding programs such as ENL and Challenge Grants have ceased to exist over the past three years for physical education students. Williams (1983) suggests that both federal and provincial governments have a cyclical orientation in terms of the programs they finance and support. This cycle seems to be oscillate depending on which party is in office at the time, and on the national economy. Presently, it appears as though we are in a down cycle. This seems obvious when you look at the recent changes and cutbacks in the provincial Department of Tourism, Culture and Recreation. It is more

apparent at the municipal level with the St. John's Department of Recreation which underwent drastic changes in the department structure in October of 1995, when many managerial layoffs occurred along with budget and program cutbacks. This forces the Co-op Office and students to become more creative in their search for potential employment.

The co-operative education office was also interested in any sign of shifts in student numbers amongst teaching, recreation and general options offered by the School of Physical Education and Athletics. The School of Physical Education and Athletics ask the students to declare their degree option at the beginning of their third academic semester. Unfortunately, this data was not collected for the class of 1998 and the Co-op Office did not keep track of students who made changes in degree option between the time a student began their degree program and the third academic semester. Therefore it was difficult to determine if any shifts had occurred.

I consulted with students from the class of 1996 and 1997 to see if what the Co-op Office suspected, that the students did change degree options after one work placement, did indeed happen. I was aware that any information gathered this way would not provide the "hard facts or evidence" that could provide conclusive results. I approached twenty-four students from the class of 1997 and four students from the class of 1996 who were attending Memorial University of Newfoundland during the Winter semester of 1996. I asked if they had changed their choice in degree option. I discovered that of the twenty-eight students I approached, eight students changed their degree option from the time they had started the Physical Education program. The majority of the students (approximately

seventy percent) who changed their degree option moved from the teaching option to the recreation or general option.

Another variation of a shift that occurred in degree options was that of students working in positions outside of their chosen specialized field. For example, there were many teaching students who were employed in what was considered a recreation work term. (See Appendix C) This is evident with the Class of 1996 during Work Term III of the Fall 1994 semester when one hundred percent of the teaching positions were filled by teaching option students and fifty four percent of the recreation positions were also filled by teaching students. This is due to the fact there are more recreation positions available to students than teaching positions, forcing the teaching option students to find employment in an area outside their chosen option.

In this same semester, seven percent of the teaching, general and recreation students found themselves employed in positions outside the physical education or recreation field. Again, there were not enough physical education or recreation jobs available to the students in that work term. In these situations it is important that the students take a proactive role in their search for meaningful employment.

A final task of this component was to look at trends in recreation and if possible, make projections for future potential job markets. The task of forecasting trends and patterns is often difficult and prone to error. In order to simplify this task and make the trends more apparent, it was necessary to categorize trends under the following themes: population, employment and retirement, technology, travel and tourism, and education.

The changing patterns in population trends and their influence is substantial to recreation. One of the larger groups to consider is the "baby boomers" born between 1946 and 1964. They are a highly educated population, most marrying later in life and therefore delaying in starting families. As a result, this population group have more time and money to allocate to personal activities. This population is a key clientele for commercial recreation such as private fitness facilities, personal instruction in sporting activities and travel and outdoor adventure. (Ellis & Norton, 1988).

Jensen & Naylor (1990), pointed out that in the United States in the year 1990, thirty five percent of the population was under the age of fifteen years and nineteen percent were over sixty years old. These are two non-working age groups that will have extra time for recreational activities and will require planned opportunities for recreation.

The same is true when considering employed/ unemployed and retired individuals and their recreational requirements. With the high rate of unemployment today in Canada and especially in Newfoundland, many individuals find themselves with large amounts of free time on their hands. Only in a very few places in Canada, have steps been taken in the recreation field to deal with such a group and such actions have been tentative and untested. (Wall, 1989). In many European countries such as Britain where unemployment in some areas is over ten percent, actions have been taken to provide leisure opportunities for these groups. Wall (1989) describes such steps as reduced admissions to sporting events, special recreation programs at community centres, and major efforts to involve the unemployed in community projects and volunteers services.

During recent decades we have had great advances in technology and these have influenced practically every aspect of our lives including what we do for recreation, where we do it and how much time we spend doing it. For example, the speed in which information is dispersed throughout the world has greatly increased. With respect to communications and travel, we have witnessed a shrinking world. The ability to access information almost immediately has allowed the development of a wide range of services by recreation and tourism agencies. Reports on road conditions, space available in parks, weather conditions, and ski conditions are just a telephone call away for most Canadians.

New technology found in materials such as fiberglass, resins and plastics have found their way into recreational activities and can influence how we use our leisure time in recreational pursuits. These include skateboarding, windsurfing, skiing and snow boarding. All of these provide appeal in that they require physical activity, agility and allow the demonstration of talent and performance.

One area of new technological advances that may or may not be considered beneficial to increase physical activity and recreation is the improvements in electronics. Televisions, videocassette recorders and personal computers encourage owners to stay at home or at least indoors and the opportunity for physical activity is minimal. On the other hand, many electronic devices are devised to be taken out of the home. It is not uncommon for a person to enjoy listening to music while jogging or cross country skiing on their portable radio or cassette player.

Travel and tourism have taken on a new role in how we spend our leisure time.

Improved transportation facilities allow people to get to their travel destination much faster than in the past, thus opening up many new opportunities for vacation destinations. Many people travel to warmer climates where scuba diving, windsurfing and beach sports are popular and provide opportunities for private instructors or businesses that offer these services.

Another trend already visible is the move to year-round recreation use of facilities rather than summer or winter only use. Wall (1989) suggests the growth in activities such as skiing in the winter and golfing in the summer laid the basis for this trend. Many tourist resorts try to incorporate the opportunity for a variety of activities at their resort depending on the season. This would require those interested in a career in recreation to have a broad base knowledge in many area of sporting and recreational activities.

Education has become an important factor in the lives of many individuals. College and university enrollment has increased from six million in 1970 to over thirteen million in 1990. (Jensen & Naylor, 1990) According to Jensen and Naylor (1990), as people further their education they not only provide themselves with an opportunity for higher personal income but also broaden their horizons and interests. Therefore, educated people not only have more varied interests but also more means with which to pursue them.

The results of the information collected should prove useful to the co-op office in the endeavour to place students in new, presently unfamiliar areas of potential employment. In particular, it is important for the co-op office to remain aware of the developing trends in recreation and physical education and search for student placements in these areas.

Section II - Teaching Component

The second component fulfilled the teaching aspect of the internship. From November to December 1995 I assisted Ms. Margaret Barron, the Program Manager in delivering the Professional Development Seminars to the class of 1999. These seminars are very important and valuable for students new to the Physical Education program. The classes instruct the students on topics such as the purpose of the co-operative education program and the roles of the student, the university and the employer. The classes also instruct the student on how to write a resume, prepare for an interview and what to do once they get the job plus many other topics of equal importance to the new student. This all occurs in a classroom environment that promotes discussion, asking questions and learning.

It was towards the end of the semester when I was introduced to the personal development seminars. The topics covered at that time included resume writing and preparing for the interview. I discovered these seminars to be very useful for student preparation for upcoming work terms. As a former employee with The City of St. John's Department of Recreation - Leisure Services Division, where my position was responsible for the pre-screening and interviewing of many Physical Education students, I was able to provide the students with valuable information on an employer's possible preference for resume information and style of presentation. In addition, on what questions the student could expect in an interview. Also, I apprised students on what many of the municipal recreation departments and community organizations considered minimum qualifications

for employment with their organization.

In addition to the professional development seminars, I again assisted Ms. Barron, this time in the leading of the debriefing sessions for the class of 1997 from January to February 1996. During these session, students provided feedback on their recent work term placements. The debriefing sessions allow the students to contrast and compare their job duties with other students in their class. This is a wonderful opportunity for students in teaching positions to share their experiences as a teacher/ assistant teacher with those students in recreation positions and vice versa. Many students discovered a number of similarities amongst their job placements. These include similar job duties, work environments, and even similar problems such as the desire to take on more difficult tasks but not sure how to approach their supervisor about the issue.

The class of 1997 had just completed work term III. The comments from the students ranged from “a satisfying work term that provided much opportunity for learning” to those who were “disappointed with the lack of leadership provided by their work place supervisor” and “tasks that did not challenge the student” to the extent they had hoped for in the job placement.

Finally, in order to assist the students preparing for upcoming work terms, and in particular for the class of 1999, I provided set times on a weekly basis in which I would consult with the students on the composition of their resume. Design, format, content and overall appearance based on co-operative education guidelines were addressed during these consultations.

Section III - Program/ Resource Development Component

The third and final component, program/ resource development, represented the largest portion of the internship placement. The resulting Physical Education Co-op Student Handbook (See Appendix D) and accompanying Instructor's Edition (See Appendix E), should prove a useful tool for both the course instructor and the students.

The development of this handbook involved an extensive review of the Business and Engineering Student Handbooks that were adopted for the Physical Education Professional Development seminars. The new Physical Education student handbook also contains information and recommendations made by two Physical Education undergraduate students that have previously researched information for the handbook as well as the suggestions of students who had formerly attended the seminars.

Conclusions

As society's leisure needs change, it is imperative that the skills and competencies of those providing services reflect the latest techniques and methods to assure quality services. The university and/or college should meet these needs by providing up to date curriculum content in it's program.

Adequate facilities are also an important ingredient in implementing an effective program. A "multi-use" facility is effective in providing opportunity for various activities while spreading costs over several uses.

Even though the field of recreation appears generally bright, it is important to remember that this field does not present an abundance of employment opportunities. During the past decade the market for university and college trained physical education and recreation personnel has increased. (Jensen & Naylor, 1990) In view of this it is important to remember the following. Firstly, those who want to make a career in this field need to expertly prepare themselves so they can compete in the job market. This will require knowledge in, not only their field of specialization, but also in areas of job search skills, resume writing, and being up to date on current political, economical and educational aspects of their city, province and country.

Secondly, I feel it is important that the leaders of the profession push for more effective and professional standards and procedures that will enhance the employment opportunities of physical education and recreation students.

Recommendations

Based on my experience as both an undergraduate and graduate student of Memorial University of Newfoundland's School of Physical Education and Athletics, combined with personal work experience, I feel the following recommendations should be taken into consideration by the faculty and staff of the School of Physical Education and Athletics. Some of these recommendations can be implemented as early as the present school academic term and work term. Others could be dealt with in future curriculum and course content planning.

Recommendation # 1:

Ensure quality opportunities exist for students requiring field work/ practical experience. In order to achieve this, it is important for the School of Physical Education and Athletics to remain current. Our society is dynamic and therefore constantly changing. What this means is that university curricula, as determined by course descriptions, textbooks and fixed degree requirements, must reflect the changing standards of the physical education and recreation environment. For example, the area of therapeutic recreation service has changed markedly in recent years. Employment for therapeutic recreation workers was previously found mainly in hospitals, special schools for the disabled or other long term care organizations and their role was often confined to the development of recreation activity programs. (Kraus & Bates, 1975) Today, recreation therapy workers are employed in nursing homes, homes for at-risk youth, correctional institutions and even in many community based programs.

Their job responsibilities do not only entail programming activities, but also counselling, staff training, research and other leadership duties.

Many organizations that hire therapeutic recreation workers will accept only a recreation degree, not a degree in physical education. Memorial University of Newfoundland could assist students in broadening their career opportunities by offering a degree program in recreation. The recreation degree should include in its curriculum training in leadership styles, health education, counselling methods and skills, and volunteer management.

Recommendation # 2:

There is also a need to identify other potential new areas of employment for physical education/ recreation students based on the changing dynamics of society. For example professional preparation in areas such as combined community and school based programs' resource management, especially in outdoor recreation and tourism; commercial recreation and programs for the disabled or disadvantaged.

Recommendation # 3:

The curriculum content, especially for recreation students, needs to diversify with more emphasis placed on business training. Many recreation specialists and managers are responsible for their own budgets and promotion of programs. Topics such as marketing, entrepreneurship, sales and even accounting will ensure the student has these additional and often essential job skills when applying for possible employment.

Business education may also provide the student with the ability to forecast various aspects of the economy in order to foresee potential recreation markets. A recreation student can learn how to identify new business niches and can utilize the entrepreneurial skills learned to start a business of their own and to capitalize on this unexplored area.

Recommendation # 4:

Based on experience, it appears that recreation organizations are focussing more on training their staff in areas such as customer service and computer training. The School of Physical Education and Athletics already provides computer training for their students. It is important that students are kept up to date with training in new computer programs, especially those used by schools and recreation organizations in which the student will seek employment during work terms.

Customer service training is playing a more important role in many organizations. For example, the City of St. John's is presently reviewing all departments for customer service training. The Department of Recreation has already taken the lead in that it has offered customer service training to all of its staff. To give the students the added advantage of having a head start in this area, a customer service session could be added as a one-day workshop or even as a special topic in the Professional Development Seminars.

Recommendation # 5:

Better record keeping is necessary to track student work term positions. It is vital that the Co-operative Education office develop a database in order to monitor student work placements in terms of locations, job descriptions, salaries, and other related

information This will make it possible to determine if any gaps occur in employment areas.

Recommendation # 6:

Ensure students are aware of and encouraged to become members of, the various memberships available to them in professional organizations. Professional organizations offer conferences on current topics in their field, resource materials, and a place for the student to share their knowledge or listen and learn. Such professional organizations include the Newfoundland and Labrador Parks/ Recreation Association (NLP/RA), Canadian Parks/ Recreation Association (CP/RA), Canadian Association of Health, Physical Education, Recreation and Dance (CAHPERD), plus many others.

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Appendix A

Student Work Placement Data

Spring 1993
Class of 1996 - WorkTerm I

Botwood, Town of	Botwood, NF	Summer Coordinator	Coordinate and implement sport activities and other programs.			Recreation
Boys and Girls Club - St. John's	St. John's, NF	Counsellor	Supervise and instruct children in a variety of sports and activities.			General
Boys and Girls Club - St. John's	St. John's, NF	Counsellor	Supervise and instruct children in a variety of sports and activities.			Teaching
Canadian Red Cross Society	St. John's, NF	Public Education Officer	Perform Public Education on Marine Atlantic Vessels.			General
Canadian Red Cross Society	St. John's, NF	Public Education Officer	Perform Public Education on Marine Atlantic Vessels.			Teaching
Carbonear Recreation Dept.	Carbonear, NF	Section Head - Softball	Oversee sport program and supervise staff.			Teaching
Chester Dawe Ltd.	St. John's, NF	Salesperson	Provide customer service. Assist with inventory.			Teaching
Corner Brook Parks and Recreation	Corner Brook, NF	Administrative Assistant	Assist Parks and Recreation Director in daily operation of Department.			Teaching
Dept. Of Tourism & Culture	Lumsden, NF	Park Attendant - Windmill Bight Provincial Park	Sell permits, provide tourism information, park maintenance and security.			Teaching
Fogo, Town of	Fogo, NF	Softball Director	Plan and implement a softball program for children between ages 5 and 18 yrs.			Recreation
French's Ultramar	CBS, NF	Gas Attendant	Serve gas and propane, clean and maintain area.			Recreation
Froude Avenue Community Centre	St. John's, NF	Senior Counsellor/Coordinator	Coordinate and Implement a summer recreation program.	6.00/hour		Teaching
Froude Avenue Community Centre	St. John's, NF	Counsellor	Youth Counsellor for sport and recreation program.			Teaching

Spring 1993
Class of 1996 - WorkTerm I

Employer	Location	Job Title	Job Description	Salary	Benefits	Category
Rabbittown Community Centre	St. John's, NF	Program and Playground Coordinator	Supervise children in playground program as well as coach youth softball.			Teaching
St. John's Labatt Lite Softball	St. John's, NF	Umpire/ Field Maintenance Crew	Ensure field is in proper playing condition. Officiate league games.			Teaching
St. John's Parks & Recreation	St. John's, NF	Senior Counsellor - 50+ Bus Outings	Plan, coordinate & supervise Bus Tour program.	5.91/hour		Recreation
St. John's Parks and Recreation	St. John's, NF	Afterschool Instructor - WPRC	Lead children in After School program in a variety of games, sports arts and crafts and other activities.	5.71/hour		Teaching
St. John's Parks and Recreation	St. John's, NF	Front Desk/ Reception	Provide friendly and efficient customer service and assist in program registration.	5.31/hour		Teaching
Sunshine Kids Wabana Boys and Girls Club	Bell Island, NF	Camp Supervisor	Involved in the planning, supervising and implementing of camp for disabled children.			Teaching
United Church of Canada - Burry Heights Camp	Salmonier, NF	Camp Counsellor	Planning, supervision and instruction of various activities including waterfront activities.	4.75/hour		Teaching
Virginia Park Community Centre	St. John's, NF	Program Coordinator Asst.	Plan, implement an 8 week softball program for youth.			Teaching
Waterford Hospital Community Care Centre	CBS, NF	Recreation Aide	Organize social and recreation activities for residents as well as field trips.		Challenge Grant	Teaching

Spring 1993
Class of 1996 - WorkTerm I

Employer	Location	Job Title	Job Description	Hours	Pay
Froude Avenue Community Centre	St. John's, NF	Counsellor	Youth Counsellor for sport and recreation program.		Teaching
J & S Trophy Inc.	Hodge's Cove, Trinity Bay, NF	T-Shirt Sales	Operation of a small T-shirt business.	5.00/hour	Teaching
Mount Pearl Parks & Recreation	Mount Pearl, NF	Playground Counsellor	Instruct activities to children during playground sessions.		Recreation
Mount Scio Community Centre	St. John's, NF	Counsellor	Plan and instruct various low organized games, sports, arts and crafts and other activities to youth in summer program.		General
MUN - Comptroller's Office	St. John's, NF	Printing Services Duplicating Asst.	Assist in ensuring adequate printing and quality control of materials.		Teaching
MUN - School of Physical Education & Athletics	St. John's, NF	Assistant to Summer Sports Camp Coordinator	Provide administrative assistance to camp coordinator.	Unpaid	General
MUN - School of Physical Education & Athletics	St. John's, NF	Student Assistant	Organize, coordinate and provide administrative assistance for various summer programs.	5.00/hour	Recreation
MUN - School of Physical Education & Athletics	St. John's, NF	Sports Camp Admin. Assistant II	Marketing and promotion of MUN Sports Camps and other programs.	5.00/hour	Recreation
MUN - SWGC	Corner Brook, NF	Lifeguard/ Swim Instructor	Instructing Swimming Lessons and Lifeguarding Public Swims.		Teaching
MUN - SWGC	Corner Brook, NF	Lifeguard/ Swim Instructor	Instructing Swimming Lessons and Lifeguarding Public Swims.		Teaching
MUN - SWGC	Corner Brook, NF	Facilities Coordinator	Oversee aquatic program, facility and staff.		Recreation

Winter 1994
Class of 1996 - Work Term II

Employer	Location	Job Title	Job Description	Rate	Notes	Category
Avalon North Integrated School Board	Victoria, NF	Co-op Physical Education Teacher	Work alongside Physical Education teacher during day classes with some involvement in after school programs and team coaching.	Unpaid		Teaching
Carbonear Integrated Collegiate	Carbonear, NF	Co-op Physical Education Teacher	Work alongside Physical Education teacher during day classes with some involvement in after school programs and team coaching.	Unpaid		General
ComCare	St. John's, NF	Home Support Worker	Provide personal care, light housekeeping, meal preparation and respite care.	5.10/hour		Teaching
Cygnus Gymnastics Club	St. John's, NF	Coach	Gymnastic coaching and administrative duties.	Unpaid		Teaching
Friends of Pippy Park	St. John, NF	Ski Centre Supervisor	Supervise ski rentals, trail preparation, and promotion of ski program.	5.00/hour		Recreation
Friends Of Pippy Park	St. John's, NF	Ski Centre Staff	Provide customer service, collect fees, ski rental service, and trail grooming for Pippy Park.	4.75/hour		Teaching
Friends of Pippy Park	St. John's, NF	Ski Centre Staff	Provide customer service, collect fees, ski rental service, and trail grooming for Pippy Park.	4.75/hour		Teaching
Friends Of Pippy Park	St. John's, NF	Ski Centre Staff	Provide customer service, collect fees, ski rental service, and trail grooming for Pippy Park.	4.75/hour		Teaching

Winter 1994
Class of 1996 - Work Term II

Organization	Location	Position	Description	Rate	Hours	Category
Herdman Collegiate	Corner Brook, NF	Co-op Physical Education Teacher	Work alongside Physical Education teacher during day classes with some involvement in after school programs and team coaching.	Unpaid		Teaching
Kenmount Park Neighbourhood Centre	Mount Pearl, NF	Coordinator of Recreation Program	Plan and develop a summer recreation program for youth.	Unpaid		Recreation
Labrador East Integrated School Board	Labrador	Co-op Physical Education Teacher	Work alongside Physical Education teacher during day classes with some involvement in after school programs and team coaching.	13.75/hour		Teaching
MUN - School of Physical Education & Athletics	St. John's, NF	Athletic Venue Staff Supervisor	Supervise venue staff and coordinate Children's Movement Program.	5.50/hour		Teaching
MUN - School of Physical Education & Athletics	St. John's, NF	Coordinator - User Pay Office	Administering programs such as user pay and aquatics.	5.50/hour		General
MUN - School of Physical Education & Athletics	St. John's, NF	Student Assistant	Assist with Children's Movement Program, Aerobics and work as Student Security Officer.	5.50/hour		Recreation
MUN - School of Physical Education & Athletics	St. John's, NF	Co-op Student Assistant	Coordinate and convene Men's intramural program. Compile stats for St. John's High School Basketball League.	5.50/hour		Recreation
MUN - Student Housing (Paton College)	St. John's, NF	Fitness & Health Coordinator	Work closely with Residence Life Officers in creating health and fitness programs for students residents.	6.00/hour		General

Winter 1994
Class of 1996 - Work Term II

Employer	Location	Job Title	Job Description	Hours	Pay Rate	Activity
MUN - SWGC	Corner Brook, NF	Intramural Coordinator	Plan, organize and implement an intramural program.	6.00/hour		Teaching
NF & Lab Winter Games	Ciarenville, NF	Assistant Games Coordinator	Provide support and assist coordinator in overall organization and admin. of 1994 Winter Games.	10.60/hour		Teaching
Scotia Bank	Toronto, Ont.	Ergonomics Coordinator	Develop and implement ergonomic awareness campaign.	15.00/hour		Teaching
Senior's Outreach	St. John's, NF	Program Volunteer	Assist field workers in providing seniors with recreation activities and events.	Unpaid		Teaching
Ski Martock (Nova Ski)	Windsor, NS	Ski Technician & Ski Instructor	Instruct regular ski classes incl. children's programs.	5.15/hour		Recreation
Ski White Hills	Ciarenville, NF	Ski Technician & Rental Shop Operator	Outfit customers with the correct ski equipment and other details as related to rental shop.	5.00/hour		Teaching
Ski White Hills	Ciarenville, NF	Ski Technician & Rental Shop Operator	Outfit customers with the correct ski equipment and other details as related to rental shop.	5.00/hour		Recreation
Special Olympics	St. John's, NF	Program Volunteer	Update program provincial sports registration files. Work with athletes.	Unpaid		Teaching
Special Olympics	St. John's, NF	Program Volunteer	Assist in coaching athletes.	Unpaid		Recreation
St. John's Cross Country Ski Club	St. John's, NF	Ski Program Coordinator	Assist in the coordination of Jack Rabbit Learn to Ski program. Coach St. John's Ski team.	10.00/hour		Recreation
St. John's Legends Swim Team	St. John's, NF	Assistant Administrator	Organization and administrative duties for club executive.			Teaching

Winter 1994
Class of 1996 - Work Term II

Employer	Location	Position	Job Description	Rate	Employment	Category
St. John's Parks and Recreation	St. John's, NF	Ski Instructor	Plan and instruct ski classes. Oversee rental of ski equipment. Counsellor for Easter Day Camp.	6.00/hour		Teaching
St. John's Parks and Recreation	St. John's, NF	Coordinator - Community Recreation Program (Goulds Recreation)	Assist in the delivery of all recreation programs offered by recreation centre in conjunction with community groups.	6.50/hour		Recreation
St. John's Parks and Recreation	St. John's, NF	Coordinator - School & Community Ski Program	Assist in instruction, coordination and supervision of cross country ski program.	7.00/hour		General
St. John's Parks and Recreation	St. John's, NF	After School Program Instructor (Wedgewood Park Rec. Centre)	Lead children in After School program in a variety of games, sports arts and crafts and other activities.	5.71/hour		Teaching
St. John's Parks and Recreation	St. John's, NF	Front Desk/ Reception (Wedgewood Park Rec. Centre)	Provide friendly and efficient customer service and assist in program registration.	5.31/hour		Teaching
St. Kevin's Elementary	Goulds, NF	After School Program Coordinator	Lead children in After School program in a variety of games, sports and other activities.			Teaching
St. Kevin's School	Goulds, NF	Program Coordinator	Organize and implement a Saturday sports program for children.			Teaching
Virginia Park Community Centre	St. John's, NF	Coordinator	Assist in the restructuring of summer program. Assist with after school program.	Unpaid		Teaching

Winter 1984
 Class of 1986 - Work Term II

Employee	Teacher	Course	Education	Rate	Grade
YM-YWCA	St. John's, NF	Early Childhood Educator	Substitute for ECE's in planning and implementing low organized games for children.	8.31/hour	Teaching
YM-YWCA	St. John's, NF	Early Childhood Educator	Plan and implement low organized games for children.	8.31/hour	Teaching
YM-YWCA Hibernia	Bull Arm, NF	Student Recreation Specialist	Assist Y Staff in providing direct leadership to all programs, special events, services, etc. under the Mosquito Cove Rec. Project.	8.66/hour	Recreation

Spring 1994
Class of 1997 - Work Term I

Airways World Health Club	Calgary, Alberta	Trainer	General instruction in circuit training and weight areas. Handing out guest passes and generating referrals.	7.50/hour		Teaching
Campus Physiotherapy	St. John's, NF	Physiotherapy Assistant/ Receptionist	Assist physiotherapist with preparing for appointments, supervising patients, and receptionist duties.	6.00/hour		Teaching
Canadian Diabetes Association	St. John's, NF	Camp Coordinator	Coordinate planning and organization of youth camping program.			Teaching
Cater Enterprises (Rushy Pond Rentals - Beothuck Provincial Park)	Grand Falls - Windsor, NF	Lifeguard	Supervision of waterfront area and rental of equipment.	4.75/hour	SEED	Teaching
Churchill Falls, Town of	Churchill Falls, Lab.	Program Coordinator	Plan, schedule and implement a summer recreation program.	9.00/hour		Teaching
Cooks Harbour P.T.A.	Cook's Harbour, NF	Teacher Assistant/ Consultant	Assist teacher with physical education, english, science and math from grades K-3. Assist with special needs students. Conduct tutorial sessions.	4.75/hour		Teaching
Froude Avenue Community Centre	St. John's, NF	Summer Recreation Director	Assist in the planning and organization of activities for youth summer recreation program.	5.00/hour		Teaching
Gambo, Town of	Gambo, NF	Recreation Director	Organize and administrate a recreation program for the town.			Teaching

Spring 1994
Class of 1997 - Work Term I

Employer	Location	Position	Description	Hours/Week	Notes	Activity
Grand Falls - Windsor Recreation Department	Grand Falls-Windsor, NF	Program Coordinator	Assist in the planning, organization and evaluation of youth summer recreation programs.	7.50/hour		Teaching
Harbour Grace Recreation	Harbour Grace, NF	Playground Supervisor/ Sport Coordinator	Assist Minor Soccer Association with coaching and administration. Assist summer recreation program as supervisor.	4.75/hour		Teaching
Iron Ore Company of Canada	Lab City, Lab.	Plant Mechanic	Plant mechanic and special projects.			Teaching
J & S Trophy Shop	Trinity Bay, NF	Store Clerk/ Engraver	Assemble and engrave trophies and plaques, and other administrative duties. Coach a business sponsored team.	6.00/hour		Teaching
Lewisporte, Town of	Lewisporte, NF	Coordinator	Develop brochures and other ads for summer program, supervise staff, plan special events.			Teaching
Mount Pearl Parks and Recreation	Mount Pearl, NF	Day Camp Counsellor	Lead, instruct, supervise a group of children in various activities.	4.75/hour		Teaching
Mount Pearl Parks and Recreation	Mount Pearl, NF	Playground Counsellor	Plan, administer and coordinate activities for youth ages 3-15 years.	4.75/hour		Recreation
Mount Scio Community Centre	St. John's, NF	Playground Counsellor	Assist in the planning and implementation of activities for children in summer program.			Teaching

Spring 1994
Class of 1997 - Work Term I

Employer	Location	Job Title	Job Description	Rate	Agency	Category
MUN - School of Physical Education and Athletics	St. John's, NF	Administrative Assistant 2	Administer all advertising for 1994 Sports Camps. Provide customer service and financial account management.	6.00/hour		Teaching
MUN - School of Physical Education and Athletics	St. John's, NF	Service Program Assistant	Schedule facilities, plan, implement and evaluate various programs. Supervise user-pay office and coordinate CMP program.	500.00 total	MUCEP	Teaching
MUN - School of Physical Education and Athletics	St. John's, NF	Swimming Pool/Service Program Coordinator	Program and schedule swimming pool; assist in service program admin.; anniversary celebration assistant.	6.00/hour		Teaching
MUN - SWGC	Corner Brook, NF	Sports/ Computer Camp Instructor	Organize, supervise and instruct sport and computer camp for youth.			General
MUN - SWGC	Corner Brook, NF	Residence Supervisor	Instructor for Activity Camp program.			Teaching
NF & Lab. Wheelchair Sports Association	St. John's, NF	Executive Director	Develop and oversee summer sporting programs. Supervise fundraisers.			Teaching
Pasadena, Town of	Pasadena, NF	Recreation Director	Plan and implement a summer recreation program for town.		Challenge Grant	Teaching
Pasadena, Town of	Pasadena, NF	Summer Sports Program Coordinator	Plan and implement summer program, supervise staff and children in program.			Teaching
Port-aux-Basques Parks and Recreation	Port-aux-Basques, NF	Assistant Program Supervisor	Assist in planning and developing programs, perform office duties, supervise summer staff and facilities.	4.75/hour		Teaching

Spring 1994
Class of 1997 - Work Term I

Employer	Position	Job Title	Job Description	Rate	Notes	Category
Rabbittown Town Community Centre	St. John's, NF	Assistant Softball Coach/ Playground Counsellor	Assist in the planning and organization of youth recreational programs.	4.75/hour	SEED	Teaching
Riverdale Tennis Club	St. John's, NF	Program Development/ Assistant Club House Manager	Development and implementation of social and recreational programs for club members.	1120.00/month		Teaching
South River, Town of	South River, NF	Recreation Counsellor	Coach softball for children ages 5-16 years. Organize tournaments and games for all ages.	Unpaid		Teaching
Sports Unlimited	Brampton, Ontario	Salesperson	Promote and sell active wear.			Teaching
St. John's Parks and Recreation	St. John's, NF	Activity Centre Leader	Supervise Cowan Heights playground facility, staff and participants.			Teaching
St. John's Parks and Recreation	St. John's, NF	Receptionist/ Cashier (Wedgewood Park)	Provide reception duties for the Centre, along with cashier duties and registration.	5.31/hour		Teaching
United Church of Canada - Loon Bay Camping Centre	Loon Bay, NF	Canoe Instr./ Camp Counsellor	Act as leader and supervisor to his/her group. Ensure group gets to activities on time. Assist with discipline when needed. Assist with activities as required.	6.00/hour		Teaching
Vera Perlin Society	St. John's, NF	Assistant Coordinator	Assist in the coordination of summer respite and recreation programs.			Teaching

Spring 1994
Class of 1997 - Work Term I

YBC Youth Basketball Canada	St. John's, NF	Coordinator	Give direction to all aspects of programs including recruiting, supervising and evaluating of volunteer coaches and referees.	5.50/hour	SEED	Teaching
YM-YWCA Hibernia	Bull Arm, NF	Student Recreation Specialist	Assist Y Staff in providing direct leadership to all programs, special events, services, etc. under the Mosquito Cove Rec. Project.	6.66/hour		General

Fall 1994
Class of 1996 - Work Term III

Campus Physiotherapy	St. John's, NF	Physiotherapy Assistant/ Receptionist	Setting up of equipment, assisting patients with therapy sessions and general receptionist duties.	6.00/hour		Teaching
ComCare	St. John's, NF	Home Support Worker	Provide personal care, light housekeeping, meal preparation and respite care.	5.10/hour		Teaching
Community Recreation, Sport & Fitness	St. John's, NF	Active Living Preschool Initiative	Research and compile an "Active Living for Infants, Toddlers and Pre-schoolers" information folder.	8.75/hour		Teaching
Community Recreation, Sport & Fitness	Goose Bay, Lab.	Project Coordinator	Feasibility document on Labrador's involvement in the Arctic Winter Games.			Teaching
Community Recreation, Sport & Fitness	St. John's, NF	Consultant - Sport Services	Assist the Sport Services Staff in planning, preparation, coordination, and administration of the Province's participation in the 1995 Canada Winter Games.	8.75/hour		Recreation
Co-operative Education Service Centre	St. John's, NF	Student Assistant - Computer Specialist	Establish CESC's section of the MUN Campus Wide Information System.	6.00/hour		Recreation
Corner Brook Parks and Recreation	Corner Brook, NF	Research Assistant	Review Civic Centre plans.			Teaching
Forever Young Fitness Centre	Corner Brook, NF	Marketing Coordinator	Establish market program for facility in an effort to increase membership.	7.50/hour		Teaching
Labrador Integrated School Board	Labrador	Co-op Physical Education Teacher	Act as assistant to Physical Education teacher in daily duties.	13.73/hour		Teaching

Fall 1994
Class of 1996 - Work Term III

Employee	Location	Position	Job Description	Salary	Agency	Category
MUN - School of Physical Education and Athletics	St. John's, NF	Intramural Coordinator / Lab Instructor	Responsible for organizing and administering Men's and Women's Intramural. Lab Asst. for Anatomy and Physiology.	6.00/hour		General
MUN - School of Physical Education and Athletics	St. John's, NF	Service Program Assistant	Coordinate and schedule recreation and sport activities in various facilities.	6.00/hour		Teaching
MUN - School of Physical Education and Athletics	St. John's, NF	Intramural Convenor/ Public Relations	Coordinate intramural sports program.	6.00/hour		Teaching
MUN - School of Physical Education and Athletics	St. John's, NF	P.E. Co-operative Student Handbook Designer	Assist in the designing and editing of the student handbook for Professional Development Seminars.	500.00 total	MUCEP	Teaching
MUN - School of Physical Education and Athletics	St. John's, NF	Varsity Coordinator	Administer and supervise program including creating a program for varsity events, write press releases, and select staff for games.	6.00/hour		Recreation
MUN - School of Physical Education and Athletics	St. John's, NF	Assistant coach/ Administrator PWC Boys Basketball	Assist the head coach in coaching and administrative responsibilities for boys basketball team.	500.00 total	MUCEP	Teaching
MUN - Student Housing	St. John's, NF	Health & Fitness Coordinator	Work closely with Residence Life Officers in creating health and fitness programs for students residents.	6.00/hour		Teaching
MUN - SWGC	Corner Brook, NF	Physical Activity Programmer	Assist in the programming and research of a movement education based project - Teaching Games to Children.			General

Fall 1994
Class of 1996 - Work Term III

Scotiabank	Scarborough, Ontario	Trainee Analyst	Develop and implement ergonomics awareness campaign.	15.00/hour		Teaching
Senior's Resource Centre	St. John's, NF	Assistant Coordinator - Mail Walkers	Assist in the coordination of weekly walks, transportation, recruitment of volunteers and program planning.			Recreation
St. John's Parks and Rec./ MUN/ NF Hydro	St. John's, NF	Aerobics Instructor	Instruct dryland, shallow water fitness classes. Instruct RLSS Lifesaving courses.			Recreation
St. John's Parks and Recreation	St. John's, NF	Recreation Program Assistant (Goulds Recreation)	Assist program coordinator in setting up linkage between schools and recreation centre. Establish youth programs.	6.00/hour		Recreation
St. John's Parks and Recreation	St. John's, NF	Canoeing Instructor	Assist in the instruction, organization and supervision of Fall canoeing program.	7.00/ hour		General
St. John's Parks and Recreation	St. John's, NF	Canoeing Instructor	Assist in the instruction, organization and supervision of Fall canoeing program.	7.00/hour		Teaching
St. John's Parks and Recreation	St. John's, NF	Afterschool Program Counsellor (Wedgewood Park)	Leading of various games, sports, arts and crafts and other activities for children in program.	5.71/hour		Teaching
The Outdoor Hut	St. John's, NF	Ski Technician/ Assistant	Provide customer service, waxing and tuning of skis, assist in administrative duties.	6.00/hour		Recreation
YM-YWCA	St. John's, NF	Early Childhood Educator	Plan and implement low organized games for children.	8.37/hour		Teaching
YM-YWCA	St. John's, NF	Early Childhood Educator	Plan and implement low organized games for children.	8.37/hour		Teaching

Fall 1994

Class of 1996 - Work Term III

YM-YWCA Hibernia	Burr Arm, NF	Student Recreation Specialist	Assist Y Staff in providing direct leadership to all programs, special events, services, etc. under the Mosquito Cove Rec. Project.	8.86/hour	General
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Spring 1995
Class of 1996 - Work Term IV

Badger Ridge Quality Clothing	Badger's Quay, NF	Assistant Manager	Assist in retail sales, marketing and promotion, customer service, shipping and receiving and accounting and budgeting.	10.00/hour	ENL	Recreation
Boys and Girls Club of Calgary	Calgary, Alberta	Camp Counsellor	Supervise campers in camp Adventure. Plan and implement various activities.	900.00/month		Recreation
Campus Physiotherapy	St. John's, NF	Physiotherapy Assistant/ Receptionist	Assist physiotherapist with preparing for appointments, supervising patients, and receptionist duties.	6.00/hour	ENL	Teaching
CBS Swim club	CBS, NF	Swim Coach	Design, plan and implement a summer competitive swim program.	6.50/hour		General
Chinese Kenpo Schools	St. John's, NF	Community Coordinator	New program development. Market programs to businesses and special interest groups.	6.00/hour	ENL	Teaching
Commonwealth Sport Development Program	Barbados, BVI	Administrative Assistant	Develop a database of coaches and teachers in Barbados and of cooperating schools in Canada. Provide admin. assistance to CSDP office. Assist with fitness evaluation of school children.	1000.00 honorarium - Assistance provided with airfare and accommodations		Teaching
Community, Recreation and Sport	St. John's, NF	Recreation and Sport Consultant	Work on various special projects including Activity Camp Booklet, Go For Green and Active Living Promotion.			Teaching

Spring 1995
Class of 1996 - Work Term IV

Froude Avenue Community Centre	St. John's, NF	Coordinator	Responsible for coordination, supervision and overall day to day operation of summer playground/camp program.	5.00/hour	ENL	Teaching
Jefferson Parish Department of Parks and Recreation	Harvey, Louisiana	Recreation Assistant	Develop and organize a recreation and leisure program for Jefferson Parish.	Unpaid		Teaching
MUN - SWGC	Mt. Moriah, NF	Lifeguard	Provide safe and clean environment for users of Cook's Brook.			Teaching
MUN - SWGC	Corner Brook, NF	Outdoor Adventure Camp Student Assistant	Assist in the implementation of SWGC outdoor adventure camp.			Teaching
MUN- School of Physical Education and Athletics	St. John's, NF	Sports Camp Administrator	Setting up and maintaining summer Sports Camp office and all admin. duties required. Oversee promotion and registration of Sports Camps. Order materials and supplies required. Liase with Camp Directors. Develop and implement policies and procedures.	5.50/hour		Teaching
MUN- Student Housing	St. John's, NF	Health & Fitness Coordinator	Work closely with Residence Life Officers in creating health and fitness programs for students residents.	6.00/hour		Teaching
NF & Lab Conservation Corps	Bishop Falls, NF	Regional Supervisor (Eastern)	Oversee "Green Teams" including planning and work schedule. Supervise projects.	1800.00/ month		Recreation

Spring 1995
Class of 1996 - Work Term IV

Employer	Location	Job Title	Job Description	Salary	Employer	Category
NF & Lab. Parks and Recreation Assoc.	St. John's, NF	Active Living Express Staff	Rec. Integrator/ Animator to prepare and present a daily performance on the awareness of persons with a disability.	7.00/hour	ENL	General
North York Parks and Recreation	Toronto, Ontario	Program Leader	Plan and implement a wholistic recreation program for a variety of children to meet their development needs.	1170.00/ month		Teaching
Port-Aux-Basque, Town of	Port-Aux-Basque, NF	Recreation Assistant	Implement a summer recreation program.	6.50/hour		General
Riverdale Tennis Club	St. John's, NF	Program Development/ Assistant Club House Manager	Development and implementation of social and recreational programs for club members.	1120.00/ month	ENL	Teaching
St. Andrew' United Church Women	Hodge's Cove, Trinity Bay, NF	Recreation Director	Provide a varied recreation program for the youth of Hodge's Cove and surrounding area.		SWASP	Teaching
St. John's Parks and Recreation	St. John's, NF	Research Assistant - Stats.	Collect and compile statistics, and provide weekly reports on all summer recreation programs.	960.00/ month		Recreation
St. John's Parks and Recreation	St. John's, NF	Asst. Building Supervisor - Goulds Rec. Centre	Assist building supervisor in supervision of building, programs facility bookings and registration.	6.00/hour	ENL	Teaching

Spring 1995
Class of 1996 - Work Term IV

St. John's Parks and Recreation	St. John's, NF	Head Counsellor - Waterfront Act.	Develop, implement and evaluate water activity program. Responsibilities include supervision of staff and program administration.	6.74/hour	ENL	Recreation
St. Phillips/ Portugal Cove, Town of	Portugal Cove, NF	Recreation Assistant	Preparing and directing organized programs for youth.	5.00/hour	ENL	Teaching
St. Phillips/ Portugal Cove, Town of	Portugal Cove, NF	Recreation Assistant	Preparing and directing organized programs for youth.	5.00/hour	ENL	Recreation
United Church of Canada - Burry Heights Camp	Salmonier Line, NF	Assistant Director/ Waterfront Director	Oversee the swimming and canoeing programs. Also serve in the capacity as Asst. Director supervising volunteer staff and other administrative duties.	4.75/hour	ENL	Teaching
Victoria Commonwealth Dev.	Victoria, NF	Summer Program Coordinator	Plan and coordinate all aspects of a Summer Youth Recreation Program incl. supervision of staff and administration of budget.	6.50/ hour	ENL	General

Spring 1995
Class of 1998 - Work Term I

Boys and Girls Club - St. John's	St. John's, NF	Camp Counsellor	Implement day camp program which includes outdoor activity, special events and gym program.		SYSC Grant	Not Available
Boys and Girls Club - St. John's	St. John's, NF	Lifeguard/ Counsellor	Plan and implement activities and events for day camp program. Lifeguarding when required.		SYSC Grant	Not Available
Canadian Red Cross Society	St. John's, NF	Boat Safety Officer	Implement NF & Lab. portion of CRCS/ Cdn. Coast Guard Boating Safety Campaign. Coordinate CRCS/CCG Courtesy Boat Check Program. Coordinate provincial boating safety media campaign plus other duties.	6.50/hour		Not Available
Cater Enterprises (Rushy Pond Rentals Beothuck Provincial Park)	Grand Falls - Windsor, NF	Waterfront Lifeguard/ Rental Attendant	Supervision of rental boats. Dealing with the general public. Handling of money. General upkeep of boats & rescue stranded boaters.	4.80/hour	ENL	Not Available
Cdn. Employment Centre For Students	St. John's, NF	Student Employment Officer	Assist students in job search process.	1390.00/ month		Not Available
Corner Brook Tennis Club	Corner Brook, NF	Program Coordinator	Administer overall operation of junior and senior tennis programs, coordinate all tournaments (in-town and out-of-town).	6.50/hour	ENL	Not Available

Spring 1995
Class of 1998 - Work Term I

Department	Location	Position	Responsibilities	Rate	Benefits	Availability
Department of Motor Vehicles	Mount Pearl, NF	Mailroom/ Driver Examination Clerk	Review mail regarding vehicle driver's license. Answer inquiries from general public.	1085.00/ month		Not Available
Dept. of Tourism, Rec. and Culture	Lamanche Provincial Park, NF	Park Ranger	Enforce Park regulations, registration of campers, public relations.	6.50/hour		Not Available
Forever Young Fitness Centre	Corner Brook, NF	Fitness Trainer	Target and attract individuals and groups to fitness centre programs. Instruct on proper equipment use and nutrition. Also, day to day supervision and operations including front desk.	6.00/hour	ENL	Not Available
Garnish Recreation Commission	Garnish, NF	Supervisor	Plan summer recreation program, supervise staff.	832.00/ month	SWASP	Not Available
Gaskier's, Pt. La Haye Rec., Town of	St. Mary's Bay, NF	Recreation Coordinator	Organize softball team and activities. Lead groups on outings.	50/week - Tuition Voucher	SWASP	Not Available
Glovertown, Town of	Glovertown, NF	Recreation Director	Organize and implement summer youth program, coordinate special events, supervise staff and all recreation sites.	7.00/hour	ENL	Not Available
Grand Falls - Windsor Parks and Recreation Dept.	Grand Falls-Windsor, NF	Parks Security - Youth Centre Supervisor	Plan a variety of activities for Youth Centre including tournaments, teen dances, leagues and special events. promote activities. Enforce rules of Centre. Monitor equipment.	6.25/hour		Not Available

Spring 1995
Class of 1998 - Work Term I

Project	Location	Position	Description	Rate	Notes	Availability
Manitou-wabing Sports and Arts Centre	McKellan, Ontario	Aerobics Instructor/ Mentor/ Dance	Camp counsellor, group mentor, instruct aerobic classes.	800.00 plus room and board		Not Available
Mount Pearl Parks and Recreation	Mount Pearl, NF	Program Asst./ Sports Program Instructor	Assist with coordination and preparation of summer program activities. Instruct, lead and supervise youth in sport activities.	832.00/ month		Not Available
Mount Pearl Parks and Recreation	Mount Pearl, NF	Outdoor Recreation Counsellor	Provide instruction and leadership in area of outdoor recreation activities.	960.00/ month		Not Available
Mount Scio Community Centre	St. John's, NF	Recreation Coordinator	Organize, develop and administer summer recreation program. Train and supervise all staff involved.		SCP	Not Available
MUN - School of Physical Education and Athletics	St. John's, NF	Service Program Asst. and CMP Coordinator	Provide support service to School of P.E. general office. Develop schedules for gym, combative room & dance studio. Oversee CMP program and staff.	5.50/hour		Not Available
MUN - School of Physical Education and Athletics	St. John's, NF	Sports Camp Administrative Assistant	Responsible for development of complete mailing list for promotion of camps, promotional materials, registration, logging and distribution of materials, assisting in financial record keeping and other duties.	5.50/hour		Not Available

Spring 1995
Class of 1998 - Work Term I

Employee	Location	Position	Description	Hours	Notes	Availability
MUN - School of Physical Education and Athletics	St. John's, NF	Aquatics Coordinator	Screen and assist in the selection, train, scheduling and evaluating of aquatic staff Promote, supervise and evaluate aquatic programs. Responsible for registration and other administrative duties.	5.50/hour		Not Available
MUN - SWGC	Corner Brook, NF	Residence Supervisor	Assisting with evening instructional sessions and development activities, and supervision of campers.	4.75 - 6.00/hour		Not Available
MUN - SWGC	Corner Brook, NF	Activity Camp Supervisor	Organize, manage and supervise a variety of one week Activity Camps Duties include staff selection, supervision, program scheduling, supervision and evaluation.	6.00/hour	SWASP	Not Available
NAAC Diving Club	St. John's, NF	Camp Coordinator	Operation, marketing, registration, and supervision of staff at weekly diving camps.	8.00/hour	ENL	Not Available
NF & Lab. Summer Games '96	C.B.S., NF	Assistant Coordinator	Review Games Committee job descriptions, construction of new facilities, coordinate operation of host teams, and assist with operation of Games office.	8.00/hour	ENL	Not Available

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 Class of 1998 - Work Term I

P4 Youth Centre	Dunville, NF	Recreation Director	Implementation and supervision of the recreation program which includes a variety of sport and recreational activities.	50.00/week - Tuition voucher	SWASP	Not Available
Paradise, Town of	Paradise, NF	Environment Development Officer	Develop short and long term Active/Environmental projects for the town.	1120.00/month	Go For Green	Not Available
Pouch Cove, Town of	Pouch Cove, NF	Recreation Director	Organize and coordinate Summer Youth program, staff training, supervision of staff, schedule special events, evaluate program, and administration duties.	6.00/hour	ENL	Not Available
Royal Canadian Army Cadets	Gagetown, New Brunswick	Physical Education Training Instructor	Supervise and instruct 24 young adults in theory and practical components of six sports, as well as nutrition, general fitness training and tournament management.	56.10/day		Not Available
Springdale, Town of	Springdale, NF	Program Manager	Assist the Rec. Director in coordinating the overall development and implementation of summer recreation program incl., staff selection and training, coordinate resources, public relations, etc.	7.00/hour	ENL	Not Available
St. Alban's Lions Club	St. Alban's, NF	Program Coordinator/ Softball Coach	Organize a softball/ soccer program for youth ages 4-17 years.	760.00/month		Not Available

Spring 1995
Class of 1998 - Work Term I

Organization	Location	Position	Responsibilities	Rate	Notes	Availability
St. Alban's Lions Club	St. Alban's, NF	Program Coordinator / Softball Program	Organize a softball/ soccer program for youth ages 4-17 years.	760.00/ month		Not Available
St. John's Minor Soccer	St. John's, NF	Soccer Instructor	Provide instruction for youth in minor soccer program. Assist with planning and refereeing soccer tournaments.	800.00/ month		Not Available
St. John's Parks and Recreation	St. John's, NF	Head Lifeguard /Instructor	Develop, implement and evaluate Aquatic program through supervision of staff, program administration and liaise with Community Associations.	6.74/hour	ENL	Not Available
The Salvation Army Camp Glen Huron	Ontario	Ropes and Activity Instructor	Provide leadership and instruction in sports programming with emphasis on high/low ropes course.	900.00/ month		Not Available
Town of South River	South River, NF	Recreation Director	Plan and implement summer recreation program including promotion, staff training and supervision, etc.	6.00/hour	ENL	Not Available
United Church Loon Bay Camping Centre	Loon Bay, NF	Canoe Instr./ Camp Counsellor	Act as leader and supervisor to his/her group. Ensure group gets to activities on time. Assist with discipline when needed. Assist with activities as required.	6.00/hour		Not Available

Spring 1995
Class of 1998 - Work Term I

YM-YWCA	St. John's, NF	Camp Counsellor	Assist in preparation for and functioning of Summer Camp Program including Counsellor in Training Program.	800.00/month		Not Available
YM-YWCA Exploits Valley	Exploits Valley, NF	Instructor/Lifeguard	Deliver high quality service to members. Supervision, program admin., equip. purchase, fundraising and area maintenance.	7.00/hour	ENL	Not Available
YM-YWCA Exploits Valley	Exploits Valley, NF	Instructor/Lifeguard	Deliver high quality service to members. Supervision, program admin., equip. purchase, fundraising and area maintenance.	7.00/hour	ENL	Not Available
YM-YWCA Exploits Valley	Exploits Valley, NF	Youth/ Adult Program Coordinator	Deliver high quality service to members. Supervision, program admin., equip. purchase, fundraising and area maintenance.	7.00/hour	ENL	Not Available
YM-YWCA Hibernia	Bull Arm, NF	Student Recreation Specialist	Assist Y Staff in providing direct leadership to all programs, special events, services, etc. under the Mosquito Cove Rec. Project.	7.85/ hour		Not Available

Fall 1995
Class of 1997 - Work Term III

Agnes Pratt Home	St. John's, NF	Recreation Therapy Assistant	Assist with the planning and implementation of group activities, special events and administrative duties.	Unpaid		Teaching
Always World Health Club	Calgary, Alberta	Fitness Instructor	General instruction in circuit training and weight areas. Handing out guest passes and generating referrals.	1200.00/ month		Teaching
Campus/ Avalon Physiotherapy	St. John's, NF	Physiotherapy Assistant/ Receptionist	Assist physiotherapist with preparing for appointments, supervising patients, and receptionist duties.	6.00/hour		Teaching
Community Recreation and Sport	St. John's, NF	Asst. Fitness Consultant	Assist in instruction of fitness courses, develop framework for youth at risk, complete Recreation Facilities Database.	1500.00/ month		Recreation
Forever Young Fitness Centre	Corner Brook, NF	Fitness Consultant	Target and attract individuals to Fitness Centre, program development and coordination, correspondence and day to day operations.	6.00/hour	ENL	Teaching
Forever Young Fitness Centre	Corner Brook, NF	Fitness Consultant	Target and attract individuals to Fitness Centre, program development and coordination, correspondence and day to day operations.	6.00/hour	ENL	Teaching

Fall 1995
Class of 1997 - Work Term III

Employer	Location	Position	Job Description	Hours	Rate	Notes
Gander Physiotherapy Clinic	Gander, NF	Physiotherapy Assistant	Assist Physiotherapists with preparing and assigning patients to treatment areas, and other related duties including administration.	7.50/hour	ENL	Teaching
Gear to Go Sports	St. John's, NF	Salesperson/Technician	Buying, selling, displaying and promoting health and fitness and various sports and equipment.	6.00/hour	ENL	Teaching
Golden Plough Lodge Home for the Aged	Coburg, Ontario	Recreation Assistant	Assist with program implementation at all levels.	1200.00/month		Teaching
Hockey School Inc. (Randy Pearcey)	St. John's, NF	Hockey School Assistant	Instruct Hockey skills to young children, program development and administrative duties.	6.00/hour	ENL	Teaching
Mount Scio Community Centre	St. John's, NF	Recreation Coordinator	Organize and implement recreation and education programs for children and adults.	8.00/hour	Section 25	Teaching
MUN - School of Physical Education and Athletics	St. John's, NF	Laboratory Instructor	Set up Primary Human Physiology lab and some instruction. Correct objective exams. Computer lab instruction and trouble shooting. Assist other staff as required.	1498.00/month		General

Fall 1995
Class of 1997 - Work Term III

MUN - School of Physical Education and Athletics	St. John's, NF	Fitness Consultant	Supervise and provide maintenance of weight room, orientate new members, schedule and provide fitness assessments, and promote ongoing and new programs.	1495.00/ month	General
MUN - School of Physical Education and Athletics	St. John's, NF	Fitness Consultant	Supervise and provide maintenance of weight room, orientate new members, schedule and provide fitness assessments, and promote ongoing and new programs.	1495.00/ month	Teaching
MUN - School of Physical Education and Athletics	St. John's, NF	Intramural Coordinator	Implement plans for all intramural activities, including schedule, facility bookings, & registration. Recruit referees and event staff. Prepare stats. Publicize event info.	1495.00/ month	Teaching
MUN - School of Physical Education and Athletics	St. John's, NF	Service Program Assistant/ CMP Coordinator	Provide support service for School of Physical Education and CAPHERD conference. Supervise CMP program.	1495.00/ month	Teaching
MUN - Student Housing	St. John's, NF	Health and Fitness Coordinator	Work closely with Residence Life Officers in creating health and fitness programs for students residents.	1495.00/ month	Teaching

Fall 1995
Class of 1997 - Work Term III

Employer	Location	Job Title	Job Description	Hours/Week	Level	Category
Naomi House	St. John's, NF	Recreation Director	Plan recreation program for house clients.			Recreation
New World Fitness	St. John's, NF	Wellness/ Fitness Instructor	Conduct fitness assessments. Assist at special events and programming.	7.50/hour	ENL	Teaching
New World Fitness	St. John's, NF	Wellness/ Fitness Instructor	Conduct fitness assessments. Assist at special events and programming.	7.50/hour	ENL	Teaching
New World Fitness	St. John's, NF	Wellness/ Fitness Instructor	Conduct fitness assessments. Assist at special events and programming.	7.50/hour	ENL	Teaching
Royal Life Saving Society	St. John's, NF	Self Employed	Collect Drowning Stats, revise program guide.	5.50/hour	ENL	Recreation
Sheila Morrison School	Utopia, Ontario	Housemaster/ Teacher	Manage girls dorm, supervise study hall, direct all recreation and administrative duties. Teach science and English.	1200.00/ month		Teaching
St. John's Parks and Recreation	St. John's, NF	Outdoor Recreation Instructor/ Research Assistant	Develop internal working manual on outdoor programs offered by City Rec. Dept. Instruct a variety of outdoor activities.	6.00/ hour		Teaching
St. John's Parks and Recreation	St. John's, NF	Assistant Building Supervisor - Goulds	Oversee the Goulds Rec. Centre, Town Hall and various School programs.	6.00/hour		Teaching

Fall 1995
Class of 1997 - Work Term III

St. John's Parks and Recreation	St. John's, NF	Recreation Assistant	Assist the Dept. of Rec. with the Collection of data related to user pay, user rates (i.e. stats, inventory and supply control)	6.50/hour		Teaching
St. John's Parks and Recreation	St. John's, NF	Instructor - Recreation Orientation Program	Provide instruction to persons with a disability that participate in the program. Assist in the planning of the ROP program. Undertake research into the area of recreation and the disabled.	6.00/hour		Teaching
St. John's Parks and Recreation	St. John's, NF	Research Assistant	Research and develop Community Handbook on the various community organizations and programs available.	6.00/hour		Teaching
St. John's Parks and Recreation	St. John's, NF	Assistant Building Supervisor - Goulds	Oversee the Goulds Rec. Centre, Town Hall and various School programs.	6.00/hour		Teaching
Vinland Integrated School Board	St. Anthony, NF	Co-op Physical Education Teacher	Assist teacher with duties. Provide tutorial sessions. Assist organizations with fundraising and other needs.	4.75/hour	ENL	Teaching
YM-YWCA	St. John's, NF	Youth Basketball Coordinator	Develop, supervise, coordinate, promote, administer and evaluate YBC program and Y Crush Basketball program.	852.00/ month		Teaching
YM-YWCA (Exploits Valley)	Exploits Valley, NF	Program Service Staff	Coordinate youth and adult programs, lifeguard and instruct in fitness centre.	7.00/ hour		Teaching

Fall 1995

Class of 1997 - Work Term III

YM-YWCA (Hibernia)	Bull Arm, NF	Student Recreation Specialist	Assist Y Staff in providing direct leadership to all programs, special events, services, etc. under the Mosquito Cove Rec. Project.	7.85/hour	Teaching
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Winter 1995
Class of 1997 - Work Term II

Organization	Location	Position	Responsibilities	Hours	Benefits	Teaching
Airways World Health Club	Calgary, Alberta	Fitness Instructor	General instruction in circuit training and weight areas. Handing out guest passes and generating referrals.	1200.00/month		Teaching
Brother O'Hara Arena	St. John's, NF	Maintenance Worker	Assist with all aspects of building maintenance.	9.00/hour		Teaching
Campus Physiotherapy	St. John's, NF	Physiotherapy Assistant/ Receptionist	Assist physiotherapist with preparing for appointments, supervising patients, and receptionist duties.	6.00/hour		Teaching
Community Recreation, Sport & Fitness	St. John's, NF	Asst. Fitness Consultant	Develop provincial strength training module for fitness leaders. Design provincial fitness leader database.	8.00/hour		Teaching
Community Recreation, Sport & Fitness	St. John's, NF	Asst. Sport Consultant	Plan and coordination of NF contingant 1995 Canada Winter Games.	8.00/hour		Teaching
Friends of Pippy Park	St. John's, NF	Ski Centre Supervisor	Responsible for successful operation of ski centre, financial management, employees schedules and other administrative duties.	6.00/hour	Best Matches + ENL	Teaching
Friends of Pippy Park	St. John's, NF	Ski Centre Staff	Provide efficient operation of user pay ski program including ski rentals, snack concessions and planning special events.	5.00/hour	Best Matches + ENL	Teaching
Friends of Pippy Park	St. John's, NF	Ski Centre Staff	Provide efficient operation of user pay ski program including ski rentals, snack concessions and promotion of ski centre.	5.00/hour	Best Matches + ENL	Teaching

Winter 1995
Class of 1997 - Work Term II

Froude Avenue Community Centre	St. John's, NF	Community Care Attendant/ Program Assistant	Program development for youth. Plan, organize and supervise special events. Implement activities and fundraise.	700.00/ month		Teaching
Interfaith Home For Seniors	Corner Brook, NF	Senior's Recreational Program Coord.	New Recreational program development for seniors.	4.75/hour		Teaching
Labrador East Integrated School Board	Nain & Goose Bay, Lab.	Co-op Teacher - Physical Education	Work alongside Physical Education teacher during day classes with some involvement in after school programs and team coaching.	13.73/hour (plus Northern allowance and vacation pay)		Teaching
Marble Mountain	Corner Brook, NF	Ski School Instructor	Instruct beginning to novice skiers, lift operation and ski patrol.	7.50/hour		Teaching
Marble Mountain	Corner Brook, NF	Ski School Instructor	Instruct beginning to novice skiers, lift operation and ski patrol.	7.50/hour		Teaching
Mount Pearl Parks and Recreation	Mount Pearl, NF	Youth Activity Worker	Plan, administer and coordinate activities for youth ages 6-18 years.	904.00/ month		Recreation
Mount Scio Community Centre	St. John's, NF	Recreation Counsellor	Design adult fitness programs. Assist with fundraising.	5.65/hour		Teaching
Mount Scio Community Centre	St. John's, NF	Recreational Coordinator	Assist in the implementation and delivery of recreation programs for youth.		Section 25	Teaching

Winter 1995
Class of 1997 - Work Term II

Employer	Position	Responsibilities	Hours	Notes
MUN - School of Physical Education & Athletics	Varsity Sport Coordinator	Promotion of varsity athletic events including press release, advertising & event programs. Recruit and oversee athletic venue staff. Oversee the operation of all varsity events.	5.50/hour	General
MUN - School of Physical Education and Athletics	Service Program Asst. & Children's Movement Program	Provide support service to School of P. E. general office. Develop schedules for gym, combative room & dance studio. Oversee CMP program and staff.	5.50/hour	Teaching
MUN - School of Physical Education and Athletics	Lab Assistant	Set up Primary Human Physiology lab and some instruction. Correct objective exams. Computer lab instruction and trouble shooting. Assist other staff as required.	5.50/hour	Teaching
MUN - School of Physical Education and Athletics	Intramural Coordinator	Implement plans for all intramural activities, including schedule, facility bookings, & registration. Recruit referees and event staff. Prepare stats. Publicize event info.	5.50/month	Teaching
Mun - Student Housing	Health and Fitness Coordinator	Work closely with Residence Life Officers in creating health and fitness programs for students residents.	6.00/hour	Teaching

Winter 1995
Class of 1997 - Work Term II

Student	Location	Position	Description	Hours	Agency	Category
New World Fitness	St. John's, NF	Wellness/Fitness Instructor	Conduct fitness assessments, program instruction, assist in all special events and programming.	6.00/hour	ENL	Teaching
Notre Dame Ski Club	Lewisporte, NF	Ski Instructor	Teach Jackrabbit and adult ski lessons, lead tours and assist with promotion.			Teaching
PWC - Basketball	St. John's, NF	Basketball Coach	Provide coaching and administrative duties for basketball team.	500.00 total	MUCEP	Teaching
Rabbittown Community Centre	St. John's, NF	Youth Worker	Organizing and implementing social and recreation programs for youth.	5.00/hour	ENL	Teaching
Ski White Hills	Clareville, NF	Administrative Assistant/ Retail Sales Clerk	Ensure clients are outfitted with proper skiing equipment, customer service, etc.	5.00/hour	ENL	Teaching
St. Anthony, Town of	St. Anthony, NF	Active Living - Go For Green Coordinator	Develop Active Living, Go-For- Green resource and manual, cross country ski brochure, implement WinterActive week and conduct presentations.	1160.00/ month		Teaching
St. John's Community Development Ass.	St. John's, NF	Program Coordinator	Recruit, register and oversee Winter CAP program, organize and implement leisure activities, budget administration.	5.00/hour	ENL	Teaching

Winter 1995
Class of 1997 - Work Term II

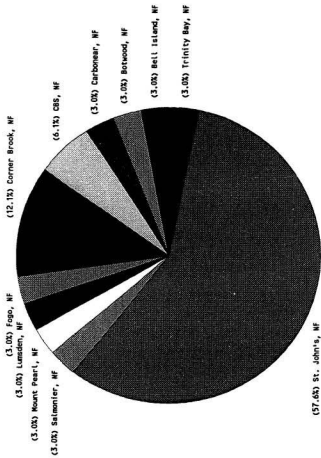
Organization	Location	Position	Description	Rate	Funding	Notes
St. John's Parks and Recreation	St. John's, NF	Research Asst. - Minor Sport Review	Review and compile information related to minor sport. Develop statistics and final report.	6.00/hour	Best Matches (partial funding)	Teaching
St. John's Parks and Recreation	St. John's, NF	Research Assistant Summer Program	Review and make recommendations for the Boredom Buster and Summer Playground programs.	5.00/hour	Best Matches (partial funding)	Teaching
St. John's Parks and Recreation	St. John's, NF	Research Asst. - Softball	Review minor softball programs in City and develop proposal for improved program.	6.00/hour	Best Matches (partial funding)	Teaching
The Outdoor Hut	St. John's, NF	Salesperson/ Marketing Asst.	Work in sales, marketing and merchandising.	6.00/hour	ENL	Teaching
YM/YWCA Hibernia	Bull Arm, NF	Student Recreation Specialist	Assist Y Staff in providing direct leadership to all programs, special events, services, etc. under the Mosquito Cove Rec. Project.	7.85/hour		General

Appendix B

Geographical Location of Student Work Placements

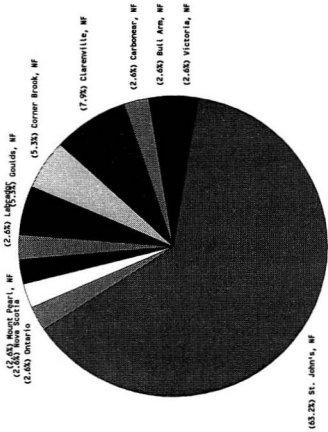
Spring 1993 Class of 1996 - Work Term I

Employment Location

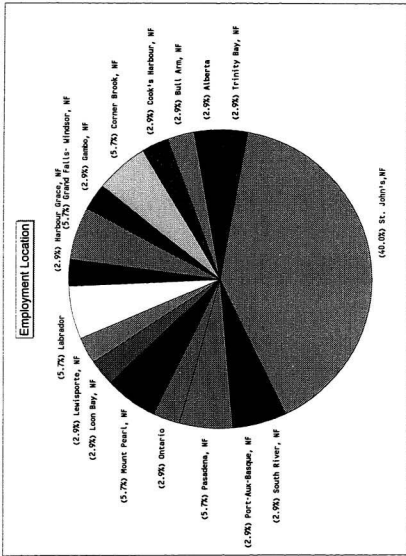


Winter 1994 Class of 1996 - Work Term II

Employment Location

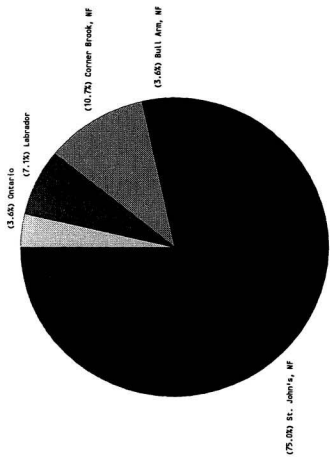


Spring 1994 Class of 1997 - Work Term I



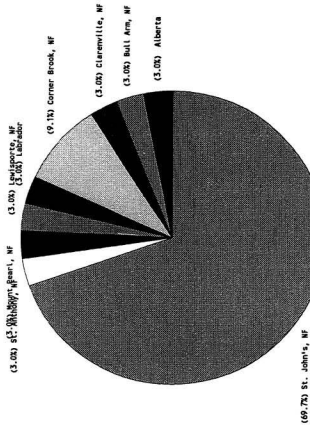
Fall 1994 Class of 1996 - Work Term III

Employment Location

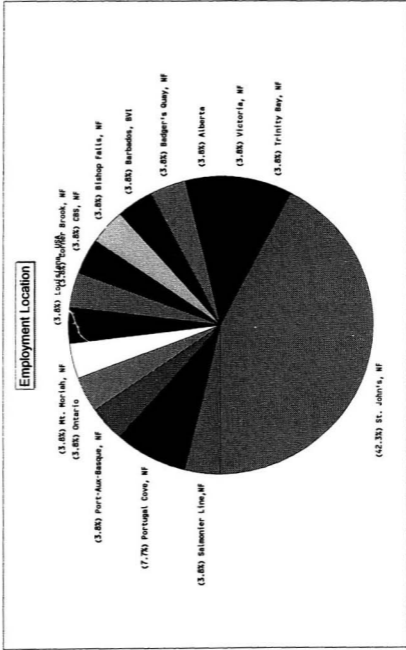


Winter 1995 Class of 1997 - Work Term II

Employment Location

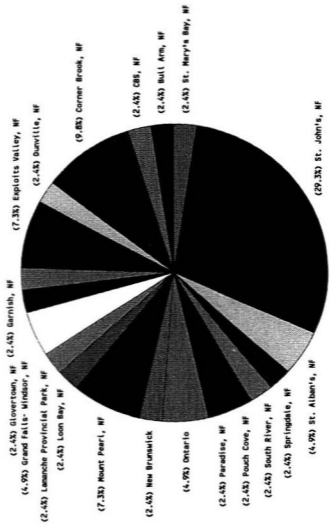


Spring 1995 Class of 1996 - Work Term IV



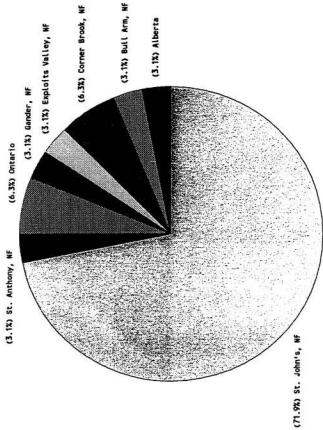
Spring 1995 Class of 1998 - Work Term 1

Employment Location



Fall 1995 Class of 1997 - Work Term III

Employment Location



Appendix C

Statistical Analysis of Student Work Placements

**CLASS OF 1996 - WORK TERM I
SPRING 1993**

Total Positions 33
Salary Range not available

Recreation Positions 82.00%
Teaching Positions 6.00%
Other Positions 12.00%
100.00%

% Recreation Students in Recreation Positions 30.00%
% Teaching Students in Recreation Positions 61.00%
% General Students in Recreation Positions 9.00%

% Teaching Students in Teaching Positions 50.00%
% Recreation Students in Teaching Positions 0.00%
% General Students in Teaching Positions 50.00%

% Teaching/General/Recreation Students in Other Positions 12.00%

**CLASS OF 1996 - WORK TERM II
WINTER 1994**

Total Positions 38
Salary Range \$0 - \$13.75/hr

Recreation Positions 87.00%
Teaching Positions 10.50%
Other Positions 2.50%
100.00%

% Recreation Students in Recreation Positions 26.00%
% Teaching Students in Recreation Positions 63.00%
% General Students in Recreation Positions 11.00%

% Teaching Students in Teaching Positions 75.00%
% Recreation Students in Teaching Positions 0.00%
% General Students in Teaching Positions 25.00%

% Teaching/General/Recreation Students in Other Positions 2.50%

**CLASS OF 1996 - WORK TERM III
FALL 1994**

Total Positions 28
Salary Range \$0 - \$15.00

Recreation Positions 89.00%
Teaching Positions 4.00%
Other Positions 7.00%
100.00%

% Recreation Students in Recreation Positions 22.00%
% Teaching Students in Recreation Positions 54.00%
% General Students in Recreation Positions 14.00%

% Teaching Students in Teaching Positions 100.00%
% Recreation Students in Teaching Positions 0.00%
% General Students in Teaching Positions 0.00%

% Teaching/General/Recreation Students in Other Positions 7.00%

**CLASS OF 1996 - WORK TERM IV
SPRING 1995**

Total Positions 26
Salary Range/hour \$0 - \$11.25

Recreation Positions 96.00%
Teaching Positions 0.00%
Other Positions 4.00%
100.00%

% Recreation Students in Recreation Positions 20.00%
% Teaching Students in Recreation Positions 64.00%
% General Students in Recreation Positions 16.00%

% Teaching Students in Teaching Positions 0.00%
% Recreation Students in Teaching Positions 0.00%
% General Students in Teaching Positions 0.00%

% Teaching/General/Recreation Students in Other Positions 4.00%

**CLASS OF 1997 - WORK TERM I
SPRING 1994**

Total Positions	35
Salary Range	\$0 - \$8.86
Recreation Positions	88.50%
Teaching Positions	3.00%
Other Positions	<u>8.50%</u>
	100.00%

% Recreation Students in Recreation Positions	3.00%
% Teaching Students in Recreation Positions	90.00%
% General Students in Recreation Positions	6.50%
% Teaching Students in Teaching Positions	100.00%
% Recreation Students in Teaching Positions	0.00%
% General Students in Teaching Positions	0.00%
% Teaching/General/Recreation Students in Other Positions	8.50%

**CLASS OF 1997 - WORK TERM II
WINTER 1995**

Total Positions	33
Salary Range/hour	\$0 - \$13.73
Recreation Positions	88.00%
Teaching Positions	6.00%
Other Positions	<u>6.00%</u>
	100.00%

% Recreation Students in Recreation Positions	3.00%
% Teaching Students in Recreation Positions	90.00%
% General Students in Recreation Positions	7.00%
% Teaching Students in Teaching Positions	100.00%
% Recreation Students in Teaching Positions	0.00%
% General Students in Teaching Positions	0.00%
% Teaching/General/Recreation Students in Other Positions	6.00%

**CLASS OF 1997 - WORK TERM III
FALL 1995**

Total Positions 33
Salary Range/hour \$0 - \$9.98

Recreation Positions 88.00%
Teaching Positions 9.00%
Other Positions 3.00%
100.00%

% Recreation Students in Recreation Positions	10.00%
% Teaching Students in Recreation Positions	86.50%
% General Students in Recreation Positions	3.50%
% Teaching Students in Teaching Positions	67.00%
% Recreation Students in Teaching Positions	0.00%
% General Students in Teaching Positions	33.00%
% Teaching/General/Recreation Students in Other Positions	3.00%

**CLASS OF 1998 - WORK TERM I
SPRING 1995**

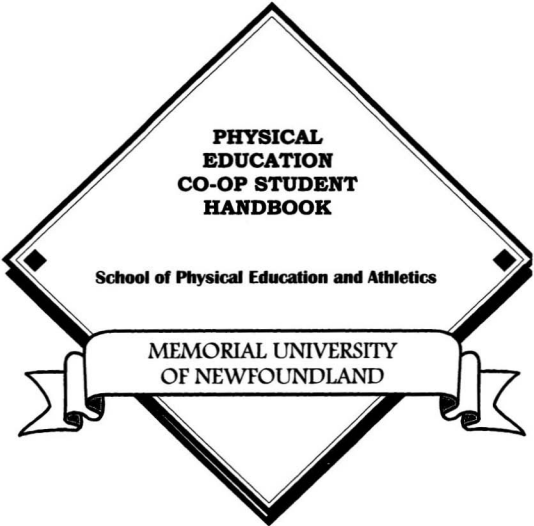
Total Positions 41
Salary Range/hour \$4.75 - \$9.25

Recreation Positions 95.00%
Teaching Positions 0.00%
Other Positions 5.00%
100.00%

% Recreation Students in Recreation Positions	Not Available
% Teaching Students in Recreation Positions	Not Available
% General Students in Recreation Positions	Not Available
% Teaching Students in Teaching Positions	Not Available
% Recreation Students in Teaching Positions	Not Available
% General Students in Teaching Positions	Not Available
% Teaching/General/Recreation Students in Other Positions	Not Available

Appendix D

Co-op Student Handbook



**PHYSICAL
EDUCATION
CO-OP STUDENT
HANDBOOK**

School of Physical Education and Athletics

MEMORIAL UNIVERSITY
OF NEWFOUNDLAND

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School of Physical Education and Athletics Co-op Handbook
Co-operative Education

1. CO-OPERATIVE EDUCATION

1.1 Purpose of Co-op

The skilled professional physical education graduate has always been recognized as a person who can combine a sound theoretical knowledge of the principles of physical education, recreation, and sport with the practical skills of applying those principles to the task at hand. The co-operative program in physical education at Memorial allows the undergraduate to develop knowledge and practical skills by providing a completely integrated pattern of academic study and field related experience in various dimensions of physical education, recreation, and sport. Graduation requirements include successful completion of both academic and work experience.

The degree program covers almost four calendar years, comprising of six academic terms, four work terms, and an honours term. The work terms bring the student into direct contact with the field of physical education, recreation, and sport, and provides practical exposure to the situations, problems, and issues typical of those encountered in practice. Through personal experience in the field, the student's educational environment is extended and the total education is advanced. The maturing prospective physical education graduate, provided with an opportunity for self-discipline and direction, gains an early appreciation of the social and personal aspects of a career in his/her chosen field.

1.2 Partners in a Co-operative Education Program

The three main partners in all co-op programs are the students, the employers, and the university. To produce a successful program, each component has to play an important role, and as a result, each then receives benefits from their efforts.

1.2.1 Role of the Students

The role of the student in the co-op program is to be a spokesperson and an ambassador for the program. Students are also expected to acquire as many skills as possible so that they are "marketable" during the work terms and subsequently upon graduation. While on the job during the work term, students should make use of the available opportunities to gain as much experience as possible.

1.2.2 Role of the Employer

Employers offer jobs in one of the functional areas of physical education, recreation, and sport. Employers also agree to provide appropriate supervision and guidance to the students during the work term. A salary commensurate with the position/responsibilities, and a reasonable working atmosphere usually accompany work term positions.

1.2.3 Role of the University

The university functions as the liaison between the physical education, recreation, and sport community and the students. It provides regular supply of work term students to the field and provides the students with contacts of potential employers.

1.2.4 Benefits to the Student

Students in Memorial's physical education co-op program have a distinct advantage over students in non-co-op programs because they have *four work terms of experience to their credit*. Upon graduation from a co-op program, students quite often have the option of going to work for an employer they have already been acquainted with as result of their work terms.

Work terms can also provide the opportunity for students to *decide on their area of specialization and choice of career*; they provide students with the opportunity to evaluate specific businesses as perspective employers.

Work terms are *economically beneficial* to students. Their earnings during work terms contribute towards expenses in subsequent academic terms, such as tuition fees, accommodations, etc.

1.2.5 Benefits to the Employer

The employer benefits from the co-op program in the following ways:

Work terms provide the opportunity for employers to *observe students on the job*, watch their progress over the four work terms, and decide whether they could be potential employees for recruitment after graduation.

Students in the co-op program possess high levels of skills which are valuable to employers during work terms. Employers can use these students to *assist or relieve their employees of regular duties*; these students can also be *assigned special projects* for which the employer does not have any permanent staff available.

Work term students are *available at all times of the year*. Projects can be scheduled to match the academic and work experience levels of the students, e.g., projects requiring greater independence and higher levels of responsibility can be scheduled during the third and fourth work terms.

1.2.6 Benefits to the University

The co-op program provides the university with the means to stay in touch with the working community. *Faculty can evaluate the effectiveness of their course material* with the help of feedback from employers and students. Increasingly mature, confident and informed students can also provide faculty with valuable feedback in the classroom, thereby helping to keep the academic community up to date with the current advances in methods and technology.

Classrooms, laboratories and equipment are used on a year-round basis, resulting in a more economical operating cost per student.

School of Physical Education and Athletics Co-op Handbook
The Office of Co-operative Education

2. THE CO-OP OFFICE

The co-op office is responsible for the management of the work term aspect of the physical education program. These responsibilities include:

- * promoting the co-op program to prospective employers,
- * providing career related job opportunities to students,
- * providing seminars and lectures on work term requirements, (See Appendix A)
- * monitoring students during the work term,
- * giving professional feedback and guidance to students,
- * providing professional advice on employment trends to faculty,
- * evaluating and making recommendations to Faculty Council on the promotion of each student to the academic term.

The physical education co-operative program has a program manager, a co-ordinator, and an administrative assistant. These professionals are integrated within the School of Physical Education and Athletics and serve on Faculty Council, Undergraduate Studies, Admissions, Promotions and Appeals Committees.

These individuals are also members of the Canadian Association for Co-operative Education (CAFCE), a national organization established to promote high standards of co-op in Canada. The co-ordinators are involved with the regulatory body of CAFCE, the Co-operative Council of Canada (COCOC), which has developed and maintains the rigorous set of criteria all co-op institutions must follow if they are to be accredited. Co-ordinators also contribute to the CAFCE's standardization committee, which maintains a set of standard policies governing co-op in Canada.

School of Physical Education and Athletics Co-op Handbook
The Job Competition

3. **THE JOB COMPETITION**

The co-operative education office actively promotes the co-op program and solicits work term positions from regular and new employers each semester. The co-op jobs developed by the co-op office belong to and are the responsibility of the co-op office.

The jobs vary in scope, responsibility and experience required and cover most areas in recreation, sport, health, and fitness. They are made available through a process known as the job competition in which you have an opportunity to practice real-life job procurement skills. Before entering the job competition, you should be aware of the recruiting ethics that have been developed.

3.1 **Recruiting Ethics**

Developed by the Canadian Association for Co-operative Education (CAFCE), for the employers, the students and the university, these ethics ensure that all three parties will be treated in a professional manner. You should be aware of these guidelines and report violations to the co-op office.

3.1.1 **Employer Ethics**

Employers should:

- 1) respect schools deadlines regarding job postings, interview space reservations and interview times.
- 2) Provide schools with up-to-date corporate literature and/or provide information that reflects as accurately as possible the job(s) to be filled.
- 3) Give reasonable notice (min. 3 days) of those candidates to be interviewed or of interview cancellations.
- 4) Abide by the co-op recruiting of each institution.
- 5) Not discuss job offerings/rankings with candidates before, during or after an interview.
- 6) Not pressure candidates to give company preference in the ranking process.

- 7) Not provide candidates with information on other companies.
- 8) Not seek a candidate's assessment of another candidate.
- 9) Not mislead students about their ranking intentions.
- 10) Be prepared to provide schools with accurate information regarding salary and relocation expenses (if applicable).
- 11) Provide schools with ranking results (where applicable) within three (3) days following interviews (provided that this meets with the deadlines of a given institution).
- 12) Not submit/make multiple job rankings/offers unless prepared for multiple acceptances.
- 13) Honour all job/student matches. It is the employer's responsibility to not renege on accepted offers or to rescind offers of employment.
- 14) Confirm all job offers in writing.
- 15) Not translate a co-op assignment into a full-time position as a way of persuading a student to settle for a lesser degree.
- 16) Not expect co-op schools to recruit students on their behalf.
- 17) Report violations of recruiting ethics to the co-op office at the university or college at which the violations occur, or to the CAFCE national office.
- 18) Comply with all provincial and federal human rights and employment legislation.

3.1.2 Student Ethics

It is your responsibility to:

- 1) abide by the co-op rules of your institution.
- 2) Provide employers with accurate and appropriate information on your qualifications and interests. You should ensure that employers are provided with all requested information, i.e. resume, transcripts etc.
- 3) Apply for jobs in which you have a genuine interest.

- 4) Notify the co-op office well in advance if interviews must be rescheduled or cancelled.
- 5) Be well-prepared for interviews.
- 6) Not discuss job offers/rankings with an employer during or after an interview.
- 7) Not provide employers with information on other students or other employers.
- 8) Honour the acceptance of placement as a contractual agreement with the employer.
- 9) Honour the relocation policy of employers with whom you are matched (if applicable).
- 10) Respect the policies of employers regarding confidential/proprietary information and the application of these policies to student work reports.
- 11) Report violations of recruiting ethics to the co-op office at the university or college you attend.

3.1.3 University Ethics

It is the educational institution's responsibility to:

- 1) inform students and employers about its recruitment and placement policies and procedures.
- 2) Provide equal services to all students and employers.
- 3) Accommodate employers' reasonable requests for job posting, interview space and presentation facilities.
- 4) Provide students with accurate information on all employers who are recruiting. All information and promotion materials (including salary information) must be approved by individual employers before posting.
- 5) Follow ethical and legal guidelines in providing student information to employers.
- 6) Notify employers of any imposed quotas or hiring limitations placed on an employer before that employer conducts interviews.
- 7) Notify employers of any students who, after being hired, do not achieve an academic level high enough to allow them to continue in the co-op program.
- 8) Notify the CAFCE national office of any employer recruiting violations.

9) Comply with all provincial and federal human rights and Employment legislation.

3.2 Eligibility

All students entering work term 1 are eligible to enter the job competition except for those who received a combined average in academic term 1 of less than 60 per cent. These students are encouraged to concentrate on improving their academic marks, and upon successful completion of academic term 2 will be permitted to enter the second part of the competition (the aftermath).

3.2.1 Returning To Last Employer Policy

Students who have been with an employer for a single term are encouraged to secure a second term with that employer. You should check with your last employer before the start of the job competition to determine if a job is available for the next work term. Students not wishing to return to their last employer are requested to document in writing the reason or reasons and submit them to the co-op office prior to the first posting of jobs. If the request is denied, the student will not be permitted to enter the first round of the competition but will be eligible to enter the aftermath.

The following are considered single work term positions to which you are not required to return:

- where you have obtained your own job
- CSU-funded positions
- positions with the university
- COSEP-funded positions
- positions clearly advertised as a single work term requirement
- All other positions can be considered a two work term commitment.

3.2.2 Registering with Manpower

During the summer work terms, there are co-op positions advertised through Canada Manpower Centres, hence you should register with this organization to ensure that you are eligible for these positions.

3.3 Mechanics of the Job Competition

The job competition for the subsequent work terms starts very early in the academic term and you should be aware of the upcoming events. **Check the bulletin board outside of the co-op office on a regular basis for notices**, or ask the administrative assistant if unsure.

In round 1 all jobs received to date will be posted. Copies of these jobs will be available for you to sign out but must be returned to the co-op office within one hour to allow other students the opportunity to follow the same procedure. During round 1 there may be three or four postings of jobs; these will take place on a weekly basis and will depend on the number of jobs submitted. Check the bulletin board for the next posting date.

During round 1, you may apply for a maximum of 12 jobs. The amount of time necessary to prepare applications, research jobs and attend interviews makes this limitation necessary.

3.3.1 Deadlines

To ensure that the job competition runs smoothly, all job postings will have a deadline. These deadlines are rigid!

At the end of the first posting, you should submit all job bids, resumes for each job, and transcripts where requested.

3.3.2 Getting The Job

Students should be aware that "He or she who gets hired is not necessarily the one who can do the job best but the one who knows the most about how to get hired." (R.N. Bolles, 1982)

To know the most about how to get hired, you must develop proficiency in preparing a resume, submitting a job application and conducting an interview. These three steps are vital if you wish to compete with your peers at Memorial and at other universities across Canada.

3.3.3 Resume Writing

A resume is a persuasive summary of your qualifications. It is a synopsis of your educational background, employment record, extra-curricular activities, achievements and skills. A resume should be accurate, factual and concise, and should demonstrate good written and organizational abilities. The resume should not exceed two pages and generally one page is sufficient. Senior students may require two pages or more to list all of their work experiences.

The resume is the first contact with the prospective employer and it should leave a lasting impression. It should be well written and well organized and should emphasize the things that you have done that are most relevant to the position(s) you are applying for, and show your superiority to other applicants.

There are many types of resumes some of which include functional and chronological resumes. A functional resume, sometimes called the "accomplishment resume", describes in detail your abilities and accomplishments. Names of all employers and dates are not included. It is a summary of what you have done without prioritizing where, when or with whom.

A chronological resume tells the perspective employer where, when and with whom you have worked but does not emphasize what you have done. One that is often preferred is the modified or improved chronological resume which lists duties, skills and accomplishments under each job title. This resume often consists of seven sections:

Personal

This section includes

- * student name
- * address, both local and permanent (if different)
- * telephone, local and home (include area codes)

Human rights legislation prohibits discrimination on the basis of marital status, height, weight, age, sex, religious and political belief. This information may be included in the resume if it will be of benefit to the application, but is generally not necessary.

Education

It is not necessary to quote all previous academic terms in the physical education program; quote current term only.

State other post-secondary schools attended or courses obtained prior to attending Memorial.

State high school attended.

Awards and Scholarships

Quote any scholarships you may have won; if academic marks are worthy of note (e.g., 75 per cent or higher), you may want to list them in this area but it is not necessary.

Work Experience

Junior students should quote all work experiences but, as you proceed through the co-op program, the least technical jobs may be given less emphasis. All jobs should be listed, beginning with the most recent. For each position, highlight in point form major duties and responsibilities.

The following three sections are very important especially for students with little work experience. These items provide the employer with information on leadership abilities, organizational and communications skills as well as interests.

Volunteer Experience

Volunteerism provides the student with valuable work experience. Perspective employers often look for the student who has volunteered. All positions should be listed beginning with the most recent, highlighting the major duties and responsibilities of each.

Extra-Curricular Activities

Include memberships in societies, clubs or sporting organizations.

Skills / Certificates

Include knowledge of computer languages, coaching certificates, First Aid, CPR, driver's license, etc.

Interests

Sports, reading, travel, etc.

Note:

Before the start of the job competition, you should obtain a copy of your transcript from the Registrar's Office. Many companies require this transcript and it usually takes a few days to obtain. Photocopies may be submitted, hence only one original is required each term.

Sample Resume

RICK O'SHEA
123 Oak Street
St. John's, Nfld., Canada
A3H 7F4
(709) 123- 4567

EDUCATION

Memorial University, St. John's, NF
Currently registered in academic Term 3 of the Physical Education Co-op Program

DEF College, St. John's, NF
Completed course work in computer applications

ABC High, St. John's, NF
Graduated Grade 12 with honours (1994)

WORK EXPERIENCE

XYZ Recreation Department, St. John's, NF May 1995- August 1995

Program Co-ordinator

Duties and responsibilities included:

- designing and implementing a summer recreation program for children ages 6- 15.
- coaching pee-wee softball team.
- supervised a staff of four volunteers.

QRS Softball League, St. John's, NF June 1994- August 1994

Umpire and Field Maintenance Person

Duties and responsibilities included:

- officiating league and playoff games.
- assisted in various fundraisers.
- prepared field before games.

WRYT Radio Station, St. John's, NF June 1993- August 1993:

Station Assistant

Duties and responsibilities included:

- Assisting station manager in daily administrative work
-

AWARDS AND SCHOLARSHIPS

- 1996 Current academic average based on two terms is 83.9%
1994 Received an award of \$300 for highest marks in grade twelve
1994 Received ABC High School Athlete of the Year
-

EXTRA-CURRICULAR ACTIVITIES

- 1995 Active member of MUN Seahawks Wrestling team.
1995 Class president of Physical Education class of 1999.
1995 Member of intramural soccer team, Memorial University.
1994 Volunteer coach of Special Olympics Program.
-

SKILLS

Computer skills include a working knowledge in Basic, Pascal and C. Have worked with IBM and compatible as well as with VAX machines. Hold a valid drivers license, can type 40 words per minute and have good written and oral communication skills. Have current First Aid and CPR certificates from Canadian Red Cross.

INTERESTS

Softball, Wrestling, soccer, reading and computer programming.

REFERENCES

List three references. The standard is often two professional and one personal.

Note: This is a sample resume only. You may wish to delete certain sections or add others such as volunteer experience, areas of accomplishments, etc.

3.3.4 Researching the Employer



The number of job bids you submit will depend on various factors that you should determine before the start of the competition: types of jobs sought, experience that may be required, salary and location. With careful planning, you can acquire good work experience very early in your career.

When the jobs have been selected the next step is to research the employers in preparation for the job application. This research is essential, since the job descriptions will be very brief and in some cases will only be a generic outline.

Most companies have submitted information on their operation to the co-op office, and this information is made available to the students. Other sources are the library, newspapers or students who have worked with that company. The co-ordinators will also be available to answer any questions that may arise at this point in the competition.

The amount of research carried out will be reflected in the job bid and in the questions that will arise during the interview. Feedback from employers indicates a perceived lack of research on the part of the student when the students know very little about the company or the job.

3.3.5 Preparing the Job Bid and Cover Letter

When the jobs have been selected and the research completed, the next step is to write a customized job bid. A cover letter, attached to this job bid card, provides your first opportunity to express a personal interest and state your qualifications. The bid should be well-written and typed and should not exceed one page.

The cover letter formally introduces you to the employer. This should be attached to a bid card available at the co-op office. It should be tailored to the position you are applying for and include the following points:

- An indication of the kind of job for which you are applying.
- An indication of your knowledge of the company and the position for which you are applying.
- Highlights the particular aspects of your education, work experience, activities or personality which would make you an asset to the company.

3.3.6 Cover Letter Sample

Your name, address and telephone number.

The name and address of the company for which you are applying for a position.

Dear Sir/Madam, (Use the person's name who receives the application).

State fully the job being applied for, location and where the position was advertised.

State the reason(s) why this particular job is of interest to you. Include such items as:

- * the job will provide practical experience in a chosen field (be specific and refer to the job description where appropriate).
- * you will be able to use your present skills in this position.
- * include other reasons that may be appropriate.
State qualifications applicable to the job. This may include references to the resume to point out specific aspects relevant to the work experience or educational background. If there is limited work experience, state interest in the position and how the necessary expertise will be developed.

Ask for an interview where further elaboration will be made on the interest and qualifications outlined above.

Yours truly,

_____ (note: sign this letter)
John/Jane Doe

3.4 Interviewing

Congratulations on receiving an interview! This means that the employer reviewed the job bids and resumes and feels that those selected may have the background and interest to meet the employer's or the company's needs.

Next comes the face-to-face contact in which you will have an opportunity to discuss your qualifications and interest in the position. The employer will elaborate on the job and will ask many questions to finally determine which applications are most suitable and whether these applicants have sufficient interest and enthusiasm for the job. To optimize the chances in this process, you should observe the following guidelines:

3.4.1 Interview Time

All interview times will be posted on the bulletin board outside the co-op office a few days prior to the interview. It is your responsibility to note these times and sign up for interviews. Arrive in plenty of time for the interview and check with the receptionist to ensure any changes in the times and room numbers. Being late for an interview will not make a positive impression on an employer. Students who cannot attend an interview for any reason are requested to notify the receptionist and the administrative assistant of the co-op office as soon as possible.

STUDENTS WHO FAIL TO ATTEND INTERVIEWS FOR OTHER THAN JUSTIFIABLE REASONS MAY BE PROHIBITED FROM PARTICIPATING IN THE REST OF THE JOB COMPETITION. SUCH INFORMATION IS DOCUMENTED AND KEPT IN THE STUDENT'S FILE.

Students who apply for jobs during the competition, but find their own job or are offered a position with their last employer, are required to attend all interviews and express their thanks to the employer for granting an interview.

3.4.2 Preparation

Studies have shown that within the first four minutes of the interview the employer has made a judgment about the applicant. These few minutes should be used to make a good impression and this is determined by dress, manners, attitude and body language. Be self-confident, smile when entering the room, shake the employer's hand firmly and do not sit until asked. When seated do not slouch, make frequent eye contact and always show interest.

3.4.3 Breaking the Ice

This part of the interview should be quite informal and usually starts with a comment on such topics as the weather or local sports. The employer wants to make the applicant feel comfortable and this usually sets the tone for the rest of the interview. Whatever questions or comments are made at this point, try to respond in a positive and warm manner. Do not get carried away in a long discussion on trivial matters.

3.4.4 Questions to Ask and Expect

???

There are three types of questions you should be prepared to answer in an interview: directive, non-directive and hypothetical questions.

Directive:

These questions can include:

- ◆ Why did you apply for this job?
- ◆ What skills do you have that you feel will help you perform this job?
- ◆ What have you done to prepare yourself for this job?
- ◆ Tell me what you know about this position or my company?
- ◆ In what stream of Physical Education are you interested?
- ◆ In what type of field are you interested?

Non-Directive:

These questions can include:

- ◆ Tell me about yourself?
- ◆ What are your long term career goals?
- ◆ What are your strengths/weaknesses?
- ◆ What is your most significant achievement to date?

Hypothetical:

These questions are not normal for an interview but may arise. The questions would pose a hypothetical situation and ask for an analysis. This may be a conflict situation with staff or a problem with equipment. This gives the employer the opportunity to assess your ability to "think on your feet."

Prohibited Questions

An interviewer should not ask questions relating to areas of discrimination as defined under the Human Rights Code. You are not required to answer these questions. Subjects that should not be questioned include:

- ◆ national origin
- ◆ specific age
- ◆ mother tongue
- ◆ religious beliefs
- ◆ birth place
- ◆ political beliefs
- ◆ marital status, spouse, number of children, pregnancy, family plans
- ◆ mental disabilities or health problems.

If you feel that the question has no bearing on the interview or the job being applied for, you should inform the interviewer. The response should be "I am sorry, but I feel that such information is not necessary to evaluate my qualifications for this position." Report such questions to the co-op office.

Asking Questions

During the interview, you will have an opportunity to ask questions which may arise from statements that the employer will outline but should also include questions you have prepared. Questions may be written down and brought to the interview, and notes may be taken during the interview. Use a small note pad for this, (not a large binder) and be discreet. Having questions prepared, either written or memorized, will usually help.

REMEMBER THAT IN A GOOD INTERVIEW THE APPLICANT AND THE EMPLOYER SHOULD EACH DO ABOUT ONE HALF OF THE TALKING.

The employer usually closes the interview by asking if there are any further questions. This should be a clue to ask any final questions and thank the employer for the interview. In most cases a handshake will be offered. Thank the employer and leave the office.

3.4.5 What to do and not to do in an interview

DO NOT:

- * chew gum or smoke
- * stare around the room during an interview
- * shuffle around in the seat
- * speak in a negative manner about past employers, schools attended, home town or anything else discussed
- * appear nervous (This is a normal response but students should be aware that it leaves a negative impression.)
- * answer questions with a yes or no
- * interrupt to ask or answer a question
- * offer information non-essential to the interview
- * ask questions for the sake of asking questions
- * speak too quickly or too slowly.

DO:

- * show interest in the job and the employer
- * speak clearly and with confidence
- * ask well-thought-out questions
- * portray a positive image even when discussing situations which have had a negative impact; this indicates maturity
- * maintain frequent eye contact.

3.4.6 Employers' Comments on Job Interview

The following written comments are presented as feedback to help students with a weakness in the interview and to point out what employers observe.

NEGATIVE

- Appears somewhat nervous and lacked confidence.
- Should be more talkative.
- Does not appear to be very interested.
- Abrupt style of speech.
- Concerned about having to do work not done before.
- Student did not do homework to learn about our company; I think this is essential for the interview process.
- Not very communicative, nervous.
- Very few questions, difficult to tell how interested the student was in the job.
- Needs help in structuring application and resume.

POSITIVE

- Confident, experienced and will gain a good deal from this work term.
- All students interviewed were very pleasant. Some were nervous in the beginning but seemed to relax as time went on.
- Good interview, very mature.
- Well-spoken in the interview.
- Excellent presentation.
- Expresses himself/herself well.
- Communicates well.

- Well prepared for the interview. Knowledgeable of company and position.
- Presents self well.
- Very personable.
- Honest and frank discussion.

3.5 The Placement Process

When the interviews have been completed, the employers are asked to submit their ratings as well as feedback on how well you performed in the interview. This feedback is used to counsel students in areas where a weakness may exist. You are encouraged to seek the advice of a co-ordinator on matters related to your interviews.

The first step in the matching process is the posting of a list of students with first choices. These students will be advised to pick up their offers from the co-op office. Also posted will be a deadline when these offers must be returned to the co-op office, either accepting or rejecting them. Students who do not respond by this deadline will forfeit their offers to the next student on the list. When a job has been accepted the student is committed to that job for the work term. (Refer to the university regulations for work terms as listed in the calendar.)

Next, students with second offers, (where the job and the student are still available), will be notified in the same sequence as listed above. A student who accepts an offer in the first phase will not be informed of any other offers. This process will continue until either all of the jobs are filled or all eligible students are placed.

A majority of students accept one of their first offers in the initial round of competition because during the interviews they have obtained the information necessary for them to make a decision without delay.

3.6 The Aftermatch

Some students will not be offered a job in the first round of competition. This could be due to many factors which each student must assess after the first round is completed. A co-ordinator will be available to discuss the reasons and to offer suggestions for the aftermatch.

The aftermath, which begins as soon as the first round is complete, starts with an assessment of what jobs are left and how many students are still available. Students still unplaced are asked to come to the office and fill out a form giving the co-op office an idea of what types of jobs they want, discipline and any restrictions. At this time, students are requested to leave six copies of their resumes and transcripts with the co-op office.

Interviews for jobs still available will start as soon as the exam results are known. All information will be posted on the bulletin board before the end of exams. Students who were not permitted in the first round are now eligible to enter the competition and should check with the co-op office for details.

Please Note: Unplaced students should check with the office on a regular basis to keep up-to-date on current events.

3.7 Finding your own Job

Securing a work term position is ultimately **YOUR** responsibility, and you are thus encouraged to contact employers on your own. This should be done in similar manner to researching the employer, as described in section 3.3.4. General letters of application will most likely be discarded. Some points to follow are:

- ◊ Select companies that offer good experience.
- ◊ Get to know the company. Information is available through the co-op office, the Canada Manpower Centre, libraries, newspapers, etc.
- ◊ Write a job application as described previously.
- ◊ Identify by phoning the company the name of the manager, recreation specialist, or other involved personnel and address the letter to them.
- ◊ Send or hand deliver the application with a resume.
- ◊ Follow up in few days with a phone call inquiring if the application was received and whether an interview will be granted.

When time does not permit this approach, another technique is to phone and attempt to speak to the individuals listed above. Should this be possible, the time permitted will only be a few minutes and during these few minutes you should get a clear message across as to who you are and what you want. This should include:

- * Identifying with your name and what program and discipline enrolled in at Memorial.

- * State interest in obtaining employment with this company and why.
- * Indicate that an interview is sought and a resume will be sent.
- * Thank the employer in advance for reviewing the job application.

Follow the same procedure as outlined for round 1, should an interview be granted. If a job is offered, notify the co-op office as soon as possible and submit a short job description from the employer, this must be approved by the co-op office.

All efforts to secure a work term job must be documented in a Job Search Journal and should include:

1. companies contacted
2. names of professional persons contacted
3. interviews granted and results of interviews
4. all material must be dated

This information must be submitted to the co-op office in the event that a work term position is not obtained. The information will be used to assess your efforts and to recommend a course of action.

3.8 Entrepreneurship

For some students the idea of developing a business enterprise while going through university is a real goal. These students have developed the entrepreneurial desire and this desire is encouraged by the co-op office and recognized as an alternative to working for an established company during a work term.

Students who wish to follow this route are encouraged to have a well developed business plan before the start of the work term and to submit this plan to the co-op office for final approval. A separate booklet, prepared from various sources by the Faculty of Business Administration co-op office, outlines such areas as:

- How to start and manage a small business.
- Legal structure of a small business.
- Financing a small business.
- Writing a business plan.

- Identification and commercialization of new products.
- Understanding a financial statement.

A listing of material is available at the Co-operative Education office for students to review and to aid in the formulation of any entrepreneurial activities. Students should be genuinely interested in this kind of activity, and not rely on it when they are unable to get placements in the competition process.



3.9 Guidelines For International Students

There is a possibility of international students attending the School of Physical Education and Athletics Co-operative Education Program at Memorial on special educational visas. These students bring with them diverse backgrounds, thus enhancing the learning experience for all students.

All requirements of the co-op program apply to these students with a few additions.

- * Some jobs advertised through the co-op office will be clearly marked "must be a Canadian citizen". These positions are advertised as such at the request of the employers. All students should check with the co-op office if unsure of a particular job.
- * At the end of each academic term all non-Canadian students will be issued a letter stating that they are full time students in the co-operative physical education program at Memorial and, upon successful completion of the academic term, have been assigned a co-operative position. This letter must be hand delivered to the nearest Canadian Immigration office, where the appropriate work permits will be issued.

3.10 Policy - Unplaced Students

3.10.1 Work Term Project

PREAMBLE: Students should refer to the University Calendar Regulations for the Work Term.

Students who have been unsuccessful in securing a work term placement will, in consultation with a co-ordinator, submit a "work term project" proposal. The project must receive approval by the co-op office as a suitable work term activity.

The work term project will:

- a. provide the topic for a work report.
- b. Provide a minimum of 280 hours work experience for the student.
- c. Provide related professional experience or alternative experience allowing transferable skills to the profession.

Students will be graded as outlined in the University Calendar. See Appendix B.

Work reports will be graded by either a co-ordinator or a member of the faculty. Detailed outlines should be submitted as soon as possible, but not later than the Friday of the third week after the project begins.

Work performance will be based on evaluation forms completed by the project supervisor, the students' project diary and the diary of job search activity for the period between the official start date of the work term and add day. Where you have secured an approved work term position, the employer evaluation of student performance and the monitoring co-ordinator assessment will be included in the evaluation.

3.11 Preparing For The Work Term

When the competition is complete, there are several steps that must be followed to ensure that you are prepared for the work term. If there are any questions at this point, please seek the advise of a co-ordinator.

3.11.1 Contacting the Employer

When a co-op position has been secured through the competition, you will be notified when to contact your employer. This notice will be posted and you will be advised to come to the office to pick up a contact card which will contain the employer's name and phone number so you can confirm to the employer that you have accepted the job offer and arrange for arrival to the job site. This may include such items as:

- How transportation will be paid, what method to use, etc.
- Time and date of arrival.
- Where to go upon arrival.
- Who to contact on arriving.
- Any other questions that will make the first day less confusing.

3.11.2 Student Insurance

You are encouraged to obtain medical insurance before going on a work term. You may acquire "the student accident and sickness plan" available at the Council of the Students Union, Room 1040 Thompson Student Center, at a very nominal rate, or some other plan that will offer protection in the event of an illness or accident. The CSU plan provides protection both in Canada and abroad and you should check with that office to assess the benefits of the plan.

Some employers participate in Workers' Compensation or other plans for their employees, but they are under no legal obligation to do this. You are thus encouraged to discuss medical insurance with your employer.

3.11.3 Passport

If you acquire a work term position outside Canada you will normally require a passport; application forms can be obtained at most post offices and usually take a week to process at the local passport office of External Affairs Canada. The passport application can be signed by a faculty member and any one of the co-ordinators will be available to do this.

3.11.4 Student Packages

Before going out to work, you are requested to come to the office and pick up a placement package, which will include all of the forms and information necessary to fulfill the requirements of the work term. These forms include:

- ⇒ The employer's evaluation form.
- ⇒ A form to provide feedback on the job.
- ⇒ A work report outline.
- ⇒ A list of important dates for the work term.

Students who do not receive these forms are asked to notify the co-op office as soon as possible after arriving at the job site.

3.11.5 Daily Diary

All students should keep a daily diary during the work terms. These diaries are fundamental to good time management and legal or personal recourse. It will also help tremendously in the preparation of the work term report. The diary should be contained in one hard-cover book for each work term. Information should include:

- * Meetings attended, whether formal or informal, and a short description of what was discussed.
- * Observations made during the day on matters connected with the job, staff or clients.
- * Notes on items to follow up on at a later date.
- * Phone calls made that had a direct bearing on the job.
- * Problems encountered and how they were resolved.
- * Any other items that may prove useful at a later date.
- * All items should be dated.

A daily diary is a record that can be referred to at a later date by you or your employer. The legal community urges all professional persons to record events as they pertain to employment.

3.11.6 Policy Regarding Registration For Added University or College Courses during a Work Term

The co-op office and the Undergraduate Studies Committee encourage you to take additional courses that will enrich your undergraduate program. We encourage students to take such courses, if they are available, at any local university or technical college. These additional courses might not necessarily be recognized on a Memorial University transcript, but they will clearly be of benefit to a graduate.

Because work term assignments are full time, employers have the right to assign working hours to meet the needs of the job. You must therefore obtain prior approval from an employer before registering for a course during a work term. If the job commitment makes it inappropriate, then the employer has the right to refuse such permission. Failure to obtain appropriate employer authorization for such courses will be noted and considered in the student performance evaluation.

3.11.7 Work Term Ethics

While on a work term you are considered an ambassador of the Physical Education Co-op Program. Your actions create in the mind of the employers either a positive or negative impression of the program and the co-op students in general. This impression determines whether that employer will continue to participate in the program at Memorial or to look to other universities.

Co-op students on their way to becoming professionals are expected to act in a manner that will leave a positive impression, no matter what the circumstances. Some guidelines to assist in this endeavor are:

- a. Abide by company rules and regulations with respect to safety, work habits and work hours.
- b. Respect company property.
- c. Maintain good relations with fellow employees, management and clients even when confronted with stressful situations.
- d. Strive to achieve realistic goals that should be discussed with the employer early in the work term.
- e. Follow regulations as set out by the university regarding work term deadlines, registration, work reports and on-site interviews.
- f. Maintain professional behavior at all times.

School of Physical Education and Athletics Co-op Handbook
Work Term Procedures

4. **WORK TERM PROCEDURES**

The work term component of the Physical Education program requires the same level of commitment as the academic component. All work terms and academic terms must be completed in sequence, and successful completion of each work term is a prerequisite to registering for the following academic term and hence graduation.

This portion of the manual elaborates on all aspects of the work term requirements and will provide adequate knowledge to the co-op student to deal with situations as they arise.

4.1 **Objectives for the Work Term**

The objectives for the four work terms have been developed by the co-op office to provide a set of guidelines for the assessment made at the end of the term. This assessment is made on two components of the work term: your performance, and an evaluation of a technical work term report you must prepare. These guidelines have been developed for the following reasons:

- ◆ you can better assess your progress in relation to your peers.
- ◆ the employer can determine your capabilities and potential.
- ◆ the university has a method of measuring the amount of learning that occurs in the work place.

These objectives are written to reflect a progression towards becoming a professional.

4.2 **The First Week on the Job**

During the first week on the job, you are expected to discuss with your employer the duties, responsibilities and objectives for the work term and have the supervisor complete the first page of the "Employers Evaluation Form". You should then fill in your objectives for the work term, expressing what professional and personal goals you wish to achieve. The middle page of this evaluation, which is a carbon copy of the front page, should be taken out and sent back to the co-op office by the date indicated on the top of the form.

By clarifying these objectives early in the term, you and your employer can better plan and derive the maximum benefits from the work term. A co-ordinator can also evaluate whether these objectives are realistic based on your academic and work experience. These objectives, and how well they are being met, should be discussed with the supervisor about midway through the term, and will be used in the final performance evaluation at the end of the work term.



4.3 The Work Report

You are required to submit a work report each work term based on some aspect of your job or industry. The report must have the approval of the employer. An outline of the report should be submitted to the co-op office during the first month into the work term. Joint work reports are not acceptable to the university.

4.3.1 Purpose

The work report is intended to illustrate the understanding and experience you have acquired during a work term. It also provides the opportunity to develop good writing skills, an important element in becoming a professional person. The report provides the forum for a critical analysis of the work term position, and to develop organizational, presentation, evaluation and prediction skills. The report is sometimes used by the employer to maintain a record of the past term's work, and is used by the university to measure the amount of learning that has taken place.

Without the work report requirement, the work term might be "just another job" instead of the educational experience it is meant to be.

4.3.2 Work Report Outline

The work report form must be completed and returned to the division within the first month of the work term. During that period you are expected to develop enough insight into the operation of your job to identify a work report topic agreed upon by the employer. Many employers will require a report and will already have some suggestions for discussion. In some instances, you may have to rely on your own initiative to develop an appropriate topic. This topic must be related to the job or the industry in which you are employed and must be discussed with the employer. **If after one month a suitable topic is not developed, contact the co-op office for assistance.**

This form also provides valuable information on your location, phone numbers, etc., which is important for sending newsletters and information on registering for the next academic term. It also helps the co-ordinators arrange site interviews and follow up on any aspects of the work term. The section on the salary survey helps the co-op office advise employers of typical work term salaries.

4.3.3 Confidential Work Reports

Confidential reports that may not be removed from the work place for marking are not acceptable as a work report. If such a report is prepared and is designated as such by the employer, you are required to prepare another (non-confidential) report to be submitted for evaluation.

Confidential and proprietary information should not be included in the report unless permission has been received from the employer to submit a confidential report and a non-disclosure agreement is signed. This form is available from the co-op office, and you should determine earlier in the term if such an agreement will be requested.

If permission is obtained, each page of the report should be stamped confidential. The report will be marked by a designated co-ordinator or member of faculty and the marker will provide assurance that no other person will see the report and that no information in the report will be transmitted to any other person. Following a review with the student, the marked report will be returned to the employer.

4.3.4 Work Report Format

Generally there are many forms of a work report that will be considered acceptable to the university. The first and most often used is the formal report that is outlined in a later section. Other forms are a work diary, a descriptive report, a technical manual, an oral and video presentation. Some employers have their own format or style for a report. This is generally acceptable provided the essential elements of good technical communications are adhered to.

Work Diary

See section 3.11.5

Descriptive Report

A descriptive report is a generally accepted form of report for a work term I student. It follows the same outline format as a formal report but is general in nature, emphasizing the writing and presentation of some aspect of the job rather physical education analysis.

Technical Manual

A technical manual is a form of technical report that many junior and senior students are asked to write after a lengthy study of a process or operation. The student is asked to document, using appropriate graphics and data, the total workings of that process.

Sometimes this is required for training purposes or to upgrade information on that process or operation. The format can be that of a formal report or any other appropriate format. Typically, these manuals would include items such as specifications, drawings and computer documentation.

Oral or Video Presentation

This type of report is reserved for the more senior students and will be approved only after a high degree of competence in writing technical reports is achieved. This type of presentation gives students an opportunity to sharpen their oral and presentation skills. For more details on this format, please check with the division.

Formal Report

This is the format most students prefer to submit. Widely used in industry, it consists of six main sections and 13 subsections. Appendix C contains a detailed description of the requirements of a formal report.

4.3.5 Writing the Report

Before the final report can be written, there are several steps that should be followed to make this process less complicated and time consuming.

Prepare an Outline

The outline should be well developed before writing begins and should give a clear path and scope to the report. The outline should contain all major headings as well as subsections and the order in which they will be included in the report. By assessing a well written outline, it is very easy to determine the length of a report and whether that report is achievable in the four month work term.

Report Writing

The first draft of the report can be started when the outline is complete. The background material, the introduction and some of the research can be prepared before any final analysis is complete. In most cases, the ongoing research will not produce results until the end of the work term, and this will cause a delay unless the background material has been developed and written. In some cases, results will not be available at the end of the work term and the research and background will be the only submission as the final report. **The project does not have to be complete to submit a work report.** A well written report with evidence of good research is usually sufficient for an evaluation.

Errors to avoid when writing a report:

- avoid crutch words like "however", "etc."
- inaccurate statements like "a large amount", "a huge field"; be specific "the amount was \$128,050.90" and "a 100 yard field"
- latinized language, e.g., "commenced" for "started"
- slang words and phrases, e.g., "the water roared out"

- nonsense statements, e.g., "it is not only valuable but it has great value"
- poor spelling
- sentences with no verb
- ending sentences with a preposition, e.g., "a preposition is not a thing to end a sentence with"
- poor sentence structure
- writing in the first and second person
- not being objective, e.g., "if it was not for the director, this study would have produced results"
- using contractions, e.g., "wasn't" instead of "was not"
- lack of illustrations
- poor layout; the report should be on a 8.5 x 11 inch page with 1.5 inch border on the left side and 1 inch on other sides.

Revising the Draft Report

Remember, your first attempt at writing will only produce a draft report with less concern for spelling, sentence structure, grammar and punctuation. Now comes the time to "polish" the report and edit out and rewrite some of the material. When revising, remember it must be clear, concise, complete, accurate and objective. Try to imagine whether a reader with little or no knowledge of the project will be able to follow and understand the report.

When the final draft is written, give it to someone else to read and ask for criticism. If there is no one available to read the report, put it away for a few days and then reread it. Often a second opinion or a final reread will help isolate areas that need revision.

The length of the final report will vary with the subject **matter** but as a **general rule it should not be less than 15 typewritten pages** excluding appendices, table of contents, diagrams and the summary. The report should reflect a substantial sample of the work that has been carried out over the work term.

Remember, the employer is under no obligation to provide you with time to write a work report during working hours.

4.4 Problems on the Job

If you encounter any serious difficulties during the work term, try and solve them in consultation with the employer. If these difficulties cannot be resolved in a short time, contact the co-op office for advice. Some areas where problems may arise are:

4.4.1 Labour Disputes

If you are required to join a union, do so and follow the normal course of action as laid out by that union. If a strike is called, you are expected to follow your co-workers in any strike duties as deemed necessary by the union. Contact the co-op office in the event of a strike.

If a strike is called and you are not part of a union, report to work in a normal manner. If prevented from entering workplace, leave and call the employer, advising them of the situation and asking their advice. Continue this course of action until the end of the strike. Again, advise the co-op office of the events where further instructions may be given.

In either of these situations you are not expected to endanger your personal safety.

4.4.2 Observe Employer Regulations

In the course of the work term you will be informed of, or will come in contact with, a variety of employer regulations. These are the product of experience in the operation of the particular organization, and the more you learn about the firm the more clearly you will understand the reasons for the existence of these rules and regulations. You are thus expected to follow these regulations.

4.4.3 Attitude to Fellow Workers

Some co-workers may feel tension because of the presence of university students on the job. Some may feel you are trying to take their jobs, or feel that you have been given a better chance to acquire work experience. In most cases these individuals have acquired their experience through technical programs as well as many years of work experience, and have gained a sound knowledge of the operation in which they work. It is your responsibility to diffuse any situation which may arise and help develop mutual respect. With the right attitude you will gain the respect of and acquire valuable knowledge from these co-workers.

4.4.4 Quitting a Job

University regulations state that if a student quits a job without permission from the co-op office, this will normally result in a failed work term.

4.4.5 Sickness or Injury

Students who become ill for an extended period of time or receive a serious injury are advised to contact the co-op office. In some cases students may be given medical exemption from the work term and are advised to obtain a doctor's letter outlining the nature of the illness or injury (refer to the university calendar on this matter).

4.5 Work Term Evaluation

Each work term has an evaluation procedure in which a final mark is given for work report and performance. The marking scheme for the work report is outlined in Appendix B.

4.5.1 Deadlines

One of the responsibilities of becoming a professional, is being able to meet deadlines. All deadlines will be either published in the university calendar or will be available at the co-op office and it is your responsibility to be aware of these dates. How you plan to meet university deadlines will be taken into account in your work performance evaluation.

Work reports submitted late may not be graded.

4.5.2 On-site Interviews

During the work term most students will receive on-site interviews with either a coordinator or a faculty member. During this interview you must be prepared to answer questions on your duties and responsibilities and to show some of your work to the interviewer. The work report will be discussed and you will be given an opportunity to ask questions on any aspect of the work term. The interviewer will also wish to meet with your supervisor and assess your performance to date.

The information acquired in this interview will be used to counsel you if a weakness is observed and will be used along with the employer's evaluation at the end of the work term to arrive at a performance grade.

When it is impossible to conduct an on-site interview, a telephone interview will be arranged, or you will be asked to discuss your work term immediately upon returning to the next academic term.

4.5.3 Performance Evaluation

The performance grade will be based upon the assessment of the supervisor's comments as well as that of the site interview and any other information available to the co-ordinator. The supervisor's feedback is submitted on the "Employers Evaluation" form. It is your responsibility to ensure that this form is completed and returned to the university by the date specified.

4.5.4 Work Report Evaluation

The work report will be evaluated by either a co-ordinator or a faculty member, not necessarily the person who conducted the on-site interview. Employer comments submitted on the form "Work Report Review By Employer" will also be used in the evaluation.

4.6 Exit Interview

Near the end of the work term, you should arrange with your employer to have an exit interview. This interview should be used to:

- * discuss how well the objectives set out early in the work term were met;
- * have the employer fill out the "Employer Evaluation Form" and discuss it with you. This will help to point out strengths and weaknesses and areas for improvement.
- * discuss job prospects for the next work term.

4.7 Promotions

The promotion from the work term to the next academic term follows a similar procedure as the promotion from the academic term to the work term. Promotion recommendations are made by the co-op office to faculty council meeting prior to the start of the next academic term and at this time a decision is made to grant a pass, an incomplete, or a fail for the work term.

A pass means that you may register for the next academic term. An incomplete indicates that some minor information is not available to faculty council to permit them to recommend a clear pass; it usually means that the employer's evaluation has not been received. The student with an incomplete is not permitted to register but is allowed to attend classes. These students are requested to contact their last employers to obtain the necessary documents to permit them to be registered for the next academic term. A fail normally means that a student is required to repeat the work term based on a combined mark of less than 60 per cent for the work term.

4.8 Appeals

Failed students may appeal the decision by submitting in writing a letter of appeal to the Chairperson of the Appeals Committee, Faculty of Physical Education and Athletics, within one month of the issue of the marks.

4.9 Connections

The co-op office publishes the newsletter "Connections", which has a national circulation and was established to keep employers updated on current affairs in co-op at Memorial, to promote co-op to new employers and to be a forum for the presentation of significant achievements of students on a work term. Students who have had material published, have received awards or have been recognized for significant achievements are requested to contact the editors of Connections at the co-op office.

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APPENDIX A

**Professional Development Seminar
Session Outlines**

APPENDIX "A"

Professional Development Seminar Session I

Agenda

- 1.) Introduction to Co-op Education
- 2.) The Co-op Office
- 3.) Areas we will cover in Professional Development Seminars
- 4.) Questions

**Professional Development Seminar
Session 2**

Agenda

- 1.) Partners in the Co-op Program.
- 2.) The role of each partner.
- 3.) The Co-op Office
- 4.) Memorial's Co-op Education Services Centre
- 5.) Questions

**Professional Development Seminar
Session 3**

Agenda

THE JOB COMPETITION AND PLACEMENT PROCESS:

- 1.) Career Possibilities
- 2.) Ethics
 - Student Ethics
 - University Ethics
 - Employer Ethics
- 3.) Eligibility
- 4.) Question

**Professional Development Seminar
Session 4**

Agenda

- 1.) Mechanics Of The Job Competition
 - Deadlines
 - Getting the Job

- 2.) RESUMES:
 - Purpose of the Resume

 - Resume Writing
 - Format
 - Chronological
 - Functional
 - Combined Format

 - Presentation
 - Paper/ Print/ "Custom Made"

- 3.) Questions

**Professional Development Seminar
Session 5**

Agenda

- 1.) Researching the Employer
- 2.) The Covering Letter:
 - Why use a cover letter?
 - Writing an effective covering letter.
 - Do's and Don'ts
 - Submitting your cover letter and resume.
- 2.) Questions

**Professional Development Seminar
Session 6**

Agenda

- 1.) The Placement Process
- 2.) The Aftermatch
- 3.) Finding Your Own Job
- 4.) Entrepreneurship On Work Terms
- 5.) Preparing For The Work Term
 - Contacting the Employer
 - Student Insurance
 - Daily Diary
 - Policy Regarding Registration For Added University or College Courses During a Work Term.
 - Work Term Ethics
- 6.) Questions

**Professional Development Seminar
Session 7**

Agenda

- 1.) Mock Job Posting and Application Process
- 2.) Questions

**Professional Development Seminar
Session 8**

Agenda

INTERVIEWING:

- 1.) Developing the Interview Strategy
- 2.) Practicing for the interview
- 3.) During the Interview
 - * How to Act
 - * Interview Skills - Do's and Don'ts
 - * Parts of the Interview
 - * Stress Interviews
 - * Answering Twenty Interview Questions
- 4.) Questions

**Professional Development Seminar
Session 9**

Agenda

INTERVIEWING CONTINUED:

1.) Taking Care of Details

- * What to Wear
- * What to bring to an Interview
- * Note - Taking

2.) After the Interview

- * Follow - Up Letters
- * Handling Job Offers

3.) Summary of Key Points

4.) Practice/ Mock Interviews

5.) Questions

**Professional Development Seminar
Session 10**

Agenda

- 1.) Employment Standards in Newfoundland and Labrador.
- 2.) Human Rights...We all have them!
- 3.) The Job Search
 - Rules
 - Preparing for the Interview
 - Interview Tips
 - If you are offered the job
 - The Co-op Contract
- 4.) The Job Search Journal
- 5.) Questions

**Professional Development Seminar
Session 11**

Agenda

- 1.) Work Term Procedures
- 2.) The Work Report:
 - Purpose
 - Work Report Outline
 - Confidential Work Reports
 - Work Report Format
 - Writing the Report
- 2.) Problems on the Job
- 3.) Questions

**Professional Development Seminar
Session 12**

Agenda

- 1.) Work Term Evaluation
 - Deadlines
 - Site Visits
 - Evaluation Outline
- 2.) Exit Interview
- 3.) Promotions
- 4.) Appeals
- 5.) Connections
- 6.) Questions

**Professional Development Seminar
Session 13**

Agenda

- 1.) Review
- 2.) Last Minute Details!
- 3.) Question and Answer Session

APPENDIX B
Evaluation Guide

APPENDIX "B"

EVALUATION GUIDE

The following evaluation scheme is used when grading the work term;

- a) **PASS WITH DISTINCTION:** Indicates excellent performance in both the work report and work performance. The student is commended for his/her outstanding performance in each of the required components; pass with distinction has been awarded to each of the work report and work performance.
- b) **PASS:** Indicates that performance meets expectations in both the work report and work performance. The student fully meets the requirements of a passing work report and completely satisfactory work term performance.
- c) **FAIL:** Indicates failing performance in the work report and/or the work performance.

For promotion from the work term, a student must obtain **PASS WITH DISTINCTION** or **PASS**.

APPENDIX C

The Work Report

APPENDIX “C”

A FORMAL REPORT

The word 'formal' indicates that a certain formal structure is used for arranging the report. This structure distinguishes the formal report from other types. Formal technical reports usually address substantial subjects such as

- the feasibility of a design or project,
- an evaluation of a new process or project,
- an environmental impact review and
- project reviews

The structure of a formal report in the order that the main sections are found is as follows:

SUMMARY
INTRODUCTION
DISCUSSION
CONCLUSIONS
RECOMMENDATIONS
APPENDICES

These six sections contain all of the information in the report but some other parts are included to assist readers in finding the information. These include the following:

Title
Cover Letter
Title Page
SUMMARY
Table of Contents
List of Illustrations
INTRODUCTION
DISCUSSION
Results
CONCLUSIONS
RECOMMENDATIONS
Bibliography
APPENDICES
Back Cover

The following treats each part in the order of appearance in the report:

A FORMAL REPORT IS A REPORT WITH A FORMAL STRUCTURE.
THE ESSENTIAL PARTS ARE THE SUMMARY, INTRODUCTION,
DISCUSSION, CONCLUSIONS, RECOMMENDATIONS AND APPENDICES.

TITLE AND COVER

The title is an important feature of the report. It should provide a window into the subject. Telling words like evaluation, feasibility, progress, status and impact are useful in the title. It should be specific enough to give the reader a good idea of what the report will be about but not so long as to become confusing. It is acceptable to take certain grammatical liberties in a title if it improves the results. For example, the following title "The Principles and Techniques of Coaching" may be written as "Coaching: Principles and Techniques". The title should be shown on the cover, which may be either plain or specially designed for the report. Use large letters to make the title readily visible.

COVER LETTER

The cover letter is an integral part of the report and is bound with the report inside its cover. The cover letter is addressed to the person for whom the report was prepared. It usually provides a reference to the reason the report was prepared, the scope of the report and a brief digest. It may draw attention to specific aspects of interests to the intended reader. It should not exceed one page.

TITLE PAGE

The essential elements of the title page are as follows:

- the full title of the report.
- The name of the organization for which the report was prepared and sometimes the person for whom the report was prepared.
- The name of the originating organization and sometimes the name of the person preparing the report.
- The date the report is presented or issued and any other identifying reference such as a report number.

The title page should be neat and simply laid out so that the four essential elements are clearly seen. Visual appeal and dignity of appearance should also be evident.

SUMMARY

The summary is placed after the title page in a formal report but before the Table of Contents. It is the first numbered page of the report being given the roman numeral 'i'. The SUMMARY gets a page to itself and if the material doesn't use up the full page it is centered to give it a neat appearance. Avoid preparing a SUMMARY that exceeds one page as this is contrary to its purpose.

The SUMMARY provides a synopsis or digest of the report; it is often thought of as the section that can be read by the busy executive to get a good idea of what the report does.

The SUMMARY should contain the following:

- a statement of what the report is about (purpose, scope, problem, background).
- A statement of the methodology used .
- A statement of the results obtained.
- A statement of the main conclusion.
- A statement of the main recommendations and their costs.

Although the SUMMARY is placed at the beginning of the report, **it is not prepared until after the report is written**. The SUMMARY must stand on its own; it is based on the report and should not give any information, conclusion or suggestion not stated in the report. The SUMMARY should not cite any references nor refer to any figures on tables. Use the present tense and the active voice to give your SUMMARY a rigorous style.

A SUMMARY STATES WHAT WAS DONE, WHY IT WAS DONE, HOW IT
WAS DONE, WHAT WAS FOUND OUT, WHAT WAS CONCLUDED AND
WHAT IS BEING RECOMMENDED.

TABLE OF CONTENTS

A formal report should contain a table of contents just after the SUMMARY as page 'ii' of the report. The table of contents provides a quick guide to the contents of the report and helps the reader locate specific information quickly. The headings of each main section and subsection are listed according to the page on which they begin. Appendices are usually separated from the other contents and are designated by numerals or letters, the appropriate title or heading and the page number. If the report contains many illustrations, the 'List of Illustrations' follows the table of contents. Infrequent illustrations dispersed throughout the report are not listed in the table of contents.

INTRODUCTION

The purpose of the INTRODUCTION is to provide the reader with all the background necessary to properly read the report. It introduces the subject, describes the circumstances leading up to the decision to prepare a report on this subject and presents the reason(s) it was undertaken along any important limitations.

There are three main components to the INTRODUCTION:

- The Background, which describes the events leading up to the existing situation, what work has been done on the subject previously and by whom, and why the study or project is necessary.
- The Purpose defines what the study or project (or report) is to achieve, who authorized it and the specific terms of reference.
- The Scope outlines the limitations imposed on the report and states who imposed them. Cost, time, depth and extent of study methods, equipment, factors to be included or omitted, are mentioned here.

DISCUSSION

This is the only main section that cannot be called by its functional name. The word DISCUSSION is never used as a single word heading; it may, however, be used as a part of the heading. A title which reflects the actual subject is more appropriate. For example, Design and Construction of a Recreation Facility as a main section title gives the reader a good idea of what is to follow.

This section may be started on a new page or continue on after the INTRODUCTION. Whatever method is chosen should be used consistently throughout.

It is important to present the information in the DISCUSSION logically. The order of subsections and the order of information within each section will determine how easily the reader will follow your writing. You must decide what your reader is most interested in knowing, what else the reader needs to know and answer any questions that may arise. Three pitfalls must be avoided.

- Writing beyond the reader's comprehension, e.g., use of technical terms and jargon the reader may not understand.
- Writing that fails to answer the reader's questions, e.g., does not anticipate the reader's reaction to facts, events, questions and concepts the subject presents.

-
- Writing that either underestimates or overestimates the reader's knowledge of the subject, e.g., assumes the reader knows either more or less about the subject than he/she really does.

All of these can be avoided if the readers are clearly identified. Will the report be read primarily by management, by specialists knowledgeable in this subject or by non-specialists with limited knowledge of this subject.

After this has been done it is a good practice to return to the terms of reference and jot down the points of most interest to your reader(s), and arrange them logically, e.g., in the order of interests, function or importance. This can then be worked into an outline of headings and subheadings that will form the backbone of the discussion.

THE DISCUSSION SECTION OF THE FORMAL REPORT DESCRIBES THE SUBJECT, THE METHODOLOGY OR APPROACH THAT WAS USED, THE RESULTS OBTAINED AND THE ANALYSIS OR INTERPRETATION OF THE RESULTS.

ILLUSTRATIONS

Illustrations do not form a separate part of the formal report but are used as required throughout the report. If the report uses many illustrations, it is a good idea to provide a List of Illustrations after the Table of Contents to help the reader find specific illustrations. In technical reports, illustrations often provide vital information that may be difficult to portray using writing alone. Illustrations do not replace written text; they supplement it.

The report writer must decide whether to use an illustration and, if so, what type of illustration to use and where to locate it. The following guidelines apply:

- illustrations include drawings, figures, tables, sketches, schematics, flow charts, diagrams, graphs and pictures.
- An illustration should be used if it will help the reader to understand the material.
- Each illustration should be numbered sequentially and provided with an appropriate title or caption.
- The illustration should be simple, neat, clear and easily understood. Large complex illustrations such as folded drawings or charts belong to an appendix. Down-sized versions or schematics can be placed in the text.
- Illustrations mean to assist the reader in understanding the subject along in the text as close as possible to the point of reference. The narrative at this point must refer to the illustration.

- When referring to the illustration at other points in the report give the illustration title, number and page number on which it occurs. For example, Figure 4, Application For Recreational Funding, page 17.

- Illustrations should not take a full page. In this way some explanatory text can be inserted either above or below the illustration on the same page.

ILLUSTRATIONS BELONG IN THE REPORT WHERE THE REFERENCE OCCURS. EACH SHOULD HAVE A NUMBER AND TITLE. THEY SHOULD BE SIMPLE, NEAT, CLEAR, USEFUL, RELEVANT AND EASILY UNDERSTOOD.

CONCLUSIONS

Conclusions and recommendations are sometimes placed in the same section under the heading CONCLUSIONS AND RECOMMENDATIONS. This practice is not recommended because there is a danger that a conclusion may be taken for a recommendation or that a recommendation may be stated loosely or weakly. Results are obtained by applying a method or approach to the problem under consideration. For example, if you studied the effects of exercise on the elderly and found that exercise does not have any negative effects on the elderly, you would simply report these findings as your results. If you apply some criteria to these results such as life expectancy, you might conclude that exercise increases life expectancy in elderly people.

CONCLUSIONS are drawn from your results by applying the criteria or guidelines established in the DISCUSSION and the INTRODUCTION. There should be no surprises for the reader. **Everything presented in the CONCLUSIONS must have been discussed in the previous sections of the report. That is the function of the DISCUSSION section.**

CONCLUSIONS should meet the following criteria:

- be as brief as possible with their main points drawn from the concluding paragraph or statement of each section of the discussion.
- Be presented in descending order of importance.
- Satisfy the requirements established in the introduction.
- Never advocate action.
- Be presented clearly and accurately in a neat format, for example, in point form and numbered.

RECOMMENDATIONS

The RECOMMENDATIONS section presents the preferred plan of action. Normally several courses of action are open, each with advantages, disadvantages, cost, limitations and ramifications. These should have been previously discussed and conclusions drawn based on the criteria being applied.

RECOMMENDATIONS should meet the following criteria:

- be specific, definite and clearly stated.
- Be strong and advocate action. Do not use statements beginning with "I think..." or "I feel...".
- Use the active voice. Do not write "It is recommended...", instead use "I recommend...".
- Satisfy the requirements established in the INTRODUCTION.
- Follow logically from the conclusions.
- Be presented in logical order, example, importance, chronologically, functionally.

BIBLIOGRAPHY

A BIBLIOGRAPHY is usually included in a formal report. It may be thought of as an expanded reference catalogue for further reading. Bibliography entries are not numbered; they appear in alphabetical order of author's names. A bibliography should be provided if your work is based on or refers to other reports, documents, text, presentations, discussions, etc.

As you prepare your report you use documents written by others as support for your work. All specific statements depending on one or more source documents must be referred or 'documented'. Referring to these documents is known as 'documenting' or 'documentation'. Statement with openings such as "It has been shown...", "It has been demonstrated...", "Research has shown..." must be documented. Quotations must be attributed to their source by a specific reference and set apart from your writing by use of quotation marks.

Also, general statements summarized from source documents as well as inferences and ideas based on other's work should be documented to their source. General information that can be considered public knowledge in the field need not be documented. The requirement for documentation is greater for academic and scientific reports than for business and other technical reports. However, all reports should be referenced to the level that an interested reader can identify the sources and obtain them if desired.

APPENDICES

It is often a mistaken notion that any piece of information or document not included in the discussion section can be included in the appendices. All information provided in an APPENDIX must be referred to in the report. It cannot simply be included because the report writer has it available.

APPENDICES OR APPENDIXES (either is correct) contain large, complex drawings, source documents, data, specifications, test results, cost comparisons, etc. This information provides broad base support for what is said in the discussion but the report can be read intelligibly without it. the following criteria apply:

- appendices appear in order which they first appear in the report.
- Appendices are considered to be individual documents: each may be paginated separately.
- Each appendix is given an identifying letter, example, "APPENDIX A".

Appendix E

Instructor's Edition of Co-op Student Handbook

Please Note:

The Instructor's Edition of the Physical Education Co-op Student Handbook includes all of the information found in the Co-op Student Handbook version found in Appendix D of this report with the exception of the following pages. Included in this appendix (Appendix E) is the additional information found only in the Instructor's Manual.

Additional Instructor Information

Agenda Overheads

Professional Development Seminar Session 1

Agenda

- 1.) Introduction to Co-op
Education
- 2.) The Co-op Office
- 3.) Area we will cover in
P.D. Seminars
- 4.) Questions



Professional Development Seminar Session 2

Agenda

- 1.) Partners in the Co-op
Program
- 2.) The Role of Each Partner.
- 3.) Memorial's Co-op
Education Services Center
- 4.) Questions



Professional Development Seminar Session 3

Agenda

Job Competition and Placement Process

- 1.) Career Possibilities
- 2.) Ethics
 - Student
 - University
 - Employer
- 3.) Eligibility
- 4.) Questions



Professional Development Seminar Session 4

Agenda

- 1.) Mechanics of the Job
Competition
 - Deadlines
 - Getting the Job
- 2.) Resumes
 - Purpose
 - Resume Writing
 - Presentation
- 3.) Questions

Professional Development Seminar Session 5

Agenda

- 1.) Researching the Employer
- 2.) The Covering Letter
 - Why use the cover letter?
 - Writing an effective covering letter.
 - Do's and Do not's
 - Submitting your cover letter and resume.
- 3.) Questions

Professional Development Seminar Session 6

Agenda

- 1.) The Placement Process
- 2.) The Aftermatch
- 3.) Finding Your Own Job
- 4.) Entrepreneurship on Work
Terms



Professional Development Seminar Session 6

Agenda continued...

- 5.) Preparing For The Work Term
 - Contacting the Employer
 - Student Insurance
 - Daily Diary
 - Policy Regarding Registration For Added University or College Courses During a Work Term.
 - Work Term Ethics
- 6.) Questions and Answers

Professional Development Seminar Session 7

Agenda

- 1.) Mock Job Posting and Application Process
- 2.) Questions and Answers



Professional Development Seminar Session 8

Agenda

Interviews-

- 1.) Developing the Interview Strategy
- 2.) Practicing for the interview
- 3.) During the Interview
 - * How to Act
 - * Interview Skills - Do's and Don'ts
 - * Parts of the Interview
 - * Stress Interviews
 - * Answering Twenty Interview
- 4.) Questions

Professional Development Seminar Session 9

Interviewing cont.

- 1.) Taking Care of Details
 - * What to Wear
 - * What to bring to an Interview
 - * Note-Taking
- 2.) After the Interview
 - * Follow-Up Letters
 - * Handling Job Offers
- 3.) Summary of Key Points
- 4.) Practice/ Mock Interviews
- 5.) Questions



Professional Development Seminar Sessions 10

Agenda

- 1.) Employment Standards in
Newfoundland and Labrador
- 2.) Human Rights... We all have
them!
- 3.) The Job Search
 - Rules
 - Preparing for the Interview
 - Interview Tips
 - If you are offered the job
 - The Co-op Contract
- 4.) The Job Search Journal

Professional Development Seminar Session 11

Agenda

- 1.) Work Term Procedures
- 2.) The Work Report:
 - Purpose
 - Work Report Outline
 - Confidential Work Reports
 - Work Report Format
 - Writing the Report
- 3.) Problems on the Job
- 4.) Questions



Professional Development Seminar Session 12

Agenda

- 1.) Work Term Evaluation**
 - Deadlines**
 - Site Visits**
 - Evaluation Outline**
- 2.) Exit Interview**
- 3.) Promotions**
- 4.) Appeals**
- 5.) Connections**
- 6.) Last minute details!**
- 7.) Questions**

Professional Development Seminar Session 13

Agenda

- 1.) Review
- 2.) Last Minute Details
- 3.) Question and Answer

Session



Overheads

**Professional Development Seminar
Session 1**

Introduction:

- 1.) Co-op Education > Prepare students to maximize the educational value of the Work Term.
- > To develop effective skills for obtaining employment.
- > To guide students through the Job Competition process of the Co-op Office.

2.) **⇔ EMPLOYERS**

CO-OP EDUCATION ⇔ STUDENTS

⇔ FACULTY

3.) The Co-op Office:



LOCATION: G2008B

HOURS: 9:00 A.M. - 5:00 P.M.

PROGRAM MANAGER: Margaret Barron
Tel: 737-2172

PROGRAM COORDINATOR: Dick Power
Tel: 737-8038

STAFF: Diane Hall Tel: 737-2172
Office Fax: 737-2175

4.) Expectations of Co-op Office:



- > Honesty
- > Respect
- > Effort
- > Commitment
- > Humour

5.) Areas we will cover in P.D. Seminars:

- > Job Competition Mechanics
 - Job Posting & Bids
 - Resumes
 - General
 - Employer Screening
 - Interviewing
 - Matching

- > Program Characteristics:
 - MUN Co-op Program
 - Typical Employers/Locations
 - Salaries \$\$\$
 - Funding

- > Interviewing Skills

- > Employer Presentation

- > Student Panel

- > Professional Ethics

- > Safety & the Work Environment

- > Work Term Report Writing/Evaluation



**Professional Development Seminar
Session 2**

- >Partners in a Co-op Program: 1.) Students
2.) Employers
3.) University

>What is the role of each partner?

Role of the Student -

Benefits to the Student -

Role of the Employer -

Benefits to the Employer -

Role of the University -

Benefits to the University -

CAREER POSSIBILITIES???

TEACHER

ENTREPRENEUR

SUPERVISOR

ATHLETIC TRAINER

COORDINATOR

RECREATION CONSULTANT

COUNSELLOR

RCMP / POLICE P.E. TRAINER

FACILITIES MANAGER

CAMP DIRECTOR

AQUATICS SPECIALIST

ATHLETICS THERAPIST

OUTDOOR PURSUITS SPECIALIST / GUIDE / INSTRUCTOR

PERSONAL TRAINER

YOUTH OUTREACH WORKER

INSTRUCTOR

HEALTH / NUTRITION SPECIALIST

RECREATION FUNDRAISING / MARKETING SPECIALIST

DAY CARE / CHILD CARE WORKER

COACH

RECREATION THERAPIST OCCUPATIONAL THERAPIST

PHYSIOTHERAPIST

SENIORS RECREATION THERAPIST

- *What skills must you have to be effective in any of the above positions?*

- *What action will you take to acquire as many of those skills as possible before W.T. 01?*

**Professional Development Seminar
Session 4**

RESUMES

Do :

- > Print your name at the top of the resume with your current address and telephone number.

(If you will have a different address during the summer months, ie. your "home" address, then you may also want to include this).

Example:

MS. JANE DOE

Current Address:

24 Sussex Drive
St. John's, NF
A1C 1K8
(709)XXX-XXXX

Permanent Address

P.O. Box 23
Carbonear, NF
X0E 0K0
(709)XXX-XXXX

DO:

- > **EDUCATION -**
 - start with the most current (MUN) and continue from there.

 - Include institution name, dates attended and additional information that may attract an employer, ie. course work or general statement about the co-op program.

- > **Work Experience -**
 - include name and location of employer, title of position, period employed, a summary of duties, etc.

- > **Certifications and Awards -**
 - must be current, or otherwise stated (ie. currently working on Bronze Medallion, expected to complete course by the time you begin your work placement).

DO:

> Hobbies & Interests -

- here is the opportunity to let the employer know how diverse you are in life!



> References

- Include three with name, position, address and telephone number (it is wise to use a business phone number).

Be Sure To Ask Permission To Use That Person As A Reference.

**> SELL YOUR UNIQUE QUALIFICATIONS
AND ACCOMPLISHMENTS**

DO:

> Choose a format that suits you and your background, along with the type of position you are applying for.

***YOU ALL HAVE COMPUTER SKILLS TO
CREATE AN IMPRESSIVE "LOOKING"
RESUME, USE THEM!***



Do not:

- > **Create a puzzle for the employer or providing so much information that they are overwhelmed and choose not to take the time to read it at all.**
- > **Justification of text - pay attention to your margins! *Avoid inconsistencies!***
- > **Do not submit photocopies or poor quality copies to the employer (or Co-op Office)!**
- > **Do not submit a resume with typing or spelling errors!**
- > **Avoid being negative, apologetic or modest when writing a resume - *do not underestimate your accomplishments or potential.***
- > **Never submit outdated resumes!**
- > **Avoid making your resume too long or too short - *highlight major accomplishments, not boring details.***

**Professional Development Seminar
Session 5**

THE COVERING LETTER

Job bids must be accompanied by a covering letter.
(in fact all job applications should have a cover letter included).

This letter formally introduces you to the employer. It should be tailored for the position you are applying for.

- *Although the resume may be general, the standard covering letter is not adequate!*

An *effective covering letter* should include the following points:

- > An indication of the kind of job for which you are applying
- > An indication of your knowledge of the company.
- > Highlights the particular aspects of your education, work experience, activities or personality which would make you an asset to the company

A good covering letter is difficult to produce and should only be one page in length.

Remember...this is the employer's first contact with you!

Do:

- > Include a copy of your resume with each covering letter submitted.
- > Present a **FORMAL** letter that introduces you to the employer.
- > Tailor each letter to the job you are applying.
- > Include an indication of your knowledge of the company, its general policies, and the position you are interested.
- > Refer briefly to your qualifications (experience & education) in the resume that are directly related to the job. Give tangible evidence of how well you have performed or how your academic experience will benefit the company.
- > Focus on the **employers needs** not your own.

DO:

- > If you are applying to an advertised position (ie. co-op posting), relate your qualifications to the specified job duties required. Use the same words, phrases or statements as were used in the job ad to describe your attributes.

- > Use terminology related to the field...correctly!

- > Be direct and convincing.
Use energetic and powerful words.

- > Request an opportunity to meet with the employer at their convenience.

- > Indicate how you may be contacted, when you are available and when you intend to follow up with them. *

***IF APPLYING THROUGH THE CO-OP OFFICE FOR POSITIONS YOU WILL NOT NECESSARILY NEED TO INCLUDE THIS INFORMATION.**

DO:

- > Indicate there is an enclosure "Encl." (your resume, transcript, etc.) at the bottom left hand side of the page below your name.
- > Use the same type and colour of paper as your resume.
- > **Sign all letters!**

DO NOT:

- > Overuse the personal pronoun "I"!
- > Avoid difficult words that you may be using improperly.
- > Have spelling errors.
- > Use bright coloured paper.
- > Convey the sense of a form letter.
- > Use abbreviations or contractions.

Handouts

The following Student Handouts are taken from;

Employment and Immigration Canada (1995) Client Handouts for the Job Finding Club
Ottawa: Author

HANDOUT

EDUCATIONAL BACKGROUND AND WORK HISTORY

EDUCATIONAL BACKGROUND

- State your academic training, for example, technical college, university.
- Think back to the courses you particularly enjoyed and did well at.
- Jot down any awards, achievements or distinctions that you earned during your school years.
- Try to remember all the extra-curricular activities (student government, clubs, sports, drama, etc.) that you were involved in, particularly those in which you may have played a leadership role.
- What about courses and training undertaken after your formal education? Write down names, dates and any achievements that you are proud of.
- If you put yourself through college, or helped support your family while you were in school, or juggled part-time jobs plus courses, be sure to give yourself credit.

WORK HISTORY

- Take into consideration all the work you have done in your life (whether paid or unpaid).
- Over the years, you may have forgotten (or you may be inclined to discount) certain work experiences that may in fact relate in some way to the type of work you are now seeking.
- In considering your *paid employment* (whether current, recent or distant past), write down:
 - type of work
 - amount of responsibility
 - promotions, recognition
 - significant salary leaps
 - significant contributions to the organizations
- Consider, too, whether you have held a variety of different jobs and worked for a number of employers or if your pattern has been to stick with one job or one employer for a long time. Either situation can be made to work for you (e.g., flexibility and quickness to learn versus dedication and "stick-to-it-iveness").
- Also write down your volunteer activities. Some examples could be:
 - helping out at school
 - Brownies, Girl Guides, etc.
 - PTA, Teachers Aid
 - service organizations
 - religious organizations (Sunday School, etc.)
 - neighbourhood and block groups
 - daycare centres

- canvassing
 - political work
 - causes (e.g. SPCA)
 - hospital work
- Take into consideration any leadership role, administrative duties, or financial responsibilities you have had.
 - Consider also, any activities and projects that show initiative, creativity or organizational ability. For example:
 - making and selling crafts
 - organizing a neighbourhood group
 - helping with charitable drives
 - participating in political campaigns
 - taking a course of any kind (e.g. First Aid, college credit courses)
 - neighbourhood child care
 - organizing car pools
 - learning new skills

HANDOUT

HOBBIES AND INTERESTS

To round out your personal inventory-taking, make a note or two about yourself in any of the following categories that may be applicable:

- | | |
|--------------------------------------|-------------------------------------|
| Attending sports events | Artistic painting |
| Played some sport in high school | Bicycling |
| Fixing appliances | Horseback riding |
| Fishing | Won some sports award |
| Hunting | Elected officer in a club |
| Auto repair | Hospital volunteer |
| Organic farming | Scout leader |
| Sketching or drawing | Welcome Wagon |
| Playing musical instrument | Recruiting members for a group |
| Camping | Supervised any activity |
| Amateur radio operator | Organized some activity |
| Bridge playing | Folk dancing |
| Furniture refinishing | Read certain magazines regularly |
| Gardening | Organized parties |
| Designing my own clothes | Played in a band |
| Diving, swimming, hiking | Motorcycling |
| Antique collecting | Chess |
| Carpentry work | Skiing |
| Building models | Honor Roll or School Award |
| Stamp or coin collecting | Won some prize |
| Photography | Elks Club, Lions Club, K of C, etc. |
| Raising animals | P.T.A. |
| Mountain climbing | Little league coach |
| Bowling, tennis, football, soccer | Fund raising for a group |
| Boating, sailboating | Church-related activities |
| Computer games hobby | Social leader for a group |
| Crossword puzzles | Selling as part of some activity |
| Read certain books — sci-fi, mystery | Learning a language |

HANDOUT

PERSONAL CHARACTERISTICS

List all of the qualities that you can think of that you would use in describing yourself. Remember that this is no time for modesty. Then approach one or more people whom you know personally or through work. Ask them how they would describe you. Don't forget to jot down their thoughts and add their input to your list.

Try to think about yourself in an analytical way. This is how prospective employers will be viewing you. By sorting out in advance the kind of personality approach you will bring to a job situation, you will be in a position to express in letters, your resumé and interviews, how you would tackle a job and why you would do well at it.

Some of the qualities you might include in your list are (the possibilities are endless):

hard-working
energetic
healthy
enthusiastic
quick learner
well-organized
patient
amiable
compassionate
punctual
dedicated
thick-skinned
sensitive

neat and tidy
creative
articulate
perfectionist
get along well with others
flexible
resourceful
open to new ideas
cope well with pressure
analytical
people-oriented
innovative
deliberate

work well alone
enjoy pressure
persevering
enjoy challenges
conscientious
thorough
original
sharp-witted
open-minded
consistent
calm
firm
discreet

HANDOUT

RESUMÉS

A resumé is a concise inventory of your experience, education, and job-related personal traits prepared for submission to an employer. It tells what you have to offer a particular employer for a particular type of position. As with applications, a good resumé helps you to make a good impression and in some cases, is the only means of getting an interview. But prepare it carefully. A bad resumé can seriously hurt the chances of an applicant who may seem desirable in every other way.

The principal function of a resumé is to secure for you an interview with an employer. Many jobs that are offered through newspaper ads require a resumé. They can be mailed to a number of prospective employers to help you gain an interview, or they can be attached to job applications and left with the employer following an interview gained through other means.

The resumé has proven itself to be one of the most effective job-hunting tools in any occupational field and is standard practice in professional and clerical fields. Since the resumé is not often used by applicants in many fields of work, taking the time to make one will give you a definite edge over the competition. It indicates a businesslike approach to the task of finding a new job: it shows motivation, enterprise and initiative.

A few things to remember are:

1. Choose the resumé style that will present your experience in the best possible way.
2. The resumé must be neat. Careless erasures and misspelled words may cost you a good chance at a job.
3. Spacing is important in creating an impression of neatness and orderliness. It is better to reduce the amount of information on the page than to crowd in too many details. In glancing at your finished copy, it should look neat, clean, and easy to read. Limit your resumé to one or two sheets.

POSITIVE/ACTION WORDS TO USE

Consider the following words when preparing your resumé or completing your application. They will help you make a positive, favorable impression on the potential employer.

Competent	Stable	Established	Initiated
Successful	Well Educated	Communicated	Created
Capable	Wide background	Processed	Organized
Resourceful	Equipped	Participated	Trained
Qualified	Accomplished	Sold	Worked
Versatile	Profitable	Engineered	Led
Proficient	Positive	Implemented	Coordinated
Efficient	Complete	Controlled	Analyzed
Knowledgeable	Investigated	Guided	Improved
Consistent	Designed	Administered	Repaired
Experienced	Developed	Managed	Employed
Productive	Maintained	Directed	Expanded
Effective	Built	Supervised	Achieved
			Specialized

HANDOUT

CHRONOLOGICAL RESUMÉ

The Traditional Chronological Resumé is a summary of your education and employment. It tells a prospective employer where, when, and with whom you have worked, but does not emphasize what you have done. Typically, this type of resumé lists dates and past employers' names in reverse chronological order. Under each job heading, in a secondary position, are the responsibilities, in the form of a job title or brief job description. Personal information, if it is relevant, can be included in a separate section.

An Improved Chronological Resumé is similar to the traditional format with an important addition: your potential future performance is implied by the list of duties, skills, and accomplishments under each job heading. However, emphasis is still on job titles and dates.

The chronological resumé is not for you if you are changing careers, if you have not worked recently, or if you have a varied or unstable employment history. It can be effective, however, for a person who has an extensive, unbroken record of work and education consistently directed to a specific job objective.

Pros and Cons of the Chronological Resumé

Advantages:

- It is relatively easy to prepare.
- It is widely used and understood; most employers are familiar with the style.
- It emphasizes a steady employment record.

Disadvantages:

- It reveals employment gaps.
- It highlights lack of experience.
- It puts emphasis on job areas which may not relate to the specific job.
- It is difficult to discern areas of skill and accomplishment.

HANDOUT

SAMPLE CHRONOLOGICAL RESUMÉ PERSONAL RESUMÉ

Roberta Nelly
175 Highland Park, Apt. 304
Bridgewater, Nova Scotia
B4V 3J1

(902) 543-7290 (work)
(902) 543-9457 (home)

Career Objective: A position in cabinet making or general carpentry.

Experience and Demonstrated Skills:

- 1984-present: — carpentry
— use of various tools and instruments

I completed an apprenticeship program with the Nova Scotia Adult Vocational Training Module; I worked at Bridgewater Home Improvement as carpenter's aid where I gained experience in following specifications and drawings as well as using a number of machines and tools, such as: power saw, jointer, mortiser, tenoner, moulder and shaper, plane, chisel, wood file and boring machine.

Supervisor: Gerry Borden, Bridgewater Home Improvements, Bridgewater, Nova Scotia.

- 1978-1984 — sales
— servicing autos
— working with public

In my capacity as a service station attendant I was responsible for servicing clients at the gas bar. I handled the cash register and promoted sales of car items such as windshield wipers, fan belts, and air cleaners. In this job I established good relations with customers by providing a fast and efficient service as well as selling a large number of the service station products.

Manager: Sandy Thompson, Sandy's Super Service Station, Bridgewater, Nova Scotia.

- 1975-1978 — knowledge of shipping procedures routes and rates
— taking inventory, doing arithmetic calculations

I did part-time work in the parts department; routed delivered parts to stockroom and registered orders in receiving office. I demonstrated in this job that I could work well under pressure, was very good at locating missing information and enjoyed meeting the public.

Supervisor: Reginald Danforth, Sandy's Super Service Station, Bridgewater, Nova Scotia.

Education and Training:

Certificate of qualification in carpentry from department of labour and manpower Nova Scotia.
Grade 10, Bridgewater High, (in process of completing high school through night courses.)

Major courses taken:

Drafting, Advanced Cabinet Making, Furniture Design and Construction, Repairing and Refinishing Antique Furniture.

Personal:

Active in a community fraternity club, coaching little league baseball.

References:

Available on request.

HANDOUT

FUNCTIONAL RESUMÉ

The Functional Resumé, sometimes called the "accomplishment" resumé, informs the reader of your career or job objectives and describes in detail your abilities and accomplishments. Extraneous personal information is not included unless it is directly related to your objective; names of all employers and dates of work are not included. In effect, a strictly functional resumé is a summary of what you have done without prioritizing where, when or with whom.

This type of resumé is used if your experience, paid and unpaid, does not support your objective. It can also work well for someone who has had a variety of short term positions, for someone whose previous employment is unrelated to present goals, for someone who has never worked, or for someone who has been unemployed for many years.

Pros and Cons of the Functional Resumé

Advantages:

- Your background is organized according to functional skills.
- Focus is on selected areas of accomplishment and experience.
- Helps camouflage a spotty employment record or one with little experience in the target area.
- Allows you to down-play areas you may not wish to emphasize.

Disadvantages:

- Many employers will require a more specific work history.
- It may be difficult for an interviewer to follow.
- It may look like you are hiding something.
- It doesn't meet the standard expectations of traditional employers.

HANDOUT

SAMPLE FUNCTIONAL RESUMÉ

*Daniel O'Malley
2476 Mount Pleasant Road
Saint John, New Brunswick
E1L 3V4
(506) 648-4240/672-3196*

Career Objective:

To obtain a position with a wholesale, storage or warehousing organization that would involve the supervision and coordination of worker activities including, but not limited to:

- receiving
- shipping
- order filling
- transportation
- scheduling
- maintaining stock records

Areas of Accomplishments:

Supervised and instructed all employees (30-60) in warehouse operational procedures and policies with excellent results. My on-the-job record indicates that I provided savings in time and money for training new employees and increasing productivity. Savings were considerable in training less-than-motivated employees.

Supervision:

Proven capabilities in managing events created by altered circumstances such as the need to reschedule, reroute, or alter common carrier to provide expeditions and assorted delivery of products.

Creative Problem Solver:

Ability to effectively communicate with all levels of personnel — management, union, and employees — facilitating smoother, more harmonious work atmosphere.

Reorganized 6 million dollar inventory in a 100,000 sq. ft. public warehouse shipping locally, nationally, and internationally. Reorganization yielded quicker delivery, less driver "wait" time, and improved ease of retrieval and transport of stock merchandise.

Organizer:

Shipping and receiving organizational capabilities were exhibited by successful handling of 20,000 items per day with virtually no loss, damage, or failure of delivery. Developed resale outlet for scrap materials that were originally discarded at cost to employer.

Common Carrier Knowledge:

Have excellent working relationship with over 35 common carriers, their salespersons, dispatchers and drivers.

Safety Cautious:

Solely responsible for monitoring required safety-training program for forklift drivers. Saw need to protect company and employees from poorly engineered warehouse mechanical apparatus. Initiated process to reduce hazard and energy loss.

Personal Data:

Health: Excellent
Interests: Hockey, organizing little league teams
Languages: Mother tongue — English
I also have a working knowledge of French

Personal Characteristics: Team-oriented, enjoy challenge, reliable

References: (or more specific information)

Given on request

HANDOUT

COMBINED FORMAT RESUMÉ

A compromise between the Chronological and the Functional Resumés, the Combination Resumé is an attempt to eliminate the disadvantages of each. Sometimes called a "qualifications brief" (Lathrop, Who's Hiring Who), it is best described as a Functional Resumé with the addition of a selection of your past employment. Education, dates of employment, and personal information such as non-work related interests may or may not be included. In fact, the great strength of this style of resumé lies in its adaptability. It is comparable to the strictly functional resumé in that it emphasizes your abilities. Specific aspects of your work history, education, and interests are included and highlighted if they strengthen your case.

This resumé may be the best choice if you have extensive experience, but you are looking in new directions. It can also be invaluable if you have a varied and interrupted employment record, and you need to relate your array of skills to a specific objective.

Pros and Cons of combined Format

The adaptable nature of the Combined Format includes the advantages of both the Chronological and Functions resumés.

Advantages:

- Emphasizes steady employment.
- Lists enough work experience to satisfy even the more traditional employer.
- Gives you the opportunity to emphasize skills and abilities that are relevant to the application you are making.
- Allows you to down play employment gaps or lack of experience in a specific area.
- Can be adapted easily to suit various positions.
- Could serve as a useful guide for an interviewer.

Disadvantages:

- May necessitate a longer resumé.
- Some traditional employers may find this type of resumé incompatible to their tastes.

SAMPLE COMBINED FORMAT RESUMÉ

Cynthia Debrowski
30 Woodvale Crescent
Ottawa, Ontario
K1J 7B4

Telephone: (613) 746-2394
(613) 234-3897
S.I.N. 453-278-192

EDUCATION:

Undergraduate degree (in progress), Carleton University, Ottawa.

Secondary School Honours Graduation Diploma (Grade 13) Ottawa.

Certificate of Canadian Association for Laboratory Animal Science Training Course.

DEMONSTRATED ABILITIES:

Communication Skills:

- effectively demonstrated interactive computer system to various levels of government, education officials, and education agencies.
- answered written and verbal enquiries, ranging from simple to complex, from job-seekers and government officials on videotapes and a computer system.
- liaised successfully with studio executives to ensure the meeting of schedule deadlines for industrial television videotapes.

Administrative Skills:

- ensured the efficient control and movement of numerous service contracts in order to obtain required results and services, on target and within budget, for implementation and completion of 30-minute videotape productions.
- supervised three junior personnel, in support functions, to maintain the efficient functioning, in an office where the meeting of deadlines was essential.
- searched for and located appropriate training facilities as well as prepared support materials for a 4-day computerized counselling workshop.

**DEMONSTRATED
ABILITIES: (cont'd)**

Research:

- determined, with other analysts, the inclusion or exclusion of various factors in occupational descriptions for use in an interactive computerized system.

Data Collection and Analysis:

- reviewed and researched social service and rehabilitation agencies and pertinent literature in order to produce background documentation essential for script-writer to develop script for videotape productions.
- contacted 12 provincial and territorial apprenticeship boards and 60 national post-secondary institutions to collect information on apprenticeship programmes.

Production Skills:

- edited and proofread all of Comshare Publicity Brochures.
- ensured continuous flow of all treatments, draft and final copies of scripts for videotape production so that content adhered to approved guidelines.

Additional Skills:

- travelled to various workshops and conferences, nationwide, as a representative of Comshare, in order to demonstrate effectively a new Comshare computer system.
- set, designed and produced accurate typewritten materials (110 wpm — English; 80 wpm — French).

WORK HISTORY:

August 1981 to
to Present:

Social Service Technician
Derrick Stevens Associates Limited
320 Bell Street
Ottawa, Ontario
K1P 5H3

May 1978 to
June 1981:

Social Science Consultant
Comshare Limited
400 Slater Street
Ottawa, Ontario
K1A 0M7

WORK HISTORY: (cont'd)

May 1977 to
April 1978: Clerk (CR3) Railway Transport Committee
Safety and Services Branch
Canadian Transport Commission
Ottawa, Ontario
K1N 0N9

October 1976 to
May 1977: Typist (ST2)
Canadian Patent and Development
Marketing and Licensing Branch
Ottawa, Ontario
K1A 0R3

ADDITIONAL EXPERIENCE:

1979 to 1981: Worked as a registered volunteer in a stuttering programme conducted at the Royal Ottawa Hospital.

July 1976 to
September 1976: Travelled in Europe as diplomatic ambassador for Youth Division of Nepean Lion's Club.

1973 to 1976: Worked part-time in retail during final three years of high school.

PERSONAL DATA:

Health: Excellent

Interests: Coach of soft-ball league, canoeing, music.

Languages: Fluent in English and French, general knowledge of Polish

REFERENCES:

Mr. A. Willmott Chief of Section Comshare Ltd. 400 Slater Street Ottawa, Ontario K1A 0M7	Mr. J. Simpson Administrative Manager Railway Transport Committee 300 Albert Street Ottawa, Ontario K1A 0N9
Telephone: (613) 236-9651	Telephone: (613) 997-0894
Mrs. N. Davies, Chief Marketing and Licensing Canadian Patents and Development 275 Slater Street Ottawa, Ontario K1A 0R3	
Telephone: (613) 996-5736	

HANDOUT

SAMPLE COVERING LETTER TO ACCOMPANY RESUMÉ (FOR SOMEONE WITHOUT EXPERIENCE)

328 Riverside Dr.
Ottawa, Ontario
K1V 9K6

June 15, 1987

Ms. Lynn Brown
Director of Personnel
Ace Insurance Company
274 Slater Street
Ottawa, Ontario
K1S 2J5

Dear Ms. Brown:

I wish to apply for the position of clerk/typist as advertised in The Citizen on Tuesday, June 15, 1987. Please find enclosed my resumé for your review and consideration.

For the past two years I have worked as an office assistant for my church, with the responsibility of typing, copying and mailing the newsletter. I am familiar with an office set-up and all facets of a clerk/typist position. I am a quick learner and a hard worker, and I feel sure that I am fully qualified for the position of clerk/typist at Ace Insurance Company.

I look forward to hearing from you with respect to an interview. I may be reached at 737-6085.

Sincerely yours,

Jennifer Patterson

If you don't have any or much experience then try to attract the employer's attention to some of your qualifications or skills.

HANDOUT

SOURCES OF JOB LEADS

1. Ask friends, relatives, acquaintances and workmates
 - about jobs where they work
 - about jobs elsewhere.
2. Look through the yellow pages of local and non-local phone books
 - these provide a list of almost all employers in your area, e.g. hotels, restaurants, companies, etc. . .
3. Contact department heads of the various firms in your areas by telephone and arrange for an information interview.
4. Go directly to the businesses in your area and apply in person.
5. Answer newspaper ads; check the financial pages; and examine articles about new projects and developments. Get daily copies of both local and non-local newspapers.
6. Call private employment agencies and arrange for interviews.
7. Contact school/college placement offices.
8. Contact Union Hiring Halls
 - look in the yellow pages under "Labour Organizations".
9. Go to your local Canada Employment Centre/Youth Employment Centre (Federal Government).
10. Go to the Employment Centres operated by the Provincial Government (located in some provinces)
 - look in white/blue pages under "Government", (provincial).
11. Place ads in newspapers.
12. Register with the Public Service Commission and arrange to take Civil Service Exams.
13. Ask your teacher/professor (present or former).
14. Contact department heads of Crown Corporations
 - look up individually in the telephone book.
15. Contact local organizations and associations:
 - see specific kinds in yellow pages
 - i.e. — Church — Political
 - Fraternal — Social Service
 - Health and Welfare — Youth
 - Labour — Chamber of Commerce of
 - Hospital/Medical — Board of Trade.
16. Respond to ads in Trade Journals.

HANDOUT

PARTICIPATING IN AN EMPLOYMENT INTERVIEW

STARTING THE INTERVIEW

1. Introduce yourself to the receptionist.
2. Request the name of the interviewer.
3. Thank the person and wait quietly.
4. Greet the interviewer and introduce yourself.
5. Enter the interviewer's office and take the seat offered.

A. Questions about your personal history

6. Provide a brief answer to all direct questions.
7. Do not volunteer any negative information.

B. Questions about your good qualities

8. Describe any relevant skills or experiences.
9. Describe any relevant personal qualities.
10. Do not exaggerate or compare yourself to others.

C. Questions about work-related pressure

11. State your ability to work under pressure.
12. Provide examples of these abilities.
13. Describe methods of handling pressure.
14. Express your willingness to work under pressure.
15. Describe the job's positive characteristics.
16. Describe other employee's positive comments (if applicable).
17. Do not indicate a primary interest in pay or few work requirements.

D. Questions about related education and experience

18. Describe relevant education and/or experience.
19. Relate your education and/or experience to the position.

E. Questions about future plans and goals

20. Describe the compatibility between your goals and the job.
21. Describe the compatibility of the job with any educational plans (or if you have no plans).
22. Describe your interest in gaining experience.

F. Questions about salary

23. Describe your flexibility.
24. Do not make strict salary demands.

G. Questions about personal liabilities or handicapping conditions

25. State that you have no major weaknesses or (if you have personal liabilities).
26. Identify the area of difficulty.
27. Describe attempts that you have made to deal with the condition.
28. Note any improvements that you made to deal with the condition (if you have a specific disability).
29. Mention that the disability in no way affects your performance on the job.

H. When asked if you have any questions

30. Ask job-related questions that are not about salary or benefits.

ENDING THE INTERVIEW

31. Summarize your qualifications.
32. State an interest in the job.
33. State appreciation for the interview.
34. State an interest in hearing about the outcome of the interview.
35. Suggest that the interviewer contact your references.
36. Close the conversation.

HANDOUT

FIRST IMPRESSIONS

1. **SMILE** — A friendly face is more pleasant than a grim one.
2. **BE READY TO SHAKE HANDS** — Be alert and quick to respond to the interviewer both at the beginning and end of the interview. If the interviewer offered to shake hands at the beginning, then you offer first at the end. Remember, if the interviewer offers to shake hands, part of the decision to hire or not hire may be based on your response and the warmth of your grasp.
3. **MAINTAIN EYE CONTACT** — If you don't, many people feel that you are lying or not dependable. Do not wear dark glasses.
4. **CONSIDER EACH INTERVIEW A CHALLENGE** — Be enthusiastic about working for that employer and about the job.
5. **SHUT THE DOOR ON YOUR TROUBLES** — Try to avoid discussions about family or financial problems. Think about what you can do for the employer.
6. **LISTEN TO THE INTERVIEWER** — Consider your answer carefully and be sure you understood the question.
7. **BE ATTENTIVE TO BODY LANGUAGE** — Avoid raising barriers. Don't cross your arms across your chest. Don't place anything on the desk between you and the interviewer. Avoid the appearance of withdrawing from the interviewer.
8. **BE CALM AND POISED** — Avoid nervous habits. Don't cross your legs and keep the free foot moving. . . don't play with your fingernails. . . keep your hands off your mustache, beard, and/or hair. . . don't play with jewelry. . . don't tap your finger on the chair arm or table. . . sit up straight, don't slouch. . . avoid aggravating speech habits such as "eh!".
9. **DON'T SMOKE** — unless you are invited to.
10. **DON'T CHEW GUM** — ever!
11. **DON'T SIT DOWN UNTIL YOU ARE INVITED TO** — If you have a choice, don't sit across the room. Sit as near to the interviewer's desk as possible, and face the interviewer. Don't lean on the desk.

HANDOUT

YOU MUST KNOW YOURSELF TO SELL YOURSELF

The Careers Provinces Series and/or the CCDO provided you with the requirements needed in a particular job. What you need to examine next is what you can do that relates to the job. Employers expect each person they hire to already have, or be able to develop, job skills. Although most employers provide some training for specific jobs, you must nevertheless show them that you have the potential to do the job. You have to be prepared to express this potential in completing application forms, in telephone calls and other contacts, as well as in the job interview.

Many people when asked about their job experience respond only in a vague way. For example:

Employer: "What experience do you have?"

Job Seeker: "I've worked for Samuel Enterprises Ltd. as an accountant for three years."

This response does not indicate what specific skills the job seeker has, nor anything about the particulars of the job duties.

When you answer questions about your job experience, be as specific and complete as possible. A better way to answer the above question would have been:

"I worked for Samuel Enterprises Ltd. for three years. Samuel Enterprises is a Public Relations firm that contracts to radio stations. While working there I was responsible for analyzing various general ledgers and revenue accounts. I used my writing skills a good deal by preparing special reports and communicating with a variety of clientele, in addition to regular accounting duties, such as work on accounts payable, bank reconciliation and budgeting."

You will be better able to describe your experiences and skills as they relate to the job you're applying for by exploring the following areas:

- SPECIFIC SKILLS
- GENERAL ABILITIES
- EXPERIENCE
- EDUCATION AND TRAINING
- INTERESTS AND HOBBIES
- VOLUNTEER WORK

HANDOUT

INTERVIEW PLANNING FORM

(Prepare this form in advance of each interview you take)

PART I: ABOUT THE JOB

Description of position applied for: _____

Products and services of employer: _____

Competition: _____

Company history: _____

Other information: _____

PART II: ABOUT YOURSELF

Review of resumé data: _____

Work accomplishments: _____

Private life accomplishments: _____

Anticipated problem areas: _____

Questions to ask the interviewer: _____

Other information: _____

HANDOUT

APPROPRIATE RESPONSES TO TYPICAL INTERVIEW QUESTIONS*

An interviewer has the task of discovering what kind of person and worker you are in the short time period of about an hour or even less. Therefore, the questions asked by interviewers are fairly standard from one interview to another since all interviewers are trying to obtain the same type of information. On the following pages, these typical questions will be listed with a description of how you should answer each one.

1. TELL ME ABOUT YOURSELF

When an interviewer says, "Tell me about yourself", he/she is asking you to tell him/her about yourself as a person, not merely about your job skills. The type of answer you should give follows the same guidelines as you followed in providing personal information in your resumé, and you can refer back to this to remind yourself about what you should include. Try especially to provide information that may indicate something you have in common with the interviewer, so that you are no longer a stranger to him/her. Perhaps his/her children attend the same school as yours do, or you follow the same sport, or have lived in the same city, or his/her parents had a background similar to yours, or you have the same hobby. These are the specific items you should mention:

1. *Common Friend.* If you know someone who works in the company or who knows the interviewer, mention him/her since this establishes a common acquaintance.
2. *Hobbies and Special Interests.* Tell him/her what your hobbies or special interests are, especially if they might be job-related, such as drawing, building gadgets, designing your own clothes, doing seasonal work as a tax preparer, fixing cars. Also include non-job-related special interests such as being a strong football fan, coin collecting, and keeping tropical fish.
3. *Personal Stability.* Mention any facts about yourself that indicate personal stability and trustworthiness. Owning a home indicates your desire to stay in the area, as does your having lived in the area a long time. Marriage and children also carries this message. Tell him/her about your desire to stay in the area and what you like about it.

Only after you have described these personal items should you talk about your job skills and experience. Almost all interviewers will ask you to talk about the personal factors, but even if they don't, try to mention them since the topic serves to create a friendly atmosphere. Then mention the following work related factors:

1. Your interest and experiences related to the job
2. Your past work experience
3. Your training or education
4. Your strong interest and enjoyment of your work

* Adapted from: *Job Club Counsellor's Manual: A Behavioral Approach to Vocational Counseling* by Nathan H. Azrin and Victoria A. Besalet. University Park Press, Baltimore, 1980. pp. 190-198.

2. HAVE YOU EVER DONE THIS KIND OF WORK BEFORE?

You should never say "no" to this type of question, since no two jobs are alike and so, of course, you have never done exactly this same work. In all jobs, new skills and rules and details must be learned. A cook in one restaurant will never be preparing exactly the same foods with exactly the same equipment and exactly the same schedule as in any other restaurant. What the interviewer wants to know is whether you can learn to do the job in a reasonable time. Consequently, mention all of the experience you have had that makes it likely that you can learn quickly to do the work required in this specific job. Tell him/her about:

1. Your past experience
2. Your education and training related to the job
3. Nonpaid experience related to the job
4. How quickly you have learned that type of work in the past.

As an example, the school principal asks you if you have taught French, since the opening is for someone who can also teach one French class. You haven't, but you would tell him/her that you took French in college, have taught grammar and English, have an aptitude for languages, had spent some time in France, and would have no trouble handling it. Similarly, the interviewer might ask you whether you have worked as a bookkeeper and you haven't, but you could mention facts such as you kept some books as part of your previous job as a secretary, you maintain an exact book of records of your family expenses, you had a book-keeping course in high school, you're good with figures, and you're sure you could learn the necessary details quickly. If you are asked about whether you ever worked as a furniture salesperson, you would similarly describe any selling experience, your interest and knowledge of furniture, your general ability as a salesperson, and your assurance that you would learn very quickly.

3. WHY DO YOU WANT TO WORK HERE?

When an interviewer asks you why you wish to work for his/her company, he/she is attempting to learn whether you will be satisfied with your job and likely to stay. To reassure him/her, you should mention as many positive features as you can about the company, such as:

1. The good reputation that the company has and your pride in telling people you work there.
2. You heard that the company is very fair and appreciates hard working employees (mention any employees who have described it to you).
3. The company has the kind of job that you are good at and like to do.
4. You like this type of work and you feel you can do a good job.

4. WHY DID YOU LEAVE YOUR LAST JOB?

When the interviewer asks you why you left your last job or why you want to leave your present job, he/she is trying to determine whether you had difficulties that may also arise in his/her company. This same question is also asked on some employment application forms. It has been discussed that employees usually leave a job for many reasons and that you should mention only those reasons that are favourable to you. The fact that you did not do well in one company does not mean that you will not do well in another, so you shouldn't be concerned about leaving unmentioned any problem you might have had there. This situation might very well have been unique and would never again occur.

Some of the common reasons for leaving a job are that the company had a cut-back or a lay-off, it was a seasonal job, it was a temporary job, it was only part-time, it was only a good job while you were in school, it required too much travel away from home, it was not in a part of the country where you wanted to live, or the company was not doing well and could not keep up with the standard salary level. Other contributing factors may have been that you wanted to go into a different line of work for which you were well qualified and more interested, or that your company had a reorganization and no longer required the position you had.

Avoid saying that you were fired; if you were: rather, mention the other factors involved, such as the job not being sufficiently oriented to your training or abilities, or that it involved a great deal of travel.

Whatever reasons you give, point out that the job for which you are being interviewed does not have the same problem that led to your leaving your last job. If you say that you left your last job because it involved too much travel, or was in a different area, or was not up to your skills, then point out that this job does not require travel, is in a part of the country where you want to live, or is more in line with your training aptitudes. If you were fired because of medical reasons, explain that they have been professionally taken care of. If you were fired because of family problems, assure the employer that they have been taken care of. Whatever the reason, explain in a positive manner how the situation has been, or will be, corrected.

In describing your last job, say as many positive things as you can about it even if it had many undesirable features — all jobs do. Do not say anything negative about the company or the supervisor — only that your needs did not fit in with the job. If you criticize the company or supervisor, the interviewer will view you as someone who is likely to do the same to him/her if you are hired in his/her company. On the other hand, he/she will regard you as appreciative and pleasant if he/she hears you speaking in a positive way about a company you left and will feel that you are likely to be appreciative and pleasant regarding the job for which you are interviewed.

5. WHAT KIND OF SALARY DO YOU NEED?

When you are asked about your salary requirements in an interview, the interviewer is attempting to determine whether your expectations are too high for them. Of course, you want as much as the company is willing to pay. By naming a salary at this stage of the hiring process, you can only harm yourself. If you mention a lower salary than the interviewer has in mind, you may be hired at a level less than is standard and below what you might have obtained. If you mention a higher salary, it may be more than what he/she had been thinking of paying and he/she may well terminate the interview and decide he/she can't afford you. The wisest course is to avoid mentioning any specific figures or even a salary range until he/she has decided that you are the right person for the job and has offered it to you. Having decided that you are a good potential employee, he/she may well decide that he/she is willing to start you off at a high salary level.

One way to answer the question of your required salary level is to tell the interviewer that you would work for whatever he/she feels is fair based on your qualifications and the company's standard salary level for that position. You might do this by saying, "I know you'll pay as much as I'm worth to you and I can't ask for much more than that", or "You probably have set rates and whatever that is, I'd feel that was fair", or "Your company has a reputation for fairness so I know you will pay an amount that is right for me".

After the interview is over and you have definitely been offered the job, you can then decide whether the salary is high enough. If the salary is too low when the job has been offered, tell the employer about the problem that you have in accepting the job. Tell him/her that you believe you can do better elsewhere, or that you have been paid more in similar jobs in the past, or that you have another possibility or offer that pays better, whichever one of these reasons applies to you. Tell him/her what all of the positive attractions are of the job he/she has offered and how much you wish to accept if only the salary could be increased somewhat. Explain that your decision to accept would be much easier if he/she could find some way to offer a higher salary. If he/she is unable to do so, suggest that you would feel more comfortable if you had some assurance that a raise or promotion might be possible in the near future if your work will justify it.

6. WHY SHOULD WE HIRE YOU INSTEAD OF SOMEONE ELSE?

When you are asked this direct question, the interviewer is asking you, in a sense, to make his/her decision for him/her. If you have to hesitate or can think of only one or two reasons, then he/she will feel that the reasons are not too obvious or are not sufficient. You should quickly list your skills and positive characteristics. Some of these might be: I'm very good at that type of work; I'm conscientious; I am efficient; I'm a company person for whom ever I work and give everything I've got; I don't have to be supervised and always get my job done correctly and quickly; I like this company and would enjoy working here; I'm not a clock-watcher; I'm dependable and don't take time off; I've got many extra skills that would be useful in the job besides the ones that are needed; I work harder than other people; I am always willing to work overtime and get the job done.

7. HOW MUCH WERE YOU ABSENT FROM WORK IN YOUR LAST JOB?

An employer wants to be able to depend on his/her employees being present, and this question is designed to determine whether he/she could depend on you. If you are absent a good deal because of some reason, tell the interviewer what the reason was and why you feel that it will no longer be a problem. "I'm in great health and don't expect to be taking any days off". The same is true of some types of jobs that have an especially high absence rate and suffer a serious disruption when employees are absent, such as production line work. In answering this question, stress what your past reliability has been and give assurance of your future reliability.

8. HOW IS YOUR HEALTH?

A question about your state of health has the same intent as the previous question - how reliable an employee will you be. This is not the time to talk about your athlete's foot or an appendectomy you had as a child, or a backache or headache. The interviewer wishes to know whether you are likely to be absent because of health problems. You almost certainly do not intend to let health problems interfere with your job and so you should tell him/her that "My health is excellent" or "I have no health problems that will interfere with my work". Depending on your specific history, you could say, "I've never been out of work because of illness" or "I've never been out of work for sickness for more than one day at a time" or "I don't let small things interfere with my job".

If you have a physical problem that is not visible to others, such as a blood condition, a sore arm, a rash on your back, a slight hearing difficulty, or kidney problems, do not mention them unless they are so serious that they would prevent you from being a reliable employee.

This is rarely, if ever, the case since almost all such conditions can be treated medically to a degree that enables you to function adequately in almost all jobs.

Suppose, however, that you have a physical problem that is visible to the interviewer. He/she will want to be reassured that it will not make you unreliable or incapable of doing your job. Examples of such physical problems are that you are in a wheelchair, you have a missing arm or leg or hand, you are blind, or you have a large hearing loss and are wearing a hearing aid. The first rule here is to have obtained a letter from your doctor to give to an interviewer stating that your physical problem does not require extensive additional treatment and does not interfere with your general ability to work.

The second rule is to mention the problem before the interviewer does, since he/she may feel embarrassed about discussing it and yet maintain a bias because of it.

Thirdly, point out how you function normally in spite of the handicap by engaging in some action that you can perform that relates to your problem. For example, if you wear a visible hearing aid, ask him/her to whisper and turn up your volume control and repeat what he/she said. Or, if you have an artificial limb (arm, hand), pick up a piece of paper or some other object and also show him/her how you write. Tell him/her how well you function in spite of the disability, but be sure to actually demonstrate since the actual performance is more convincing than any statement. Then ask him/her to think of any situations he/she thinks you will have problems with and demonstrate to him/her how you will handle it.

The fourth rule is to point out how your disability actually makes you a better worker. Point out to the interviewer that when nonhandicapped workers see you working so well even with the handicap, they stop finding excuses for not being able to work very hard themselves. These advantages apply to almost any disability, but, in addition, point out advantages that exist because of your specific disability. For example, if the employer knows you are an alcoholic, you can point out that now that you have recovered, you don't drink at all so you have less problems than most people who may occasionally have too much to drink. If the employer knows you have a criminal record, tell him/her that, because of your record, you can't take any chances at all and wouldn't even think of taking a pencil by mistake as other people do since you have too much to lose. If you are in a wheelchair, you can point out that it is important to your health to stay busy constantly. If you are visually impaired you can point out that your other senses are more developed than normal and that you have developed the habit of maintaining constant alertness.

9. WHEN ARE YOU AVAILABLE FOR WORK?

When you are asked how soon you can start work, tell him/her as soon as possible. Many factors may be causing your hesitation about committing yourself, but now is not the time to mention them. You may not be sure you want the job, but this is something you can go home and think about and discuss with your friends. If you decide against it, you can call him/her as soon as you decide. However, if you express hesitation now, you may not receive the offer. Another hesitation you might have is that you are not sure how soon you can leave your other job, make travel arrangements, or cancel other appointments. If you mention these problems now, you may not have any reason to make these arrangements. Once the job is offered, try to make the necessary arrangements, and only if you can't should you call the employer and tell him/her you need the extra day or week before starting. If you find your current employer desires a week or two notice, then your new employer is likely to respect you for this and gladly allow you to start later since he/she knows now that you will do the

same for him/her. A third reason for hesitation might be that you are waiting to hear about another position you applied for. In this situation, also, you should tell the interviewer you desire to start as soon as possible. Once the job is offered, you can then call the other job possibilities you have been interviewed for and explain that you have an offer but would rather work at their company and request a decision before you have to make a decision. In general, an employer will have an increased estimate of your value as a worker if he/she knows you have other job offers, and he/she will also be flattered by your preference for him/her.

10. WHAT ARE YOUR GREATEST STRENGTHS?

When asked this type of question, mention all of your positive aspects: your skill, reliability, experience, enthusiasm, efficiency, organization, pride in a job well done, ability to get along with others, and so on. If the question is, "What is your single greatest strength?", mention something about your personal reliability, but also add that you have several major strengths and add them to your description.

11. WHAT ARE YOUR WEAKNESSES?

Do not describe any possible weaknesses when asked this question. If some weaknesses exist, such as lack of experience or reliability, you surely intend to overcome them, so there is no reason to draw attention to factors that will probably not occur. Mention nothing negative. Instead, respond by telling him/her that you have no weaknesses that will prevent you from being an excellent employee. You might also state one again briefly your strongest points at this time.

12. WHAT FIVE WORDS WOULD YOU SAY DESCRIBE YOU BEST?

When asked to select words to describe yourself, select only positive aspects. As in the previous questions, do not mention anything negative, but, rather, answer as if you were asked to describe your strengths. Some words that might be appropriate include: reliable, conscientious, friendly, honest, cooperative, easy to get along with, hard-working, energetic, skilled, experienced, take pride in my work, responsible, respected, enthusiastic, dedicated, and likeable.

13. WHAT WAS YOUR LAST EMPLOYER'S OPINION OF YOU?

The best answer to the general question about your last employer's opinion of you is to have an open letter of recommendation from your last employer, which you can then summarize and show to the interviewer.

Unless you were fired, your employer must have thought well of you or else he/she would not have continued to employ you. Of course, there are always some minor annoyances that everybody feels about any other person and the same is true about employers and employees. Since you wish to emphasize your positive characteristics, mention only those items that were positive and do not mention the negative. Even if you recognize that there were some things about you that your employer didn't like, do not exaggerate their importance by mentioning them here. Some of the aspects of your work that you feel your employer liked or, at least, did not complain about, might be your high level of skill, your trustworthiness, your reliability, your ability to get along with some people that most others couldn't get along with, your promptness, your willingness to work overtime when needed, and your good customer relations. If you cannot think of any, try to remember a chance compliment he/she made you in passing and repeat it.

If you have an open letter of recommendation, it will speak for itself and you should give it to the interviewer. If not, suggest to the interviewer that he/she contact your employer, and express your assurance that you would receive favourable comments such as, "I know he/she will speak very highly of me. I worked for him/her for two years".

If you were fired or did get along badly with your previous supervisor, you might consider not mentioning that particular employer on your resumé if you feel that the situation would not repeat itself with other employers. However, you must be honest, so if your application form requires you to list his/her name do so. You may be surprised to learn that your employer still had a very high regard for many of your abilities even though you were fired. Of course, the interviewer may not contact him/her; most do not. However, assume the best and mention only those qualities that you feel the employer liked.

14. WHAT ARE YOUR LONG RANGE GOALS?

This type of question is sometimes phrased as "What kind of job do you hope to have in 10 years?" or "How long are you thinking of working for this company?" or "What are your future plans?" The interviewer is trying to find out whether you are serious about staying with this company or whether you are using this job only as a temporary stopover, or will be dissatisfied after a while. So, you should try to assure him/her of your intention to stay with the company and to grow in your career within the company, which, of course, you probably want to do if the job proves to be satisfying to you.

If you know beforehand that this company has many opportunities for advancement and encourages it, tell him/her that you "hope to become valuable to the company and to be promoted" as you earn it. However, be cautious in making this type of statement, since it can easily be interpreted as already showing dissatisfaction with the job at which you will be starting. Similarly, if you mention a particular position as your objective, such as "I want, eventually, to be the head of a shipping department", your statement can easily be misinterpreted as revealing future problem competition.

The items to stress are that you like the company and that you hope to become a valuable employee to the company. As to your future plans for staying with the company, reassure the interviewer with information such as "I don't plan on moving away, or going back to school", "I see no reason why I can't stay with this company for a long, long time", "I know I'll be very happy with this company", "I like this area and don't ever plan on leaving", or "This job is just what I enjoy doing and I don't see any reason for leaving it".

The principal facts to mention are that you like the company, you like the work you'll be doing, you like the area, and that you have no plans that would require you to leave the job.

15. WHAT KIND OF MACHINES OR EQUIPMENT HAVE YOU WORKED WITH? WHAT KIND OF EQUIPMENT CAN YOU OPERATE?

If the interviewer asks this question, then, obviously, skill in operating machines is important and you should inform him/her completely of your experience and capability. Be very specific in mentioning equipment by giving the exact names of the machines you have operated, if you can recall them, thereby providing evidence of your familiarity, such as saying "I've worked with the Acme Model 85 Arc Welder", or "I've used the IBM Selectric". However, also be general and mention all machines you can operate, such as "I can operate Ditto machines, mimeograph machines, and complicated copying machines that collate automatically. I can use either manual or electric typewriters or the special type that has automatic spacing. I can

use lettering equipment, such as the Leroy typek, and can operate a switchboard". The more equipment you can operate, the more apparent it is that you are capable of learning about any other type that might be required on this job, even if you have not operated that type. If the interviewer asks specifically about your ability to operate a machine you haven't had experience with, do not say you haven't had experience but, rather, describe what types of similar machines or other machines you can operate and express your confidence that you can learn quickly.

16. CAN YOU WORK UNDER PRESSURE OR TIGHT DEADLINES?

This question indicates that your job will involve working under pressure and deadlines, so reassure the interviewer by giving examples from paid or unpaid activities that involved deadlines and pressure. You might mention: how you handled the last two days of political campaigning in your volunteer work; how well you performed when a large rush order suddenly had to be filled; how you managed to prepare for three final exams in one day in school; or how you handled a crisis when your boat was caught in a storm. Mention several examples, stressing how capable you were in rising to the occasion, that you did not mind the stress, and possibly enjoyed it.

17. WHAT WOULD YOU DO IN THIS SITUATION? (Hypothetical or technical questions)

Sometimes an interviewer will confront you with a specific situation or problem to gauge your reaction. Take the necessary time to answer the question carefully and ask for further details or explanations where necessary. Keep in mind the general steps in problem solving.

1. collect information;
2. analyse the information;
3. classify it by order of importance;
4. get expert advice or opinion on the subject;
5. reach a decision;
6. communicate the decision; and
7. implement the decision.

If given a technical question, keep your cool, analyse the question and often you will find that you have the necessary background to answer. In both cases (hypothetical or technical questions), the interviewer is trying to evaluate your ability to function under pressure, to analyse and solve problems.

18. ARE YOU THINKING OF GOING BACK TO SCHOOL OR TO COLLEGE?

An interviewer will usually ask this question only of younger applicants, as he/she is concerned that the person will be quitting soon. You should reassure the interviewer by mentioning considerations such as your desire to work for a few years or that work is very important to you, or that you have no desire to continue schooling and you want to build a future for yourself, or that you will take courses only at night. If you do not have a high school diploma, you may impress the interviewer by telling him/her that you definitely are going to attend classes in order to obtain your diploma, but intend doing so at night.

19. WHAT DO YOU THINK OF WORKING IN A GROUP?

In this question you are being asked to demonstrate your ability to get along with others. Speak of the advantages of working in a group. For example, you might explain how the various individuals in a group complement one another in carrying out certain tasks. Be prepared to give concrete examples of personal experience in a group.

20. ARE YOU MARRIED?*

When the interviewer asks whether you are married, he/she is usually concerned that your marital status may present a problem in your job. In general, the fear is that a married person may be too tied down by family responsibilities to be flexible or dependable on the job, and a single person may be too unreliable. The answer you should give involves assuring the interviewer that your married or single status will not cause any interference with the job. Furthermore, your answer should include a statement of the advantages for the job of being single or married.

If you are married, you can point out that:

1. You are not going to be changing jobs because you have family responsibilities.
2. You are established in the area and your family likes it here.
3. You are able to travel and work overtime since your marital partner knows that is part of a job and accepts that fact.
4. You have made arrangements for the care of your children while you are working and will not need time off from work if they are sick. This point is especially important for women with young children.
5. Your marital partner has a permanent job and wants to remain in this area. This point is especially important for women since employers are often concerned that a woman may have to quit to be with her husband if he leaves the area even though she is happy with her job.
6. Talk about your marital partner and children, stating what kind of job your partner does and what your children's ages are and what school they attend. The interviewer may know your partner, be interested in his/her type of job, or have children the same age, thereby establishing a common area of interest between you.

If you are single, you can point out that:

1. You can travel in your job or work overtime without restriction since you have no family to tie you down.

* Questions pertaining to marital status or other information of a private/personal nature such as: affiliations, medical information, height and weight, etc., raises the issue of the interviewer's need for more information about a person's suitability for a job and the candidate's right not to be unfairly discriminated against. If you are asked a question of this nature, it is important not only to know your rights, but also to be able to respond to the question in such a manner as not to put off the interviewer. For example, a question on marital status or other personal matters could be responded to by turning the question around to the interviewer: "Could you tell me how my marital status, or affiliation, or height, etc. might have any bearing on the job I am applying for." This kind of response places the onus on the interviewer to show that he/she is not attempting to identify or differentiate you on the basis of a criteria prohibited by Human Rights legislation. In this fashion, you are indicating to the interviewer a willingness to demonstrate your suitability for the job but without compromising your rights.

For further information on what the interviewer may or may not ask, contact any of the CANADIAN HUMAN RIGHTS COMMISSION offices (see government pages in your phone book).

2. You like the area and have friends or relatives here and intend to stay.
3. That marriage will not cause you to move.

21. ARE THERE ANY QUESTIONS THAT YOU HAVE?

This is often the final question that an interviewer will ask and is often asked merely as a gesture of courtesy. Do not attempt to obtain complete information about the job at this point, since you may unintentionally give the impression that you are not sure you really want the job. Wait until you have definitely been offered the job before asking questions about retirement benefits, chances for advancement, public transportation facilities, salary, and so on. This information may be critical for you in making your decision, and wait until you have been offered the job to ask about them.

The interviewer may also want to find out to what extent you are interested in the job. In the next handout (No. 66) there are a series of questions one could ask at the end of an interview. Review these and select one or two that may be appropriate for the job you are seeking.

You could also respond to this final question by giving the interviewer a compliment such as, "No, I have no questions. You've done a complete job in describing this company and the job requirements", or by indicating your strong desire to work, such as by saying, "The only question I have is, How soon can I start work?"

IF THERE ARE NO POSITIONS OPEN

Other Job Leads

If the interviewer says that no positions are available at this time or that you are not qualified for the job he/she has open, ask him/her about job leads at other places. Write down the name and address of the company as he/she tells you and ask for the name and the telephone number of the person you should contact. Obtain as many of these leads as you can from him/her. The interviewer will have become fairly familiar with your skills and will usually be able and very willing to tell you about other job possibilities.

Part-Time Job

Tell the interviewer you would be interested in a part-time job if he/she has indicated no jobs are available. Part-time jobs often develop into full-time jobs in a short period.

Call Back

Before you leave, tell the interviewer you would like to call him/her in a few days to learn of his/her decision. By calling him/her back, you will make certain that you have not missed out on a job because of some unforeseen problem in his/her being able to contact you. Ask him/her when it would be convenient for you to call him/her to learn of his/her decision or should he/she desire more information. Also, if the employer has narrowed the choice down to a small number of equally qualified applicants, your call may well result in your being chosen rather than the others. If you learn during your call back that you were not chosen, you can still use that opportunity to ask for other job leads. As you leave, be sure to thank the interviewer and reassure him/her of your desire to hear from him/her soon. Make sure you smile. Have good eye contact, shake his/her hand, and tell him/her you enjoyed your interview.

HANDOUT

QUESTIONS AN APPLICANT CAN ASK DURING AN INTERVIEW

I'd be interested in learning more about _____ (some facet of the company's operations that came up in the interview). Could you tell me a little more about it?

Do you have a training program? Could you please describe it?

What opportunities are there for advancement?

What would my schedule be?

How large is your company? How many employees are there?

When will I get the results of this interview?

Would I be working alone most of the time or in a group?

I would like to know a little more about certain aspects of the operation of this company or the work, the duties etc., which were brought up during the interview.

What are the main duties of this job?

Does your company have branches elsewhere?

What geographical area does your sales market cover?

DON'T FORGET:

Ask questions throughout the interview in order to show your interest in the job or in the company.
(Two-way exchange)

Ask your questions clearly and without hesitation.

Don't insist on obtaining a more complete/thorough answer from the employer.

Watch for signs that the interviewer is ready to close the interview.

