

# COURSE OUTLINE

**SCHOOL OF**

**COURSE NAME: Exploring Career Options**

**COURSE CODE: STS 1035**

**CREDIT HOURS: 2 credit hours per class; 28 hours in-class instruction**

**PREREQUISITES: None**

**COREQUISITES: None**

**PLAR ELIGIBLE: YES ( X ) NO ( )**

**EFFECTIVE DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**PROFESSOR: Diana McIntyre OFFICE #:**

**PHONE: EMAIL: dmcintyr@georgebrown.ca**

**NOTE TO STUDENTS: Academic Departments at George Brown College will NOT retain historical copies of Course Outlines. We urge you to retain this Course Outline for your future reference.**

FOR OFFICE USE ONLY

ORIGINATOR (SIGNATURE): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**CHAIR (SIGNATURE): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**DATE OF REVISION: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**EQUITY STATEMENT: George Brown College values the talents and contributions of its students, staff and community partners and seeks to create a welcoming environment where equity, diversity and safety of all groups are fundamental. Language or activities which are inconsistent with this philosophy violate the College policy on the Prevention of Discrimination and Harassment and will not be tolerated. The commitment and cooperation of all students and staff are required to maintain this environment. Information and assistance are available through your Chair, Student Affairs, the Student Association or the Human Rights Advisor.**

**George Brown College is dedicated to reducing barriers and providing equal access to education for students with disabilities. If you require academic accommodations, please contact the Accessible Learning Services office on your campus.**

**STUDENT RESPONSIBILITIES:** **Students should obtain a copy of the *Student Handbook* and refer to it for additional information regarding the grading system, withdrawals, exemptions, class assignments, missed tests and exams, supplemental privileges, and academic dishonesty. Students are required to apply themselves diligently to the course of study, and to prepare class and homework assignments as given. Past student performance shows a strong relationship between regular attendance and success.**

**COURSE DESCRIPTION:**

This course is designed to enable students to develop either a practical career plan or a functional educational plan by encouraging them to explore their interests and abilities, and to decide on potential career and educational goals upon which they can act.

**ESSENTIAL EMPLOYABILITY SKILLS:**

As mandated by the Ministry of Advanced Education and Skills Development, essential employability skills (EES) will be addressed throughout all programs of study. Students will have the opportunity to **learn (L)** specific skills, to **practice (P)** these skills, and/or **be evaluated (E)** on the EES outcomes in a variety of courses. The EES include communication, numeracy, critical thinking & problem solving, information management, interpersonal and personal skills. The faculty for this course has indicated which of the EES are either Learned (**L**), Practiced (**P**) or Evaluated (**E**) in this course:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Skill | **L** | **P** | **E** | Skill | **L** | **P** | **E** |
| ***Communication***   1. communicate clearly, concisely and correctly in the written, spoken and visual form that fulfills the purpose and meets the needs of the audience | X | X | X | ***Information Management***  7. analyze, evaluate, and apply relevant information from a variety of sources | **X** | **X** | **X** |
| ***Communication***   1. respond to written, spoken or visual messages in a manner that ensures effective communication | X | X | X | ***Interpersonal***  8. show respect for the diverse opinions, values, belief systems, and contributions of others | **X** | **X** |  |
| ***Numeracy***  3. execute mathematical operations accurately |  |  |  | ***Interpersonal***  9. interact with others in groups or teams in ways that contribute to effective working relationships and achievement of goals | **X** | **X** |  |
| ***Critical Thinking & Problem Solving***  4. apply a systematic approach to solve problems |  | X | X | ***Personal***  10. manage the use of time and other resources to complete projects | **X** | **X** |  |
| ***Critical Thinking & Problem Solving***  5. use a variety of thinking skills to anticipate and solve problems |  | X |  | ***Personal***  11. take responsibility for one’s own actions, decisions and consequences | **X** | **X** |  |
| ***Information Management***  6. locate, select, organize and document information using appropriate technology and information systems | X | X | X |  |  |  |  |

**COURSE OUTCOMES:**

Upon successful completion of this course the students will have reliably demonstrated the ability to:

1. Relate career development theories and stages of personal development to planning
2. Develop a career/educational plan based on self-assessments and information gathering / research
3. Use labour market information and future trends for career and educational planning
4. EES

**DELIVERY METHODS / LEARNING ACTIVITIES:**

A variety of teaching methods will be used including lectures, discussions, seminars, self-assessments, group activities, field research and Internet

**LIST OF TEXTBOOKS AND OTHER TEACHING AIDS:**

***Required:***

1. Internet
2. Blackboard

List Online resources in this section or just Internet?

***Recommended / Optional:***

Stein, S., Book, H., & Kanoy K. (2013). The Student EQ Edge: Emotional Intelligence and Your Academic & Personal Success. San Francisco, CA: Jossey-Bass.

# TESTING POLICY:

Students are required to complete in-class assessments and writing assignments as well as take- home assignments.

Supervised make-up testing or late submission of assignments is at the discretion of the professor.

See the ***Missed Assessments and Late Assignments Policy*** as well as George Brown College policies and procedures regarding withdrawals, exemptions, attendance, class assignments, academic dishonesty and supplemental examinations.

Supplemental tasks/examinations are not a right but a privilege granted by a Promotion Committee on an individual basis to students who have failed a course after attending the entire course and attempting the final examination. Individual professors do not make decisions regarding the policies of the Promotion Committee**.**

# Punctuality and attendance are essential to successful completion of this course.

* Direct specific course related concerns immediately to your professor, preferably

through e-mail and Feedback and Consultation Hours.

* Any changes to dates and details of assessments or assignment due dates will be

announced in class.

* All assignments are due *in class* on their due dates, unless otherwise specified.
* The *Missed Assessments and Late Assignments Policy* as well as George Brown College’s Academic Policies and Guidelines apply regarding withdrawals, exemptions attendance, class assignments and academic dishonesty as well as Codes of Conduct.

**ASSIGNMENT POLICY:**

**Students must:**

* Use word processing software to complete any assignment prepared out of class;
* Submit printed assignments in person at the beginning of class on the designated date;
* Keep all graded assignments and course work for future reference. Students must produce these assignments in case of any disagreement over grades or completion of work.

**Note:**

* Late entries will receive a penalty, unless accompanied by proper documentation.

# Cellphone, headphones, audiotaping, video recording, etc.

* Unless otherwise specified, cell phones, headphones, personal entertainment systems, etc. *must* be out of view and turned off (or in silent mode).

**EVALUATION SYSTEM:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Assessment Tool:** | **Description:** | **Outcome(s) assessed:** | **EES**  **assessed:** | **Week** | **% of Final Grade:** |
| Reflecting on Your Journey | One to two-page reflection paper retracing academic and employment steps leading to GAS and future goal(s) | 1, 2 | 1,10,11 | 2 | 5% |
| Personal Style Reflection | One to two-page paper analyzing personal style and its impact on working with others | 2 | 1,6,9,11 | 3 | 5% |
| Strengths Action Plan | Analyze and incorporate results of the StrengthsFinder 2.0 assessment into Strengths Action Plan | 2 | 1,6,7,8,9,11 | 4 | 10% |
| Emotional Intelligence Action Plan | Analyze and incorporate results of Emotional Intelligence assessment into EI Developmental Plan | 2 | 1,6,7,9,10,11 | 5 | 10% |
| Transferrable Skills Narratives | Examine your transferable skills and how they relate to potential work situations | 2 | 1,6,7, | 6 | 10% |
| Group Presentation:  Skills for the Future | Analyzing labour market trends and core skills that will be required for the future world of work | 2,3 | 1,2,6,7,8,9,10,11 | 9 | 10% |
| Video:  Personal Pitch | Develop a two minute video highlighting career goal, interests, values, strengths, EI and qualities | 2 | 1,26,7,8,9,10,11 | 11 | 15% |
| Summary & Presentation: Employer Information Interviews | Summarize outcomes of employer information interview and present a two-minute summary of key findings | 2,3 | 1,2,6,7,10,11 | 12 | 15% |
| Career Intelligence Workbook / Portfolio | Showcase Career Intelligence Workbooks | 1,2,3 | 1,2,5,6,7,10,11 | 15 | 20 |
|  |  |  |  | **TOTAL:** | **100%** |

**GRADING SYSTEM**

**The passing grade for this course is: \_\_\_\_\_\_\_\_**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **A+** | **90-100** | **4.0** | **B+** | **77-79** | **3.3** | **C+** | **67-69** | **2.3** | **D+** | **57-59** | **1.3** | **Below 50** | **F** | **0.0** |
| **A** | **86-89** | **4.0** | **B** | **73-76** | **3.0** | **C** | **63-66** | **2.0** | **D** | **50-56** | **1.0** |  |  |  |
| **A-** | **80-85** | **3.7** | **B-** | **70-72** | **2.7** | **C-** | **60-62** | **1.7** |  |  |  |  |  |  |

**Excerpt from the College Policy on Student Code of Conduct and Discipline:**

**The *minimal* consequence for submitting a plagiarized, purchased, contracted, or in any manner inappropriately negotiated or falsified assignment, test, essay, project, or any evaluated material will be a grade of zero on that material.**

**For more information on** [**George Brown College policies**](http://www.georgebrown.ca/policies) **please visit the website (http://www.georgebrown.ca/policies).**

**TOPICAL OUTLINE:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week** | **Topic / Task** | **Outcome(s)** | **Content / Activities** | **Resources** |
| 1 | ***My Self Discovery:***  Celebrating Us: Reflecting on Self and Discovering Others | 1,2 | Appreciative Inquiry: Celebrating Us  Working with Others: Understanding key factors the impact teamwork  Creating a Culture of Care & Inclusion through the development of classroom norms / practices  Review course outline  Overview of “My Career Intelligence” portfolio  Your Journey: Retracing your steps to GAS | Appreciative Inquiry Handout  Teamwork Presentation & PPT  Linda.com  Designing the Alliance Handout  Course Outline  Career Intelligence Online Portfolio  Career Intelligence Portfolio |
| 2 | ***My Self Discovery:***  Thinking critically about career planning | 1, 2 | Overview of Career Development Theories  Infusion of EES into coursework  Working with Others: Understanding Cross-cultural differences  Defining You: What is your personal style?  Completion of online StrengthsFinder 2.0 assessment | Online Resources  Linda.com  Course Outline & EES Handout  Presentation & PPT  Linda.com: Developing Cross-Cultural Intelligence Course  Personal Style Handout  Communication & Conflict Styles Questionnaires  Gallupstrengthscenter.com |
| 3 | ***My Self Discovery:***  Strengths Based Career Exploration | 2 | Developing awareness and insights into our strengths  Creating a strengths action plan  Complete online EQ-I assessment | Presentation & PPT YouTube: Buckingham Trombone Player Wanted    StrengthsFinder Report |
| 4 | ***My Self Discovery:***  Emotional Intelligence (EI) | 2 | Overview of EQ-I and its impact on academic and career success  Developing an EI action plan | Guest Speaker: Student Success Initiatives  EI PPT  My EI Report  Linda.com: Leading with Emotional Intelligence |
| 5 | ***My Self Discovery:***    Identifying Values & Personal Interests | 2 | Understanding how values, interests, abilities and qualities contribute to career choices, career satisfaction, and personal wellbeing | VIA Character Strengths Online Assessment  LIfeworktransitionsom.  com  The Canadian Career Development Foundation  RBC Launching Careers |
| 6 | ***My Self Discovery:***  Transferable Skills | 2,3 | Identify transferable skills in work, volunteer, academic course work, co-curricular and personal activities    Assess level of competency of each skill  Develop a transferable skills narrative | Career Services Online Resources  RBC/Launching Careers Workbook |
| 7 | ***My Career Exploration:*** | 2,3 | Overview of online labour market resources  Introduce Learning Jigsaw – read articles and analyze labour market trends and core skills that will be required for the future world of work | Presenter: GBC Career Services  Online: GBC Career Services; RBC: Launching Careers Workbook  Labour market trends articles: Career Transitions Today, The Talented Mr. Robot, The Intelligence Revolution, Future Proof |
| 8 | *INTERSESSION WEEK* | | | |
| 9 | ***My Career Exploration:***  The Future of Work | 2.3 | Group Discussion: Why is it important to understanding labour market trends?  Group presentations on skills for the future & QA  Identifying 1 employer / company to approach for information interviews | Online resources |
| 10 | ***My Career Exploration:***  Preparing for Employer Information Interviews | 2,3 | What to Say: Creating a script for a personal sales pitch  Develop one to two minute personal pitch video | Presenter: GBC Career Services  RBC Video  Career Services Videos  Online Resources |
| 11 | ***My Career Exploration:***  Personal: Pitch | 2,3 | Personal pitches will be presented in small groups to obtain feedback  Developing approach for Employer Information Interview | GBC Career Services  Online Resources  Handouts  Requesting an Information Interview  Questions for Information Interviews |
| 12 | ***My Career Exploration:***  Employer Information Interviews |  | Identify one employer and conduct an employer information interview utilizing | Online Resources |
| 12 | ***My Career Exploration:***  Results of Employer Information Interviews | 2,3 | Two-minute presentations on soft skills employers are seeking and other key findings | Peerconnect: Delivering Powerful Presentations  GBC Career Services  Linda.com |
| 13 | ***My Career Plan:***  Career Resiliency  Goal Setting | 2,3 | Understanding resiliency and its direct impact on personal and career development  Confirmation of educational / career goals and development of a detailed action plan to achieve this goal | Counselling & Student Wellbeing  RBC/ Launching Careers  The Open University  Self-Assessments  Online resources |
| 14 | Career Intelligence Portfolio | 1,2,3 | Completion of Career Intelligence Portfolio | Online resources |
| 15 | Career Intelligence Portfolio | 1,2,3 | Portfolio Showcase | Online Resources |
| **Please note: this schedule may change as resources and circumstances require.**  For information on withdrawing from this course without academic penalty, please refer to the [College Academic Calendar](http://www.georgebrown.ca/Admin/Registr/PSCal.aspx) link (**http://www.georgebrown.ca/Admin/Registr/PSCal.aspx).** | | | | |