A close up of a keyboard

Description automatically generatedA close up of a coat

Description automatically generatedA picture containing refrigerator, food

Description automatically generatedA picture containing text, map

Description automatically generatedA close up of a mans face

Description automatically generatedA picture containing computer

Description automatically generatedA picture containing man, holding, wearing, sign

Description automatically generatedA green apple

Description automatically generated

StFX Co-op Education

COOP 120 Module Activities

Spring 2020

The following document contains the activities for each module in COOP 120. Please complete the activities as you complete each module.

After completing all the modules, please upload this Activity Booklet to Moodle.

Module 1:

Skills Identification

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Skills Check List Activity | | | | | |
| Directions: There are literally thousands of work specific skills required in the work world. It would be impossible to list them all! What follows is a list of some of the more common skills that can be used in a variety of work settings. They are divided into two groups: transferable skills and personal management skills.  **Part 1**: Read through the following list of skills and put a checkmark beside each skill at which you are competent. Competent means that you are able to perform the activity as well as most people. You don’t have to be an expert at it to check off a skill.  **Part 2**: Go back through the list of skills and decide which ones are your top five transferable skills and which ones are your top five personal management skills. Record your answers at the end of this document in the space provided. | | | | | |
| **TRANSFERABLE SKILLS** | | | | | |
| **Numerical Skills** | | | | | |
|  | | Counting | | | Determining how many items there are in a group |
| X | | Calculating | | | Using basic arithmetic; adding, subtracting, multiplying and dividing |
| X | | Measuring | | | Using tools or equipment to determine length, angle, volume or weight |
|  | | Estimating | | | Judging the cost or size of things; predicting the outcome of an arithmetic, problem before it is calculate |
|  | | Budgeting | | | Planning how you will spend money, deciding what buy and how much to spend or how to get the work done at the lowest cost |
| X | | Using numerical reasoning | | | Understanding how to work with numbers or statistics; knowing how to read data and interpret statistics |
| **Communication Skills** | | | | | |
| X | | Reading | | | Getting information from written materials, following written instructions |
| X | | Writing | | | Using good grammar to write clear sentences and paragraphs |
| X | | Speaking (in public) | | | Delivering a speech in front of an audience |
| X | | Listening | | | Paying close attention to whatever the other person is saying and responding appropriately |
|  | | Questioning | | | Asking the right questions to get useful information from others or to help them gain insight |
|  | | Explaining | | | Being careful and clear about what you are telling people about things so they can understand you quickly and easily |
| X | | Resolving conflict | | | Bringing a conflict to a successful conclusion |
|  | | Persuading | | | Convincing others to do what you want |
| X | | Negotiating | | | Bargaining with others to solve a problem or reach an agreement |
| X | | Teaching | | | Instructing others |
| X | | Chairing Meetings | | | Presiding over a group of people who come together for a purpose; listening, speaking, encouraging discussion, and following an agenda |
| **Interpersonal Skills** | | | | | |
| X | Getting along | | Demonstrating respect and caring about he feelings of others; being considerate | | |
| X | Using tact | | Displaying discretion and diplomacy, particularly in dealing with sensitive issues | | |
| X | Supporting | | Helping others with their problems; supporting other’s decisions and initiatives | | |
|  | Accepting authority | | Being able to work under supervision | | |
| X | Respecting differences | | Appreciating diversity; accepting the uniqueness of individuals | | |
|  | Working on a team | | Cooperating with others to accomplish a common goal | | |
| X | Stating opinions | | Having the confidence and assertiveness to state your views, give your ideas, etc | | |
| **Leadership Skills** | | | | | |
|  | Making decisions | | Choosing a course of action and accepting responsibility for the consequences | | |
| X | Directing/supervising | | Overseeing or managing the work of others and accepting responsibility for their performance | | |
| X | Initiating | | Taking the first step; getting things started | | |
| X | Confronting | | Telling others things they may not want to hear about their behavior, habits, etc | | |
| X | Interviewing | | Questioning people to gather information | | |
|  | Planning | | Developing projects or ideas through systematic preparation, and deciding in which order and at what time events will occur | | |
|  | Organizing | | Coordinating the people and resources necessary to put a plan into effect | | |
|  | Coaching | | Providing one-one or small group assistance to help others achieve a goal | | |
| X | Feedback | | Providing individuals with accurate descriptions of their work, behavior, appearance, etc | | |
| **Logical Thinking Skills** | | | | | |
| X | Problem solving | | Identifying a problem, generating alternatives, selecting and seeking a solution | | |
|  | Investigating/researching | | Gathering information in an organized way to determine facts or principles | | |
| X | Analyzing | | Breaking a problem into its parts so that each part can be examined | | |
| X | Synthesizing | | Putting facts and ideas together in new and creative ways; finding new ways to look at problems or do things | | |
| X | Assessing | | Accurately estimating or evaluating the nature of a situation or an issue | | |
| **Helping Skills** | | | | | |
|  | Serving | | | Caring, doing things for others; providing a service when others are in need | |
|  | Treating/intervening | | | Relieving a person’s physical or psychological problems | |
|  | Cooperating | | | Working with others to reach a common goal; working as part of a team to complete a task | |
| X | Facilitating | | | Making it easier for others to accomplish a task (i.e. coordinating group discussion to reach a decision) | |
|  | Advising/counselling | | | Helping others cope with their personal, emotional, educational, and work concerns by providing information and helping them deal with their concerns | |

|  |  |  |
| --- | --- | --- |
| **Technical Skills** | | |
| X | Using computers | Understanding and performing basic computer operations |
| X | Operating equipment | Using a variety of tools, machines and communication devices |
| X | Maintaining equipment | Conducting routine maintenance and adjusting equipment to ensure it is working properly |
| X | Constructing | Using a variety of tools and resources in building and/or maintenance |
| X | Measuring | Using devices to ensure that the exact size or capacity is achieved according to defined standards |
| X | Troubleshooting | Assessing and identifying malfunctions, making necessary repairs |
| **Creative Capabilities** | | |
| X | Creating/inventing | Coming up with new ideas or ways of doing things |
|  | Designing/displaying | Dealing creatively with spaces, products, objects, colours or images |
| X | Improvising/adapting | Making changes or modifications to get the job done; finding new and creative ways to accomplish tasks |
|  | Performing/entertaining | Using your talents to hold the attention of an audience |
|  | Drawing/painting/sculpting | Conveying feelings or thoughts through works of art in a variety of media |
|  | Writing/playwriting/ composing | Creating original materials to entertain, educate |
| **Organization Skills** | | |
| X | Managing information | Maintaining records of inventory, budgets or other data |
| X | Filing | Sorting information into an organized system |
| X | Following | Taking direction and completing assigned tasks |
|  | Scheduling | Keeping track of projects, timetables, itineraries, etc |
|  | Coordinating | Mobilizing people and/or materials in an orderly manner |

|  |  |  |
| --- | --- | --- |
| **PERSONAL MANAGEMENT SKILLS** | | |
| **Time Management Approaches** | | |
| X | Determining priorities | Assessing activities and doing what is important first |
|  | Scheduling | Predicting how much time things will take; setting time frames for activities |
|  | Recording | Using planners such as calendars and appointment books to keep track of activities |
|  | Assessing | Reviewing how time has been used and making changes that will increase efficiency |
|  | Adjusting | Revising your schedule to accommodate changes and unexpected events |
| X | Being timely | Completing work on time/meeting project deadlines; arriving at class, meetings, appointments on time; responding to correspondence, messages, etc in a reasonable amount of time |

|  |  |  |
| --- | --- | --- |
| **Money Management** | | |
|  | Setting goals | Deciding how you want to manage you money |
|  | Knowing your financial resources | Knowing your financial assets and debts |
|  | Knowing monthly income and expenses | Including the basics, small purchases, and larger long term purchase |
|  | Planning | Developing a budget tailored to your life and work situation |
| **Organization Skills** | | |
| X | Organizing your work site | Keeping your work area neat and clean; taking care of tools, materials and equipment |
| X | Organizing information | Keeping files or bingers of information organized |
| **Self-As-Business Skills** | | |
|  | Assessing quality | Determining the merit or worth of work you are performing |
| X | Adapting | Adjusting to life/work changes and being prepared for the unexpected |
| X | Risk taking | Taking chances based on your assessment of a situation; making decisions and taking action when you are not sure what will be the outcome |
|  | Learning | Using a variety of methods and techniques to acquire needed skills, knowledge and attitudes |
| X | Building relationships | Developing and participating in a variety of associations with others, inside and outside the workplace |
|  | Collaborating | Cooperating with others inside and outside the workplace to achieve shared outcomes |
| X | Visioning | Imagining or forming a mental image of something and determining the steps required to move it forward |
| X | Personal Marketing | Presenting your assets in ways that will enhance your work and/or your ability to obtain work |
| X | Tracking trends | Using a number of information sources to follow changes that will affect your life/work |

**Part 2**

|  |  |
| --- | --- |
| **My top five transferable skills are**   1. Calculating 2. Using tact 3. Problem solver 4. Using computers 5. Troubleshooting | **My top five personal management skills are**   1. Organizing my work site 2. Adapting 3. Risk taking 4. Visioning 5. Personal marketing |

Adapted from *Skills Plus Handbook: Discovering your Personal Career Asses, Government of Alberta, p. 9-10.*

Motivated Skills Sort Activity

Directions: Take the 20 skills from the skills table and categorize into the following groups. Each column should contain skills as we don't use our skills with the same level and enthusiasm.

**Skills Table**

|  |  |  |  |
| --- | --- | --- | --- |
| **Skill** | **Definition** | **Skill** | **Definition** |
| **Multitask** | To effectively manage a variety of tasks and projects simultaneously | **Adapt to Change** | Easily and quickly respond to changing assignments, work settings and priorities |
| **Write** | Compose reports, letters, articles, ads, stories, or educational materials | **Work with Numbers** | Easily calculate, compute, organize, understand and solve numerical an quantitative problems. |
| **Manage Time** | Ability to prioritize, structure, and schedule tasks to maximize effort and meet deadlines. | **Computer Literate** | Develop, organize, and complete tasks and projects using software programs such as Word, PowerPoint, Excel |
| **Evaluate** | Assess, review, critique feasibility or quality | **Plan, Organize** | Define goals and objectives, schedule and develop projects or programs |
| **Analyze** | Break down and figure out problems logically | **Make Decisions** | Make major, complex, or frequent decisions |
| **Team Work** | Easily and effectively work with others to obtain results | **Motivate** | Recruit involvement, mobilize energy, stimulate peak performance. |
| **Read for Information** | Research written resources efficiently and exhaustively. | **Proofread, Edit** | Check writings for proper usage and stylistic flair, make improvements. |
| **Delegate** | Achieve effective results by assigning tasks to others. | **Deal with Feelings** | Draw out, listen, accept, empathize, express sensitivity, calm, appreciate. |
| **Estimate** | Appraise value or cost | **Visualize** | Imagine possibilities |
| **Sell** | Promote a person, company, goods, or services, convince of merits | **Customer Service** | Effectively solve problems and challenges that satisfy customers |

|  |  |  |
| --- | --- | --- |
| These skills I have **total delight in using** and **am** **highly proficient** | These skills I **like using** and am **competent** | These skills I **prefer not to use** and I **lack the desired skill level**. |
| *i.e. multi task*   * *Analyze* * *Delegate* * *Adapt to change* * *Work with numbers* * *Computer literate* * *Proofread, edit* * *Visualize* * *Customer service* | *i.e. read for information*   * *Multi-task* * *Evaluate* * *Read for information* * *Sell* * *Plan, organize* * *Make decisions* * *Motivate* * *Deal with feelings* | *i.e. sell*   * *Write* * *Manage time* * *Teamwork* * *Estimate* |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Favourite Things Activity | | | | | |
| Part 1: Reflect on up to 12 things that you like to do. Place those answers in the first column under the question. For each favourite thing that is listed in the first column, answer the other questions as it relates to that favourite thing. | | | | | |
| **What are up to 12 things you like to do?** | **How long since you did each of these things?** | **Does it cost money (M) or is it free (F)?** | **Is it planned (P) or spontaneous (S)?** | **Do you do it alone (A) or with others (O)?** | **Does it involve mind (M), spirit (S), emotion (E), or combination (C)?** |
| *i.e. Play soccer* | *Two months ago* | *M* | *P* | *O* | *C* |
| 1 Swim | A year ago | F | P | O | M |
| 2 Play trombone | A year ago | F (now) | P | O | C |
| 3 Socialize | Today | M | S | O | C |
| 4 Watch movies | Today | M | S | A | C |
| 5 Cook/Bake | Two weeks ago | M | P | A | M |
| 6 Coding | Two months ago | M | P | A | M |
| 7 Crafts | Today | F | P | A | S |
| 8 Sew | Six months ago | M | P | A | S |
| 9 Hiking | A week ago | F | P | O | S |
| 10 |  |  |  |  |  |
| 11 |  |  |  |  |  |
| 12 |  |  |  |  |  |

**Part 2: Pick two of your favourite things from the list. For each thing, reflect on the skills you would use in order to do that role. Add the skills in the table. Please include 3-5 skills for each favourite thing.**

|  |  |
| --- | --- |
| **Favourite Thing 1: Socialize** | **Favourite Thing 2: Crafts** |
| Skills that I use:   * Conflict resolution * Planning * Supporting * Respecting differences | Skills that I use:   * Constructing * Problem solving * Resource gathering * Workspace organization * Creating/inventing |

**Part 3: When reviewing your favourite things you like to do are there common skills that you use in order to do those favourite things? If yes, write them in the space below.**

Common Skills from my Favourite Things: Planning, creativity, problem solving

Showing your Benefit Activity

Whether you are writing your resume or being interviewed, it is not good enough to make generalized statements to an employer. Making a generalization (a statement that implies rather than giving facts, specifics, and information) to a prospective employer is risky unless you back it up with evidence. To convince an employer of your worth, you must give specifics. How do you prove to an employer that you are dependable, flexible, able to cope with technological change, etc? An effective way of presenting yourself is to prepare some carefully constructed, well-thought out statements of your skills with examples that illustrate them. These are called benefit statements.

A good benefit statement has three parts: It begins with a statement of your skill, ability, knowledge, etc. It then gives examples of when and where you demonstrated or learned it, in other words, proof that you actually have it. The key selling factor of a benefit statement the third part: informing the employer how and why it will be benefit them. In order to do this, you must put yourself in the pace of the employer. If you were the employer and this were your company, what would help you to be profitable and successful?

The more explicit you can be, the better. Give facts, figures, quantitative evidence of your knowledge or experience in the stated area. Don’t simply restate the ability you have in part one. When you tell the employers, your ability will benefit them, remember that the bottom line for all companies is saving time and making money. How could your skill of problem solving, for instance, save them time and money? Try to relate the sill directly to what their specialized needs are.

**Directions: For the following skills statements, identify an experience that demonstrates your ability to use this skill and briefly describe how that is a benefit to the employer. See next page.**

|  |  |  |
| --- | --- | --- |
| **Skill Statement** | **Experience** | **Benefit to the Employer** |
| *I am a detail-oriented person* | *When I was working for ABC, I followed step by step procedures and schematics. I troubleshot and pinpointed problems on systems.* | *I will follow instructions to the detail, thereby saving time by doing things correctly the first time. This is a benefit to any employer, as not following instructions and having to do things over is costly in terms of profit and time.* |
| *One of my greatest strengths is excellent communication skills. I can express myself clearly, both orally and in writing* | *At ABC Insurance, where I worked for two summers, I was responsible for dealing directly with the customers who were filing claims. I was able to assist them, over the phone and in person in an effective manager by listening carefully and then transcribing the information correctly for the claims adjustors. This saved time and kept the customers happy because their claims were quickly identified and handled* | *I believe you would find this skill very useful in your business because listening to the customer and identifying what he or she needs is critical to good business and repeat business.* |
| 1. I have great interpersonal skills | Working at Big Eric’s I sat at the front desk. I answered phone calls with customer questions and concerns, as well as helping customers in the showroom with any difficulties, and remained calm with unhappy customers. We had refreshments available and many resources upstairs, so my main job was waiting with the customers and offering fancy coffee and baked goods while a Sales Representative came downstairs to meet with them. | I believe good customer service is important because it represents the company, and I will listen to the customers thoughts and suggestions and do everything I can to resolve their issue. |
| 1. I have leadership skills | I have volunteered in a Vice President position where I oversaw fundraiser planning. I lead the different teams in setting up, set the schedule of the event, and made sure things were going smoothly during the event. I succeeded in raising the necessary funds and heard good things from peers about the fundraiser afterwards. | I can determine what needs to be done to achieve a goal, and effectively delegate the necessary steps to teams who work together under my supervision. It is important to have strong leadership to get things done, and coordinate teams efficiently. |
| 1. I have analytical and logical thinking skills | Big Eric’s sells a lot of different restaurant-grade equipment and janitorial equipment. Many customers came in to find a solution to their kitchen/cleaning problems, and I assisted in searching for the right product for the job. Often, I would have to take measurements and search the database for different items, that may or may not have been intended for this use. | It is beneficial for employers to have a team that can satisfy customers' needs effectively by assessing their request and choosing the best option. I can find the logical choice for the customer, with the right fit, style, and price for them. |
| 1. I have strong critical thinking skills | At Big Eric’s I created displays presenting our featured products. I had to determine where to position each piece of the display to catch the eye of patrons in the showroom. | Knowing how to promote products visually is important for any job regardless of if it is in a showroom or not. Presenting company assets in the best way and deciding how and what is promoted is essential to help grow your business and serve customers’ needs most efficiently. |
| 1. Problem solving skills are one of my strengths | I often troubleshoot any issues with my computer and equipment at work and school. My friends and family know they can always come to me if they are having trouble with their electronics or internet (and how confusing it is sometimes). | Proficiency with technology is an asset in any field now, as it expands into everything we do and increases productivity for many tasks. As I intend to enter the technology sector, it is more than expected to be proficient, but as I work towards that goal, I am happy to help others with any issues they have with technology as much as I can. |

This is the last activity for Module 1: Skills Identification. Please move to Module 2: Cover Letter Writing module located in Moodle.

Module 2:

Cover Letter Strategies

Cover Letter Warm-Up Exercise

Here is a warm-up exercise. Besides helping you establish a positive mindset, use whatever information that comes out of it to help you write your cover letter.

In the spaces below, write down ten things you are confident about yourself by completing the following sentence: “***I am good at what I do because….”***

|  |
| --- |
| 1. “***I am good at what I do because….”***   I am patient with myself and others. |
| 1. “***I am good at what I do because….”***   I can think inside and outside of the box. |
| 1. “***I am good at what I do because….”***   I am easy to talk to. |
| 1. “***I am good at what I do because….”***   I enjoy my work and take pride in a job well done. |
| 1. “***I am good at what I do because….”***   I am happy to follow precise directions or find my own way to accomplish a task. |
| 1. “***I am good at what I do because….”***   I take initiative and will complete work I see needs to be done. |
| 1. “***I am good at what I do because….”***   I lead others in completing a task together. |
| 1. “***I am good at what I do because….”***   I listen to others’ input and respond well to constructive criticism. |
| 1. “***I am good at what I do because….”***   I will take the time to ensure a job is done right. |
| 1. “***I am good at what I do because….”***   I respect my peers and authority, and value their work as much as my own. |

Matching the Job Description with Your Skills/Characteristics/Abilities

When writing your cover letter, **you must provide examples of your skills, characteristics or abilities that match the employer’s job description**.

**STEP 1.** From the job descriptions provided by the StFX Co-op Office in COOP 120, pick a job ad that is of interest. Look closely at the job description. In the column on the left, **write down the specific requirements that are listed in the job ad**. Typically, the specific requirements are listed under the qualifications section.

**STEP 2**. In the column on the right, **write down the skills/characteristics/abilities that you have that match the job description.** An example is below.

The job ad that I will be using for this assignment is

Job Title: Technical Systems Analyst

Organization: Royal Bank of Canada

|  |  |
| --- | --- |
| **Qualities in the Job Description:** | **Your knowledge/aptitude of those skills/tasks:** |
| 1. *Communication skills* | *· Served as Company liaison between real estate agents and potential buyers/sellers*  *· Speak English, Mandarin and Cantonese* |
| 1. *Computer skills* | *· Utilized QuickBooks in reconciling bank statements*  *· Experienced in Microsoft Office* |
| 1. *Excellent analytical and problem solving skills* | *· Have vast experience with business case analysis* |
|  |  |
| **The job ad I picked, the qualifications in the job description are…**  **Use as much space as you need to add the qualifications** | **Based on the job ad I picked, my knowledge/aptitude of those skills/tasks:** |
| * Leadership skills | * *Held executive positions three of my years with student council in high school.* * *Attended Canadian Student Leadership Conference in Edmonston in 2016* * *Participated in a mock Commonwealth Head of Government Meeting at the National Student Commonwealth Forum in Ottawa in 2019* |
| * Interpersonal and Communication skills | * *Passed the DELF B2 assessment in April 2019, certifying I am bilingual in French and English.* |
| * Creative and Analytical thinker | * Played piano for six years then the trombone for seven throughout high school, playing in Concert and Jazz band, as well as the East Side Symphonic Band. |
| * Understanding of programming | * *Studying computer science at St.FX where I’ve learned Python and C++, I also know Java from high school computer programming.* * *Competed in Dartmouth’s first Code Quest in 2019.* |

Module 3:

Professional Resume Writing

There are no activities for this module.

Only two homework assignments

that will be uploaded to Moodle.

Module 4:

Effective Job Search Strategies

Job Search Reflective Questions

1. **Based on the various job search strategies, we covered today, identify three strategies you will use as a co-op student.**

Three strategies I will use in co-op are applying to many jobs, using the co-op job board and other trusted calls for co-op students from businesses, and I will handle rejection gracefully.

1. **Geographically, identify five locations where you would like to work as a co-op student (i.e. town/province, Halifax, NS).**
   1. Halifax, NS
   2. St. John’s, NL
   3. Montreal, QC
   4. Sydney, NS
   5. Toronto, ON
2. **Identify 20 organizations that you would like to research for potential coop jobs.  We are only looking for the names of the organization, not job titles or if the company is currently hiring.**

|  |  |
| --- | --- |
| 1 Marine Atlantic | 11 Public Service Commission |
| 2 NS Government | 12 Canadian Tire |
| 3 HP | 13 CSE |
| 4 CIBC | 14 Softchoice |
| 5 IBM | 15 Statistics Canada |
| 6 CSEC | 16 Clearwater Foods |
| 7 Canada Revenue Agency | 17 Bell Aliant |
| 8 McCain's | 18 SAP |
| 9 Telus | 19 EllisDon |
| 10 Blackberry | 20 ADP |

1. **In the module 4 section, answer the question in the discussion forum within this section of COOP 120. This link is included under the Module 4 presentation in Moodle.**  
   I have applied to countless jobs on job search sites and have gotten all three of my prior work experiences from the internet. As this is the only strategy I’ve used, it is also my worst, because I have gotten the job each time I’ve been contacted for an interview, and I have only been contacted three times. This is due to my resume and cover letter (or sometimes lack thereof I’m sure) not catching the employer's attention easily, as well as my lack of experience the first two times I was applying for jobs. My best strategy for job searching so far has been accepting defeat until somebody called, then wow-ing them with my sparkling personality in the interview.

Module 5:

Networking and LinkedIn Strategies

Copy and paste your LinkedIn URL: https://www.linkedin.com/in/sarahannemacdonald/

Module 6:

Professional Pitches

<http://stfx.interviewprep.app/link/?fzVCcWacJ4oa>

Module 7:

Interview Skills

Module 7 Homework

Module 7 Homework has two parts.

Part 1: Conduct a one-way video interview using Interview Stream. See COOP 120 Syllabus for Interview Stream instructions. Use your webcam and audio on your laptop as we want to see and hear your answers.

<http://stfx.interviewprep.app/link/?BSWNfzkNBY30>

Part 2: As a preparation for the employer panel that will be happening in COOP 130, please submit a minimum of five questions that you would ask a future employer if you were to meet them at a job fair. Your questions can range from what do you look for in an employee to what does the onboarding look like at your company.  Please type your questions below.

1. What would my average day on the job look like?
2. How would you describe the atmosphere around the workplace?
3. How is the company working to diversify their team?
4. Is there much upward mobility within this org?
5. What makes you look forward to coming to work in the morning?