

OHLONE COLLEGE
Ohlone Community College District
OFFICIAL COURSE OUTLINE

I. Description of Course:

1. **Department/Course:** LSP - 111

2. **Title:** Job Seeking Skills

3. **Cross Reference:**

4. **Units:** 1

Lec Hrs: 1

Lab Hrs:

5. **Repeatability:** No

6. **Grade Options:** Credit/No Credit Only
(CR)

7. **Degree/Applicability:**

Credit, Not Degree Applicable (C)

8. **General Education:**

9. **Field Trips:** Not Required

10. **Requisites:**

12. Catalog Description:

This course is for students who are Dept. of rehabilitation (DoR) clients involved in the DoR/Ohlone college WorkAbility III (WAIII) partnership. The course provides students with the skills necessary to seek and obtain employment. Course will discuss resume and cover letter writing, interviewing skills, ADA laws and employment rights, goals assessment, workplace behavior and job retention. Students will complete a portfolio which includes a resume, cover letter, letters of recommendation, and sample application.

13. Class Schedule Description:

Course provides WorkAbility III students with an overview of job seeking and job retention skills

14. Counselor Information:

Students enrolled in this course must be California Department of Rehabilitation clients and referred/coded for the WorkAbility III Program.

II. Student Learning Outcomes

The student will:

1. Establish goals related to employment and develop a plan to achieve stated goals.
2. Create and appropriately modify a resume and application information according to employment objectives and current employment trends.
3. Create and appropriately modify cover letters and follow-up procedures according to employment objectives and current employment trends.
4. Demonstrate the use of computer software, the internet, and adaptive technology as an aid to job searching.
5. Practice various interviewing techniques, participate in mock interview situations, and experience peer critiques.
6. Demonstrate appropriate workplace behavior, workplace communication, and problem solving strategies.
7. Discuss employment law, rights of the disabled, the Americans with Disabilities Act and advocacy practices to meet individual workplace accommodation requirements.

III. **Course Outline:**

COURSE OUTLINE FOR LSP 111 A. Vocational Goals 1. Employment goals will be determined through discussion with the Workability III staff and the California Department of Rehabilitation B. Resumes 1. Construct and modify resumes utilizing vocational goals, job descriptions and consideration of employment trends 2. Identify and explain the use of various types and styles of resume 3. Discuss appropriate ways to submit resumes to potential employers C. Applications 1. Lecture: "Making Your Application Stand Out from the Crowd" 2. Discuss "do's" and "don'ts" for completing an application 3. Complete a sample application D. Cover Letters 1. Create and modify cover letters according to vocational goals, job descriptions and employment trends 2. Demonstrate knowledge of appropriate times and methods for submitting cover letters to potential employers 3. Discuss variety of styles and types of cover letters 4. Identify individual disability related concerns and how to develop successful cover letters in spite of them E. Letters of Recommendation 1. Identify ways to obtain letters of recommendation from previous contacts 2. Discuss appropriate ways to submit letters of recommendation to potential employers. F. Follow-Up Procedures 1. List various ways to follow-up with potential employers after submitting an application or resume 2. Role play follow-up telephone conversations using an array of scripts and scenarios 3. Create and modify thank you letters appropriate to diverse hiring situations G. Identifying Employment Opportunities 1. Lecture: "The Hidden Job Market" 2. Differentiate job search techniques such as networking with others, attending job fairs and registering with temporary agencies 3. Determine if informational interviews or job shadowing would be appropriate as part of their employment plan H. Technology 1. Experience "hands-on" training on using the internet to assist with job searching: job search websites, online applications and company research 2. Discussion regarding use of types of adaptive technology available to assist students with disabilities while job searching or in the workplace 3. Explore utilization of e-mail to aid in communication with potential employers I. Employment Retention 1. Discussion of appropriate workplace behavior: attendance, following rules, grooming, attitude, providing quality service/workmanship and problem-solving 2. Reviewing workplace communication issues and role playing assorted scenarios 3. Recognize communication differences between co-workers and superiors 4. Lecture: " Understanding the Chain of Command" J. Interviewing 1. Instruction on interview techniques and strategies for preparation 2. Participate in videotaped mock interview scenarios 3. Discussion and practice concerning disability related accommodations necessary during the interview process

IV. **Course Assignments:**

A. Reading Assignments

1. Handout #1: Writing a Great Application
2. Handout #2: Application Do's and Most Common Mistakes
3. Handout #3: Reasons for Leaving (list of suggestions)
4. Handout #4: Follow-up Telephone Script
5. Handout #5: Resume Example (Functional)
6. Handout #6: Resume Example (Chronological)
7. Handout #7: Two Common Resume mistakes and How to Correct Them
8. Handout #8: Following-up and Checking-in
9. Handout #9: Introduction to Cover Letters
10. Handout#10: Recommendation Letter Example
11. Handout #11: Introduction to Letters of Recommendation
12. Handout #12: Introduction to Thank-You Letters

13. Handout #13: Five Ideas for Expanding Your Employer Base
14. Handout #14: The Hidden Job Market
15. Handout #15: Six Things to Think About
16. Handout #16: Using the Internet for Job Searching
17. Handout #17: Temp Agencies and Placement Services
18. Handout #18: Introduction to Job Fairs
19. Handout #19: Job Fairs - Do's and Don'ts
20. Handout #20: Types of Interviews
21. Handout #21: Tricky/Illegal Interview Questions
22. Handout #22: Interview Clothing
23. Handout #23: Introduction to Informational Interviews
24. Handout #24: Introduction to Job Shadowing
25. Handout #25: Acceptable and Unacceptable Reasons for Missing Work
26. Handout #26: Tips for Job Retention
27. Handout #27: 10 Ways to Get Fired
28. Handout #28: Avoiding Job Burnout
29. Packet #1: Resume Writing Guide
30. Packet #2: Sample Cover Letter Formats
31. Packet #3: Using the Computer/Internet
32. Packet #4: Interviewing Skills
33. Packet #5: ADA - Americans with Disabilities Act
34. Packet #6: Social Security Benefits Guide

B. Projects, Activities, and other Assignments

1. Discussion on how to obtain letters of recommendation from previous contacts and how to submit them to potential employers.
2. Discussion on various ways to follow-up with potential employers after submitting an application or resume. Students will role play follow up conversations using various scripts and scenarios.
3. Discussion on how networking can benefit the students with their job search. Role play with students on different strategies to make this successful.
4. Discuss the benefits of a job fair and the students will be encouraged to attend a job fair during the semester.
5. Discuss alternative ways for the students to learn about their desired field of employment. (informational interviews, internships, and job shadowing)
6. Students will experience hands-on training on using the internet to aid with job searching. (job search websites, filling out applications online, emailing resumes and researching companies)
7. Discussions about adaptive technology available to aid students with disabilities while job searching or in the workplace.
8. Students will discuss appropriate workplace behavior: attendance, workplace rules, grooming, attitude, providing quality service/ workmanship, and problem solving.
9. Students will discuss job retention and workplace communication. Students will role play various scenarios.
10. Students will discuss interviewing techniques, strategies for preparation, and participate in videotaped mock interview scenarios. Consideration to diversity will be given with regard to discussion and practice concerning disability-related accommodations necessary during the interview process.

C. Writing Assignments

1. Create a resume based on employment goals
2. Write a cover letter based on employment goals
3. Fill out a sample employment application
4. Write a thank-you letter
5. Students will answer written questions regarding informational interview experiences
6. Students will answer written questions regarding Job Shadow experiences
7. New Job Contacts: Students will demonstrate the ability to contact potential employers by keeping a list of contacts made and research conducted regarding potential employers
8. Students will fill out a peer critique questionnaire for fellow students during mock interview sessions

V. Methods of Evaluation/Assessment:

- A. Course will be offered on a credit/no credit basis.
- B. Students will attend a meeting with their California Department of Rehabilitation counselor and a representative from the Ohlone College WorkAbility III Program. An Individual Plan for Employment will be drafted by the rehabilitation counselor and signed by the student. Failure to attend this meeting, will result in receiving no credit for the course. (SLO 1. Establish goals related to employment and develop a plan to achieve stated goals.)
- C. Students will create and turn in a portfolio which contains at least 2 different versions of their resume and at least 2 different versions of their cover letter. The two versions must be tailored toward a specific job lead.(SLO 2. Create and appropriately modify a resume and application information according to employment objectives and current employment trends. SLO 3. Create and appropriately modify cover letters and follow-up procedures according to employment objectives and current employment trends.)
- D. Students will work one-on-one with instructors while job searching to demonstrate the use of technology. Participation in this activity will determine credit. (SLO 4. Demonstrate the use of computer software, the internet, and adaptive technology as an aid to job searching.)
- E. Students will participate in in-class, role-playing exercises and at least one videotaped mock interview session. Participation in these activities will determine credit. Students will be required to turn in a peer critique sheet of at least 2 other classmates after observing mock interviews. (SLO 5. Practice various interviewing techniques, participate in mock interview situations, and experience peer critiques.)
- F. Students will participate in at least 2 role-playing situations regarding appropriate workplace behavior, communication, or problem solving. Students will observe at least 2 additional role-playing situations. Participation in these activities will determine credit. (SLO 6. Demonstrate appropriate workplace behavior, workplace communication, and problem solving strategies.)
- G. Students will attend the lectures of 2 guest speakers and participate in discussion with fellow classmates. Participation in these activities will determine credit. (SLO 7. Discuss employment law, rights of the disabled, the Americans with Disabilities Act and advocacy practices to meet individual workplace accommodation requirements.)

VI. Methods of Instruction:

- A. Lecture
- B. Discussion
- C. Collaborative Learning

VII. Textbooks:

Required

Optional

VIII. Supplies:

CID 1637