DEPARTMENT: Counseling

CURRICULUM: Human Development

COURSE TITLE: Interview, Resumes, Job Hunting & Employee/Employer Interaction

COURSE NUMBER: HDC 106

TYPE OF COURSE: Academic Transfer/Elective

COURSE LENGTH: 1 quarter

CREDIT HOURS: Variable 1-2

LECTURE HOURS: 11-22

LAB HOURS: 0

CLASS SIZE: 20

PREREQUISITES: None

COURSE DESCRIPTION:

Short, intensive course in creative job-hunting techniques – how to identify personal skills and focus a job search; where and how to look for jobs; how to get hired.

STUDENT LEARNING OUTCOMES ADDRESSED:

1. Communication – Read and listen actively to learn and communicate.

2. Critical Thinking and Problem Solving – Think critically in evaluating information, solving problems, and making decisions.

3. Personal Responsibility – Be motivated and able to continue learning and adapt to change. Value one’s own skills, abilities, ideas, and art. Take pride in one’s work. Manage personal health and safety.
STUDENT LEARNING OUTCOMES ADDRESSED: (cont.)

4. Information Literacy – Access and evaluate information from a variety of sources and contexts, including technology. Use information to achieve personal, academic, and career goals, as well as to participate in a democratic society.

GENERAL COURSE OBJECTIVES:

At the end of the quarter the student will be able to:

1. Identify a focus for their job search.
2. Identify, examine and solve problems related to obstacles, which prevent them from carrying out an effective job search.
3. Identify and examine a personal “bottom line” base of values and preferences upon which to make good choices regarding jobs.
4. Assess, list, appreciate and understand their skills in order to obtain a job of their choice.
5. Research the types of jobs available for a given set of skills, so participants have a realistic idea of what they can bring to a job and the skills they might add or update to improve their prospects of securing a satisfying position.
6. Research information about prospective employers in order to make informed choices, and be equipped to demonstrate their interest and knowledge about a given company during interviews and in writing cover letters.
7. Develop a resume and cover letter that result in interviews.
8. Demonstrate interview skills that will make a positive impression on the interviewer leading to a second interview and to hiring the participant.
9. Identify methods and attitudes which will increase the likelihood of success and satisfaction in a position once hired.
10. Further demonstrate skills and knowledge learned, by completing a Job Search portfolio.
TOPICAL OUTLINE:

I. Introductions, expectations
   A. Instructors
   B. Students

II. Current labor market information
   A. Job search process
   B. Labor market conditions
   C. Employer expectations

III. Introduce obstacles topic

IV. Obstacles to obtaining a job
   A. Identification of personal obstacles
   B. Generate solutions in groups

V. Basic values
   A. Importance in job search planning
   B. Identification of personal basic values

VI. Skills assessment
   A. Identify accomplishments
   B. Inventory of “soft” skills and “hard” skills
   C. Abbreviate all of the above into a 70-character summary description

VII. The “60 Second Commercial”
   A. Learn to articulate goals, skills, accomplishments, interests verbally
   B. Practice presentation skills

VIII. Resumes and cover letters
   A. Purpose of resumes and cover letters
   B. Current preferences by employers
   C. Methods for highlighting most marketable information
   D. Making changes on computer document
   E. Building a scannable resume
   F. General formatting and presentation tips
IX. Informational interviews
   A. Purpose
   B. Deciding whom to interview
   C. Method for obtaining
   D. Formulating questions for interviewee

X. Resume critiquing workshop – small groups
   A. Provide constructive criticism within small groups
   B. Making final adjustments on floppy disk documents

XI. Networking
   A. Definitions
   B. Purpose
   C. Methods

XII. Researching the job market
   A. Where to find resources
   B. Creating a card file

XIII. Using the internet for job search
   A. Basic instruction in use of the internet
   B. Exploring specified websites
   C. Using search engines to find information about jobs, occupations or companies
TOPICAL OUTLINE (cont):

XIV. Interviewing
   A. Purposes
   B. Body language
   C. Formulating questions to ask
   D. Formulating answers to difficult questions
   E. Practicing interviewing by role play or on video camera

XV. Being successful on the job
   A. Exceeding employer expectations
   B. Meeting your own expectations
   C. Increasing skills; flexibility
   D. Maintaining network

XVI. Evaluations
   A. Where are you now? (Tracking progress)
   B. What’s next? (What steps to take now)
<table>
<thead>
<tr>
<th>SLO #</th>
<th>Included in Course Objective Number</th>
<th>SSCC Student Learning Outcomes</th>
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</thead>
<tbody>
<tr>
<td>SLO 1.1</td>
<td>3,6,9,10</td>
<td>Communication - Read and listen actively</td>
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<tr>
<td>SLO 1.2</td>
<td></td>
<td>Communication - Speak and write effectively</td>
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<tr>
<td>SLO 2.1</td>
<td></td>
<td>Computation - Use mathematical operations</td>
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<tr>
<td>SLO 2.2</td>
<td></td>
<td>Computation - Apply quantitative skills</td>
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<tr>
<td>SLO 2.3</td>
<td></td>
<td>Computation - Identify, interpret, and utilize higher level mathematical and cognitive skills</td>
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<tr>
<td>SLO 3.1</td>
<td></td>
<td>Human Relations - Use social interactive skills to work in groups effectively</td>
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<tr>
<td>SLO 3.2</td>
<td></td>
<td>Human Relations - Recognize the diversity of cultural influences and values</td>
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<tr>
<td>SLO 4.1</td>
<td>3,4,6,7</td>
<td>Critical Thinking and Problem Solving -</td>
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<tr>
<td>SLO 5.1</td>
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<td>Technology - Select and use appropriate technological tools</td>
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<tr>
<td>SLO 6.1</td>
<td>1,2,5</td>
<td>Personal Responsibility - Be motivated and able to continue learning and adapt to change</td>
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<tr>
<td>SLO 6.2</td>
<td>2,8</td>
<td>Personal Responsibility - Value one’s own skills, abilities, ideas and art</td>
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<tr>
<td>SLO 6.3</td>
<td>2,5,6,8</td>
<td>Personal Responsibility - Take pride in one’s work</td>
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<tr>
<td>SLO 6.4</td>
<td>2</td>
<td>Personal Responsibility - Manage personal health and safety</td>
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<tr>
<td>SLO 6.5</td>
<td></td>
<td>Personal Responsibility - Be aware of civic and environmental issues</td>
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<tr>
<td>SLO 7.1</td>
<td>2,3,4,5,6,9</td>
<td>Information Literacy - Access and evaluate information</td>
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<tr>
<td>SLO 7.2</td>
<td>1,4,5,6,7</td>
<td>Information Literacy - Use information to achieve personal, academic, and career goals, as well as to participate in a democratic society</td>
</tr>
</tbody>
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PREPARED BY: Stephen Coates-White
DATE: July 17, 2008