

CAREER & TECHNOLOGY STUDIES

Career Internship *"The Action Option"*



2008 - 2009 Syllabus

Management Skills 40S

8833 Vocational Industrial Unit-Credit

Mr. E. Bart, Divisional Coordinator

Management Skills 40S

FORMAT:

Management Skills 40S is a modularized full credit course (110 hours) designed for teacher mediated self-study. Participants progress through the modules at their own pace. Approximately thirty-five hours (35) involves in-class pre-employment orientation, the remainder is spent in-community at a site mutually agreed upon by intern, coordinator, and sponsor. **This format is best suited for students who demonstrate the ability to be self-directed.** Attendance at all scheduled pre-employment sessions and seminars is compulsory.

GENERAL AIM:

Management Skills 40S provides an opportunity for students to gain and to apply personal knowledge and experience in a workplace setting which coincides with the career/vocational interests of that student. The pre-employment orientation assists students in identifying the expectations of community-based mentorship. Real life experience provided through practicum serves to clarify career objectives, to establish professional relationships, and to develop employability skills. **This course is a pre-requisite to all other CTS vocational practicum courses.**

RATIONALE:

Management Skills 40S encourages the integration of prior knowledge and theory with practical on-the-job experience. Participants benefit from an integrated curriculum that combines the resources of both school and community. Basic principles guiding the partnership between the student, the school, and the community are **cooperation** and **communication**.

Management Skills 40S recognizes **Prior Learning Assessment**. Prior Learning is any learning that an individual has acquired from formal education, work and/or volunteer experience, personal study and any other life activities (i.e. hobbies, travel, training programs, community life, etc.) that resulted in knowledge and skills. PLAR is a process of recognizing and giving credit for knowledge, skills and abilities that have been acquired through work experience, unrecognized education or training, self study, and volunteer work. PLAR assists students to identify, organize, and represent outcomes of their experiences in a resume and/or portfolio. The results of PLA can be used by students to support efforts to gain credit in specialized Career Internship courses where student knowledge and experience aligns with course content.

Participants develop an *awareness* of technology through related classroom study. Technological *literacy* is developed through direct involvement with a primary source, the work place. The combined efforts of the student, school, and community sponsor contribute to an experience which is characterized by the new 3 R's of education; **Relevance, Relationships, Rewards.**

CAREER DEVELOPMENT

Career development has been defined (Charner, I. et al., 1995) as the interaction of psychological, sociological, economic, physical, and chance factors that shape the sequence of jobs, occupations that a person may engage in throughout a lifetime. Career development is a major aspect of human development. It includes one's entire life span, and concerns the whole person. Career development includes a person's past, present and future work roles. It is linked to a person's self-concept, family life, and all aspects of one's environmental and cultural condition. Accepting this definition necessitates a comprehensive and inclusive approach to accommodating career development across the curriculum. Associated counseling promotes a self-directed approach to personal success and job-search processes.

Counselling Theory: "Positive Uncertainty" (H. G. Gellat)

The key idea, Positive Uncertainty, is a concept that assumes change as an element of every decision we make. It requires us to accept change and uncertainty in a way that lets us make better decisions. Gellat's framework expands on rigid rules, formulas and inflexible sets of directions we sometimes face in making decisions:

- Be practical (and magical) about what you do to decide
- Learn to plan and plan to learn about your decision
- Treat intuition as a real element in decisions
- Balance responding to change and causing change

ORGANIZATION AND SCHEDULING

Management Skills 40S consists of coordinated in-school and out-of-school components. Students spend approximately thirty-five (35) hours in "pre-employment orientation" and seminar. This aspect is delivered in a series of interdependent modules, group and individual work. Students complete the modules in time slots that coincide with their timetable schedules.

To facilitate the development of a breadth of experience, within a particular occupational field, students are encouraged to work at a variety of tasks within a single business or at several different training stations.

PARTICIPATION:

Student Eligibility Criteria:

1. Available to Grade 11 and 12 students, 16 years of age and older.
2. References from two teachers supporting the student's suitability for the program regarding; attitude, aptitude, and behavior (e.g. attendance) are required.
3. Approval of the teacher/ coordinator following formal application and a personal interview.
4. Choice of career goals, based on interests and aptitudes must coincide with available training stations.

Training Stations:

Participating businesses and organizations in our local community include representation from the following occupational groups; **Business and Marketing, Information Technology, Agribusiness, Construction and Manufacturing, Transportation, Child Care, Health Care, and Hospitality and Tourism.**

Responsibilities of Program Participants

1. Student behavior is regulated by policies of the school and the employer. This applies particularly to the need for regular attendance, punctuality and fulfilling the responsibilities expected to the best of his/her ability. The student-learner does not expect to receive a wage or salary for his/her services.
2. In the event of absence caused by illness or emergency, the student-learner must notify each of the following as soon as possible: 1.) the employer and 2.) the school
3. The student is responsible for providing his/her own transportation to and from the work placement subject to regulations outlined in PRSD policy ENB-E.
4. The school co-ordinator arranges for in-school related instruction, consultation and advisory service to all parties concerned with this course of study.
5. The employer assumes the responsibility of providing the student-learner with the type of experience/ training outlined in the "training plan" (subject to unforeseen circumstances beyond his/her control. e.g. changing economic conditions, production schedules etc.)
6. The school shall issue the student-learner a course credit for 110-120 hours of successfully completed classroom instruction and practicum.
7. The duration of this agreement coincides with the current school year. This training program shall not be changed or interrupted without prior consultation between the student-learner, employer, and coordinator.

SUPPLIES: *2 three-ring binders, one for class notes, one for a portfolio, 12-15 plastic 'sheet protectors' and any other materials you would like to use in assembling your portfolio. (Note: Digital cameras are available to students)*

SEMINAR AND INTERNSHIP

Seminar: (see attached schedule)

Following the pre-employment period, students meet with the co-ordinator on a regular basis (once per cycle) for dialogue, discussion, and counseling through situations encountered by students on the work-site. Seminar discussion provides a mechanism for students:

- to have regular discussions with the coordinator
- to have assistance in resolving problems
- to remain focused on personal goals and course objectives
- to remain informed of school activities and opportunities
- to update training agreement with new tasks completed
- to provide calendar updates (dates, hours, and tasks)

“Terms of Engagement”

- *Everyone has wisdom.*
- *Everyone’s wisdom is needed.*
- *There are no right and wrong answers.*
- *Everyone will hear and be heard.*
- *The sum is greater than all the parts.*

Internship:

This component provides the student with the opportunity to learn and work in a variety of supervised work settings. A descriptive outline (Training Plan) of the objectives, learning activities and training that will be jointly developed by the student, the employer (based on the training station) and the teacher/ coordinator. This individualized plan is framed prior to the student beginning work experience and developed through the internship. The training plan guides activities at specific training stations and serve as a guide for performance assessment.

TIME SCALE:

Whenever possible, participants have their timetable blocked so that portions of each day are spent dedicated to Management Skills 40S. The in-school component consists of approximately 35 hours of instruction; the out-of-school component makes up the remaining 110-120 hour requirement. Hours spent in seminar are credited as work time. Students may schedule work site time during school holidays and weekends.

STUDENT PERFORMANCE MEASUREMENT:

1. **Community Sponsor’s written reports (term end as well as ongoing).**

60%

Relations with others	Communication skills (oral and written)	Safety awareness and procedures	Acts with minimum instruction
Judgment	Grooming	Punctuality	Attention to routine tasks
Initiative	Attitude and Behavior	Attendance	Neatness of work
Ability to learn	Dependability	Care and operation of equipment and supplies	Speed of work completion
Quality of Work	Acceptance of suggestions and criticism	Job “know how” skills and knowledge acquired on the work site	

2. **Classroom related assignments and performance**

40%

Quiz: Pre-Employment Orientation (a minimum of 80% must be achieved on this quiz prior to the student beginning practicum.)

Portfolio: (Due at term end even if internship is on-going)

Minimum Requirements:

1. Title Page, Table of Contents, and bound in three-ring binder
2. Self Assessment documents that align with worksite experience.
3. Biographical Statement/ Career Plan
4. Cover letter & Resume (professional/ combination format)
5. Documentation to support strengths identified in resume.
Learning Outcome statements accompany each document
6. Presentation of portfolio and display at the “Sponsor Appreciation Banquet”

AWARDS AND BURSARIES: (Carman Interns)

Harry McKnight Family Memorial Scholarship: \$250.00 for an internship student pursuing post-secondary studies.

E. Jean Janick Scholarship: \$250.00 for an internship student pursuing post-secondary studies.

Partners in Education Scholarship: Red River College matches a student's award up to \$250.00 toward tuition at that institution.

Carman and District Chamber of Commerce: A \$100 bursary award for the most "effective" portfolio. This would require careful thought into both the organization and content of the portfolio.

ATTENDANCE:

Limited absence due to health related issues would be accepted (depending on arrangements with the sponsor). Involvement in organized school events is encouraged however the employer/ sponsor must be informed well in advance of students absence due to curricular events.

Unexcused absence will **not** be tolerated. **Student participation in all classes, seminars and workstation sessions is essential.**

STUDENT UNEMPLOYMENT:

Occasionally unexpected circumstances may require that a student be relocated to a new site. A limited amount of time may be available to reapply for a new placement, arrange the necessary interviews and prepare the necessary documents. Unsuccessful application for a work station results in termination of the course for that student. Both in-school and community-based experience must be completed in the same school year. In the event that a student wishes to leave one site to go to another, considerations surrounding the circumstance of leaving are reviewed. It is expected that the employer/ sponsor will be a part of recommending the advantages of making such change.

EVALUATION:

Credits

School credit is granted at the successful completion of both the pre-employment orientation, seminars (see the related assignment package) and vocational practicum, both must be completed in the same school year.

Management Skills 40S is a pre-requisite to all other vocational practicum courses.

Course Work

Community sponsor's evaluation results account for 60% of the final grade. Portfolio Development, pre-employment orientation quiz, and participation in seminar account for the remaining 40%. Both aspects must be complete before credit is granted.

Due dates have been assigned to each of the projects, these dates are final dates. Extensions based on reasonable request, prior to the due date, will be considered.

Letter Grade	Descriptive	Percentages
A ⁺	Superior	90% or over
A	Very Good	80% or over but less than 90%
B	Satisfactory	70% or over but less than 80%
C	Marginal	56% or over but less than 70%
F	Unsatisfactory	Less than 56%

Program Assessment:

In an attempt to keep the course up-to-date and meaningful, a survey of students, training station instructors, and parents is conducted at the end of each session. Input from an Advisory Council informs modification and updating of course content on a regular basis.

Year End Procedures

SPONSOR APPRECIATION EVENING

Invitation to Sponsor

- Please check the Sponsor List for accuracy with the office.
- Hand deliver the personalized invitation to your sponsor. This is critical! (*Personalize each invitation with your sponsor's name and be sure to sign the invitation*). If your sponsor can't attend ask if they can send a representative. In any case **your attendance is required!**
- Parent(s) are welcome. Do not forget to invite them!
- In the event that you worked with more than one employee or employer, you may handout several invitations. Report the number of guests that will be attending to the Coordinator by **Friday, May 08**. This is important to the event planners.

Sponsor Appreciation Evening

- Dress appropriately. (semi-formal, one step-up from regular school wear)
- Be there by 6:15 (unless you have tasks that require you to be there earlier)
- Greet your sponsor on their arrival. Invite them to have refreshments and to tour the Portfolio Gallery.
- Select your seats. You are expected to sit with sponsors and your parents.
- At 7:00 PM pick your portfolio up from the "Gallery" and take it back to your seat. Use this opportunity to show off your portfolio and to get the employer verification signatures you require (*all training plans and computer calendars must be signed*)
- You will be asked to come forward during the evening to present your sponsor(s) with a "Certificate of Appreciation".
- Return your portfolio to the 'Gallery' following the formal program and during desert. Be sure to pick up your portfolio at the end of the evening following clean up.

Credit Registration:

- Deadline for Portfolio submission is **January 16** for Semester I, Semester II **May 05**. Portfolio is due even if you are still working on internship hours!
- Portfolios competing for the Chamber Award (\$100) are presented on during the week of May 21-25 at Carman Collegiate.
- All Portfolios are displayed at the Sponsor Appreciation Event on **Thursday, May 21, 2009**

Guidelines and Strategies for Continuing Career Internship...

Students who have successfully completed Management Skills 40S may continue to work toward subsequent community-based option credits following the procedure outlined below.

1. Submit a completed Career Internship Application form (available from the main office) to the Internship Coordinator and consult with a Guidance counselor to be sure that the credits will be applicable to your graduation program.
2. Update your learning portfolio with a current resume, cover letter, and work schedule calendar and review with Internship coordinator. Your Portfolio should remain with the Internship Coordinator during your internship.
3. Review the sites at which you are interested in conducting informational interviews with the Internship Coordinator.
4. Complete informational interviews; inform the internship coordinator of your choice of sites. Complete a "Training Agreement" with an approved sponsor then return the completed Training Plan to the Internship Coordinator (this is very important as you are registered for Workers Comp Insurance at this time).
5. Establish a regular time (recommended once/ cycle) when you can meet with the Career Internship coordinator for progress reports.
6. Internship begins according to the work schedule calendar. Weekly contact with the Internship coordinator is required to submit "Student Weekly Reports", update training plan, and calendar.
7. Students are assigned credits upon completion of the required on-site hours and portfolio documentation. Students present their portfolios at the annual "Sponsor Appreciation " event.

CAREER AND TECHNOLOGY STUDIES

Prairie Rose School Division

Information Technology Internship

Student: _____ Date: _____

LEARNING PORTFOLIO

Minimum Required Contents:

- 1. Title Page/ Table of Contents/ Format _____ / 04
- 2. Letter of Intro. (Career Path) _____ / 02
- 3. Updated Resume, Cover letter, References _____ / 10
- 4. Self-Assessment: Critical Skills, Keirse, Bridges _____ / 03
- 5. Exhibits: (e.g. resume 'Summary of Qualifications') _____ / 04
 Communications, Problem Solving, Human Relations, Technology
- 6. Employer's Evaluation _____ / 02
- 7. Student's Training Agreement & Plan (signed by supervisor) _____ / 10
- 8. Calendar (spread sheet indicating dates and hours of internship) _____ / 05
 Student Weekly Reports (verified hours of industry experience)

Credit #	Course Title	Sponsor/ Mentor

EMPLOYER EVALUATION _____ / 60

Total Project Hours: _____

FINAL PORTFOLIO ASSESSMENT _____ / 40

Pre-employment: _____ %

FINAL _____ %

Students must present their Portfolios at a Sponsor Appreciation Banquet on Thursday, May 22, '08.

Attended Sponsor Appreciation

Students who wish to upgrade their portfolios may make arrangements with the Internship Coordinator. Improvements to the portfolio may result in a mark up-grade! Employer evaluations are final.