

CO-OP STUDENT HANDBOOK



School of Human Kinetics and Recreation

Division of Co-operative Education



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1. CO-OPERATIVE EDUCATION

1.1 Purpose of Co-op

The skilled professional physical education, recreation and kinesiology graduate is recognized as a person who can combine a sound theoretical knowledge of the principles of physical education, recreation, and sport with the practical skills of applying those principles. The co-operative education programs at Memorial allow the undergraduate to develop knowledge and practical skills by providing a completely integrated pattern of academic study and field related experience in various dimensions of physical education, recreation and kinesiology. Graduation requirements include successful completion of both academic courses and work experience.

The kinesiology, physical education and recreation co-op degree programs are comprised of seven academic terms and three work terms. The work terms bring the student into direct contact with these fields providing practical exposure to the situations, problems, and issues typical of those encountered in full time employment. Through personal experience, the student's educational environment is extended and the total education is advanced. The maturing prospective graduate, provided with an opportunity for self-discipline and direction, gains an early appreciation of the social and personal aspects of a career in his/her chosen field.

1.2 Partners in a Co-operative Education Program

The three main partners in all co-op programs are the students, the employers, and the university. To produce a successful program, each partner has an important role to play, and as a result, each benefits from the total effort.

1.2.1 Role of the Student

The role of the student in the co-operative education program is to be a spokesperson and an ambassador for the program. Students are also expected to acquire as many skills as possible so that they are "marketable" during the work terms and subsequently upon graduation. During the work term, students should make use of the available opportunities to gain as much diverse experience as possible.

1.2.2 Role of the Employer

Employers offer jobs in one of the functional areas of physical education, recreation and kinesiology. They also agree to provide appropriate supervision and guidance to the students during the work term. A salary commensurate with the position/responsibilities and a reasonable working atmosphere usually accompany such work-term positions.

1.2.3 Role of the University

The university is the liaison between the students and the community. It provides the community with a regular supply of work-term students and provides the students with contacts of potential employers.

1.2.4 Benefits to the Student

Students in Memorial's physical education, recreation and kinesiology co-op program have a distinct advantage over students in non-co-op programs because they have *three work terms of experience to their credit*. Upon graduation from a co-op program, students quite often have the option of going to work for an employer they have already been acquainted with as a result of their work terms. They also have a full year of employment in their chosen field.

Work terms can also help students to *decide on their area of specialization and choice of career*; they give students the opportunity to evaluate specific businesses

as prospective employees.

Work terms are *economically beneficial* to students. Earnings during work terms contribute towards expenses in subsequent academic terms, such as tuition fees, accommodations, etc.

1.2.5 Benefits to the Employer

The employer benefits from the co-operative education program in the following ways:

Work terms allow employers to *observe students on the job*, watch their progress over subsequent work terms, and decide whether they could be potential employees for recruitment after graduation.

Students in the co-op program possess high levels of skills that are valuable to employers during work terms. Employers can use these students to *assist or relieve their employees of regular duties*; these students can also be *assigned special projects* for which the employer does not have any permanent staff available.

Work-term students are *available at all times of the year*. Projects can be scheduled to match the academic and work experience levels of the students, e.g., projects requiring greater independence and higher levels of responsibility can be scheduled during the second and third work terms.

1.2.6 Benefits to the University

The co-op program gives the university the means to stay in touch with the working community. *Faculty can evaluate the effectiveness of their course material* with the help of feedback from employers and students. Increasingly mature, confident

and informed students can also provide faculty with valuable feedback in the classroom, thereby helping to keep the academic community up to date with the current advances in methods and technology.

Classrooms, laboratories and equipment are used on a year-round basis, resulting in a more economical operating cost per student.

2. THE CO-OP OFFICE

The Co-op Office is responsible for the management of the work term. These responsibilities include:

- promoting the co-op program to prospective employers,
- providing career related job opportunities to students,
- providing seminars and lectures on work term requirements,
- monitoring students during the work term,
- giving professional feedback and guidance to students,
- providing faculty with professional advice on employment trends,
- evaluating students work performance and work reports and making recommendations to Faculty Council on the promotion of each student to the next academic term.

The co-operative program has two coordinators and a secretary. These professionals are integrated within the School of Human Kinetics and Recreation and serve on Faculty Council, Undergraduate Studies, Admissions, Promotions and Appeals Committees.

They are also members of the Canadian Association for Co-operative Education (CAFCE), a national organization established to promote high standards of co-op in Canada.

3. THE JOB COMPETITION

The Co-operative Education Office actively promotes the co-operative education program and solicits work-term positions from regular and new employers each semester. The jobs developed by the Co-op Office belong to and are the responsibility of the Co-op Office. All jobs are approved by Co-op Coordinators prior to being posted for students.

The jobs vary in scope, responsibility and experience required, and they cover most areas in recreation, sport, health, fitness and rehabilitation. They are made available through a process known as the job competition in which you will practice real-life job procurement skills. Before entering the job competition, you should be aware of the recruiting ethics that have been developed.

3.1 Recruiting Ethics

Developed by the Canadian Association for Co-operative Education (CAFCE), for the employers, the students and the university, these ethics ensure that all three parties will be treated in a professional manner. You should be aware of these guidelines and report violations to the Co-operative Education Office.

3.1.1 Employer Ethics

Employers should:

- respect schools deadlines regarding job postings, interview space reservations and interview times.
- provide schools with up-to-date corporate literature and/or provide information that reflects as accurately as possible the job(s) to be filled.
- give reasonable notice (min. three days) of those candidates to be interviewed or of interview cancellations.
- abide by the co-op recruiting of each institution.

- not discuss job offerings/rankings with candidates before, during or after an interview.
- not pressure candidates to give company preference in the ranking process.
- not provide candidates with information on other companies.
- not seek a candidate's assessment of another candidate.
- not mislead students about their ranking intentions.
- be prepared to provide schools with accurate information regarding salary and relocation expenses (if applicable).
- provide schools with ranking results.
- not submit/make multiple job rankings/offers unless prepared for multiple acceptances.
- honour all job-student matches. It is the employer's responsibility to not renege on accepted offers or to rescind offers of employment.
- confirm all job offers in writing.
- not translate a co-op assignment into a full-time position as a way of persuading a student to settle for a lesser degree.
- not expect co-op schools to recruit students on their behalf.
- report violations of recruiting ethics to the Co-op Office
- comply with all provincial and federal human rights and employment legislation.

3.1.2 Student Ethics

It is your responsibility to:

- abide by the co-op rules of your institution.
- provide employers with accurate and appropriate information on your qualifications and interests. You should ensure that employers are given all requested information, i.e. résumé, transcripts, etc.
- apply only for jobs in which you have a genuine interest.
- attend all interviews for which you have been scheduled

- notify the Co-op Office well in advance if interviews must be rescheduled or canceled for reasons beyond your control.
- be well-prepared for interviews.
- not discuss job offers/rankings with an employer during or after an interview.
- not give employers information on other students or other employers.
- honour the acceptance of placement as a contractual agreement with the employer.
- honour the relocation policy of employers with whom you are matched (if applicable).
- respect the policies of employers regarding confidential/proprietary information and the application of these policies to student work reports.
- report violations of recruiting ethics to the Co-op Office.

3.1.3 University Ethics

It is the educational institution's responsibility to:

- inform students and employers about its recruitment and placement policies and procedures.
- provide equal services to all students and employers.
- accommodate employers' reasonable requests for job posting, interview space and presentation facilities.
- give students accurate information on all employers who are recruiting. All information and promotion materials (including salary information) must be approved by individual employers before posting.
- follow ethical and legal guidelines in providing student information to employers.
- notify employers of any imposed quotas or hiring limitations placed on an employer before that employer conducts interviews.
- notify employers of any students who, after being hired, do not achieve an academic level high enough to allow them to continue in the co-op program.
- notify the CAFCE national office of any employer recruiting violations.

- comply with all provincial and federal human rights and employment legislation.

3.2 Eligibility

All students entering Work Term 1 are eligible to enter the job competition except for those who have not completed HKR 1123, the Professional Development Seminars, or those who have been denied promotion in their previous academic term.

3.2.1 Returning To Last Employer Policy

Students who have been with an employer for a single term may secure a second term with that employer. You should check with your last employer before the start of the job competition to determine if a job is available for the next work term.

The following should be considered before returning to your last employer:

- Was the work term beneficial to you and the employer?
- Would working in the same environment be beneficial to your long-term occupational goal?
- Can the employer provide a different, more challenging job during the second work term?
- Is this the type of occupation you will pursue upon completion of your degree program?
- Is there potential for full-time employment after graduating?

The following are considered single work-term positions to which you are not required to return:

- where you have obtained your own job
- MUNSU-funded positions

- positions with the university
- positions clearly advertised as a single work term requirement

3.3 Mechanics of the Job Competition

The job competition for the up-coming work term begins the academic semester prior to the work placement. E-mail notifications inform students of job posting dates. Jobs are advertised through an electronic system accessible through the My MUNLife portal.

The Co-op office will hold two or three postings early in the academic semester prior to the work term semester, where job advertisements are posted using the internet-based software program accessible through My MUNLife. Information on the use of My MUNLife is provided to Co-op students through HKR 1123 which is completed in the term prior to their first work term.

Job interviews will be conducted over the course of several weeks during the posting period. All interviews are scheduled by the Co-op Office. E-mail notification will be used to inform students of job interviews. Once all the job interviews are concluded, the Co-op Office will prepare a match of all competing students with their job offers. Accordingly, it is especially important to be checking your emails during this time.

The first step in the matching process is to notify students who have been ranked as a first choice by employers. These students will be advised by MUN email to pick up their offers from the Co-op Office. Students will be advised of the deadline by which the Co-op Office must be notified as to whether the offer is accepted or rejected. Students who do not respond by this deadline will forfeit their offers to the next student on the list. When a job has been accepted the student is committed to that job for the work term. (Refer to the university regulations for work terms as listed in the *Calendar*.)

Next, students with second offers (where the job and the student are still available)

will be notified in the same sequence as listed above. A student who accepts an offer in the first phase will not be informed of any other offers. This process will continue until either all of the jobs are filled or all eligible students are placed.

A majority of students accept one of their first offers in the initial round of competition because during the interviews they have obtained the information necessary for them to make a decision without delay.

Introduction to *My MUNLife*, the co-op and career job portal.

All co-operative education students will use Memorial's electronic system to apply to co-op job positions. Access is via the my.mun.ca interface.

1. Log into my.mun.ca using your standard login-id and password.
2. Under the Student Services tab, or on the welcome page, click on the link, to launch *My MUNLife*. This will bring the user to the front page of the tool.

The welcome page shows upcoming events, interviews, and high level tasks.

Students are also able to view their personal information from the database. This data is taken from the MUN self service database. If information is incorrect, the student should have it corrected.

3. Click on the Co-operative Education tab, to access the co-op module.

From here students can do one of the following:

- Upload documents
 - Students must upload the correct documents and create application packages prior to applying to a job. Student transcripts may be automatically uploaded each semester.
 - Students must convert their documents to pdfs prior to uploading them.

The filename must only contain letters, numbers, and underscores, and must

not contain any spaces. Students will also give their document a name that will be visible in the system. This name should be relevant to the document, but does not need to be the same as the filename.

- It is very important to select the correct document type when uploading documents, as the document type (resume, cover letter, etc.) is used in creating the application package.
- To create an application package, students must provide a package name, and select at minimum one Cover letter, Resume, and Transcript from the lists provided. Other documents may be added if necessary.
- Once a package is created, it cannot be changed. If a student wants to change one of the underlying documents they must delete the package and re-apply.
- Check co-op job postings
 - Recently added jobs can be seen at the bottom of the page, and under Quick Searches students can search for all jobs open to them. Students cannot see jobs for other disciplines.
- Look at their applications
- See the status of any jobs they have applied to.
- Look at or set up interviews
- Look at Events

If any student is having problems either accessing or using this system please contact the Co-op office where staff is available to help with any concerns.

3.3.1 The After Match and the Continuous Posting Process

Some students will not be offered a job in the first round of competition. This could be due to many factors that each student must assess after the Job Competition is completed. A co-ordinator will be available to discuss the reasons and to offer suggestions for the Aftermatch process.

The Aftermatch process starts with an assessment of what jobs are left and how many students are still available. Students still unplaced are expected to contact

and with a Coordinator to determine the types of jobs which interest them. Coordinators will work to determine if any matches can be made with available positions. Before exams begin, unplaced students are requested to leave 5 copies of their resumés and transcripts with the Co-op Office.

From this point on, the Co-op Office will use a continuous posting process whereby any new advertisements received by the Co-op Office will be posted when received.

Please note: unplaced students are encouraged to regularly check in with the Co-op Office and the job posting sites to keep up to date on co-op opportunities.

3.3.2 Getting The Job

Students should be aware that "He or she who gets hired is not necessarily the one who can do the job best but the one who knows the most about how to get hired." (R.N. Bolles, 1982)

To know the most about how to get hired, you must develop proficiency in both preparing a resumé, and in conducting an interview. These steps are vital if you wish to compete with your peers at Memorial and at other universities across Canada.

3.3.3 Resumé Writing

A resumé is a persuasive summary of your qualifications. It is a synopsis of your educational background, employment record, extra-curricular activities, achievements and skills. A resumé should be accurate, factual and concise, and should demonstrate good written and organizational abilities. The resumé should normally be no more than two pages, and should include names and contact information for three people who have agreed to provide a reference for you.

The resumé is the first contact with the prospective employer and it should leave a lasting impression. It should be well written and well organized and should emphasize the things that you have done that are most relevant to the position(s) you are applying for, including your transferable skills.

There are many types of resumé, the most common include functional and chronological resumé. A functional resumé, sometimes called the 'skills resumé, emphasizes your major skills and accomplishments rather than your work history. Remember, valuable work skills come from educational experience, volunteer work, hobbies, community work as well as from paid work experience. If the majority of your professional skills have been developed through these opportunities and you have little or no paid work experience, this format may market you to employers more effectively.

The chronological resume is the most commonly used and therefore the best understood by employers. A chronological resumes emphasizes dates, work history and education history and organizes this information from recent to past. This format is appropriate for students who have a significant amount of work experience and is most effective when work experience is directly related to the position you are seeking for your work term.

See samples of these resume formats on pages 16-19.

Categories of Information you may include on your resume:

Personal

This section includes

- student name
- addresses - local and permanent if different

- telephone, local and home (include area codes)
- e-mail address

Human rights legislation prohibits discrimination on the basis of marital status, height, weight, age, sex, religious and political belief. This information may be included in the resumé if it will be of benefit to the application, but is generally not necessary.

Education

It is not necessary to quote all previous academic terms in the program; quote current term only.

State other post-secondary schools attended or courses obtained prior to attending Memorial.

State high school attended.

Awards and Scholarships

Quote any scholarships you may have won; if academic marks are worthy of note (e.g., 75 per cent or higher), you may want to list them in this area but it is not necessary.

Work Experience

Junior students should quote all work experiences but, as you proceed through the co-op program, the least relevant jobs may be given less emphasis. All jobs should be listed, beginning with the most recent. For each position, highlight in point form major skills and accomplishments.

The following three sections are very important, especially for students with little work experience. These items provide the employer with information on leadership abilities, organizational and communications skills as well as interests.

Volunteer Experience

Volunteerism gives the student valuable work experience. Perspective employers often look for the student who has volunteered. All positions should be listed, beginning with the most recent, highlighting the major skills and accomplishments of each.

Community Involvement/Memberships

Include memberships in societies, clubs or sporting organizations.

Certificates

Include knowledge of computer languages, coaching certificates, First Aid, CPR, driver's license, etc.

Interests

Sports, reading, travel, etc.

Candice W. Brown

16 Elizabeth Avenue, St. John's, NF, A1A 2S3,
(709) 722 4567
cbrown@mun.ca

OBJECTIVE: Position as a Physical Therapy Assistant

EDUCATION

2001-
present **Bachelor of Kinesiology- Co-operative** (2nd year)
Memorial University of Newfoundland, St. John's, NL

- Named to Deans List for Academic achievement - 2003

2001 **Level III High School Diploma**
Gonzaga High School, St. John's, NL

- Honors Diploma
- Head of Student Council
- Athlete of the Year 2000, 2001

WORK EXPERIENCE

2003 - Present
(part-time) **Research Assistant** (MUCEP)
School of Human Kinetics & Recreation
Memorial University of Newfoundland, St. John's, NL

- Assist Professor in conducting testing and data collection on research subjects for scientific study of cardiology rehabilitation programs
- Use SPSS software for data entry and analysis
- Prepare written summaries of data analysis for Professor

2002 - Summer **Assistant Camp Counselor** (volunteer)
Camp Watchamacallit, St. John's, NL

- Assisted in the development and coordination of the Sport Camp programs and activities
- Instructed and coached children aged 5-14 in basketball and soccer skills

2002 - 2003
Summer & p/t

Sales Assistant
The Gap, St. John's, NL

- Served Customers in a professional manner
- Operated cash register and prepared daily cash floats and bank drops
- Prepared inventory of store merchandise

SPECIAL SKILLS AND ACTIVITIES

- Proficient in **MS Word, Excel, Powerpoint**, and many other software packages
- Received the **David Bishop Award** for Provincial Senior High Public Speaking Competition
- Active **Red Cross** Volunteer (2001 - present)
- **Assistant Coach** for Gonzaga Senior Boys Soccer team (2003)
- Competed at an elite level in both senior basketball and soccer

CERTIFICATIONS

- Valid Red Cross First Aid Certificate
- Valid CPR Certification
- Level II Coaching Certificate - Soccer (2001)

REFERENCES

Mr. David Wheeler

Teacher, Gonzaga High School
St. John's, NL
(709) 753-7510

Ms. Joanne Smith

Director, St. John's Red Cross
St. John's, NL
(709) 777 4563

Dr. John Kennedy, Professor

School of Human Kinetics and Recreation
Memorial University of Newfoundland, St. John's, NL
(709) 737 1234

Benjamin Innes

Home Address:
123 Main, St., Holyrood, NL
AOB 1SO
(709) 732-1234

binnes@mun.ca

Local Address:
243 Fox Avenue, St. John's. NL
A1C 5S7
(709) 737-5678

OBJECTIVE: Teaching Position in a school or community setting

EDUCATION

- 2002 - Present **Bachelor of Physical Education - Co-operative** (1st year)
Memorial University of Newfoundland, St. John's, NL
- Teaching concentration
- 2002 **Level III High School Diploma**
St. Pius X High, Grand Falls, NL
- Class Valedictorian
 - Recipient of the Four Year Educational Scholarship from Toronto Dominion Bank

WORK SKILLS

TEACHING /LEADERSHIP SKILLS

- As part of the teaching methods course for Physical Education degree, designed a fitness testing program and conducted testing on 40 Holy Heart of Mary Junior High School students
- Developed a homework program to the YMCA Youth After School Program in 2003; implemented program with a group of 25 children aged 12-15 years
- Completed the *Counselor in Training Certification* program with the Grand Falls YMCA; volunteered with the summer Youth Camp Program (2002)
- Competed at National Canada Games Level in Men's Basketball in the 2000 games; served as team captain
- Received the *Advocate Award* from my high school which recognized outstanding leadership skills, academic success and athletic achievement (June 2000)

COACHING/SUPERVISING SKILLS

- As Assistant Coach for St. Kevin's Junior High Girls Basketball team, developed and implemented the off season training program
- Provided part-time childcare services for the past six years, at times caring for four young children. Scheduled daily outings and prepared meals
- Supervised after school program volunteers with the Y After School program; prepared daily lesson plans and taught lessons

ORGANIZING/PLANNING SKILLS

- Developed Basketball tournament schedules and coordinated regional competitions as part of student teaching position at Holy Heart of Mary Junior High School, St. John's (Fall 2002)
- Demonstrated proficiency with MS Word, Excel, Netscape, and many other software packages
- As High School Council President, spearheaded the development of the student exchange program which saw five seniors travel to Toronto, ON
- As Sales Assistant with Canadian Tire, maintained organized merchandise for the sporting goods division; assisted customers with selection

WORK HISTORY

2003 - present	Instructor , (<i>part-time</i>) Y after School Program, St. John's, NL
2002 (summer)	Camp Counselor (<i>volunteer</i>) Grand Falls YMCA, Grand Falls, NL
2001	Sales Assistant (<i>part-time</i>) Canadian Tire, Grand Falls, NL
2000 - present	Babysitting Services (<i>part-time</i>)

REFERENCES

Mr. Jack Smith
Teacher
Grand Falls High
Grand Falls, NL
(709) 489-2345

Ms. Susan Brown
Supervisor
Canadian Tire
Grand Falls, NL
(709) 489-6789

Dr. Frank Scott
Professor
Memorial University of NF
St. John's, NL
(709) 737-2431

3.3.5 Researching the Employer

The number of job bids you submit will depend on various factors that you should determine before the start of the competition: types of jobs sought, experience that may be required, salary and location. With careful planning, you can acquire good work experience very early in your career.

When the jobs have been selected the next step is to research the employers in preparation for the job application. This research is essential, since the job descriptions will be very brief and in some cases will only provide a generic outline.

Some companies submit information on their operation to the Co-op Office, and this information is made available to the students. Other sources are the library, newspapers, or students who have worked with that company. The co-ordinators will also be available to answer any questions that may arise at this point in the competition.

The amount of research carried out may affect your ability to answer questions that will arise during the interview. Feedback from employers indicates a perceived lack of research on the part of the student when the students know very little about the company or the job.

3.3.6 Preparing the Cover Letter

A cover letter provides your first opportunity to express a personal interest and state your qualifications. The cover letter should be well-written and typed and should not exceed one page.

The cover letter formally introduces you to the employer. This should be attached to a bid card available at the Co-op Office. It should be tailored to the position you are applying for and include the following points:

- be addressed directly to the person in charge of hiring.
- an indication of the kind of job for which you are applying.
- an indication of your knowledge of the company and the position for which you are applying.
- highlights the particular aspects of your education, work experience, activities or personality which would make you an asset to the company.

3.3.7 Cover Letter Sample

James Monitor
31 Devon Street
St. John's, NL
A1V 2R8

Sept. 8, 2014

Melissa Edmunds
Staffing Director
Lifestyles Fitness Centre
Uptown Rd.
St. John's, NL
A5N 3X7

Dear Ms. Edmunds:

I am currently completing the fifth academic term of a Kinesiology (Co-op) degree with the School of Human Kinetics and Recreation and would like to put my skills and knowledge to work as a Fitness Leader with Lifestyles Fitness Centre.

As my resume indicates, I have been an enthusiastic fitness participant for the past five years. My academic studies in anatomy, exercise physiology and fitness leadership have given me the knowledge to get the most out of my workouts and help many friends set up personal exercise programs. I am familiar with the operation of both strength and cardiovascular training equipment and understand the importance of teaching proper technique to minimize risk of injury.

During my first work term with Wallnuts Climbing Gym, I assisted with general reception

and administrative work. I learned, through this experience, the importance of maintaining excellent customer relations. Happy clients return, and returning clients are critical to the continued success of any business.

Enclosed is my resume for your consideration. I would welcome an opportunity to discuss my qualifications in greater detail and to demonstrate, in person, my enthusiasm for the position. I may be reached at 726-7885 after 4:00 p.m. and on weekends.

Sincerely,

James Monitor

Enc. resume

3.4 Interviewing

Congratulations on receiving an interview! This means that the employer reviewed your cover letter and resume and feels that you may have the background and interest to meet the employer's or the company's needs.

Next comes the face-to-face contact in which you will discuss your qualifications and interest in the position. The employer will elaborate on the job and will ask many questions to finally determine which applications are most suitable and whether these applicants have sufficient interest and enthusiasm for the job. To optimize the chances in this process, you should observe several guidelines:

3.4.1 Interview Time

The Co-op Office will make every attempt to notify you of an interview at least one day prior to the interview. It is your responsibility to note these times and sign up for interviews. Arrive in plenty of time for the interview and check with the secretary to ensure any changes in the times and room numbers. Being late for an interview will not make a positive impression on an employer. Students who cannot attend an interview for any reason are requested to notify the secretary of the Co-op Office as soon as possible.

Students who fail to attend interviews for other than justifiable reasons may be prohibited from participating in the remainder of the job competition. Such information is documented and kept in the student's file.

If you have a scheduled interview and accept a job offer from another employer within two hours prior to the interview, you should still attend the interview; using it as an opportunity to thank the employer in person.

3.4.2 Preparation

Studies have shown that within the first four minutes of the interview the employer has made a judgment about the applicant. These few minutes should be used to make a good impression and this is determined by dress, manners, attitude and body language. Be self-confident, smile when entering the room, shake the employer's hand firmly. Do not slouch; make frequent eye contact and always show interest.

3.4.3 Breaking the Ice

This part of the interview should be quite informal and usually starts with a comment on such topics as the weather or local sports. The employer wants to make the applicant feel comfortable and this usually sets the tone for the rest of the interview. Whatever questions or comments are made at this point, try to respond in a positive and warm manner. Do not get carried away in a long discussion on trivial matters.

3.4.4 Questions to Ask and Expect

There are three types of questions you should be prepared to answer in an interview: directive, non-directive and hypothetical questions.

Directive:

- Why did you apply for this job?
- What skills do you have that you feel will help you perform this job?
- What have you done to prepare yourself for this job?
- Tell me what you know about this position or my company.
- In what stream of Physical Education, Recreation or Kinesiology are you interested?
- In what type of field are you interested?

Non-Directive:

- Tell me about yourself.
- What are your long-term career goals?
- What are your strengths and weaknesses?
- What is your most significant achievement to date?

Hypothetical:

The questions would pose a hypothetical situation and ask for an analysis. This may be a conflict situation with staff or a problem with equipment. This gives the employer the opportunity to assess your ability to think on your feet.

Prohibited Questions

An interviewer should not ask questions relating to areas of discrimination as defined under the Human Rights Code. You are not required to answer these questions. Subjects that should **not** be questioned include:

- national origin
- specific age
- mother tongue
- religious beliefs
- birth place
- political beliefs
- marital status, spouse, number of children, pregnancy, family plans
- mental disabilities or health problems.

If you feel that the question has no bearing on the interview or the job being applied for, you should inform the interviewer. The response should be, "I am

sorry, but I feel that such information is not necessary to evaluate my qualifications for this position." Report such questions to the Co-op Office.

Asking Questions

During the interview, you will have an opportunity to ask questions that may arise from statements that the employer will outline but should also include questions you have prepared. Questions may be written down and brought to the interview, and notes may be taken during the interview. Use a small note pad for this (not a large binder), and be discreet. Having questions prepared, either written or memorized, will usually help.

Remember that in a good interview the applicant and the employer should each do about half of the talking.

The employer usually closes the interview by asking if there are any further questions. This should be a clue to ask any final questions. Thank the employer for the interview. In most cases a handshake will be offered. Thank the employer and leave the office.

3.4.5 What to do and not to do in an interview

DO NOT:

- chew gum or smoke
- stare around the room during an interview
- shuffle around in your seat
- speak in a negative manner about past employers, schools attended, home town or anything else discussed
- appear nervous (This is a normal response but students should be aware that it leaves a negative impression.)

- answer questions with a yes or no
- interrupt to ask or answer a question
- offer information non-essential to the interview
- ask questions for the sake of asking questions
- speak too quickly or too slowly.

DO:

- show interest in the job and the employer
- speak clearly and with confidence
- ask well-thought-out questions
- portray a positive image even when discussing situations that have had a negative impact; this indicates maturity
- maintain frequent eye contact.

3.4.6 Employers' Comments on Job Interview

The following written comments are presented as feedback to help students with a weakness in the interview and to point out what employers observe.

NEGATIVE

- Appeared somewhat nervous and lacked confidence.
- Should be more talkative.
- Does not appear to be very interested.
- Abrupt style of speech.
- Concerned about having to do work not done before.
- Student did not do homework to learn about our company; I think this is essential for the interview process.
- Not very communicative; nervous.

- Very few questions, difficult to tell how interested the student was in the job.
- Needs help in structuring application and resumé.

POSITIVE

- Confident, experienced and will gain a good deal from this work term.
- All students interviewed were very pleasant. Some were nervous in the beginning but seemed to relax as time went on.
- Good interview, very mature
- Well-spoken in the interview.
- Excellent presentation.
- Expresses himself/herself well.
- Communicates well.
- Well prepared for the interview. Knowledgeable of company and position.
- Presents self well.
- Very personable.
- Honest and frank discussion.

When the interviews have been completed, the employers are asked to submit their ratings as well as feedback on how well you performed in the interview. This feedback is used to counsel students in areas where a weakness may exist. You are encouraged to seek the advice of a co-ordinator on matters related to your interviews.

3.5 Finding your own Job

Securing a work term position is ultimately **your responsibility**, and you are thus encouraged to contact employers on your own. This should be done in a manner similar to researching the employer, as described in section 3.3.4. Some points to follow are:

- Select companies that offer good experience.
- Get to know the company. Information is available through the Co-op Office, Jobs Canada website, libraries, newspapers, the web etc.
- Write a job application as described.
- Identify by phoning the company, the name of the manager, recreation specialist, or other involved personnel and address the letter to them.
- Send or hand-deliver the application with a resumé.
- Follow up in a few days with a phone call inquiring if the application was received and if the employer is interested in meeting with you.

When time does not permit this approach, another technique is to phone and attempt to speak to the individuals listed above. Should this be possible, the time permitted will only be a few minutes and during these few minutes you should get a clear message across as to who you are and what you want. This should include:

- Identifying with your name and what program and discipline enrolled in at Memorial.
- State interest in obtaining employment with this company and why. Indicate that an interview is sought and a resumé will be sent.
- Thank the employer in advance for reviewing the job application.

The Co-op Office has available, information packages and books to assist students with conducting their own job search process.

If a job is offered, notify the Co-op Office as soon as possible and submit a short job description from the employer; this must be approved by the Co-op Office.

All efforts to secure a work term job must be documented in a Job Search Journal and should include:

- companies contacted

- names of professional persons contacted
- interviews granted and results of interviews
- all material must be dated

This information must be submitted to the Co-op Office in the event that a work-term position is not obtained. The information will be used to assess your efforts and to recommend a course of action. See the Work Term Critical Dates handout which will note the due date for the Job Search Journal.

3.7 Guidelines for International Students

International students bring with them diverse backgrounds, thus enhancing the learning experience for all students.

All requirements of the co-op program apply to these students with a few additions.

- Some jobs advertised through the Co-op Office will be clearly marked "must be a Canadian citizen." These positions are advertised as such at the request of the employers. All students should check with the Co-op Office if unsure of a particular job.

- International students enrolled in co-operative education programs are eligible to work in Canada in order to fulfill work term placement requirements of their program. Information for international students who wish to participate in a co-op or internship program can be found at <http://www.mun.ca/isa/immigration/coop.php>

.
If you have specific questions regarding co-op work permits please contact Citizenship and Immigration Canada (CIC) directly.

3.8 Policy - Unplaced Students

3.8.1 Work Term Project

PREAMBLE: Students should refer to the university *Calendar*, “Regulations for the Work Term.”

Students who have been unsuccessful in securing a work term placement will, in consultation with a co-ordinator, submit a work-term project proposal. The project must receive approval by the Co-op Office as a suitable work-term activity.

The work term project will:

- provide the topic for a work report.
- provide a minimum of 280 hours work experience for the student.
- provide related professional experience or alternative experience allowing transferable skills to the profession.

Students will be graded as outlined in the university *Calendar*. See Appendix A.

Work reports will be graded by either a co-ordinator or a member of the faculty. Detailed outlines should be submitted as soon as possible, but not later than the date listed in the Critical Dates List.

The evaluation of your work performance will be based on evaluation forms completed by the project supervisor, the students' project diary and the diary of job search activity for the period between the official start date of the work term and add day. Where you have secured an approved work-term position, the employer evaluation of student performance and the monitoring co-ordinator assessment will be included in the evaluation.

3.9 Preparing For The Work Term

When the competition is complete, there are several steps that must be followed to ensure that you are prepared for the work term. If there are any questions at this

point, please seek the advice of a co-ordinator.

3.9.1 Contacting the Employer

When a co-op position has been secured through the competition, you will be notified when to contact your employer. You should discuss the following items where applicable:

- how transportation will be paid, what method to use, etc.
- time and date of arrival.
- where to go upon arrival.
- who to contact on arriving.
- any other questions that will make the first day less confusing.

3.9.2 Student Insurance

You are encouraged to obtain medical insurance before going on a work term. You may acquire "the student accident and sickness plan" available at the Memorial University of Newfoundland Student's Union, UC 2000, University Center, at a very nominal rate, or some other plan that will offer protection in the event of an illness or accident. The MUNSU plan provides protection in Canada and abroad and you should check with that office to assess the benefits of the plan.

Some employers participate in Workers' Compensation or other plans for their employees, but they are under no legal obligation to do this. You are thus encouraged to discuss medical insurance with your employer.

3.9.3. Work Placements Outside of Canada

Students considering work term placements outside of Canada must notify the HKR Co-op Office as soon as possible. Upon acceptance, students are required to meet with the Co-operative Education Services Co-ordinator to obtain required

documentation in order to proceed with their work placement outside of Canada. It is the students' responsibility to familiarize themselves with any visa/work permit requirements related to their work placement outside of Canada; the Co-operative Education Services Co-ordinator can also assist with this process. The visa/work permit process should begin immediately after job acceptance as application processing can be time-consuming. Passports are required for all international travel; if students do not have a valid passport they should begin the passport application process prior to accepting a work placement outside of Canada. International students accepting work placements outside of Canada must visit the International Student Advising office to ensure appropriate visa and health insurance is arranged for the placement.

3.9.4 Student Packages

Before going out to work, you are requested to come to the Co-op Office and pick up a placement package, which will include all of the forms and information necessary to fulfill the requirements of the work term. These forms include:

- Employer's Evaluation form
- Work Term Information
- Work Term Objectives
- Work Report Outline
- Work Report Review, to be completed by the employer
- A list of critical dates governing your work term

All of the above forms can be accessed by choosing **Documents and Forms**, from the HKR section of the Co-operative Education page on Memorial's web site.

3.9.5 Daily Diary

All students should keep a daily diary during the work terms. These diaries are fundamental to good time management and legal or personal recourse. It will also help tremendously in the preparation of the work term report. The diary should be contained in one hard-cover book for each work term. Information should include:

- meetings attended, whether formal or informal, and a short description of what was discussed.
- observations made during the day on matters connected with the job, staff or clients.
- notes on items to follow up on at a later date.
- phone calls made that had a direct bearing on the job.
- problems encountered and how they were resolved.
- any other items that may prove useful at a later date.
- all items should be dated.

A daily diary is a record that can be referred to at a later date by you or your employer. The legal community urges all professionals to record events as they pertain to employment.

3.9.6 Policy Regarding Registering for Added University or College Courses during a Work Term

Co-op students may take up to two additional courses while on work term.

Because work term assignments are full time, employers have the right to assign working hours to meet the needs of the job. You must therefore obtain **prior approval** from an employer before registering for an on campus course during a work term. If the job commitment makes it inappropriate, then the employer has the right to refuse such permission. Failure to obtain appropriate employer authorization for such courses will be noted and considered in the student

performance evaluation.

3.9.7 Work-Term Ethics

While on a work term you are considered an ambassador of Memorial and the School of Human Kinetic and Recreation. Your actions create in the mind of the employers either a positive or negative impression of the program and of co-op students in general. This impression determines whether that employer will continue to participate in the program at Memorial or to look to other universities.

On their way to becoming professionals co-op students are expected to act in a manner that will leave a positive impression, no matter what the circumstances. Some guidelines to assist in this endeavor are:

- Abide by company rules and regulations with respect to safety, work habits and work hours.
- Respect company property.
- Maintain good relations with fellow employees, management and clients even when confronted with stressful situations.
- Strive to achieve realistic goals that should be discussed with the employer early in the work term.
- Follow regulations as set out by the university regarding work term deadlines, registration, work reports and on-site interviews.
- Maintain professional behaviour at all times.

4. WORK TERM PROCEDURES

The work term requires the same level of commitment as the academic term. All work terms and academic terms must be completed in sequence, and successful completion of each work term is a prerequisite to registering for the following academic term and hence graduation.

This portion of the manual elaborates on all aspects of the work-term requirements and will provide adequate knowledge to the co-op student to deal with situations as they arise.

4.1 Objectives for the Work Term

The objectives for the work terms have been developed by the Co-op Office to provide a set of guidelines for the assessment made at the end of the term. This assessment is made on two components of the work term: your performance, and an evaluation of a technical work term report you must prepare. These guidelines have been developed for the following reasons:

- you can better assess your progress in relation to your peers.
- the employer can determine your capabilities and potential.
- the university has a method of measuring the amount of learning that occurs in the work place.

These objectives are written to reflect a progression towards becoming a professional.

4.2 The First Week on the Job

During the first week on the job, you are expected to discuss with your employer the duties, responsibilities and objectives for the work term and have the supervisor complete the first page of the "Employers Evaluation Form." You should then fill in your objectives for the work term, expressing what professional and personal goals you wish to achieve. The middle page of this evaluation, which is a carbon copy of the front page, should be taken out and sent back to the Co-op Office by the date indicated on the form entitled "Work Term Critical Dates".

By clarifying these objectives early in the term, you and your employer can better plan and derive the maximum benefits from the work term. A co-ordinator can also evaluate whether these objectives are realistic based on your academic and work experience. These objectives, and how well they are being met, should be discussed with the supervisor about midway through the term, and will be used in the final performance evaluation at the end of the work term.

4.3 The Work Report

You are required to submit a work report each work term based on the options outlined in 'Appendix B'. The report must have the approval of the employer. Joint work reports are usually not acceptable to the university.

4.3.1 Purpose

The work report is intended to illustrate the understanding and experience you have acquired during a work term. It also provides the opportunity to develop good writing, analytical and reflective skills; important elements in becoming a professional person. The report provides the forum for a critical analysis of the work term position, and to develop organizational, presentation, evaluation and prediction skills.

The report is sometimes used by the employer to maintain a record of the past term's work, and is used by the university to measure the amount of learning that has taken place.

Without the work report requirement, the work term might be "just another job" instead of the educational experience it is meant to be.

4.3.2 Work Report Outline

The work report outline must be completed and returned to the Co-of Office by the date indicated on the list of Work Term Critical Dates. During the first month of the

work term you are expected to develop enough insight into the operation of your job to identify a work report topic agreed upon by the employer. Many employers will require a report and will already have some suggestions for discussion. In some instances, you may have to rely on your own initiative to develop an appropriate topic. This topic must be related to the job or the industry in which you are employed and must be discussed with the employer. **If you do not have a suitable topic after one month, contact the Co-op Office for assistance.**

This form also provides valuable information on your location, phone numbers, etc., which is important for sending newsletters and information on registering for the next academic term. It also helps the co-ordinators arrange site interviews and follow up on any aspects of the work term. The section on the salary survey helps the Co-op Office advise employers of typical work term salaries.

4.3.3 Confidential Work Reports

Confidential reports that may not be removed from the work place for marking are not acceptable as a work report. If such a report is prepared and is designated as such by the employer, you are required to prepare another (non-confidential) report to be submitted for evaluation.

Confidential and proprietary information should not be included in the report unless permission has been received from the employer to submit a confidential report and a non-disclosure agreement is signed. This form is available from the Co-op Office, and you should determine earlier in the term if such an agreement will be requested.

If permission is obtained, each page of the report should be stamped confidential. The report will be marked by a designated co-ordinator or member of faculty and the marker will provide assurance that no other person will see the report and that no information in the report will be transmitted to any other person. Following a

review with the student, the marked report will be returned to the employer.

4.3.4 Work Report Format

Generally there are many forms of a work report that will be considered acceptable to the university. The first and most often used is the formal report that is outlined in a later section. Other forms are a work diary, a descriptive report, a portfolio, an oral and a video presentation. Some employers have their own format or style for a report. This is generally acceptable, provided you adhere to essential elements of good technical communications.

Work Diary

See section 3.11.5

Descriptive Report

A descriptive report is an accepted form of report for Work Term 1 only. It follows a similar outline format as a formal report but is more general in nature, emphasizing the writing and presentation of the students overall experience on the job rather than physical education, recreation or kinesiology analysis.

Portfolio

A portfolio is a showcase of things that you have personally created or produced throughout your work term. It's purpose is to demonstrate your skills, talents, abilities and accomplishments. Details on what should be included in a portfolio are provided in Appendix B.

Oral or Video Presentation

This type of report is reserved for the more senior students and will be approved only after a high degree of competence in writing technical reports is achieved. This type of presentation gives students an opportunity to sharpen their oral and presentation skills. For more details on this format, please check with the Co-op Office.

Formal Report

This is the format most students prefer to submit. Widely used in industry, it consists of six main sections and 13 subsections. Appendix C contains a detailed description of the requirements of a formal report.

4.3.5 Writing the Report

Before the final report can be written, there are several steps that should be followed to make this process less complicated and time consuming.

Prepare an Outline

The outline should be well developed before writing begins and should give a clear path and scope to the report. The outline should contain all major headings as well as subsections and the order in which they will be included in the report. By assessing a well written outline, it is very easy to determine the length of a report and whether that report is achievable in the four month work term.

Report Writing

The first draft of the report can be started when the outline is complete. The background material, the introduction and some of the research can be prepared

before any final analysis is complete. In most cases, the ongoing research will not produce results until the end of the work term, and this will cause a delay unless the background material has been developed and written. In some cases, results will not be available at the end of the work term and the research and background will be the only submission as the final report. **The project does not have to be complete to submit a work report.** A well written report with evidence of good research is usually sufficient for an evaluation.

Errors to avoid when writing a report:

- avoid crutch words like "however," "etc."
- inaccurate statements like "a large amount", "a huge field"; be specific: "the amount was \$128,050.90" and "a 100 yard field"
- latinized language, e.g., "commenced" for "started"
- slang words and phrases, e.g., "the water roared out"
- nonsense statements, e.g., "it is not only valuable but it has great value"
- poor spelling
- sentences with no verb
- ending sentences with a preposition, e.g., "a preposition is not a thing to end a sentence with"
- poor sentence structure
- writing in the first and second person
- not being objective, e.g., "if it were not for the director, this study would have produced results"
- using contractions, e.g., "wasn't" instead of "was not"
- lack of illustrations
- poor layout; the report should be on a 8.5 x 11 inch page with 1.5 inch border on the left side and 1 inch on the right, top and bottom.

Revising the Draft Report

Remember, your first attempt at writing will produce a draft report with less concern for spelling, sentence structure, grammar and punctuation. Now comes the time to polish the report and edit out and rewrite some of the material. Remember to be clear, concise, complete, accurate and objective. Try to imagine whether a reader with little or no knowledge of the project will be able to follow and understand the report.

When the final draft is written, give it to someone else to read and ask for criticism. If no one is available, put it away for a few days and then reread it. Often a second opinion or a final reread will help isolate areas that need revision.

The length of the final report will vary with the subject matter but as a general rule it should be not less than 15 typewritten pages excluding appendices, table of contents, diagrams and the summary. The report should reflect a substantial sample of the work that has been carried out over the work term.

Remember, the employer is under no obligation to provide you with time to write a work report during working hours.

4.4 Problems on the Job

If you encounter any serious difficulties during the work term, try and solve them in consultation with the employer. If these difficulties cannot be resolved in a short time, contact the Co-op Office for advice. Some areas where problems may arise are:

4.4.1 Labour Disputes

If you are required to join a union, do so and follow the normal course of action as laid out by that union. If a strike is called, you are expected to follow your co-workers in any strike duties as deemed necessary by the union. Contact the Co-op

Office in the event of a strike.

If a strike is called and you are not part of a union, report to work in a normal manner. If prevented from entering the workplace, leave and call the employer, advising of the situation and asking advice. Continue this course of action until the end of the strike. Again, advise the Co-op Office of the events where further instructions may be given.

In either of these situations you are not expected to endanger your personal safety.

4.4.2 Observe Employer Regulations

In the course of the work term you will be informed of, or will come in contact with, a variety of employer regulations. These are the product of experience in the operation of the particular organization, and the more you learn about the firm the more clearly you will understand the reasons for the existence of these rules and regulations. You are thus expected to follow these regulations.

4.4.3 Attitude to Fellow Workers

Some co-workers may feel tension because of the presence of university students on the job. Some may feel you are trying to take their jobs, or feel that you have been given a better chance to acquire work experience. In most cases these people have acquired their experience through technical programs as well as many years of work experience, and have gained a sound knowledge of the operation in which they work. It is your responsibility to diffuse any situation that may arise and help develop mutual respect. With the right attitude you will gain the respect of and acquire valuable knowledge from these co-workers.

4.4.4 Quitting a Job

University regulations state that if a student quits a job without permission from the Co-op Office, this will normally result in a failed work term.

4.4.5 Sickness or Injury

Students who become ill for an extended period of time or receive a serious injury are advised to contact the Co-op Office. In some cases students may be given medical exemption from the work term and are advised to obtain a doctor's letter outlining the nature of the illness or injury (refer to the university *Calendar* on this matter).

4.5 Work Term Evaluation

Each work term has an evaluation procedure in which a final mark is given for work report and performance. The marking scheme for the work term is outlined in Appendix A.

4.5.1 Deadlines

One of the responsibilities of becoming a professional, is being able to meet deadlines. All deadlines will be either published in the university *Calendar* or will be available at the Co-op Office and it is your responsibility to be aware of these dates. How you plan to meet university deadlines will be taken into account in your work performance evaluation.

Work reports submitted late may not be graded and this may lead to a failed work term.

4.5.2 On-site Interviews

During the work term most students will receive on-site interviews with either a co-

ordinator or a faculty member. During this interview you must be prepared to answer questions on your duties and responsibilities and to show some of your work to the interviewer. The work report will be discussed and you will be given an opportunity to ask questions on any aspect of the work term. The interviewer will also wish to meet with your supervisor and assess your performance to date.

The information acquired in this interview will be used to counsel you and will be used along with the employer's evaluation at the end of the work term to arrive at a performance grade.

When it is impossible to conduct an on-site interview, a telephone interview will be arranged, or you will be asked to discuss your work term immediately upon returning to the next academic term.

4.5.3 Performance Evaluation

The performance grade will be based upon the assessment of the supervisor's comments as well as that of the site interview and any other information available to the co-ordinator. The supervisor's feedback is submitted on the "Employers Evaluation" form. It is your responsibility to ensure that this form is completed and returned to the university by the date specified.

4.5.4 Work Report Evaluation

The work report will be evaluated by either a co-ordinator or a faculty member, not necessarily the person who conducted the on-site interview. Employer comments submitted on the form "Work Report Review By Employer" may also be used in the evaluation.

4.6 Exit Interview

Near the end of the work term, you should arrange with your employer to have an

exit interview. This interview should be used to:

- discuss how well the objectives set out early in the work term were met;
- have the employer fill out the "Employer Evaluation Form" and discuss it with you. This will help to point out strengths and weaknesses and areas for improvement.
- discuss job prospects for the next work term.

4.7 Promotions

The promotion from the work term to the next academic term follows a similar procedure as the promotion from the academic term to the work term. Promotion recommendations are made by the Co-op Office prior to the start of the next academic term and at this time a decision is made to grant a Pass with Distinction, a Pass, an Incomplete, or a Fail for the work term.

A Pass with Distinction (PWD) implies an exceptional performance throughout the work term. A Pass means that you may register for the next academic term. An Incomplete indicates that some information is not available to permit recommending a clear Pass; it usually means that the employer's evaluation has not been received. The student with an Incomplete is not permitted to register but is allowed to attend classes. These students are requested to contact their last employers to obtain the necessary documents to permit them to be registered for the next academic term. A Fail normally means that a student is denied promotion, required to withdraw from the School for a period of two academic terms and must repeat the work term once readmission has been granted.

4.8 Appeals

Failed students may appeal the decision by submitting a letter of appeal to the Chairperson of the School of Human Kinetics and Recreation's Committee on Undergraduate Studies (CUGS), within one month of the issue of the marks.

APPENDIX A

EVALUATION GUIDE

The following evaluation scheme is used when grading the work term;

- a) **PASS WITH DISTINCTION:** Indicates excellent performance in both the work report and work performance. The student is commended for his/her outstanding performance in each of the required components; pass with distinction has been awarded to each of the work report and work performance.

- b) **PASS:** Indicates that performance meets expectations in both the work report and work performance. The student fully meets the requirements of a passing work report and completely satisfactory work term performance.

- c) **FAIL:** Indicates failing performance in the work report and/or the work performance.

For promotion from the work term, a student must obtain PASS WITH DISTINCTION or PASS.

APPENDIX B

WORK REPORT GUIDELINES

WORK TERM 1

The communications component for work term one consists of preparing two documents which must be submitted for evaluation; additional communications requirements may be requested by the employer. The two documents to be submitted to the School of Human Kinetics and Recreation are:

1. Personal Job Diary (mandatory)
2. Choice of one from the following list:
Work Term Journal, Descriptive Report, Portfolio, Formal Report, Alternate Communications Project

These documents should be submitted or postmarked no later than the deadline of submission, determined by the Co-op Office and listed in the Work Term Package, Work Term Critical Dates sheet.

You must submit two copies of whichever type of report you choose to submit (the Work Term Journal only requires one copy) from the above list. Submit one hard copy and one copy on disk.

Personal Job Diary

A personal job diary (PJD) is an important document for any employee to maintain. Provided it is kept properly, a professional's job diary can be used to determine the time and substance of job related activities and events. In order for the job diary to be accepted as an authentic record the following guidelines should be observed:

1. It should be kept in a bound notebook rather than a loose leaf binder. This removes the possibility of losing or replacing sheets either of which would render the job diary ineffective. Choose a diary of suitable size that will cover the work term time and provide adequate space for detailed entries.
2. Entries should be recorded on a regular basis, preferably daily and must be recorded on the job. If job diary entries are made afterwards based on notes or recollection, the diary loses much of its strength as an authentic record. The requirement applies whether the work takes place in the field or office.
3. If an error is made in recording an entry in the job diary, the entry should be corrected by drawing a line through the part in error and writing the correct version immediately above it. Erasing or removing parts of the diary raises doubts about the authenticity of the content.
4. Events should be recorded as they happen including routine details, instructions, decisions, equipment, meetings, phone calls, problems, quantities, times, reminders and conditions. At the time of recording it is not known which items may turn out to be important. Therefore, straightforward, factual entries are preferred to opinion, interpretation or hearsay.

Students may perceive that events related to their own jobs are not important enough to record. Nonetheless this is the area in which they must focus. They should also remember that they are learning to keep a job diary properly. They will be asked to show

their job diary during co-operative education monitoring and are expected to keep a job diary on all of their work terms.

Certain characteristics are desirable in a job diary. These include clarity of meaning, neatness and use of drawn illustrations or freehand sketches where appropriate. Pages should be numbered in sequence. This helps establish authenticity. Cramming entries into confined spaces such as a full or part page can lead to the loss of important details and an overcrowded appearance. Take as much space as is needed and write or print legibly.

Since entries are made on a regular basis, the job diary should end and be submitted on the last official day of the work term.

Work Term Journal (Choice for Work Term I only)

The work term journal (WTJ) allows the student to reflect on and interpret job events. The WTJ should be prepared with the general learning objectives of the work term in mind. These are the development of the following:

- a confirmation of career choice;
- professional attitudes and behaviour;
- a recognition of workplace learning;
- interpersonal skills and maturity;
- an ability to work as a team member;
- an ability to be self-motivated;
- an understanding of professionalism and ethics;
- an understanding of the "broader" environment;
- an ability to manage a work related project;
- a clearer understanding of career alternatives;
- technical skills appropriate to the position.

Specific work term objectives related to the job and established in conjunction with the supervisor as well as personal objectives must also be addressed in the WTJ.

Detailed entries should be made at least on a weekly basis and should be neatly handwritten or typed. The early journal entries should focus on job content, objectives and preliminary observations. Subsequent entries should deal with job progress, realization of work term objectives, feedback from the supervisor, new assignments and any other job elements which the student would like to include. Final entries should be reflective of the overall events of the work term including workplace learning, employer feedback, how well objectives were met, your own assessment of the work term and identified needs to be met in future work terms. A typical journal should be about 10 to 15 pages long and can be bound in any acceptable fashion. The journal should not be included with the personal job diary, since they serve different purposes.

Because entries are being made on a regular basis, the journal should be concluded at the end of the last week of work and submitted to the Human Kinetics and Recreation Co-op Office (unless otherwise indicated by the Co-op Office - due to Grade submission deadlines imposed by the University, students working beyond the official final day of the work term, Journals may be requested earlier).

Descriptive Report

A descriptive report follows the same format as a formal report. The content of the report is based on the actual work performed on a daily basis. You are expected to write about your day to day duties - details surrounding events planned and executed; steps taken in the planning process; who was involved in the event(s); numbers of participants; the evaluation or reflection of the event inclusive of any final report submitted to the employer.

The format for this report includes the following:

Cover Letter
Cover Page
Title Page
Summary
Table of Contents
Introduction
Discussion
Conclusions
Recommendations
References
Bibliography (if applicable)
Appendices

The report, exclusive of Appendices and cover pages should be a minimum of 15 typewritten double spaced pages.

Portfolio

A portfolio is a showcase of things that you have personally created or produced. Its purpose is to demonstrate your skills, talents, abilities and accomplishments. It must include the following:

Cover Page

Letter of Transmittal

Table of Contents

Introductory Letter/Essay (six to eight double-spaced typed pages)

It may include such items as:

marketing material developed

sketches and drawings

samples of writing

photographs of special events planned and implemented

manuals developed

reports and publications

The portfolio content should be varied and substantial. It should be indexed and carefully organized. It may be very useful in competing for jobs for subsequent work terms.

Formal Report

The report should be typed, consist of 15-20 double spaced pages, not including appendices, and should be bound. Appendix C in this handbook covers many aspects of writing the report and there are many good reference books available either in a book store or library. The Bookstore carries a number of reference materials. You are

encouraged to select good reference book and use it throughout your undergraduate career.

Report Subject

You should identify your topic early in the term in consultation with your employer. If you are having trouble identifying a topic, call a Co-ordinator. An outline of your proposed report should be sent to the Co-op Office on the form provided. This outline should include the title, the purpose of the report and a brief description of the major topics to be covered. A tentative table of contents would also be useful. A Co-ordinator will review this outline and discuss it with you if required.

Whatever type of report is selected **IT MUST NOT BE DEEMED CONFIDENTIAL**. Refer to section 4.4.3 for more information on confidential reports.

Layout

The report should be double spaced with 1 1/2" space on the left hand side for binding and 1" space on the other three sides. The print should be of a standard size not too small or too big and refrain from using fancy print. This print is a number 12 Times New Romans font.

Alternate Communications Project

An Alternate Communications Project may be chosen in consultation with a Co-op Co-ordinator. In addition to specific submission pieces determined by the nature of the project, the submission will include a cover letter (letter of transmittal) as well as a 2-3 page summary of the project including background information and rationale for undertaking the project.

WORK TERM 2 – Work Report Options

The communications component for work term two consists of a Personal Job Diary (does not need to be submitted) and one of the following which must be submitted to the School of Human Kinetics and Recreation for evaluation:

- Industry Company Profile (ICP); a Formal Report; or an Alternate Communications Project.

Students may apply to the Co-op Office for permission to undertake an Alternate Communications Project in lieu of writing an ICP or Formal Report. This must be done in consultation with a Co-op Co-ordinator. For example, research reports or technical manuals which may benefit the employer may be considered acceptable.

Students are already familiar with the diary guidelines from work term one. Diary guidelines are available at the Co-op Office. The job diary will not be submitted but should be available for review. The words Industry and Company are used here in a broad sense and are meant to include governments, schools, not-for-profit organizations, recreation commissions, etc. It is anticipated that employers will see the preparation of this document as a useful exercise and may benefit from it. Employers should be consulted early in the process for clearance, assistance and access to information.

Industry Company Profile (ICP):

The ICP will consist of a cover letter, summary, and sections dealing with the industry in general; the company, department or agency within the industry; the student's role within the company and an appendix of supporting documentation. The entire document, exclusive of the Appendix, should be in the range of 15-20 pages typed double-spaced.

Documents submitted in the Appendix may be retained by the Co-op Office. The cover letter and summary should be prepared according to the guidelines in the co-op handbook.

The ICP is due on the date listed on the Work Term Critical Dates list, supplied by the Co-op Office. The ICP should address the following topics: General Industry Profile, Company Profile, Student's Role Within the Company and Appendices.

A. GENERAL INDUSTRY PROFILE

This section of the ICP should focus on the industry in general rather than the company. Its purpose is to provide a broad description of the industry from its origins to the present day and to discuss how the industry will evolve in the future. The report may include areas related to economic factors affecting the industry, the latest in technological advances, certification requirements for professionals in the industry, etc. Some typical questions and topics are suggested below:

History of the Industry

- Origins
- Development and Growth
- Present Day

Describe how the industry began and what were the main factors in its growth as an industry.

What market does the industry reach?

How does the industry affect the global population?

Explain how it developed into the industry that it is today.

Add anything pertinent to the growth (positive or negative) of the industry; - new inventions, new technology, etc. which brought it to present day.

Describe present day operations of the industry as a whole.

Industry Structure and Distribution

- Global
- International
- National
- Local

What is the geographic distribution of the Industry?

What resources and other factors determine its location?

What is the market share distribution?

How is the industry financed?

How is the industry regulated?

What products and/or services does the industry provide?

Future of the Industry

- Where is the Industry going
- How is it changing?

- Research and development

Comment on what the future may bring for the industry. How will new technologies affect it?

It may be appropriate to interview some people in the organization such as the Executive Director of the organization.

What research and development is ongoing in the industry? How will this affect the industry as a whole?

B. COMPANY PROFILE

This section of the ICP should focus on the specific company. In the case of a department of government, crown corporation, or agency you should focus on a significant portion of the organization. The following areas are provided as a guide but you may add or delete as required:

- a background and short history of the company or organization
- an organizational chart showing the reporting structure of the organization
- the key personnel and their technical background
- the equipment at the facility
- the financial structure (sole proprietor, partnership, incorporated company, department of government), major source of financing (personal investment, publicly traded, taxation, etc.) and business risks

- annual sales, sales strategy, future sales, annual budget, company mission and entrepreneurial spirit
- the company's market or client base (market share and scope)
- the company's commitment to product and customer quality - describe any quality programs, adherence to quality standards, effectiveness in enforcing regulatory matters
- involvement in the area of research and development, or the use of R&D by others
- overall plans for the future - product development, market expansion, extension of services offered
- issues related to worker safety and training (include any courses available or attended)
- how does the company promote itself, recruit staff and develop its human resources

C. STUDENT'S ROLE WITHIN THE COMPANY

This section of the ICP should focus on the student's role within the company. Some typical questions and topics are suggested below.

Projects:

Describe the project(s) that you were exposed to or participated in this term. Do not confine the description to your role but give the overall scope of the project(s).

Job Details, Duties and Responsibilities:

Briefly describe your job. Include such items as:

- Main purpose of your job.
- Work environment (office, workshop, field work, travel etc.). Do you work within groups or independently (age groups included)? Give examples of your working relationships.
- Certifications you had to have to be hired for the position (i.e. CPR, First Aid)
- Major activities associated with your job.
- Do you use time management or project planning techniques? (Give examples). An example may be a project planning schedule with milestones for each activity. Another example may be goal statements, work plans, target dates and progress summary.
- List equipment or any materials you are required to operate or use, and/or teach others to use while on the job.
- What level of decisions do you make with and without your supervisor? (Give examples).
- Describe any special features of your job that has not been covered above.

Job Challenge:

Reflecting on your academic background, work experience and general knowledge,

describe what special skills or special knowledge are required to perform your job. Provide examples of each.

Educational Enhancement:

Describe the opportunities available to learn new techniques, skills, applications, etc.

Outline courses or seminars offered and any other mechanism offered to you to gain knowledge.

- What specifically did you learn e.g. teaching methods, therapeutic techniques, etc.
- What are the long term influences this position could have on your career?
- How will your resume change as a result of this job?

D. APPENDICES

- Industry Documents
- Company Documents
- Year End Reports
- Current Promotional Material
- Other

These documents may be retained by the Co-op Office. Please provide for this by including an additional set or using an envelope which can be easily removed.

Formal Report

The report should be typed, 15-20 pages double spaced, not including appendices, and should be bound. Appendix C in this handbook covers many aspects of writing the report and there are many good reference books available either in a book store or library. One good reference is Diana Hacker's *A Canadian Writer's Reference*, available at the

Bookstore. You are encouraged to select good reference book and use it throughout your undergraduate career

Report Subject

You should identify your topic early in the term in consultation with your employer. If you are having trouble identifying a topic, call a Co-ordinator. An outline of your proposed report should be sent to the Co-op Office on the form provided. This outline should include the title, the purpose of the report and a brief description of the major topics to be covered. A tentative table of contents would also be useful. A Co-ordinator will review this outline and discuss it with you if required.

Whatever type of report is selected **IT MUST NOT BE DEEMED CONFIDENTIAL**. Refer to section 4.4.3 for more information on confidential reports.

Layout

The report should be double spaced with 1 1/2" space on the left hand side for binding and 1" space on the other three sides. The print should be of a standard size not too small or too big and refrain from using fancy print. This print is a number 12 Times New Romans font.

Alternate Communications Project

An Alternate Communications Project may be chosen in consultation with a Co-op Co-ordinator. The project submission will include a cover letter (letter of transmittal) as well as a 2-3 page summary of the project including background information and rationale for undertaking the project.

WORK TERM 3 – Work Report Options

The communications requirement for work term three consists of a Personal Job Diary (does not need to be submitted) and one of the following which must be submitted to the School of Human Kinetics and Recreation for evaluation:

- a Formal Report; a Presentation; or an Alternate Communications Project.

Students may apply to the Co-op Office for permission to undertake an Alternate Communications Project in lieu of a Formal Report or a Presentation. This must be done in consultation with a Co-op Co-ordinator. For example, research reports or technical manuals which may benefit the employer may be considered acceptable.

Students are already familiar with the diary guidelines from work term one. Diary guidelines are available at the Co-op Office. The job diary will not be submitted but should be available for review.

Formal Report

The report should be typed, 15-20 pages double spaced, not including appendices, and should be bound. Appendix C in this handbook covers many aspects of writing the report and there are many good reference books available either in a book store or library. You are encouraged to select good reference book and use it throughout your undergraduate career.

Report Subject

You should identify your topic early in the term in consultation with your employer. If you are having trouble identifying a topic, call a Co-ordinator. An outline of your proposed report should be sent to the Co-op Office on the form provided. This outline should

include the title, the purpose of the report and a brief description of the major topics to be covered. A tentative table of contents would also be useful. A Co-ordinator will review this outline and discuss it with you if required.

Whatever type of report is selected **IT MUST NOT BE DEEMED CONFIDENTIAL**. Refer to section 4.4.3 for more information on confidential reports.

Layout

The report should be double spaced with 1 1/2" space on the left hand side for binding and 1" space on the other three sides. The print should be of a standard size not too small or too big and refrain from using fancy print. It is recommended to use a number 12 Times New Romans font.

Oral Presentation

General

The guidelines for an oral presentation include the following: The presentation will take place on campus usually during the first or second week into the next academic term. Faculty and students will be encouraged to attend the presentations. The length of the presentation is normally 30-40 minutes with 10 minutes for questions. The evaluation will be carried out by Coordinators and Faculty attending the presentation using the criteria attached.

In addition to the presentation, students are required to submit a cover letter, 2-3 pages of summary on the project and the overheads used in the presentation.

Guidelines

There are three main reasons to give a presentation (1) to inform (2) to persuade, as with a sales presentation and (3) to entertain. You are giving a presentation to inform.

Material delivered in an oral presentation should differ from written material in its level of detail, organization and presentation. Preparing an oral presentation is different from a written technical report. Concentrate on a couple of main points and keep reminding the audience what the central theme is by relating each major section of the presentation to the theme. Avoid giving presentations on broad subjects. Narrow your presentation down to one that can offer meaningful results. It is also important that you customize your presentation to the audience and that industry related terms be fully explained as you go through your talk.

Your strategy should be: tell the audience what you are going to say, say it, and tell them what you have said. This must be done in a clear, concise and accurate manner about a subject that you may be more familiar with than your audience. Remember that the audience wants to know (1) what you have studied and why, (2) how you went about your research, (3) what you discovered and (4) the implications of your research or study.

An oral presentation should create awareness and an interest in the topic that should generate questions at the end. There are some key points to keep in mind when planning to give a presentation. They are:

Research

Remember that too much material is better than too little. You should start by assembling all of your material and selecting the most appropriate. If it is appropriate, prepare a reference list and use it during your presentation. Credibility is established by referring to supporting material such as papers, studies, statistics etc. that can back up some of your statements.

Visual aids

There are many types of visual aids that may assist you in making a good presentation. They include computers, slides, videos and photographs. Computer generated power point presentations are commonly used as they are relatively simple to create and have the following advantages:

- The presentation is controlled from the front of the room which enables the presenter to face the audience and maintain eye contact.
- The presenter can point to important items, highlight and add detail as the talk proceeds.
- Complex information can be presented in a systematic sequence through the use of a variety of techniques.

Prepare an outline

In preparing an outline, you are able to organize your thoughts into sequence that makes for a more orderly flow of ideas. An outline allows the audience to follow your train of thoughts. The key points that should be included are:

Introduction

State your name, even if you have been introduced, where you worked and your work term. Give a brief overview on the company or your department. Always assume that there may be some people in the audience who have limited knowledge of your company or project.

Central idea

Introduce your topic, its purpose and scope and what your role was in the project. Powerpoint slides or some other visual aid would be useful at this point. The key is to get the audience's attention. It is appropriate for you to use a startling statement, ask a question or use a bit of humour to start off a talk. This technique may be used throughout your presentation; the key is to be discreet.

The central idea is the minimum that the presenter would like the audience to remember.

Body

Similar to a technical report, this is the section where you discuss some of the details of your project or study. Remember to concentrate on the macro and limit the micro details of the project. Detail questions may be asked at the end of the presentation. Powerpoint should be used throughout the presentation to add clarity and detail to your talk.

The body of the presentation should deal with the main ideas and should be limited to 4 or 5. Too many and you lose any detail that you wish to present. These main ideas should show your research, design or any information to support the central theme. An slide listing the main points would be useful.

Summary & Conclusions

A good presentation always ends with conclusions and a summary detailing what you have presented and how your contribution to the project will benefit the company. A list can be presented on an overhead for the audience to follow.

Questions

Encourage the audience to ask questions. If no one asks a question, ask one of yourself; for example: "You may wonder why I chose this project"? "Well the reasons are". This usually gets results.

Cue Cards

The level of written material is dependent on the confidence that you have about your

presentation. Many speakers prepare cue cards to keep them on track. These are usually key words or short sentences. Many authors suggest that you not write out the entire presentation because you may tend to read from the written page and this becomes boring.

Practise

It is suggested that you present your talk to someone else prior to giving it formally. This will determine its final duration, allow you to fine tune the presentation and give you added confidence. Have that person sit in the back of the room and offer suggestions as to your audibility, mannerisms, posture as well as the flow of the presentation.

PRESENTATION EVALUATION

Presentations are evaluated utilizing the following criteria:

ORGANIZATION

- a. Introduction of topic
- b. Objective/Purpose stated
- c. Main points explained
- d. Internal summaries and transitions
- e. Restatement of objective/purpose
- f. Logical closure/findings/conclusion
- g. Main points summarized
- h. Positive ending

DEVELOPMENT OF TOPIC

- a. Relationship with audience established
- b. Logical development/order

- c. Effectiveness of audio-visual material
- d. Use of examples and/or data
- e. Use of other source material
- f. Sources cited
- g. Audience reaction
- h. Credibility established
- i. Attention and interest maintained
- j. Persuasiveness

TECHNICAL TREATMENT

- a. Research of topic
- b. Knowledge displayed
- c. Analytical methods
- d. Technical challenge of topic

VOCAL DELIVERY

- a. Audibility
- b. Speed
- c. Enunciation and pronunciation
- d. Vocal variety and style
- e. Appropriate language

PHYSICAL DELIVERY

- a. Appearance
- b. Mannerisms
- c. Posture
- d. Eye Contact
- e. Facial expression
- f. Use of gestures

GENERAL

- a. Appropriate topic
- b. Level of preparation
- c. Time management
- d. Handling of distractions
- e. Response to questions
- f. Enthusiasm for subject
- g. Confidence
- h. Use of audio-visual equipment
- i. Use of notes/cue cards

Alternate Communications Project

An Alternate Communications Project may be chosen in consultation with a Co-op Co-ordinator. The project submission will include a cover letter (letter of transmittal) as well as a 2-3 page summary of the project including background information and rationale for undertaking the project.

APPENDIX C

THE FORMAL REPORT¹

Reports are expected to be written in A.P.A. format. The MUN Bookstore has a number of guides for report writing available. The word 'formal' indicates that a certain formal structure is used for arranging the report. This structure distinguishes the formal report from other types. The report should be approximately 15-20 pages in length, double spaced. Formal reports usually address substantial subjects such as:

- technical aspects related to the job
- an evaluation of a process or program currently in place
- the development of new resource information
- project reports

The structure of a formal report in the order that the main sections are found is as follows:

SUMMARY
INTRODUCTION
DISCUSSION
CONCLUSIONS
RECOMMENDATIONS
APPENDICES

¹ This guide is based on "Guidelines for Report Writing" by Ron S. Blicq., Prentice-Hall Inc., 1992, pg 8,11 & 12

These six sections contain all of the information in the report but some other parts are included to assist readers in finding the information. These include the following:

Cover & Title

Letter of Transmittal

Title Page

SUMMARY

Table of Contents

List of Illustrations

Statement of Scope

Acknowledgement

INTRODUCTION

DISCUSSION

Results

CONCLUSIONS

RECOMMENDATIONS

References

Bibliography

APPENDICES

Very often these other parts of the report are combined with one of the major parts; for example, the scope and foreword may become part of the INTRODUCTION. They may also be combined with each other; for example, the table of contents and list of illustrations may be combined. Or they may be eliminated entirely; for example, acknowledgments, preface, list of illustrations, statement of scope, references and bibliography are often not included. Depending on the objectives of the writer, the complexity of the report and the needs of the reader, these parts can be included as separate items, combined with one of the major sections (or with each other) or left out entirely. They should not be included unless there is a reason for doing so. The following describes each part in the order of appearance in the report:

A FORMAL REPORT IS A REPORT WITH A FORMAL STRUCTURE.
THE ESSENTIAL PARTS ARE THE SUMMARY, INTRODUCTION
DISCUSSION, CONCLUSIONS, RECOMMENDATIONS AND APPENDICES

COVER AND TITLE

The title is an important feature of the report. It should provide a window into the subject. Telling words like evaluation, feasibility, progress, status and impact are useful in the title. It should be specific enough to give the reader a good idea of what the report will be about but not so long as to become confusing. It is acceptable to take certain grammatical liberties in a title if it improves the result. The title should be shown on the cover, which may be either plain or specially designed for the report. Use large letters to make the title readily visible.

LETTER OF TRANSMITTAL

The letter of transmittal is an integral part of the report and is bound with the report inside its cover. The letter of transmittal is addressed to the person for whom the report was prepared. It usually provides a reference to the reason the report was prepared the scope of the report and a brief digest. It may draw attention to specific aspects of interest to the intended reader. Normally, it should not exceed one page.

A letter of transmittal must accompany your work report.

A typical letter of transmittal is shown below.

Date

Your address (at work)

Dear (your co-ordinator):

During this work term (Physical Education/Recreation/Kinesiology WT02), I was employed with the Town of _____ as a Recreation Assistant with the Recreation Department. This was my second work term with the town and this time I was supervised by _____, the town's Recreation Director.

Since the town currently has a higher capital budget than normal, the Recreation Department was required to develop a new Outdoor Adventure Program. I was fortunate to work with the Director in conducting a community needs assessment, developing program options and implementing two of those programs during the work term.

The enclosed work report resulted from a request by _____, the town's Recreation Director, as a result of the new programs implemented. I was required to develop a questionnaire, distribute it to program participants and write a final report based on the feedback obtained through the questionnaires.

If there are any questions concerning this report, I would be pleased to discuss them with you.

Yours truly,

(signature)

Your Name

TITLE PAGE

The essential elements of the title page are as follows:

- the full title of the report
- the name of the organization for which the report was prepared and sometimes the person for whom the report was prepared
- the name of the originating organization and sometimes the name of the person preparing the report
- the date the report is presented or issued and any other identifying reference such as a report number

The title page should be neat and simply laid out so that the four essential elements are clearly seen. Visual appeal and dignity of appearance should also be evident.

SUMMARY

The summary is one of the most widely read parts of the report. Many readers rely on it to decide if they need to read the full report.

It is placed after the title page in a formal report but before the Table of Contents. It is the first numbered page of the report being given by the Roman numeral 'i'. The Summary gets a page to itself and if the material doesn't use up the full page it is centred to give a neat appearance. The SUMMARY must be brief, but complete; it should present the essentials of the report.

The SUMMARY provides a synopsis or digest of the report; it is often thought of as the section that can be read by a busy executive to get a good idea of what the report does.

The SUMMARY should contain the following:

- a statement of what the report is about (purpose, scope, problem, background). Begin with a statement that gets the reader's attention.
Example: Several minor accidents have occurred at our loading ramp to warehouse No. 2 in the last 6 months.
- a statement of the methodology used
- a statement of the results obtained
- a statement of the main conclusion
- a statement of the main recommendations and their costs

Although the SUMMARY is placed at the beginning of the report, it is not prepared until after the report is written. The SUMMARY must stand on its own; it is based on the report and should not give any information, conclusion or suggestion not stated in the report. The SUMMARY should not cite any references nor refer to any figures or tables. Use the present tense and the active voice to give your SUMMARY a vigorous style.

A SUMMARY STATES WHAT WAS DONE, WHY IT WAS DONE, HOW IT WAS DONE, WHAT WAS FOUND OUT, WHAT WAS CONCLUDED AND

WHAT IS BEING RECOMMENDED

TABLE OF CONTENTS

A formal report should contain a Table of Contents just after the SUMMARY as page ii of the report. The Table of Contents provides a quick guide to the contents of the report and helps the reader locate specific information quickly. The headings of each main section and subsection are listed according to the page on which they begin. Appendices are usually separated from the other contents and are designated by numbers or letters, the appropriate title or heading and the page number. If the report contains many illustrations, the 'List of Illustrations' follows the Table of Contents. Infrequent illustrations dispersed throughout the report are not listed in the Table of Contents.

STATEMENT OF SCOPE

A separate Statement of Scope is sometimes included with reports prepared by consultants for a fee. This statement outlines the limitations or scope of the report. These may be imposed by the authority requesting the report or by the person preparing it, and can be related to cost, time, depth of study, methodology, equipment and any factors to be specifically included or omitted. The scope of the report may also be given in the letter of transmittal, introduction and the summary of the report. A separate Statement of Scope should not be included unless there is a specific need for it.

ACKNOWLEDGEMENTS

A separate section for acknowledgements can be justified only if there are a great many persons or organizations to be given credit. It is used more for books and publications than for reports. Acknowledgements, if given, should be specific.

PREFACE AND FOREWORD

It is not necessary to include a preface or foreword in a formal report. These are used for books and formal publications.

INTRODUCTION

The purpose of the INTRODUCTION is to provide the reader with all the background necessary to properly read the report. It introduces the subject, describes the circumstances leading up to the decision to prepare a report on this subject and presents the reason(s) it was undertaken along with any important limitations.

There are three main components to the INTRODUCTION:

- The BACKGROUND, which describes the events leading up to the existing situation, what work has been done on the subject previously and by whom, and why the study or project is necessary.
- The PURPOSE defines what the study or project (or report) is to achieve, who authorized it and the specific terms of reference.
- The SCOPE outlines the limitations imposed on the report and states who imposed them. Cost, time, depth and extent of study methods, equipment, factors to be included or omitted, are mentioned here.

THE INTRODUCTION PROVIDES THE READER WITH THE BACKGROUND
PURPOSE AND SCOPE OF THE REPORT

DISCUSSION

This is the only main section that cannot be called by its functional name. The word DISCUSSION is never used as a single word heading; it may, however, be used as part of the heading. A title which reflects the actual subject is more appropriate.

This section may be started on a new page or continue on after the INTRODUCTION. Whatever method is chosen should be used consistently throughout.

It is important to present the information in the DISCUSSION logically. The order of subsections and the order of information within each section will determine how easily the reader will follow your writing. You must decide what your reader is most interested in knowing, what else the reader needs to know and answer any questions that may arise.

Three pitfalls must be avoided.

- Writing beyond the reader's comprehension, e.g., use of technical terms and jargon the reader may not understand.

- Writing that fails to answer the reader's questions, e.g., doesn't anticipate the reader's reaction to facts, events, questions and concepts the subject presents.

- Writing that either underestimates or overestimates the reader's knowledge of the subject, e.g., assumes the reader know either more or less about the subject than he/she really does.

All of these can be avoided if the readers are clearly identified. Will the report be read primarily by management, by specialists knowledgeable in the subject, or by non-specialists

with limited knowledge of the subject?

After this has been done it is a good practice to return to the terms of reference and jot down the points of most interest to your reader (s), arrange them logically, e.g., in order of interest, function or importance. This can then be worked into an outline of headings and subheadings that will form the backbone of the discussion.

THE DISCUSSION SECTION OF THE FORMAL REPORT DESCRIBES THE
SUBJECT, THE METHODOLOGY OR APPROACH THAT WAS USED,
THE RESULTS OBTAINED AND THE ANALYSIS OR
INTERPRETATION OF THE RESULTS

ILLUSTRATIONS

Illustrations do not form a separate part of the formal report but are used as required throughout the report. If the report uses many illustrations, it's a good idea to provide a List of Illustrations after the Table of Contents to help the reader find specific illustrations. In technical reports, illustrations often provide vital information they may be difficult to portray using writing alone. Illustrations do not replace written text; they supplement it.

The writer must decide whether to use an illustration and, if so, what type of illustration to use and where to locate it. The following guidelines apply:

- Illustrations include drawings, figures, tables, sketches, schematics, flow charts, diagrams, graphs and pictures.

- An illustration should be used if it will help the reader understand the material.

- Each illustration should be numbered sequentially and provided with an appropriate title or caption.
- The illustration should be simple, neat, clear and easily understood. Large complex illustrations such as folded drawings or charts belong in an appendix. Down-sized versions or schematics can be placed in the text.
- Illustrations mean to assist the reader in understanding the subject and must be placed as close as possible to the point of reference. The narrative at this point must refer to the illustration.
- When referring to the illustration at other points in the report, indicate the number, the illustration title, and the page number on which it occurs. For example, Figure 4, Playground Equipment Layout, page 18.
- Illustrations should not take a full page. In this way some explanatory text can be inserted either above or below the illustration on the same page.

ILLUSTRATIONS BELONG IN THE REPORT WHERE THE REFERENCE OCCURS. EACH SHOULD HAVE A NUMBER AND TITLE. THEY SHOULD BE SIMPLE, NEAT, CLEAR, USEFUL, RELEVANT AND EASILY UNDERSTOOD

CONCLUSIONS

Conclusions and recommendations are sometimes placed in the same section under the heading CONCLUSIONS AND RECOMMENDATIONS. This practice is not recommended because there is a danger that a conclusion may be taken for a recommendation or that a

recommendation may be stated loosely or weakly. Results are obtained by applying a method or approach to the problem under consideration. For example, if you conducted a survey to gain information on the success of a particular program offered and found that most of the participants would not register for this event again, you would simply report these findings as your results. These are results, not conclusions. If you apply some criteria to these results such as the time(s) the events took place, the variation in age groups in attendance, or the location of the event(s), you might conclude that by offering the program at a different time of the day may bring those participants back.

CONCLUSIONS are drawn from your results by applying the criteria or guidelines established in the DISCUSSION and the INTRODUCTION. There should be no surprises for the reader. Everything presented in the CONCLUSIONS must have been discussed in previous sections of the report. That is the function of the DISCUSSION section.

CONCLUSIONS should meet the following criteria:

- be as brief as possible with their main points drawn from the concluding paragraph or statement of each section of the discussion.
- be presented in descending order of importance.
- satisfy the requirements established in the introduction (background, purpose, scope).
- never advocate action.
- be presented clearly and accurately in a neat format, for example, in point form and numbered.

CONCLUSIONS ARE LOGICAL STATEMENTS WHICH DEPEND ON PREVIOUS SECTIONS OF THE REPORT FOR SUPPORT. THEY SHOULD BE ACCURATE, BRIEF AND CLEAR. THEY DO NOT ADVOCATE ACTION

RECOMMENDATIONS

The RECOMMENDATIONS section presents the preferred plan of action. Normally several courses of action are open, each with attendant advantages, disadvantages, costs, limitations and ramifications. These should have been previously discussed and conclusions drawn based on the criteria being applied. In the participant satisfaction survey previously referred to, you may have concluded that participants would prefer the program be offered at a different time of the day. To do this it may require that you hire another staff person, which may not be financially feasible. Therefore do you recommend a program schedule change or to cancel that particular program? The recommended plan of action is now being put forward.

RECOMMENDATIONS should meet the following criteria:

- be specific, definite and clearly stated.
- be strong and advocate action. Don't use statements beginning with 'I think....', or 'I feel....'.
- use the active voice. Don't write 'It is recommended....', instead use 'I recommend' or 'We recommend....'
- satisfy the requirements established in the INTRODUCTION.

- follow logically from the conclusions
- be presented in a logical order, e.g. importance, chronologically, functionally.

RECOMMENDATIONS PRESENT A DEFINITE PLAN OF ACTION IN CLEARLY STATED TERMS. THEY SHOULD BE STATED IN THE ACTIVE VOICE AND FOLLOW FROM THE CONCLUSIONS

LIST OF REFERENCES

A LIST OF REFERENCES should be provided if your work is based on or refers to other reports, documents, texts, presentations, discussions, etc.

As you prepare your report you use documents written by others as support for your work. All specific statements depending on one or more source documents must be referenced or 'documented'. Referring to these documents is known as 'documenting' or 'documentation'. Statements with openings such as 'It has been shown...', 'It has been demonstrated...', 'Research has shown...', 'It has been proven...', require documentation. Quotations must be attributed to their source by a specific reference and set apart from your writing by use of quotation marks (use A.P.A. format).

Also general statements summarized from source documents as well as inferences and ideas based on other's work should be documented to their source. General information that can be considered public knowledge in the field need not be documented. The requirement for precise documentation is greater for academic and scientific reports than for business and other technical reports. However, all reports should be referenced to the level that an interested reader can identify the sources and obtain them if desired. Be

aware that as website sources tend to be the least reliable of sources they should be kept to a maximum of 10%.

TECHNICAL REPORTS MUST BE DOCUMENTED. THE LIST OF REFERENCES PROVIDES DETAILS OF DOCUMENTS SPECIFICALLY REFERRED TO IN THE REPORT. THE LIST IS PREPARED IN THE SAME NUMERIC ORDER IN WHICH THE REFERENCES OCCUR

BIBLIOGRAPHY

A BIBLIOGRAPHY is usually included in a formal report. It may be thought of as an expanded reference catalogue for further reading. BIBLIOGRAPHY entries are not numbered; they appear in alphabetic order of authors' names. Generally a BIBLIOGRAPHY is used with professional journal articles, textbooks and academic theses; a LIST OF REFERENCES is used with technical and business reports. Both may be used if the report justifies it.

USE A BIBLIOGRAPHY TO PROVIDE AN ALPHABETIC LIST BY AUTHOR OR FURTHER READING OR REFERENCE MATERIAL ON THE SUBJECT OF YOUR REPORT. DO NOT NUMBER THE ENTRIES. INCLUDE YOUR REFERENCES HERE ALSO

APPENDICES

It is a mistaken notion that any piece of information or document not included in the DISCUSSION section of the report can be included in the APPENDICES. All information provided in an APPENDIX must be referred to in the report. It cannot simply be included

because the report writer has it available.

APPENDICES OR APPENDIXES (either is correct) contain large, complex drawings, source documents, test results, cost comparisons, etc. This information provides broad base support for what is said in the DISCUSSION but the report can be read intelligibly without it. The following criteria apply:

- APPENDICES appear in the order in which they are first referred to in the report
- APPENDICES are considered to be individual documents; each may be paginated separately, starting at '1'.
- Each APPENDIX is given an identifying letter, e.g. "APPENDIX A", "APPENDIX B", etc.

ALL APPENDICES MUST BE REFERRED TO IN THE REPORT. THEY CONTAIN SUPPORTING MATERIAL TOO LARGE OR EXTENSIVE TO INCLUDE IN THE OTHER REPORT SECTIONS. THEY APPEAR IN THE ORDER FIRST REFERRED TO, HAVE THEIR OWN PAGINATION AND ARE IDENTIFIED BY LETTERS

APPENDIX D

OFFICE OF CO-OPERATIVE EDUCATION POLICY ON SEXUAL HARASSMENT

Sexual harassment is a form of discrimination based on sex and is prohibited by the Newfoundland and Labrador Human Rights Commission in addition to the Canada Human Rights Act.

Sexual harassment is any sexually oriented behaviour that:

- a) negatively affects an individual's work performance or creates an intimidation, hostile or offensive environment for learning or working; or
- b) explicitly or implicitly endangers an individual's continued employment or impacts the conditions of employment or performance evaluation; or
- c) undermines an individual's dignity or self-worth

This includes unwelcome sexual advances, requests for sexual favours, unnecessary touching or petting, suggestive remarks or other verbal abuse, leering at a person's body, compromising invitations, physical assault and any other verbal or physical conduct of a sexual nature directed at an individual(s) by a person who knows or ought reasonably to know that such attention is unwanted.

The Office of Co-operative Education realizes that sexual harassment can be, at the very least, embarrassing, intimidating, and counter-productive to the concept of co-operative education. We urge any students who consider themselves to be victims of sexual harassment to contact the Sexual Harassment Advisor 864-2015 or the Sexual

Harassment Office at 864-8199 to discuss the issue and a course of action.

We also encourage you to discuss the issue with one of our co-ordinators. This will make our office aware of any such activity and may help avoid a similar situation from occurring with subsequent work term students.

ACTIONS

Because the university has no direct control over employees of companies who employ students of the co-operative programs, it cannot be responsible for a student while they are on work terms. The University is responsible, however, for taking students' concerns seriously and ensuring students have a positive work term experience. Students working within Memorial University who consider themselves to be victims of sexual harassment are covered by the university's procedure. For more information visit <http://www.mun.ca/sexualharassment/home/>.

The following is a suggested course of action available to work term students who consider themselves to be victims of sexual harassment.

- 1) Many regular employers of co-op students will have sexual harassment procedures of their own that students can use. Students are advised to contact the person responsible for the sexual harassment procedure within their place of employment.
- 2) In the absence of sexual harassment procedures, an individual working within Newfoundland and Labrador can seek action from the Human Rights Commission. In the case of students working outside the province, but within Canada, students can approach similar institutions within those provinces.

- 3) Failing a satisfactory result from (1) or (2) above, a student can take legal action.
- 4) For students who are working overseas, it is essential that you contact the Sexual Harassment Advisor at Memorial or our office as soon as possible to discuss the issue and a possible course of action.
- 5) Collect calls will be accepted at the Co-op Office any hour of the day or night because this is considered to be an urgent matter.

APPENDIX E

WORK TERM EVALUATION

The Work Term will be evaluated on the basis of the work term communications report and work term performance, as described below.

1) REPORTS

The written (or oral) Report is intended to develop the following skills:

- a) the ability to research the subject appropriately, to conduct the necessary analysis and to effectively substantiate conclusions and recommendations;
- b) the ability to summarize findings and communicate, in writing or orally, in a professional manner; and
- e) the ability to apply concepts learned in the academic environment to learning objectives in the work environment.

Report Evaluation

The Report will be evaluated by a Co-operative Education Co-ordinator or delegate. Evaluation of the report will result in one of the following classifications:

- a) *Pass With Distinction* - the report is acceptable as it stands; there is clear evidence of most of the following:
 - ◆ comprehensive knowledge of the subject matter and principles treated in the report

- ◆ high degree of originality and independence of thought
 - ◆ superior ability to organize and critically analyze ideas, and
 - ◆ outstanding ability to communicate.
- b) *Pass* - the report is acceptable as it stands, meeting expectations, with evidence of:
- ◆ substantial knowledge of the subject matter
 - ◆ moderate degree of originality and independence of thought
 - ◆ good ability to organize and analyze ideas, and
 - ◆ ability to communicate clearly and fluently.
- c) *Resubmit with Revisions²* - the written or oral report has a number of weaknesses but should meet expectations after modifications are made. The report should, as a minimum, demonstrate evidence of:
- ◆ adequate grasp of the subject matter
 - ◆ adequate ability to organize and analyze ideas, and
 - ◆ adequate ability to communicate.
- d) *Fail* - the report is totally unacceptable showing evidence of one or more of:
- ◆ inadequate knowledge of the subject matter
 - ◆ failure to complete required work
 - ◆ inability to organize and analyze ideas, and
 - ◆ inability to communicate.

²

- *When a student has been given the opportunity to resubmit the work report, the student will not be eligible for a grade of Pass with Distinction.*
- *Normally, a student will be given a one-week period in which to resubmit the work report.*
- *If the report is not revised to an acceptable standard within the specified time, a FAIL will be recommended..*

2) WORK TERM PERFORMANCE

The key ingredient to a successful work term is the student's ability or openness to learn and/or further develop work related skills. Some of these skills include organization and planning, analysis, problem solving, written and oral communications, interpersonal relationships, and leadership skills.

Within the first three weeks of the work term, the student in consultation with his/her supervisor will establish performance and personal objectives for the work term. This should also include identification of skills necessary for the student to develop in order to perform the duties and responsibilities of his/her position. The objective is that through the process, the student will acquire new skills which will be reflected in the workplace.

Performance Evaluation

The Work Term Performance will be based upon a co-ordinator's assessment of the employer's evaluation, information gathered from contact with the student, employer, and others in the workplace, and timely receipt of all work term documentation by established deadlines. The ability to plan to meet deadlines is essential to any professional. Work term performance evaluation is considered to be the "*term mark*" for the work term.

Evaluation of the work performance will result in one of the following classifications:

- a) EXCELLENT/OUTSTANDING
- b) ABOVE AVERAGE
- c) SATISFACTORY
- d) NEEDS IMPROVEMENT
- e) UNSATISFACTORY

A student receiving a grade of "Needs Improvement" will be identified for follow-up and close monitoring in subsequent work terms.

3) OVERALL WORK TERM EVALUATION

The overall evaluation of each work term will be based upon the report and work term performance and result in one of the following grades recommended:

- a) *Pass with Distinction:* Indicates *EXCELLENT* performance in **BOTH** the report and work performance. The student is commended for his/her outstanding performance in each of the required components; 'Excellent' has been awarded to each of the report and work performance and all established deadlines have been met.

- b) *Pass:* Indicates the student meets the requirements of a *PASS* in the report **AND** an *ABOVE AVERAGE* or *SATISFACTORY* work term performance, or a performance which *NEEDS IMPROVEMENT*.

- c) *Fail:* Indicates *FAIL* in either or both the report and the work performance.

All evaluation documents are due at the end of the work term as listed in the critical dates. You should make copies of these for your personal records, and mail the originals.

APPENDIX F

Occupational Health and Safety

Occupational Health and Safety is concerned with the working conditions and work process at places of employment. All persons at a workplace have a fundamental right to an environment that neither impairs their health nor imperils their safety. It is the responsibility of government, workers and employers to develop and foster awareness of health and safety matters.

The Occupational Health and Safety Act provides for specific obligations on government, employers, workers and self-employed persons, to make the workplace as free from health and safety risks, as possible.

Major points of Occupational Health and Safety Acts in each province include:

- **Duties of Principal Contractor** – The principal contractor engaged in a project shall ensure that employers, workers and self-employed persons performing work in respect of that project comply with the Act and the regulations.
- **Duties of Employer** – An employer shall ensure the health, safety and welfare of his or her workers, provide the necessary personal protective equipment, systems and tools; provide information, instruction and training; and ensure that the workers are familiar with the use of devices and equipment provided for their protection.
- **Duties of the Employee** – A worker shall take reasonable care and cooperate with the employer, to protect his or her health and safety and that of other workers in the workplace.
- **Right to Refuse Work** – A worker may refuse work if that worker has reasonable grounds to believe it is dangerous to their or any other person's health and safety. If the

worker is reassigned to other work, or has not been reassigned, the employer shall pay the worker the same wages or salary and grant the worker the same benefits the worker would have received if the worker continued to work, or until he or she is able to return to work.

- **Stop Work Order** – If the conditions of the workplace pose an immediate risk to the health and safety of workers or others near the workplace, a written order to immediately stop work will be imposed and will not be lifted until the remedial measures in the order are in place. The employer shall continue to pay the workers the wages or salary and grant to them the benefits the workers would have received if the order to stop work were not in place.

- **Occupational Health and Safety Committees/Representatives** – A workplace where 10 or more workers are employed must establish an OHS Committee of not less than two nor more than 12 persons, where at least half are representatives of the workers, to monitor the health, safety and welfare of the employees. In the workplace, where less than 10 persons are employed, a worker health and safety representative will be elected.

- **Workplace Hazardous Materials Information System (WHMIS)** – The Workplace Hazardous Materials Information System is a national system designed to ensure that all employers obtain the information that they need to inform and train their employees properly about hazardous materials used in the workplace. Established uniform requirements are in place to ensure that the hazards of materials produced, sold, imported or used in Canada are identified by suppliers and employers using standard classification criteria.

- **First Aid Regulations** – Regulations are in place governing the level of first aid required, the number of workers required to hold valid first aid certificates, and the quality of first aid kits in each workplace.

When a worker or member of the public files a complaint with respect to possible unsafe working conditions at a particular workplace, the complaint will be investigated by an Occupational Health and Safety Officer. The Branch will investigate all complaints received, whether they are anonymous or if the complainant wishes to leave their name. In any case, the name of the person registering the complaint will be kept in confidence.

Frequently Called Numbers

Occupational Health and Safety - St. John's

General Inspections and Mines729-2706
 Medical and Hygiene Services729-2644

Occupational Health and Safety - Corner Brook 637-2361

Occupational Health and Safety - Grand Falls-Windsor292-4345

Occupational Health and Safety - Wabush282-2611

Occupational Health and Safety - Clarenville466-2768

Report a Serious Accident (24 Hour Reporting Line)729-4444

Workers' Compensation Commission778-1000