

CO-OP STUDENT HANDBOOK

School of Human Kinetics and Recreation



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Welcome

In approximately eight months you will begin your first work term in Memorial's School of Human Kinetics and Recreation Co-operative Education Program. This handbook will help you prepare for the work term.

Inside you will find most of the information that you will need to understand the program as you progress from one term to the next. It includes an overview of co-operative education, plus comprehensive coverage of the job competition process and work term procedures. Also included are a series of appendices with information on résumés, cover letters and interviews.

Familiarize yourself with the contents of this handbook and ask for clarification from the Co-operative Education office on any issues you do not fully understand. This is not a substitute for Calendar regulations; students should also be aware of those sections of the university Calendar relating to work terms. You can find additional information at the Co-operative Education website – www.mun.ca/coop

Good luck and welcome to the work term component of your Co-operative degree program.

If you need assistance on work term issues please contact the HKR Co-op Office:

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1. CO-OPERATIVE EDUCATION

1.1 Purpose of Co-operative Education

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 the 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.

1.3 Benefits of Co-operative Education

All three partners in Co-operative education derive substantial benefits from the program.

1.3.1 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 a full year of employment (3 work terms completed) related to their chosen field. 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.

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.

1.3.2 Benefits to the Employer

The employer benefits from the co-operative education program in a number of 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 year round. 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.

1.3.3 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.

1.4 The Role of HKR Co-op Office

The Co-op Office is responsible for the management of the work term component of the 3 Co-operative degree programs at the School of Human Kinetics and Recreation, including:

- Promoting the co-op program to prospective employers and maintaining participation of existing employers,
- Providing career related job opportunities to students,
- Providing professional development seminars for students before they start their first work terms. These seminars cover a wide range of topics including job competition strategies, workplace ethics, work term evaluation, work report writing,
- Monitoring students during the work term,
- Giving professional feedback and guidance to students,
- Providing faculty with professional advice on employment trends, and employers' expectations of students' skills,
- 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 HKR Co-operative program has one full-time Academic Staff Member in Co-operative Education (ASM-CE) 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.

The HKR ASM-CE's 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.

2. RECRUITING ETHICS

The successful recruitment of Co-operative education students depends upon the collective activities of three parties - the interested employer, the co-op student, and the associated educational institution. All participants must adhere to Provincial and Federal legislation in their recruitment and employment practices. However, the Canadian Association for Co-operative Education supports additional guidelines, included below, concerning recruiting ethics that support the development of a mutually beneficial and fair process for all concerned. Students should review these guidelines and report violations to the HKR Co-op Office.

A. Employer Ethics

- Provide accurate job posting information, including salary and location
- Provide reasonable notice of candidates to be interviewed and of interview cancellations
- Respect an institution's schedule regarding job postings, interview arrangements, job offers, etc., and heed the Co-operative education policies and procedures of the institution
- Not discuss job offers or rankings with candidates before, during, or following an interview
- Not seek a candidate's assessment of another candidate
- Not make multiple job rankings or offers unless prepared to accept multiple candidates
- Honour all matches, and not rescind offers of employment

- Confirm all job offers in writing
- Not translate a co-op assignment into a full-time position encouraging a student to settle for less Education

B. Student Ethics

- Abide by the co-op policies of their institution
- Ensure that employers have accurate information regarding their qualifications
- Notify the co-op office, well in advance, if interviews must be rescheduled or cancelled
- Not discuss or mislead employers about their ranking or job acceptance intentions, and not provide information to employers on other students or employers
- Honour their acceptance of employment as a contractual agreement with the employer

C. Institution's Ethics

- Inform students, employers, and other interested parties of institutional policies and procedures
- Provide equal services to all students and employers
- Accommodate employers' reasonable requests for job postings, interview space, and presentation facilities
- Provide students with accurate information on all recruiting employers
- Notify the employer of any hiring limitations prior to them conducting interviews
- Notify employers of any students who, after being hired, are not academically eligible to continue in their program

3. WORK TERM EVALUATION

3.1 Overall Work Term Evaluation

The overall evaluation of the work term is the responsibility of the HKR Academic Staff Member (ASM). Evaluation of each work term will be based upon the communications component and work term performance and result in one of the following:

- a) Pass with Distinction
- b) Pass
- c) Fail

Detailed information on the evaluation of the work term can be found in Appendix B.

3.2 Performance Evaluation

The performance grade will be based on the assessment of the supervisor's comments as well as information gained at the on-site monitoring visit and any other information available to the ASM-CE. The supervisor's feedback is submitted on the "Employer Evaluation" form, provided in the placement package at the beginning of each work term. It is the students' responsibility to ensure that this form is completed and returned to the university by the date specified.

During the first 2 weeks of the work term, each student is to complete the Work Term Objectives form, WT checklist form and WT Information form and mail, fax or drop off to the HKR Co-op Office. A student must consult with the work term supervisor about the performance and professional objectives of the work term and then complete the appropriate sections in the employer evaluation form.

By clarifying these objectives early in the term, students and employers can better plan and derive the maximum benefits from the work term. An HKR ASM.CE can also evaluate whether these objectives are realistic based on a student's 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.

Detailed information on the evaluation of the communications component of the work term and be found in Appendix B.

3.3 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 HKR ASM to the Committee on Undergraduate Studies prior to the start of the next academic term, and at this time a decision is made to grant a pass with distinction, pass, an incomplete, or a fail for the work term.

A pass with distinction or pass means that the student may register for the next academic term. An incomplete indicates that some information is not available to the Committee on Undergraduate Studies to complete a promotion recommendation, such as the employer's evaluation not having been received. A student who receives an incomplete may be requested to contact the last employer to obtain the necessary documents for assigning grades to permit registration for the next academic term. A fail normally means that a student is required to repeat the work term.

3.4 Appeals

Students who receive a grade of "Fail" for a work term may appeal the decision by submitting, in writing, a letter of appeal to the Chair of the Committee on Undergraduate Studies, School of Human Kinetics and Recreation.

4. PREPARATION FOR THE JOB COMPETITION

4.1 Resume Writing

A resume is a persuasive summary of your qualifications. It is a synopsis of your educational background, employment record, extra-curricular activities, achievements and skills. A resume should be accurate, factual and concise, and should demonstrate good written and organizational abilities. The resume 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 resume is your 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 resumes; the most common include the functional and the chronological resumes. A functional resume, sometimes called the 'skills resume, emphasizes your major skills and accomplishments rather than your work history. Remember, valuable work skills come from

educational experience, volunteer work, hobbies, and 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 resume format may market you to employers more effectively.

The chronological resume is the most commonly used and therefore the best understood resume 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.

For more information on preparing your resume and sample resumes please see **Appendix C**.

4.2 Preparing the Cover Letter

The cover letter formally introduces the student to the potential employer and is the first opportunity to express a personal interest in the position. The cover letter should be well-written and should not exceed one page. 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.
- Indicate the position you are applying for.
- Highlight the particular aspects of your education, work experiences, volunteer experiences, and other activities or personal qualities which demonstrate you are a good match for the position.

Please see **Appendix D** for a sample cover letter.

4.3 Researching the Employer

Once you have decided to apply for a particular work term position you can begin the process of preparing your application and expanding your knowledge of the employer. Researching the potential employer is essential to a great performance during the preparation of the application and the interview process.

Sources of information about an employer and their work opportunities may be available online, at the place of business, through conversations with your peers, and through the Co-op Office.

The amount and quality of research carried out may impact your ability to answer questions that will arise during the interview as well as how confident you feel during the interview. The more prepared you are the more confident you will feel.

4.4 The Job Interview

The Co-op Office forwards all cover letters, résumés, and transcripts to the respective employers, who will return a list of student's names they wish to interview. In some instances employers may interview all applicants, but in most cases they will screen applicants and interview only a manageable number.

Interviews will take place on campus or at the employer's workplace. When interviews have been completed, employers are asked to submit their student rankings as well as feedback on how well students performed during the interview. The feedback from employers is used to counsel students in

areas where weaknesses may exist. If concerned, students are encouraged to seek the advice of an ASM-CE on matters related to their interviews. Rankings and job offers are batched until the matching process begins. Please see **Appendix E** for interview preparation materials.

4.5 Job Search Record/Log for Unplaced Students

Unplaced students are required to maintain a record/log of all their job search activities. This document may be requested for review during meetings with the ASM.CE. Students should include in this job search activity log the date of contact, company name, name of contact person, dates for interviews/meetings planned, and dates to follow up with contact.

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. The due date for this document will be listed on the Work Term Critical Dates handout.

4.6 Alternate Work Term Arrangements

Work term experience is an integral and mandatory component of the HKR (Co-operative) degree programs. Students are expected to obtain work term experience from paid employment in the private, public or not-for-profit sectors. However, in some circumstances, it may be difficult for all students to get paid work term positions. In these situations alternate, unpaid work term positions may be considered in charitable non-profit organizations. The HKR Co-op Office does not consider unpaid work term positions in for-profit businesses or in government departments as appropriate.

4.7 Guidelines for Alternate Work Terms

The following guidelines should be observed by students who are considering alternate work terms:

- The student's activities in the non-profit organizations should correspond to approximately 12 to 14 weeks of full-time work. Approval of the position by the HKR Co-op Office is required. A detailed plan that includes supervisor contact information, start and finish dates, number of hours per week, and a description of duties/projects, must be submitted to the Co-op Office for approval.
- Students who propose to work with non-profit organizations should discuss with their supervisor the possibility of their leaving the organization in the event of obtaining a paid position elsewhere. If no flexibility is allowed by the host organization, students are advised not to make any commitment until all options for paid employment are exhausted and the situation has been thoroughly discussed with a co-ordinator.

5. OBTAINING WORK TERMS

5.1 Work Term Placement Responsibility

Students should understand that work term placement is not guaranteed and that they are ultimately responsible for ensuring that they have obtained an approved work term. The role of the HKR Co-op Office is to develop work term opportunities and to counsel and facilitate student access to these opportunities. Students are also encouraged, in consultation with the Co-op Office, to pursue work term opportunities independently.

HKR Co-operative Education will do as much as possible to develop sufficient job opportunities for students; however, the university does not guarantee placement and securing a work term position is

ultimately each student's responsibility.

5.2 Eligibility

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

5.3 Methods of Obtaining Work Terms

There are a number of ways which students can obtain a work term. Students can be placed in a work term through the Job Competition or through having found their own work term opportunity through personal contacts. Students are encouraged to search for positions on their own and to not solely rely on the HKR Co-operative Education's job competition. In all cases, work terms must be approved by the Co-op Staff (ASM-CE).

Work term start and end dates follow the dates prescribed in the University Calendar, but can be altered with agreement of the employer and the student. As a normal length requirement, work terms must range between 12 and 16 weeks, preferably 14 to 16 weeks where possible.

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 an ASM-CE prior to being posted for students.

The jobs vary in scope, responsibility and experience required, and they cover a range of areas in recreation, sport, health, fitness and rehabilitation. They are made available through a process known as the Job Competition in which students practice real-life job competition skills.

5.4 The Job Competition

The HKR ASM-CEs actively promote the program and solicit work term positions from regular and new employers each semester. The jobs vary in scope, responsibility, qualifications and experience required, and covers private industry, not-for-profit and government sectors. They are made available through a process known as the **Job Competition** in which students have an opportunity to practice valuable job competition skills. This is the most common method by which students secure work terms; however, students are also encouraged to use other methods to obtain a work term.

The job competition for the up-coming work term begins the academic semester prior to the work placement. E-mail notifications from the Co-op Office are sent to inform students of job posting dates. Jobs are advertised through an electronic internet-based program accessible through the **My MUNLife Portal**. The job competition normally consists of two electronic job postings early in the academic semester prior to the work term.

5.5 The Job Match Process

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. It is the student's responsibility to select a time slot and sign on for the interview.

Once all the job interviews are concluded, the Co-op Office will prepare a match of all competing students with their job offers. It is especially important for students to be regularly checking their MUN email during this time.

When interviews have been completed, employers submit their rankings and sometimes also provide feedback on how well students performed in the interview. This feedback can be used to counsel students in areas where weaknesses may exist. If students are concerned, they are encouraged to seek the advice of an ASM-CE on matters related to their interviews.

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 via MUN email to pick up their work term job 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.

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.

5.6 Finding your Own Work Term Position

Students are encouraged to seek their own work term positions and are urged not to wait until the job competition. Students who take an active job search role are developing skills that will assist them in gaining employment in subsequent work terms and following graduation.

When a student obtains a position through his/her own job search, it is designated as an "own job". A student who obtains a work term position this way must seek approval of the job from the Co-op Office. Students are required to complete and submit the "Own Work Term" form for review and approval. This form is available through the Co-op Office.

Approaches to Finding your own Job

- Select, research, and make personal contact with companies that you are interested in and that are **not currently employers of HKR Co-op students**. This is to ensure that HKR Co-op employers are not being bombarded with students seeking own work terms and that all students have a level playing field when it comes to the work term competition.
- Prepare a cold contact letter – a letter of introduction to the potential employer outlining who you are and what you want, and what relevant skills and accomplishments you have that they may be interested in knowing about you.
- Identify the name of the person who oversees hiring and address the letter to them.
- Follow up in a few days, after delivering your resume and letter, with a phone call inquiring

if the application was received and if the employer is interested in meeting with you.

5.7 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-op staff member (ASM-CE) will be available to discuss the reasons and to offer suggestions for the after match process.

The After match process starts with an assessment of what jobs are left and how many students are still available. Students still unplaced are expected to contact the Co-op Office to determine the types of jobs which interest them. The Co-op staff will work to determine if any matches can be made with available positions. Before exams begin, unplaced students are requested to e-mail a copy of their resume to 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. Unplaced students are required to regularly check in with the Co-op Office and the job posting site to keep up to date on co-op opportunities. Where possible, the job competition activities will be paused until final exams are completed.

5.8 Returning To Last Employer Policy

Students who have been with an employer for a work term may secure a second or returning work term position with that same employer. Students can check with their last employer before the start of the job competition to determine if a position is available to return to. The Co-op Office will provide a deadline date for receipt of confirmation of return to last employer. Once it is determined that there is no returning student this position will now be posted in the competition. All students are eligible to apply with exception of last employed student.

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

- Would working in the same environment be beneficial to your long-term goals?
- Can the employer provide a different, more challenging job during the second work term?
- Is there potential for full-time employment after graduating?

5.9 Cancelling a Work Term Interview

Students who are scheduled for interviews are expected to present themselves at the appropriate times. If a student is unable to attend an interview for genuine reasons, he or she may be permitted to drop out of that competition. However, students are expected to display professionalism by calling the Co-op Office, ahead of time, and cancelling the interview. The student will be required to state the reason(s) for such cancellation and this will be conveyed to the employer.

Students who cancel or fail to attend interviews for other than justifiable reasons may be prohibited from participating in the rest of the work term competition. Such information is documented and kept in students' files and can influence the student's performance evaluation for the work term.

6. INTERNATIONAL STUDENTS

6.1 Guidelines for International Students

International students are admitted to the School of Human Kinetics and Recreation Co-operative Education Program at Memorial University on special educational visas. These students bring with them diverse backgrounds that enhance the learning experience for all students. All requirements of the HKR Co-operative Education Programs apply to these students with the following additions:

- a) Some positions advertised through HKR Co-operative Education may be marked "must be a Canadian citizen". These positions are advertised as such at the request of the employers. International students should check with the Co-op Office if unsure of a particular job.

- b) International students require a Co-op Work Permit to work in Canada. This permit may take from several weeks to over three months to acquire. International students should apply for this permit as soon as they have been accepted into the HKR Co-op program. International students will be required to prove they have, or have applied for their Co-op Work Permit prior to being released into MyMUNLife, and will not be permitted to work without one.

6.2 International Student Advising Office

Early in their academic terms, all international students are advised to contact the International Student Advising Office located in the Corte Real Building. Their staff can provide the necessary advice and direction in ensuring international students can legally work in Canada.

7. PREPARATION FOR THE WORK TERM

While enrolled in academic term 3, there are several steps students should follow to ensure they are prepared for the upcoming work term. ASM-CEs are available to answer questions and assist students as they prepare for the work term. The following sections provide an overview of some of the necessary preparations.

7.1 Professional Development Course: HKR 1123

As part of the HKR Co-operative Education program, all students must register for and complete course HKR-1123, normally in the Fall semester prior to the Winter job competition and the Spring work term 1. These sessions are designed to help prepare students for the job competition and work term success. The course covers resume writing, interview skills, work place ethics, work report writing and sessions to help students adjust to the work place. This course is the pre-requisite for your first work term, course number 299W, and is mandatory.

7.2 Contacting the Employer

When students have secured a work term position through the job competition, they will be notified when to contact employers. Students will be advised to contact the HKR Co-op Office to obtain employer contact information. This will enable students to make final arrangements for reporting for the work term. Items to be confirmed should include the time, date, place and to whom to report. If the work term is out-of-province or involves travel, questions concerning travel allowances, arrangements and accommodations should be discussed at this time.

7.3 Student Insurance

Students are encouraged to obtain medical insurance before going on a work term. Students may acquire the student accident and sickness plan available through MUNSU, at a nominal rate, or some other plan that will offer protection in the event of an illness or accident while on work term. The MUNSU plan provides protection both in Canada and abroad, and students should check with that office to assess the benefits of the plan.

Employers must participate in Workers' Compensation or other plans for their employees. They are under a legal obligation to do this.

7.4 Student Work Term Packages

Before leaving the campus for the work term, students must obtain a Work Term package from the HKR Co-op Office. An email notification will be sent announcing when the package is available for pick-up. This package contains documentation essential for successful completion of the work term. Included in the package are work term information forms, evaluation forms, and the list of critical work term dates. Without this information, it may be difficult or even impossible for the Co-op Office to locate students in case of emergency or for other important reasons. It is also essential for arranging ASM-CE on-site monitoring visits and following up on any aspects of the work term.

7.5 Policy Regarding Registering for Academic Courses during a Work Term

In addition to the work term, HKR Co-op students may register for up to 6 credit hours (2 courses) while on a work term. Students are advised to consult with the Academic Program Officer and the Co-op Office to assess work load implications. Students should be cautious that such courses do not interfere with work term related obligations and must, therefore, obtain prior approval from the work term 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 permission.

7.6 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 of an international work term students are required to meet with the Co-operative Education Services Co-ordinator located in the University Centre (UC) 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.

8. WHILE EMPLOYED

8.1 Daily Work Term Activity Log

All students are encouraged to keep a daily log during their work terms as a record of work events. The activity log is fundamental to good time management and legal or personal recourse. It will also help tremendously in the preparation of the work term report. The log should be contained in one book for each work term and all entries should be dated. This document is required to be submitted for review by the Co-op Office for the first work term only. Typical information to include would be:

1. Meetings, both formal or informal, with a short description of items discussed
2. Observations made during the day on matters connected with the job, staff or clients
3. Notes on items to follow-up at a later date
4. Phone calls made that had a direct bearing on the job
5. Problems encountered and how they were resolved
6. Any other items that may prove useful at a later date.

8.2 On-Site Work Term Monitoring Visits

Normally and where possible, students receive a personal on-site monitoring visit with an ASM-CE at the halfway point of the work term. If an on-site visit is not possible a phone visit will be arranged. The purpose of the monitoring visit is to assist both the student and the employer in maximizing the benefits of the work term experience. More specifically, the objectives of the visit are to:

- a) Monitor the learning that is taking place, and help students and employers to maximize the learning opportunities
- b) Discuss career plans with the student and provide advice on an as-needed basis
- c) Activate the reflective learning process for students
- d) Review prospects for the employer's continued participation in our Co-operative Program and obtain referrals to other potential employers
- e) Provide feedback from the community to faculty on the academic components of our Co-operative Programs.

The information acquired during this visit will be used to advise students if any weaknesses are observed and will be used along with the employer's evaluation at the end of the work term to arrive at a performance grade.

8.3 Observe Employer Regulations

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

8.4 Work-Term Ethics

While on a work term students are considered ambassadors of Memorial and the School of Human Kinetics and Recreation. A student's actions create, in the mind of the employer, 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.
- Strive to achieve realistic goals that should be discussed with the employer early in the work term.
- Maintain good relations with fellow employees, management and clients even when confronted with stressful situations.
- Follow regulations as set out by the university regarding work term deadlines, registration, work reports and on-site interviews.
- Maintain professional behavior at all times and respect company property.

8.5 Problems on the Job

If a student encounters a difficult situation during the work term, depending on the severity of the situation, he or she should initially try to resolve problem in consultation with the employer. If these difficulties cannot be resolved, the student should contact the HKR Co-op Office for advice. See list of possible work place problems below:

8.5.1 Labour Disputes

Union member: If a student is required to join a union, he or she should do so and follow the normal course of action as laid out by that union. If a strike is called, the student is expected to follow co-workers in any strike duties as deemed necessary by the union. Please notify the HKR Co-op Office in the event of a strike.

Non-union member: If a strike is called and a student is not part of a union, he or she should report to work in a normal manner. If a picket line or other strike action prevents the student from entering the work place, do not argue, object or react in any objectionable manner. The student should return home and inform the supervisor by telephone, advising them of the situation and asking their advice. Unless the supervisor gives specific alternative instructions, this course of action should be continued each workday until the end of the strike. Again, students should advise the HKR Co-op Office of the events where further instructions may be given.

In either of these situations, students are not expected to endanger their personal safety. Students unable to attend work are still considered to be on a work term and are expected to engage in appropriate activity that will contribute to their work term learning experience such as working on their work reports.

8.5.2 Meeting Deadlines

One of the responsibilities of becoming a professional is being able to meet deadlines. All Co-operative Education deadlines will be published in the university calendar and listed on the **Critical Dates** sheet in the work term package. The student's ability to manage meeting university deadlines will be taken into account in the work performance evaluation. Students who do not submit the work term forms may not receive a site visit and work reports submitted late may not be accepted and graded. These and this may result in a failed work term.

8.5.3 Quitting a Work Term

University regulations state that a student is not permitted to quit a work term without prior approval from the Committee of Undergraduate Studies and with the recommendation of the Co-op Office. Quitting a work term without permission normally results in a Grade of Fail for that work term.

8.5.4 Sickness or Injury

Students who become ill for an extended period of time or receive a serious injury must contact the Co-op Office as soon as possible. In some cases, students may be given a medical deferral or exemption from the work term. Students are advised to obtain and submit a doctor's letter outlining the nature of the illness or injury.

8.5.5 Sexual Harassment

Sexual harassment is a form of discrimination based on gender and is prohibited by the Newfoundland and Labrador Human Rights Act. Memorial University's policy on Sexual Harassment applies to all students of the HKR Co-op programs who are employed at Memorial University and outside of Memorial University during work terms. Sexual harassment is any sexually oriented behaviour that:

- Negatively affects an individual's work performance or creates an intimidating, hostile or offensive environment for learning or working
- Explicitly or implicitly endangers an individual's continued employment or impacts upon the conditions of employment or performance evaluation
- Undermines an individual's personal 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 by a person who knows or ought reasonably to know that such attention is unwanted.

Any student who considers themselves to be a victim of sexual harassment are to contact the HKR Co-op Office to discuss a course of action. Discussing the situation will not only provide an outlet for the student but also will make the office aware of any such activity that is taking place. In this way, the Co-op Office can rectify the current situation and avoid a similar situation from occurring with subsequent work term students.

Because the university has no control over employees of organizations who employ students of the co-operative programs, it cannot be responsible for students while they are on work terms. The following is a suggested course of action available to a work term student who has encountered sexual harassment: Many regular employers of co-op students will have sexual harassment policies/procedures of their own that students can use. Students are advised to contact the person responsible for the sexual harassment procedures within their places of employment. 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. Failing a satisfactory result from (1) or (2) above, a student can take legal action.

If working out of province or overseas, it is essential that students contact the Co-op Office as soon as possible. The Co-op Office will accept collect calls any hour of the day or night because this is considered

to be an urgent and important matter.

For more information on the MUN Sexual Harassment Policy please go to: <http://www.mun.ca/sexualharassment/home/>

8.6 Exit Interview

Near the end of the work term, students should arrange with employers to have an exit interview. This interview should be used:

1. To discuss how well the objectives set out early in the work term were met.
2. To review and discuss comments on the completed Employer Evaluation Form. This will help to point out strengths and weaknesses and areas for improvement.
3. To discuss job prospects for the next work term and potential opportunities upon graduation. Students should be clear as to whether they have an offer to return and communicate their decision to the HKR Co-op Office as soon as possible.

8.7 Email Communication

All e-mail communication with the staff of the HKR Co-op Office must be through the @mun account provided to students. This policy is for confidentiality reasons and applies to students while they are on their academic and work terms. Students are advised to regularly check their @mun account.

9. WORK TERM COMMUNICATIONS REQUIREMENTS - THE WORK REPORT

Co-op students are required to submit a work report for each work term based on the options outlined in **Appendix F**

9.1 Purpose

The work report is intended to illustrate the understanding and experiences students have acquired during a work term. It also provides the opportunity for the development of 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.

9.2 Work Report Outline

The work report outline must be completed and returned to the Co-op Office by the date indicated on the list of Work Term Critical Dates. During the first month of the work term students are expected to develop enough insight into the operation of the work term 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, the student may have to rely on their own initiative to develop an appropriate topic. This topic must be related to the job or the industry in which the student is employed and must be discussed with the employer. If the student has not found a suitable topic he/she must contact the Co-op Office for assistance.

9.3 Confidential Work Report Material

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.

If permission is obtained, each page of the report should be stamped confidential. The report will be marked by a designated ASM-CE who 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.

9.4 Work Report Formats

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 term journal, 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 the student adheres to essential elements of good technical communications.

9.4.1 Work Term Journal

The work term journal allows the student to reflect on and interpret job events. The journal 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.

9.4.2 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 during the work term. Students may describe the place of employment, programs and services provided, skills developed, learning opportunities, challenges faced, etc.

9.4.3 Portfolio

A portfolio is a showcase of things that the student has personally created or produced throughout the work term. Its purpose is to demonstrate the student's skills, talents, abilities and accomplishments. Details on what should be included in a portfolio are provided in **Appendix F**.

9.4.4 Industry Company Profile - ICP

The ICP will consist of an overview of the industry in which the student works, the company, department or agency within the industry, and the student's role within the company. See **Appendix F** for more information.

9.4.5 Oral Presentation

This type of report is reserved for the senior work term student (WT3 only) 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 see **Appendix F**.

9.4.6 Formal Report

This is the format most students prefer to submit. Students can select, in consultation with their work term supervisor and employer, a research topic that relates to some aspect of the work place. See **Appendix G** for a detailed description of the requirements for a formal report.

The length of the final report will vary with the subject matter but as a general rule it should be not less than 15 double –spaced typewritten pages of content, 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.

9.4.7 Work Report Evaluation

The work report will be evaluated by either an Academic Staff Member in Co-operative Education or a Faculty member in the program. Employer comments submitted on the form “**Work Report Review by Employer**” provided in the placement package will also be used in the evaluation. For information on the evaluation of the work term performance and work report elements please see **Appendix B**.

9.4.8 Appeals

Students who fail the work report submission may appeal the decision by submitting a letter of appeal to the Chair 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: My MUNLife

Using 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 work term 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 the following:

Upload documents:

1. Students must upload the correct documents and create application packages prior to applying to a job. Student transcripts may be automatically uploaded each semester.
2. **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.
3. 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.
4. To create an application package, students must provide a package name, and select at minimum one Cover letter and Resume from the lists provided. Other documents may be added if necessary.
5. Once a package is created, it cannot be changed. If a student wants to change one of the underlying documents they must delete the entire 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
- 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.

APPENDIX B: Work Term Evaluation

EVALUATION GUIDE

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

1. WORK 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.

The Work 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 Revisions:** 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. 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.

The Work Term Performance will be based upon an ASM.CE'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.

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 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. All evaluation documents are due as listed in the **Work Term Critical Dates** list. Students should make copies of these for own personal records.

APPENDIX C: The Resume

Categories of Information you may include in your resume:

- **Personal:** Student name; addresses - local and permanent if different; telephone numbers; Memorial e-mail address

Human rights legislation prohibits discrimination on the basis of marital status, height, weight, age, sex, religious and political belief. This information is not necessary to be included in resume.

- **Education and Training:** Include secondary and other post-secondary schools attended or courses obtained prior to attending Memorial; Include any certifications held
- **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. Work experience 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 and is considered as important as paid work experience. Perspective employers often look for the student who has volunteered. List positions, beginning with the most recent, highlighting the major skills developed and accomplishments achieved.
- **Community Involvement/Memberships:** Include memberships in societies, clubs or sporting organizations.
- **Certificates:** Include all certificates achieved; ie: coaching, 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

2015 - present **Bachelor of Kinesiology- Co-operative** (2nd year)
Memorial University of Newfoundland, St. John's, NL

- Named to Deans List for Academic achievement - 2015

2014 **Level III High School Diploma**
Gonzaga High School, St. John's, NL

- Honors Diploma
- Head of Student Council
- Athlete of the Year 2013, 2014

WORK EXPERIENCE

2015 - 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

2015 - 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

2014 - 2015
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 (2014 - present)
- **Assistant Coach** for Gonzaga Senior Boys Soccer team (2014)
- 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 (2014)

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

2016 - Present **Bachelor of Physical Education - Co-operative** (1st year)
Memorial University of Newfoundland, St. John's, NL

- Teaching concentration

2015 **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 (2014)
- Competed at National Canada Games Level in Men's Basketball in the 2016 games; served as team captain
- Received the *Advocate Award* from my high school which recognized outstanding leadership skills, academic success and athletic achievement (June 2015)

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 2014)
- 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

2016 - present	Instructor , (<i>part-time</i>) Y after School Program, St. John's, NL
2015 (summer)	Camp Counselor (<i>volunteer</i>) Grand Falls YMCA, Grand Falls, NL
2015	Sales Assistant (<i>part-time</i>) Canadian Tire, Grand Falls, NL
2014 - 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
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APPENDIX D: Sample Cover Letter

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

Sept. 8, 2016

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 cardio-vascular 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

APPENDIX E: The Job Interview

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 applicants are most suitable and whether they have sufficient interest and enthusiasm for the job. To optimize your chances for success in this process you should observe several guidelines:

Interview Preparation

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

Breaking the Ice

This part of the interview should be quite informal and usually starts with a general comment on such topics as the weather or local sports. The employer knows you may be nervous and wants to help you feel comfortable. 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.

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.

Examples of Directive questions you may be asked:

- 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?

Examples of Non-Directive questions you may be asked:

- 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 Questions:

These questions pose a hypothetical situation and ask for an analysis of a scenario. This may, as an example, 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 and how you may respond to real situations.

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; Mother tongue
- Your age; Birth place
- Religious or 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:

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. 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 50% 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. Always thank the employer for the interview. In most cases a handshake will be offered.

What to do and not to do in an interview

DO NOT

- chew gum
- 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
- allow nervousness to overpower the interview – focus on projecting a confident and calm demeanor – even through the nerves.
- 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.

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.

APPENDIX F: THE WORK 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.

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.

WORK TERM 1 – Work Report Options

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. **Daily Work Term Activity Log** (mandatory)
2. Choice of one from the following list: Work Term Journal, Descriptive Report, Portfolio, Formal Report. Alternate project ideas can be considered (ie: a technical manual, a project evaluation) should there be a need identified by the employer.

These documents should be submitted or postmarked, if a mailed package, no later than the deadline date noted on the **Work Term Critical Dates** list included in work term package.

Daily Work Term Activity Log

The daily work term activity log is an important document for any employee to maintain. Provided it is kept properly, a professional activity log can be used to determine the time and substance of job related activities and events. In order for the log to be accepted as an authentic record the following guidelines should be observed:

1. It can be kept handwritten or typed and submitted in a bound notebook or document.
2. Entries should be **recorded on a regular basis**, preferably daily and must be recorded on the job. If log entries are made afterwards based on notes or recollection, the log 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 daily log, 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 daily log 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 daily work log properly. They will be asked to show their log during co-operative education monitoring and **are expected to keep a work term log on all of their work terms**.

Certain characteristics are desirable in a work term log. 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.

The Work Term Activity Log should be submitted to the Co-op Office on the date listed in the **Work Term Critical Dates** list.

Work Term Journal (Choice for Work Term I only)

The work term journal allows the student to reflect on and interpret job events. The journal 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 journal.

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, the student's own assessment of the work term and identified needs to be met in future work terms. A typical journal should have one to two page entries per week, and can be bound in any acceptable fashion. The journal should not be included with the work term log, since they serve different purposes.

Work term journals are due on the date published in the **Work Term Critical Dates** list, and are to be submitted to the HKR Co-op Office.

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. The student is expected to write about their work term experience, covering such topics as: background information on the employer, overview of the programs and services provided by employer, overview of the student's role and day to day duties and work/projects, summary of key learning opportunities and challenges faced, and summary of the skills developed during the work term, etc. 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 the student has personally created or produced while on the work term. Its purpose is to demonstrate the student's skills, talents, abilities and accomplishments.

It must include the following:

1. Cover Page
2. Letter of Transmittal
3. Table of Contents
4. 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 G** in this handbook covers many aspects of writing the formal report and there are many good reference books available either in a book store or library. The Bookstore carries a number of reference materials. Students are encouraged to select good reference books and use it throughout your undergraduate career.

Report Subject

Students should identify a topic early in the term in consultation with the employer. If having trouble identifying a topic, call your ASM.CE for assistance. The report topic should be submitted to the Co-op Office on the form provided – **Work Term Checklist** form. Report topic selection will be discussed during site visit.

WORK TERM 2 – Work Report Options

The communications component for work term two consists of a Work Term Daily Log (**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.** Alternate project ideas can be considered (ie: a technical manual, a project evaluation) should there be a need identified by the employer.

Students are already familiar with the Work Term Daily Log guidelines outlined in work term one. Log guidelines are available in the online HKR Co-op Handbook. The log **will not be submitted** but should be available for review.

Industry Company Profile (ICP):

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.

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. 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

Formal Report

The report should be typed, 15-20 pages double spaced, not including appendices, and should be bound. **Appendix G**, 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. Students are encouraged to select a good reference book and use it throughout their undergraduate career.

Report Subject

Students should identify a topic early in the term in consultation with the employer. If having trouble identifying a topic, call your ASM.CE for assistance. The report topic should be submitted to the Co-

op Office on the form provided – **Work Term Checklist** form. Report topic selection will be discussed during site visit.

WORK TERM 3 – Work Report Options

The communications requirement for work term three consists of a Work Term Daily Log (**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. Alternate project ideas can be considered (ie: a technical manual, a project evaluation) should there be a need identified by the employer.

Students are already familiar with the Work Term Daily Log guidelines in work term one. Log guidelines are available in the HKR Co-op Handbook. The log **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 G**, 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. Students are encouraged to select a good reference book and use it throughout their undergraduate career.

Report Subject

Students should identify a topic early in the term in consultation with the employer. If having trouble identifying a topic, call your ASM.CE for assistance. The report topic should be submitted to the Co-op Office on the form provided – **Work Term Checklist** form. Report topic selection will be discussed during site visit.

Oral Presentation

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 minutes, including time for questions. The evaluation will be carried out by the ASM.CE, with feedback invited from Faculty and employer, if present.

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. Students are asked to give a presentation that will 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 the presentation down to one that can offer meaningful results. It is also

important that students customize the presentation to the audience and that industry related terms be fully explained throughout the presentation.

An effective strategy would be: to tell the audience what you are going to say, to say it, and to tell them what you have said. This must be done in a clear, concise and accurate manner about a subject that the student is more familiar with than the 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. Start by assembling all of the gathered material and select 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 the presenter with making a good presentation. They include computers, slides, videos and photographs.

Prepare an outline

In preparing an outline, students should organize ideas into a 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

Students should state their name, where worked and work term role. Give a brief overview on the company or department. Always assume that there may be some people in the audience who have limited knowledge of the employer or project.

Central idea

The central idea is the minimum that the presenter would like the audience to remember. Introduce the topic, its purpose and scope and what is the student's role in the project. The key is to get the audience's attention. It is appropriate 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.

Body

Similar to a technical report, this is the section where the presenter will discuss some of the details of the 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. The body of the presentation should deal with the main ideas and should be limited to 4 or 5. These main ideas should show the research, design or any information to support the central theme.

Summary & Conclusions

A good presentation always ends with conclusions and a summary detailing what was presented and how this project will benefit the company.

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 a student requires is dependent on the student's level of confidence. Many speakers prepare cue cards to keep them on track. These are usually key words or short sentences. Many authors suggest to 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 length, allow for the fine tuning of the presentation. 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

APPENDIX G

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

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

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

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 `I`.
- 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 I

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 J

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 Mines	729-2706
Medical and Hygiene Services	729-2644
Occupational Health and Safety - Corner Brook	637-2361
Occupational Health and Safety - Grand Falls-Windsor	292-4345
Occupational Health and Safety - Wabush	282-2611
Occupational Health and Safety - Clarendville	466-2768
Report a Serious Accident (24 Hour Reporting Line)	729-4444
Workers' Compensation Commission	778-1000