

**Appendix C  
College of Micronesia-FSM**

**COURSE OUTLINE COVER PAGE**

World of Work  
Course Title

SS 100  
Department and Number


**Course Description:** This course is designed to provide the students with an opportunity to examine work roles, jobs, and attitudes relating to the world of work.


**Course Prepared by:** Pohnpei Campus Staff State Pohnpei

	Hours per Week		No. of Week		Total Hours	=	Semester Credits
Lecture	<u>3</u>	x	<u>16</u>	x	<u>48/16</u>	=	<u>3</u>
Laboratory	<u>        </u>	x	<u>        </u>	x	<u>        </u>	=	<u>        </u>
Workshop	<u>        </u>	x	<u>        </u>	x	<u>        </u>	=	<u>        </u>
Total Semester Credits =						<u>        </u>	<u>3</u>

**Purpose of Course:** Degree Requirement           
 Degree Elective           
 Certificate           
 Other         

**Prerequisite Course(s):** ESL 089

  
**Sponsin James**  
**Signature, Chairperson, Curriculum Committee**

  
**Dr. Michael Tatum, President**  
**Signature, President, COM-FSM**

1/16/04  
**Date Approved by Committee**

1-20-04  
**Date Approved by President**

## I Course Outcomes:

### A. General

1. Students will examine and explain individual interests, abilities, attitudes, and work experience/training that will enhance their ability to obtain, maintain, and perform their chosen profession to the best of their ability.
2. Students will explore and identify a variety of occupations that will best fit their individual needs, desires and abilities in hopes that long or short lasting employment decisions are ones that will be both fulfilling and beneficial.
3. Students will compile information and be given opportunities to practically apply the process in which one searches, applies, interviews, secures, performs, changes, and terminates a job, profession or career in a manner that will not hinder their ability to seek employment elsewhere or at a later date.
4. Students will show in written exercises, group work, mock interviews, job related scenarios, and verbally how decision making processes, personal or professional, can affect their ability, positively or negatively, in obtaining, maintaining and securing employment. They will be introduced to the evaluation methods most commonly used by employers. Ways in which to set personal and profession goals that will maximize their ability to succeed in their chosen profession. They will be introduced to a variety of changes that can and will take place over the course of time in all work related fields.

### B. Specific

**I. Students will examine and explain how their individual interests, abilities, and experience/training will enhance their ability to obtain, maintain, and perform their chosen profession to the best of their ability. They will demonstrate productive work habits, attitudes, and ethics.**

Student Learning Outcomes	Suggested Assessment
I a. Given definitions, lectures, group discussions and individual seatwork students will define and describe the various reasons why people are employed.	I a. Instructor will give a variety of definitions and work-related scenarios on a written quiz: Students are expected to match the proper definitions, give an example of that definition, and given a written scenario pick from a word list a definition that best suits the scenario.
Ib Through surveys, interest testing and worksheets students will explain in writing and through class presentations what individual interests, abilities, and work experience are needed in their chosen field of interest or current employment position	Ib. Students will list their personal and professional interests and relate them in a box diagram to a specific job opportunity of their choice. Students will list their individual abilities then given a job description_label those Duties that they believe they can and cannot perform, Explaining their choices in a presentation.

1 c. Given a variety of resources in which to locate career opportunities that appeal to the student the student will list and explain all the factors that they will need to consider before choosing a field they wish to explore as a possible career choice.

1 d. The instructor will give mock applications, a variety of resume formats, and personal interviews that the students will complete to a satisfactory level depending on what field they pursue.

1 e. Using the classroom as a mock place of employment throughout the semester students will demonstrate productive work habits, attitudes, ethics.

1 c. Students will first list then organize by ranking of importance all the factors they will need to consider before choosing a field of employment. Students will write a research paper listing and explaining in detail the resources, benefits, and advancement opportunities that are offered and available within a given career. They will be expected to develop a career planning portfolio as shown in Volume I of Career Investigation, Teachers' Addition pg. 309

1 d. Students will correctly fill out a variety of job applications as a take home quiz. They will choose one resume format; correctly fill it out and save that format and information on a diskette that will be graded as an individual project. Students will set a time to have a mock interview (interview #1) with the instructor, all the factors given in lectures will be counted or deducted from their final grade in this exercise i. e., being on time for interview, answering all questions reasonably, politeness, mannerisms, etc.

1 e. Throughout the semester students will clock in and out of class as they would at most places of employment, punctuality will be noted. They will be expected to complete all given assignments, homework or otherwise, in a timely manner, dependability will be noted. When independent and group work is assigned students will complete work in an orderly studious manner, maturity and the ability to give and receive (&'aup work} constructive criticism will be noted. When students are given a task in class they are not familiar with, i.e., giving presentations, students will perform the task to the best of their ability, flexibility will be noted. When there is an activity transition in class or instructor asked for a specific piece of work, i.e., handing in papers, getting supplies, changing use of student texts, students will do so without extensive, repetitive instruction, organization will be noted.

**2. Students will explore and identify a variety of occupations that will best fit their individual needs, desires and abilities in hopes that long or short lasting employment decisions are ones that will be both fulfilling and beneficial.**

<u>Student Learning Outcomes</u>	<u>Suggested Assessment</u>
<p>2a. Through lectures, class discussions, group and individual work students will identify and distinguish between the fifteen-(15) occupational clusters.</p>	<p>2a. Students will prepare a presentation one of the fifteen-(15) occupational clusters. This presentation will include a visual display that emphasizes their chosen cluster. The written and oral portion will include a detailed description of their cluster, at least ten occupations found within the cluster, with one highlighted for further description. This description will include the fields' minimum requirement for employment, job opens in the immediate area or areas in which the student would travel to obtain employment, safety and regulations commonly practiced, benefits, advancement opportunities, and any other pertinent information the student would like to include.</p>
<p>2b. Students will be instructed on and display their understanding and knowledge of different methods to gather information and use resources " <u>available</u> to them to locate and secure employment.</p>	<p>2b. Students will list and explain in writing the resources available in their local area that can assist them in locating employment. They will go a job search for a specific occupation on the internet. They will explain the process in which one takes to use the resources of the unemployment office (or equivalent) in their area. Students will demonstrate how to use a news paper to find employment in the wanted ads. Students will follow up on one mock job opening and the instructor will pass in the classroom, calling in, asking specific information about the position, wages, retrieving an application, <u>etc.</u></p>
<p>2c. Students will prepare an individual occupational project (IOP) that will test their knowledge and level of understanding of all they have learned in class up to this point and present this project to the class.</p>	<p>2c. Students will construct an IOP that will contain the occupation cluster in which a specific job they will be reporting on can be found. Name and explain the occupation in full. Give detailed descriptions of location, number of coworkers, supervisory needs or expectations, safety and hazard conditions, benefits, wages, advancement opportunities, goals, reason for choosing the field, how job was located, obtained, interview questions asked (8 minimum), transportation and personal costs, <u>money management, etc.</u></p>

**3. Students will compile information and be given opportunities to practically apply the process in which one searches, applies, interviews, secures, performs, changes, and terminates a job, profession or career in ways that will not hinder their ability to seek employment elsewhere or at a later date.**

<u>Student Learning Outcomes</u>	<u>Suggested Assessment</u>
<p>3a. Students will use the computer lab and do a variety of job searches on the internet. The instructor will give three separate clusters that will be explored and the student will choose one occupation from each cluster to investigate thoroughly.</p>	<p>Given three occupation clusters the student will do a job search on the internet and local and report on one occupation from each cluster (3). The report will include the number of job ' openings in at least three different regions, i.e., United States(Guam, Hawaii), other areas of Micronesia than that which they live presently, and one region of student choice}. Ways to contact personal offices, time needed to apply, and students will make plans to emigrate and the cost that will be incurred by that relocation i.e., transportation, cast of living monthly compared to the wages they <u>will earn</u>.</p>
<p>3b. Students will gather and submit three letters of recommendation from classmates. Proper format will be checked and letters will be revised by students and returned to submitters for approval and signature.</p>	<p>3b. Students will revise letters of recommendation to fit the specific needs and of the employment sought (note: vocational and professional letters will vary widely). The letters will be checked for proper grammatical structure, spelling, and business letter format. Changes will be made by the student and giving back to submitters <u>for approval and signature</u>.</p>
<p>3c. The instructor will give overhead transparencies on a variety of resume formats and explain how each should be drawn up correctly. Students will pick the format that best fit their individual employment needs and prepare and submit the resume first to a peer for revision comments, re-due and turn into instructor for revision. A third draft will be submitted if errors or confusion arise.</p>	<p>3c. Given one resume format the student will draw up a complete resume that suits the occupation for which it is intended. This occupation is of students' choice, if one is not decided on the instructor may assign one. The resume will follow the correct format, be written <u>grammatically correct with no Welling errors</u>. Work experience, training and educational levels will be filled out <u>honestly</u> to the best of their knowledge. Letters of recommendation may be included if appropriate. The final draft will be submitted in a clear plastic folder which will be turned in a presentable <u>condition</u>.</p>
<p>3d. Students will be given two copies of an identical job application. Students take 15 minutes to fill out an application in class and turn</p>	<p>3d. Students will compare the two applications and have a group discussion on the differences in the two applications. They will list what they feel</p>

<p>in it. The other will be assigned as homework due three days later. Students will recognize the difference between filling out an application at a personnel office where the environment can be pressuring and uncomfortable vs.- taking one home and working on <u>it at a leisurely pace ensuring all the pertinent information is correct and organized.</u></p>	<p>are the reasons for discrepancies in two similar application. These differences will be gathered, compiled and listed on the board by the I instructor. Students will write a brief reflection summary on the differences between the two applications.</p>
<p>3e. Students will show their understanding and abilities to successfully pass an initial job interview set up by the instructor. Students will have the opportunity to be both applicant and employer conducting the interview.</p>	<p>3e. Students will be given a list of twenty possible questions that the potential employer may as at the mock interview #2. Students will be asked seven of these questions and will be expected to answer all thoroughly. They will be required to ask five questions to the interviewer that relate directly to the job, <u>no personal questions</u> will be asked to the employer/interviewer. Each student will have the opportunity to be the applicant and potential employer. The will prepare the proper amount of questions for each scenario. This exercise will assume that the initial written application and/or resume has been previously approval by employer and no questions from either will be asked during interview.</p>
<p>3f. Students will show their knowledge, understanding, and ability to terminate employment under circumstances that will either hinder future employment opportunities or perhaps regain employment from their previous job in the future.</p>	<p>3f. Giving a variety of pleasant and unpleasant scenarios the student will write employment termination letters that are worded so as they do not offend or cause resentment from the employer they are leaving. They will be writing in a professional manner laying out the reasons for their decision, thanking the employer far the opportunity to work there, what they gained from their work and supervision, and asking if during their next employment venture if they could use the employer for as a positive recommendation /reference in the future. No ill will or negative professional/personal feelings will be acceptable in the letter even if they have a legitimate reason for putting such. Students will be given one scenario as to why they are leaving a job, negative or positive. They will approach the employer(instructor)</p>

	<p>and verbally state why they are planning to terminate their employment, thank the employer for the opportunity to work there, and ask id during their next employment venture if they could have a positive recommendation/ reference. The employment termination meeting <u>must</u> have a neutral or positive ending.</p>
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4. Students will show in written exercises, group work, mock job related scenarios, and verbally how decision making processes, personal or professional, that can affect their ability, positively or negatively, in obtaining, maintaining and securing employment. They will be introduced to the evaluation methods most commonly used by employers. Ways in which to set personal and profession goals that will maximize their ability to succeed in their chosen profession. They will be introduced to a variety of changes that can and will take place over the course of time in any work-related field.

<p>4a. The instructor will provide students with a variety of scenarios that deal with work related decision making (ranging from beneficial to reasons for termination) that the students will face in a practical setting. Students will be given multiple choice solutions and will provide their own solutions to each scenario. They will make their choices then explain verbally all the outcomes that can possible arise from their decisions. Students will role play in class a given work environment with these decisions visual apparent.</p>	<p>4a. Students will provide the most realistic and proper solution to each decision making scenario. They will not be allowed to use resources not immediately available to them. They will choose the most appropriate solution on a handout(s), explain consequences both positive and negative that can arise from their choices. They will describe short and long term consequences that may result from their choices. They will verbally justify their decisions to an appointed supervise and note his/her constructive criticism or praise. Students while role playing will locate a work related <u>problem</u> and be expect to provide a reasonable solution without any previous knowledge or preparation to this situation. This solution either correct or incorrect will be discussed in class</p>
<p>4b. Students will show their understanding of how to appear and behave during follow-up (second) interview assuming the employment application is with the interviewer at that time.</p>	<p>4b. Students will enter class five at a time at preset times in apparel they would if they were ' going to a second/follow-up interview. The students are all applying for the same position I (one that the instructor will determine). Names will be picked a random and interviewed. The students will be asked a variety of questions <u>none</u> of which they will have previous knowledge or preparation for. They will be expected to answer all questions (six ) in a professional manner. They will ask three questions in return, during or after</p>

	<p>interview(during preferred), and exit the I interview in a professional manner whether they are offered, denied, or uncertain they have the position<u>.</u></p>
<p>4c. Given a multiple choice work scenario essay students will read their essay and label the choices they find most appropriate when confronted by them</p>	<p>4c. Students will be given a work scenario essay with a ten-decision making, multiple-choice questions to pick from. Choices will be a mixture of personal and professional decisions both of which will affect the work place. They will make their choice, explain why they choose as they did, and give at least four consequences their decision will cause (long or short term/positive or negative).</p> <p>85%-100%=job advancement  76%-84%= salary increase  70%-75%= holiday bonus  65%-69%= no change  60%-64%=written reprimand  60%-below=termination</p>
<p>4d. Instructor will pose a variety of realistic, verbal and written changes that will occur over a period of time during ones employment in any occupation cluster. After group discussion students will write in short essay answer format, how they will deal with these changes to ensure their work environment will remain comfortable and their employment secure.</p>	<p>4d. Students will answer questions in short essay format addressing all areas of the posed scenario. Example:  A new supervisor has been hired at your place of employment because production levels had dropped dramatically last year. He believes the employees are the problem and has in mind to terminate them and has fired two of your friends already that you know were competent at their positions. He fired them for small errors anyone can make from time to time but it was reason enough for the owners of the company who are worried they will loose more money. What will you do to make sure your job will remain secure and you do not always have to worry about being fired?  he students will answer questions that relate to disagreements with a co-worker that is interfering with job performance, two friends trying to promote to the same position where there is only one opening available, equipment that is faulty and needs replacing (safety) but management does not want to use funds to replace because it still works, being assigned a two person job that has a deadline that you know you can not</p>



	<p>meet, how to deal with a new hire that has been promoted over you but has less time on the job, the payroll has n punctual but recently late by one, two, sometimes even three days; your personal transportation has become unreliable, you need a mall raise because cost of living increase because management does not give them out, etc.</p>
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<p>4e. Students will list all the "wants" and "needs" they wish to fulfill through gainful employment. They will prioritize this into a list by ranking their order of importance. They will give ways in which to meet their set goals. They will modify this list for the remaining of the semester.</p>	<p>4e. Students will express all the reasons they are seeking employment regardless of occupation. The will list by rank order there importance. In short essay format they will ask themselves "how to I reach the goal of fulfilling this reason for working" and come up with as many answers as possible. They will select the best, most reasonable answer and label this a set goal in which they will try to meet. They will keep this list of goals and ways to achieve them through out the remaining semester and modify it as they see need to. All modification will be looked over by instructor. The instructor will periodically collect these lists to ensure they are not being modified without input.</p>
<p>4f. Given a standard employment evaluation form students will show their understanding and knowledge of each item evaluated by accurately and honestly, to the best of their ability, filling out and receiving them through the semester.</p>	<p>4f. Students will administer l receive employment evaluations to/from assigned classmates throughout semester. These evaluations will cover a four-week period and students will be evaluating all the points from l e, while noting other points they feel are relevant to the on-going evaluation forms they receive from the instructor.</p>

**II. Text and Materials**

Kimbrell & Vinyard Entering the World of Work Glencoe/McGraw-Hill, New York, New York 1989.

**III. Reference Materials**

Teddlie, Barnes, Hillman, Smith Career Investigation Second Edition KSC Educational Materials; Inc., Carrollton, Texas 1996

#### **IV. Methods of Instruction**

Lecture and class discussion  
Required reading assignments  
Group and independent work,  
Guest speakers (time permitting)  
Field trips (time permitting)  
Presentations which will be accompanied by and AV method  
Multimedia  
A variety of mock employment related scenarios (roll playing)

#### **IV. Course Content**

##### **Unit One: Self-Awareness**

- Reasons Why People Work
- Attitudes
- Interests
- Abilities
- Work Values

##### **Unit Two: Occupational Cluster**

- Introduction to the Fifteen (15) Occupational Clusters
- Located and Utilizing Employment Resources
- Individual Occupational Project

##### **Unit Three: Securing and Changing Employment**

- Job Search
- Letters of Recommendation
- Resumes
- Job Applications
- Initial Job Interviews
- Termination of Employment

##### **Unit Four: Steps to Success**

- Decision Making and Consequences
- Follow-up Interviews
- Changes in the Work Place Goal Setting
- Employment Evaluation

#### **V. INSTRUCTIONAL COSTS**

When the classroom is set-up to resemble a place of employment, students will be given the opportunity to exchange mock payroll checks for items (not to exceed \$5.00) displayed at an auction held each quarter (4 weeks) during the semester. Items will vary in cost depending on the total mock payroll amount of the individual student. Instruction cost will depend on enrollment.

## **VI. EVALUATION**

Percentage and letter grades will constitute homework assignments, presentations, research papers, lesson quizzes, unit tests, a midterm accumulative exam, and a final accumulative exam. When borderline cases present themselves the instructor may take into account class participation and exceptional attendance if deemed appropriate.

100% - 90% = A

89% - 80% = B

79% - 70% = C

69%-60%=D

59% and below = F

## **VII. ATTENDANCE POLICY**

The students attendance in this class will strictly adhere to the College of Micronesia Pohnpei Campus attendance policy.