

# Rationale: Job Search 101

## Introduction

For the past few years there have been a significant increase in the number of adults not being able to obtain jobs. This is not for lack of trying. Many adults every day send out hundreds of resumes only to never receive a call for an interview or even that their resume was received. On the flip side, there are also adults that even when the economy is poor continue to receive job offers. Why is it that some adults cannot get interviews while others reap multiple offers? The secret lies within *targeting your skills and focusing on what the job requirements are asking for*.

**This course will be conducted over three days, from 9:30 to 4:30 and will be exactly 20 hours.**

Using the approach based on Bloom's Taxonomy and Performance Based Instruction, learners will be given various tasks to complete (challenge), group work (collaboration), and homework assignments (self-reflection/assessment). These instructional strategies will be both **evaluative and experiential** so as to **fully integrate** the student in the learning instruction.

## Student Profiles

This course has been designed for adults that are of any ethnicity, gender, and job experience level. The students ages range from mid twenties to fifty plus, have grade 10 level writing skills and can operate a computer with ease. Learning styles can be varied (enthusiastic, imaginative, logical and practical) and all students should be prepared to work collaboratively with one another.

This course has been built using the principles of Adult Learning (not inclusive), they are: (adapted from Goodlad, 2008 and Little, n.d)

1. Learner **Autonomy** and **self directed**,
  - a. Adults like to take charge of our own learning
  - b. Need to be able to reflect, analysis and evaluate our learning
  - c. Commitment to self-management
2. Promote **positive self-esteem**,
  - a. Quick wins and low-risk activities
  - b. Build individual success incrementally
  - c. Guided practice and routines
3. Fit into their **existing knowledge** (practical),
  - a. Ask for their prior experiences
  - b. Ask for input
  - c. Ask what they would like to know about the topic
  - d. Build a flexible course outline so you can easily shift to address needs
  - e. Suggest support and implementation after the course
4. **Goal-oriented**,
  - a. Problem-based learning
  - b. Course is organized and has clearly defined tasks
5. **Respectful**,
  - a. Acknowledge the wealth of experience brought

- b. Treated as equals not lesser participants
- c. Safe environment

This course is not intended for learners that have severe learning disabilities. Should a student have difficulty with the writing requirement and/or limited to no computer skills, a remedial course should be taken prior to attending.

## Taxonomy, Purpose of Objectives and Curriculum Orientation

### Taxonomy

Bloom's Taxonomy is a classification system based on three domains, namely affective, cognitive and psychomotor. The domain being used for this course is **cognitive** and it is made up of **three lower levels** which are (1) knowledge; (2) comprehension; and (3) application and **three higher levels** which are (4) analysis; (5) syntheses; and (6) evaluation" (2007, Reiser & Dempsey). Together these six levels are important as they help move the learner through various stages starting from the lower level and building up to higher levels of thinking.

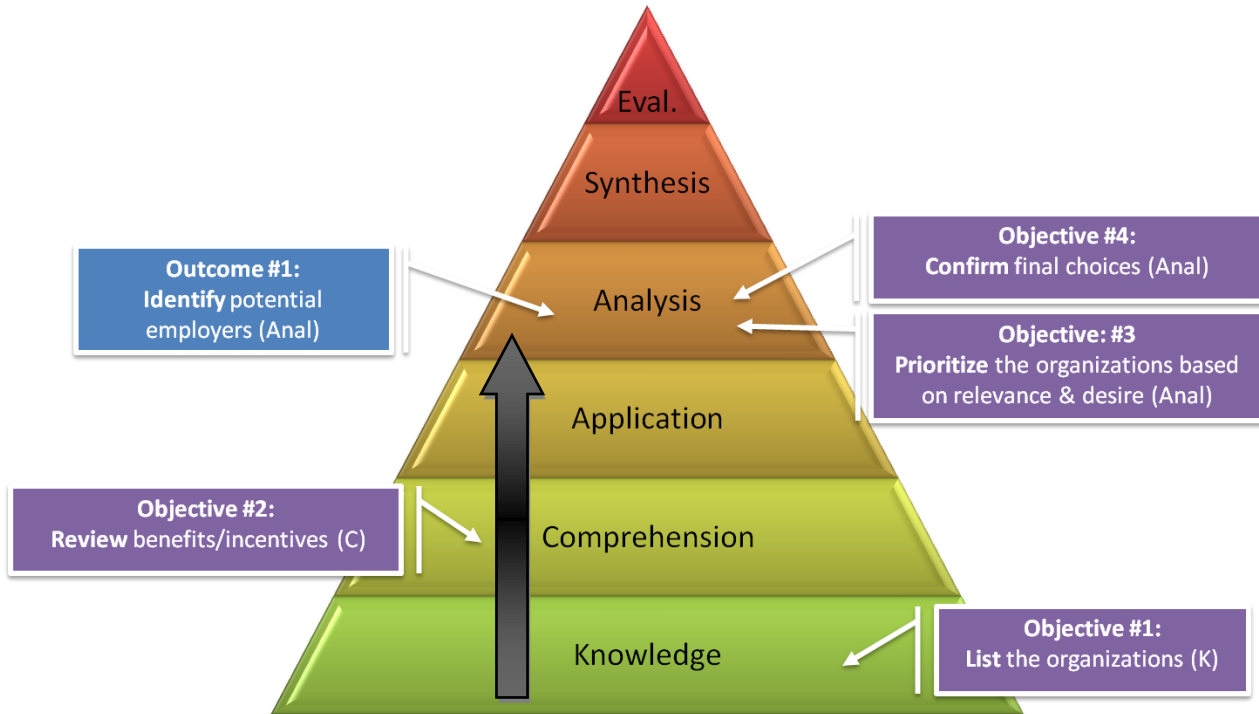
The advantage of using Bloom's taxonomy is that it allows instructors to verify and assess the learner's achievements as they work towards their final outcome. It also gives the learner the opportunity to achieve their learning goals in small incremental steps. Once the learner has obtained the fundamental level of **Knowledge** and **Comprehension** their ability to work up through the other levels becomes less **task driven** and more **in-depth learning** (Andrews, J. (1982).

Let's define what each level means.

1. **Knowledge** is the ability to recall or recognize information.
2. **Comprehension** is the ability to translate, comprehends, or interprets information based on prior learning
3. **Application** is the ability to use or apply knowledge, put theory into practice, and/or use knowledge in response to real circumstances,
4. **Analysis** is the ability to develop new unique structures, systems, models, approaches, ideas; creative thinking, and/or operations,
5. **Synthesis** is the ability to develop new unique structures, systems, models, approaches, ideas; creative thinking, operations, and
6. **Evaluation** is the ability to assess effectiveness of whole concepts, in relation to values, outputs, efficacy, viability; critical thinking, strategic comparison and review; judgement relating to external criteria. ([Bloom's Taxonomy](#), Allyn & Bacon, 2006)

## Purpose of Objectives

The example below illustrates **my first learning outcome and objectives**.



Learning Outcome #1 is to *identify potential employers*. The term “identify” is an Analysis level task (which is above application) and the objectives for this outcome are made at either the same level or lower. The objectives in order and with corresponding levels are:

- **List** the organizations – is a **Knowledge** level task
- **Prioritize** the organizations based on relevance and desire – is a **Comprehension** level task
- **Review** benefits / incentives – is a **Analysis** level task
- **Confirm** final choices – is a **Analysis** level task

As you can see, each objective works up towards the outcome and must be completed before reaching the end learning instruction. Outcomes #2 through #3 have also been built to reflect this model.

## Curriculum Orientation and Performance Based Instruction

According to Miller and Seller (1990), Curriculum: Perspectives and Practice there are three curriculum orientations:

1. **Transmission** is designed to transmit facts, skills and values to students
2. **Transaction** is designed to create a dialogue between the students

3. **Transformation** is more open ended and focuses on personal and social change

This section is a combination of **both the orientations** and **Performance Based Instruction** for each of my course outcomes.

#### **Outcome #1 Identify potential employers (transaction/transformation)**

In order to **identify potential employer's** students will be asked to **brainstorm** aloud within their groups and **create a list** of organizations to work for. They will then (on their own) use the **Internet** to search, find and print off benefit packages, and finally (within the group) have a **peer to peer** discussion as they narrow their choices.

The **transaction** between the curriculum and the student will happen when the student begins to create their list, search for organizations and begin to narrow down and choose the top organizations.

The **transformation** between the curriculum and student may begin to happen when the discussion commences and they are able to voice and receive other opinions.

#### **Outcome #2 Assess your resume (transmission/transaction/transformation)**

In order to **assess their resume** they will initially listen to the instructor as s/he explains the various parts of a job description and which specific key words to watch out for. They will then be asked to use the **Internet** to search, find and print off a job description that interests them and begin highlighting various key words. They will then (on their own) **construct** their resume to reflect the job description and finally regroup to **discuss** the changes that they made to their resume.

The students will also be given a **homework project** and a link to a video on how to create cover letters. The cover letter should be updated to reflect the key words in their job description.

The homework project will consist of watching a video that explains the various sections to include in a cover letter and the actual creation of the cover letter based on the job description's key words that they used to update their resume. The **cover letter/resume should be sent in one week after the class** has finished.

The **transmission** between the curriculum and the student will happen when the instructor explains the course outcome and objectives for the day. This transmission should take up a good part of the morning when the students arrive.

The **transaction** between the curriculum and the student will happen when the student begins to search for job descriptions, highlight various key words and finally start creating/revising their resume.

The **transformation** between the curriculum and student may begin to happen when they regroup and discuss their updated resume and after they watch the video on how to create cover letters.

#### **Outcome #3 Prepare for the interview (transmission/transaction/transformation)**

In order to **prepare for the interview** they be asked to **brainstorm** aloud within their groups and create a list of common interview questions. They will then (on their own) write a situation, action

and response (**STAR**) based on the questions and pair up to conduct a **mock interview**. After they have conducted the mock interview they will hear the **feedback** and modify STAR responses as necessary.

The **transmission** between the curriculum and the student will happen when the group starts brainstorming aloud their questions and discussion around why they choose these questions ensue. The instructor will be walking around listening and offering advice to each group.

The **transaction** between the curriculum and the student will happen when the student creates their responses for the mock interview, conducts the mock interview with their peer and modifies their responses. In addition, if time permits and the polling question is asked, then students will be able to engage with the iclicker or online polling tool.

The **transformation** between the curriculum and student may begin to happen either during or after the mock interview is conducted and when they see the results of their homework assignment. The cover letter and resume will be marked after the course has been finished.

## Topical Outline

| Unit | Course Outcomes              | %   | Learning Objectives  | Evaluation/Assignments  |
|------|------------------------------|-----|--|---|
| 1    | Identify potential employers | 10% | <b>List</b> the organizations<br><b>Prioritize</b> the organizations based on relevance and desire<br><b>Review</b> benefits / incentives<br><b>Confirm</b> final choices                            | <b>Brainstorm</b> various organizations<br><b>Internet Use</b> search on four (4) companies, find and print off benefits<br><b>Peer to peer</b> discussion to narrow choice   |
| 2    | Assess your resume           | 15% | <b>Study</b> the various parts of a job description<br><b>Review</b> your current resume (work experience, skills, education)<br><b>Improve</b> your resume<br><b>Critique</b> a resume (group work) | <b>Internet Use</b> search and print off a job description, highlight key words<br><b>Construct</b> resume to reflect job description<br><b>Peer to peer discussion</b> on Resume<br><b>Homework Project:</b> cover letter + video                  |
| 3    | Prepare for the Interview    | 25% | <b>List common</b> interview questions<br><b>Formulate responses</b> using STAR<br><b>Conduct</b> a mock interview<br><b>Recommend</b> interview feedback  | <b>Brainstorm</b> common interview questions<br><b>Self Reflection</b> Write three (3) personal questions (by yourself)<br><b>Mock interview</b> asking 2 questions for each person<br><b>Peer to peer</b> responses for feedback on mock interview |
| 4    | Homework Assignment          | 50% | <b>Construct</b> both cover letter and resume  | <b>Homework Project:</b> due one week later   |

## Evaluation & Grading

### Performance Standards

Each group will receive a folder with evaluation forms and questionnaires that each group member will need to complete. There will be 5 minutes allotted at the end of the class to complete this task. The self-evaluation is to be completed at the end the course by all participants. The sheets will be included in the folder and returned back to the instructor.

The questions are:

1. Did you find this exercise useful?
2. Did you find that you enough time to complete the tasks?
3. Additional suggestions/comments.

According to Cranton (2000), it is appropriate for a **questionnaire** that asks for comments/anecdotal remarks to be given when the outcome is within the Analysis level. The questionnaire is a formative evaluation.

#### **Outcome #1 – Identify potential employers (Anal)**

##### **Evaluation tool: picture**

In groups of 5 draw a picture that shows your ideal workplace (no words). Posted on the wall and discussed.

#### **Outcome #2 – Assess your resume (Eval)**

##### **Evaluation tool: criteria of a resume**

In groups of 5 describe the criteria of what a resume contains. Posted on the wall and discussed.

#### **Outcome #3 – Prepare for the interview (Syn)**

##### **Evaluation tool: mock interview**

This outcome will be an **oral test** that each student will conduct in their groups as they run through a mock interview. The mock interview will consist of the interviewer asking 2 to 5 common questions and the interviewee providing their STAR responses. Feedback will be given after each mock interview.

#### **Outcome #4 – Construct the resume/cover letter (Synthesis)**

##### **Evaluation tool: written assignment (cover letter/resume/job description)**

The **written assignment** will consist of the actual creation of the cover letter, resume and job description. This assignment should be sent in one week after the class has finished. It should contain a resume/cover letter complete with key words and the job description (highlight) so that I can compare the two.

## References

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