

Mentorship Virtual Cooperative Education 120 (MVC)

GENERAL INFORMATION:

Mentorship Virtual Cooperative Education 120 (MVC) matches the learning needs of career-focused students with subject matter experts from a variety of post-secondary, community, and business/industry sectors to provide relevant learning. Students expand beyond curriculum outcomes to explore niche skills in areas of high personal interest to become fully aware of realistic expectations and requirements to pursue their career goal. Real-world placements provide relevancy and enable students to experience global competencies. Following instructional practices in safety, job search tools, research strategies, communications, and cyber students maintain ongoing collaboration with their mentor, in and outside school setting, to enhance employable skills and participate in problem solving and cross-curricular public presentation opportunities.

MARKING CATEGORIES:

PRE-MENTORSHIP ASSESSMENT – 10%

Students complete learning tasks, certifications, NB Virtual Learning Centre modules, questions/ notes, and a test based on NB VLC & course content (students are encouraged to construct a handwritten single page 'cheat sheet' which may be used when writing the test)

PRODUCTS – 65%

Career Research Paper (10%)

Students conduct in-depth research on their career goal, facilitated by their mentor and outside sources. Job description, skills, post-secondary requirements, personality & related interests, employment opportunities, demographics, anticipated salary, strengths/weaknesses/opportunities/related threats, etc. are to be included

Journals (10%)

Through ongoing collaboration with, and input from, their mentor, students complete a total of 10 journal entries based on description and analysis of assigned topics

Assignments (10%) - Working in consultation with their mentor, students complete a minimum of five assignments tailored specifically to enhance global competencies, post-secondary opportunities, and career goals.

E-Portfolio/ CV video (35%)

Students profile mentorship correspondences, global competencies, and related accomplishments/experiences achieved both inside school, and the community at large, to demonstrate global competencies and knowledge achieved to date through exhibition of an E-portfolio, including a 3-5minute CV/video presentation.

FINAL ASSESSMENT – 25%

Mentor Performance Appraisal Valuation (15%)

Mentors provide feedback assessment to students on their ability to demonstrate and practice required skills, including dependability, completion of tasks, ability to communicate, analyze, make decisions, take initiative, etc.

Participation (10%)

Through ongoing consultation with their mentor, teachers, and/or community, students will create, initiate, develop, implement, and participate in ongoing learning opportunities designed to share knowledge and expertise, profiling career-focused global competencies (i.e. communication, global citizenship, persuasion, creativity, think & solve problems, adaptability, leadership, informed decision-making, organization & management of information, ability to work well with others, etc.)

MENTORSHIP VIRTUAL COOP EXPECTATIONS

GOAL:

Personalized learning to make informed career and post-secondary decisions while gaining insight through ongoing collaboration with subject matter experts

At the onset of this course, students must register and complete assigned questions & notes from New Brunswick Virtual Learning Centre (NBVLC) <https://nbvlc.nbed.nb.ca> Students use following steps to self-registrar:

- Go to Acceptable Use Policy
- Click on LMS Access/Acceptable Use Policy
- Click self-registration
- Locate & click Cooperative Education 120 Blended (your school)
- OK. Done/ Save

Students discuss career/post-secondary goal(s) with the teacher for purposes of matching career-related interests with subject matter expert (mentor) and are responsible to complete the following:

- ❖ Certifications for WHMIS, Orientation to Safety and Internet Safety (Registration for WHMIS & Orientation to Safety certifications (www.nbcsa/NBCSAStudent) requires a pass code assigned by the teacher; For internet safety certification, an invitation will be extended to students to complete modules assigned by Beauceron)
- ❖ NB Virtual Learning Centre (NB VLC) learning activities
- ❖ "Cheat sheet" containing essential information on content covered in NB VLC, WHMIS, Orientation to Safety, etc.
- ❖ Open-book test
- ❖ Career research
- ❖ Documentation of correspondances, Learning Activities, etc.
- ❖ Ongoing correspondences & learning tasks completed in consultation with mentor, including presentations in and out of school (T Ed talks, Community Leadership, etc.)
- ❖ Written analysis and descriptions via journals on assigned topics
- ❖ Identification of a real-life career-related problem (via case study) and in consultation with mentor, stratification for solution
- ❖ E-portfolio and CV video designed as a means of demonstration of global competencies and career-related knowledge and expertise

COMPETENCIES EMBEDDED THROUGH MVC FORMATIVE LEARNING TASKS

SAFETY

- Participate in networks in a safe and socially responsible manner
 - WHMIS & Orientation certification
- Contribute to society and the culture of local, national, global, and virtual communities in a responsible, inclusive, accountable, sustainable and ethical manner
 - Occupational Health & Safety Act
- Participate in networks in a safe and socially responsible manner/ Beauceron certification
 - Beauceron/ "staying Safe in Cyber Space"

PERSONAL DEVELOPMENT

- Rights & Responsibilities
 - Participate in teams; establish positive and respectful relationships; develop trust; and act co-operatively and with integrity
 - Learn the process of learning (metacognition) i.e. independence, goal setting, motivation
- Analysis of Skills
 - Identify and communicate employable skills using a variety of media
- Personality Assessment
 - Self-regulate to become a lifelong learner; reflect on personality, experience, values, and career goals to make informed decisions to enhance learning and monitor progress
- Self-Reflection
 - Demonstrate the ability to learn and grow (growth mindset), and monitor progress in learning
- Communication
 - Ability to ask effective questions to acquire knowledge
- Problem Solving & Conflict Resolution
 - Identify and take concrete steps to address realistic problem-solving strategies
- Team Building
 - Learn from, and contributes to, the learning of others
- Decision Making Activities & Job Search Skills
 - Acquire, process, synthesize, interpret, and critically analyze information to make informed decisions
 - Communicate effectively and respectfully utilizing different contexts

COMPETENCIES EMBEDDED THROUGH MVC SUMMATIVE ASSIGNMENTS

Assignment #1: Quest for Employment Preparation

- Formulate & expresses insightful questions and opinions through collaboration with a subject matter expert to acquire knowledge
- Develop personal, education & career goals, and persevere to overcome challenges
- Enhancement of effective job search tools
- Participate in networks in a safe and socially responsible manner

Assignment #2: Conferencing for Career Insight

- Relate and apply knowledge to all domains of life
- Learn from, and contribute to, the learning of others
- Self-regulate in order to become a lifelong learner
- Effectively communicate and apply knowledge to others
- Set realistic goals for achievement and determine strategies for implantation

Assignment #3: Personality/Values Correlating with Career Choices

- Reflect on thinking, experience, values, and critical feedback to enhance leaning
- Cultivate emotional intelligence to understand self and others
- Manage various aspects of life; physical, emotional, social, spiritual, & mental
- Understand the importance of generating a mission statement

Assignment #4: Determining & Solving Work-Oriented Problem

- Solve meaningful, real-life, complex problems & take concrete steps to address issues
- Engage in an inquiry process to solve problems
- Develop trust, act cooperatively and with integrity
- Co-construct knowledge, meaning, and content

Assignment #5: Skill Enhancement & Community Sustainability

- Design and manage projects to engage in local initiatives to make a positive difference
- Transfer learning from one situation to another, including real world applications
- Networks with a variety of communities/groups to ethically contribute to society
- Pursues new ideas and shows leadership to meet a need in the community

Career Research Paper

- Ongoing learning
- Informed decision making/planning

E-Portfolio/ CV Video:

- Creativity & innovation/ Global Citizenship
- Decision-making/ Self-management
- Social awareness/ Career transition
- Communication/ Technological fluency

COMPETENCIES EMBEDDED THROUGH MVC JOURNAL TOPICS

Journal #1: First Impressions

- *Goal setting & confirmation of learning tasks & expectations*

Journal Safety First

- Awareness of virtual and physical safety precautions & potential hazards
- Knowledge of emergency strategies and to procedures to follow

The "I" Team

- Realistic goal setting through collaboration with a subject matter expert
- Teamwork & responsibilities within the organization

Confidentiality

- Firm understanding of importance and repercussions of confidentiality in the workplace

Secrets of Success

- Attitudes and skills required to build upon personal success in the workplace

Problem Solving

- Identify and use problem-solving strategies to determine a solution

You're the Boss

- Identify & analyze qualities/attributes & skills to look for on a resume
- Recognize traits and abilities to profile ability to be assigned more challenging responsibilities
- Determine steps necessary to make a workplace productive

Good Day

- Reflection on what makes a day a 'good day' in the workplace

That's SWOT

- Identification of associated strengths, weaknesses, opportunities & threats

Expectation vs Reality

- Ability to analyze and communicate learnings

Employability Skills 2000+

The skills you need to enter, stay in, and progress in the world of work - whether you work on your own or as a part of a team.

These skills can also be applied and used beyond the workplace in a range of daily activities.

FUNDAMENTAL SKILLS The skills needed as a base for further development	PERSONAL MANAGEMENT SKILLS The personal skills, attitudes and behaviours that drive one's potential for growth	TEAMWORK SKILLS The skills and attributes needed to contribute productively
<i>You will be better prepared to progress in the world of work when you can:</i>	<i>You will be able to offer yourself greater possibilities for achievement when you can:</i>	<i>You will be better prepared to add value to the outcomes of a task, project or team when you can:</i>
<p>COMMUNICATE</p> <ul style="list-style-type: none"> •read and understand information presented in a variety of forms (e.g., words, graphs, charts, diagrams) •write and speak so others pay attention and understand •listen and ask questions to understand and appreciate the points of view of others •share information using a range of information and communications technologies (e.g., voice, e-mail, computers) •use relevant scientific, technological and mathematical knowledge and skills to explain or clarify ideas <p>MANAGE INFORMATION</p> <ul style="list-style-type: none"> •locate, gather and organize information using appropriate technology and information systems •access, analyze and apply knowledge and skills from various disciplines (e.g., the arts, languages, science, technology mathematics, social sciences, and the humanities) <p>USE NUMBERS</p> <ul style="list-style-type: none"> •decide what needs to be measured or calculated •observe and record data using appropriate methods, tools and technology •make estimates and verify calculations <p>THINK AND SOLVE PROBLEMS</p> <ul style="list-style-type: none"> •assess situations and identify problems •seek different points of view and evaluate them based on facts •recognize the human, interpersonal, technical, scientific and mathematical dimensions of a problem •identify the root cause of a problem •be creative and innovative in exploring possible solutions •readily use science, technology and mathematics as ways to think, gain and share knowledge, solve problems and make decisions •evaluate solutions to make recommendations or decisions •implement solutions •check to see if a solution works, and act on opportunities for improvement 	<p>DEMONSTRATE POSITIVE ATTITUDES & BEHAVIOURS</p> <ul style="list-style-type: none"> •feel good about yourself and be confident •deal with people, problems and situations with honesty, integrity and personal ethics •recognize your own and other people's good efforts •take care of your personal health •show interest, initiative and effort <p>BE RESPONSIBLE</p> <ul style="list-style-type: none"> •set goals and priorities balancing work and personal life •plan and manage time, money and other resources to achieve goals •assess, weigh and manage risk •be accountable for your actions and the actions of your group •be socially responsible and contribute to your community <p>BE ADAPTABLE</p> <ul style="list-style-type: none"> •work independently or as a part of a team •carry out multiple tasks or projects •be innovative and resourceful: identify and suggest alternative ways to achieve goals and get the job done •be open and respond constructively to change •learn from your mistakes and accept feedback •cope with uncertainty <p>LEARN CONTINUOUSLY</p> <ul style="list-style-type: none"> •be willing to continuously learn and grow •assess personal strengths and areas of development •set your own learning goals •identify and access learning sources and opportunities •plan for and achieve your learning goals <p>WORK SAFELY</p> <ul style="list-style-type: none"> •be aware of personal and group health and safety practices and procedures, and act in accordance with these 	<p>WORK WITH OTHERS</p> <ul style="list-style-type: none"> •understand and work within the dynamics of a group •ensure that a team's purpose and objectives are clear •be flexible: respect, be open to and supportive of the thoughts, opinions and contributions of others in a group •recognize and respect people's diversity, individual differences and perspectives •accept and provide feedback in a constructive and considerate manner •contribute to a team by sharing information and expertise •lead or support when appropriate, motivating a group for high performance •understand the role of conflict in a group to reach solutions •manage and resolve conflict when appropriate <p>PARTICIPATE IN PROJECTS AND TASKS</p> <ul style="list-style-type: none"> •plan, design or carry out a project or task from start to finish with well-defined objectives and outcomes •develop a plan, seek feedback, test, revise and implement •work to agreed quality standards and specifications •select and use appropriate tools and technology for a task or project •adapt to changing requirements and information •continuously monitor the success of a project or task and identify ways to improve



Questions for Notes on NB Virtual Learning Centre:

Introduction: Registration

Module 1: Know Your Rights & Responsibilities

1. What does discrimination mean?
2. What does harassment mean?
3. Explain the three Rights every employee has.
4. What is the name of the NB law that prohibits discrimination?
5. Explain why not all discrimination is unlawful.
6. What does Duty to Accommodate mean?
7. As an employee, you have three responsibilities, what are they?
8. What does PPE stand for?
9. List the three steps to follow if asked to do unsafe work.
10. What does WHMIS stand for?
11. What does MSDS stand for? Which has more information, MSDS or WHMIS symbols?
12. List the three components WHMIS consists of.

Module 2: Essential Skills for Success

1. List the eight types of intelligences
2. Explain the difference between a fixed mindset and a growth mindset.
3. Explain the difference between a functional and a cross-functional team.
4. What do Emotional Intelligence Skills (people skills) do?
5. What does empathy mean?
6. Explain the terms sender, receiver, medium, and feedback with reference to communication.
7. List the two nonverbal components of a message that are a powerful part of communication.
8. What does active listening refer to?
9. List & explain the three directions conflicts can move.
10. What does ethics mean?

Module 4: Preparing for Career Opportunities

1. What are the four minimum things that a resume must include?
2. Name and explain the three types of resumes.
3. What is the purpose of a cover letter?
4. List, and give an example, for each of the three general styles of questions that may come up in an interview.

VLC TEACHER NOTES (ANSWER CODE)

Module 1: Know your Right & Responsibilities

1. Discrimination means to **treat a person or group badly for reasons such as race, age, disability;** protected under Canada Human Rights
2. Harassment means **improper conduct directed at, and offensive to another**
3. Every employee has the right to **know** about workplace hazards, receive training to do the job safely (**participate**), and **refuse** to perform tasks that put them in danger
4. The name of the NB law that prohibits discrimination is the **NB Human Rights Act/ Code**
5. It is **not unlawful** to discriminate when a **person does not have the skills to do the job.**
6. Duty to Accommodate means that when employees have special needs employers must make a **reasonable effort to adjust duties or environment so those employees can fully participate**
7. Responsibilities of employee: **refrain** from discriminatory behavior; **respect the rights** of fellow employees & treat them fairly; and **report** any instances of discrimination or retaliation to the appropriate manager
8. PPE refers to **Personal Protective Equipment**
9. The steps to follow if asked to do unsafe work are first **report to your supervisor**; if unresolved report to **Joint Health & Safety Committee**; if still unresolved report risks to **WorkSafe NB**
10. WHMIS stands for **Workplace Hazardous Material Information System**
11. MSDS stands for **Material Safety Data Sheet**, is a part of WHMIS, but contains more information than WHMIS symbols
12. The three components of WHMIS system are **product labelling, MSDS and worker training**

Module 2: Essential Skills for Success

1. Intelligences: **Linguistic; Spatial; Intrapersonal; Interpersonal; Naturalist; Logical/Mathematical; Physical; Musical**
2. A **fixed** mindset states that **intelligence is something that you either have or you don't**; a **growth** mindset believes that **intelligence can be developed**
3. A **functional** team is a group made up of **people with similar backgrounds** doing similar work, whereas a **cross-functional** team consists of people from a **variety of roles and disciplines that come together for a common goal**
4. **Emotional Intelligence** skills are **people skills** whereby you understand and manage our own emotions & work with the emotions of others
5. **Empathy** means to **take another person's perspective** and to understand

6. **Sender-** originates the message; **Receiver-** gets the message; **Medium-** the way message is communicated; **Feedback-** response

7. The two **nonverbal** components of communication are **tone** and **body language**

8. **Active listening** means **listening well**

9. The three directions **conflict** can move: **lose-lose** (no one gets what they need); **win-lose** (someone gives in someone who gets their way); **win-win** (both parties gain something and are happy)

10. **Ethics** are **ideas we share as a society about what is right and wrong**

Module 4: Preparing for Career Opportunities

1. A **resume** includes **Contact Information, Educational Background, Experience, and Skills**

2. The three **type of resumes** are: **Chronological** (Highlights **work history** beginning with the most recent job- good for candidates with a strong work history); **Functional** (**skills-based-** lists competencies built through training & experience- good for those with little professional work experience or large gaps in work history); **Combination** (Takes **information from both;** highlights skills and accomplishments from each position)

3. A **cover letter** is a **bridge between you and your perspective employer** to encourage a closer look at you resume

4. The three **styles of questions** are about **yourself;** **behaviour-based,** and **situational/hypothetical**

Sequential Order for Virtual Mentorship Co-op Schedule of Learnings

Introduction:

- Self-registrar for New Brunswick Virtual Learning Centre (NBVLC)
- Syllabus/ Expectations
- Analysis of essential skills and global competencies (Conference Board Employability Skills)
- Myers Briggs Personality Test (google)
- "Getting to Know You" paragraph (correlation of skills/interests/ personality to career goal)
- Get pin id from teacher for WHMIS and Orientation to Safety (www.nbcsa/NBCSASStudent)
- Beauceron modules (Staying Safety in cyber Space)

Virtualhs nb Module #1: Rights & Responsibilities

- Read Kirsten's Dream Job/ The Cracks
- Definition of Discrimination and Harassment
- Understand the Complaint Process and How to Spot the Hazards
- Know your responsibilities & your employer's responsibilities
- Recognize & explain your 3 Basic Rights as an employee
- Know what the Occupational Health & Safety Act refers to & why it is important
- Understand when it is, and when it is not, unlawful for an employer to discriminate when hiring
- Watch the video OSP (under What if Boss Gets Mad) & Staying Safe in Cyber Space
- Identify WHMIS symbols; what WHMIS stands for; and the 3 components of WHMIS
- Know what "Duty to Accommodate" means
- Know what MSDS (now referred to as SDS) and PPE refers to
- Identify the steps you should take if you have been asked to do unsafe work
- Complete Activities: "Use Your Judgement" & "What Should I Do?"
- Know how to stay safe in Cyberspace
- Record the answers to Module 1 questions from New Brunswick Virtual Learning Centre

Virtualhs nb Module #2 Skills for Success

- Understand the difference between hard and soft skills
- Comparison between a functional and a cross-functional team
- Identify the 8 types of Intelligences
- Know the difference between a Growth and Fixed mindset
- Review the list of search tips & tricks
- Complete Activity 2 "Using the Problem-Solving Process"
- Understand the 6 steps to solving problems & making decisions
- Understand what Emotional Intelligence Quotient (EQ) refers to
- Define empathy
- Explain the 5 components of communication: sender, message, receiver, medium & feedback
- Identify the 2 nonverbal components of a message
- Define Active Listening
- Understand the impact of tone & body language & watch the video
- Complete Activities- Verbal Communication; Conflict Resolution Skills; and What Should I Do?
- Identify the three directions conflicts can move

- Define ethics & integrity
- Watch video- Workplace Etiquette & Workplace Behaviour
- Complete the Personality Test and write a short paragraph relating my personality with my career goal
- Record the answers to Module 2 questions from New Brunswick Virtual Learning Centre

Virtualhs nb: Module #3

- Review this module as a reference to assist you when you do your career research, as it contains many references and guidelines that will assist you to write a comprehensive paper

Virtualhs nb Module #4: Preparing for Career Opportunities

- Know the minimum content a resume must include
 - Understand the difference between a Chronological, Functional & Combination resume
 - Know what a curriculum vitae is
 - Complete Activity- Critique a resume and make a comparison to yours
 - Review suggestions on how to answer questions about myself, behavior-based questions, and situational or hypothetical questions
 - Videos on Interview- Recognize differences between "good" and "not"
 - Understand the purpose of a cover letter and critique mine to ensure my format is professional
 - Review content suggestions on the interview process; know, and be prepared to answer, the three general styles of questions commonly asked (behavior-based, situational / hypothetical, and questions about myself)
 - Record the answers to Module 4 questions from New Brunswick Virtual Learning Centre
-

Additional Requirements:

- Career Research Paper
- Notes/"Cheat Sheet"/Test
- Interview mentor & provide updated copy of resume & cover letter
- Ongoing collaboration with mentor to complete a training plan & assignments
- Plan and implement additional assignments in consultation with mentor, subject-matter teachers, and co-op teacher
- Complete journals on assigned topics submitted weekly
- Documentation of correspondances and learning activities, profiling experiences, analysis & recommendations
- E-Portfolio compiling completed work, experiences, and skills illustrating competencies to a potential employer (include 3 character letters of recommendation/reference)
- CV (3-5 minute video profiling global competencies to entice an employer to hire)
- Mentor will complete a Student Appraisal to be used towards final assessment

VLC TEACHER NOTES (ANSWER CODE)

Module 1: Know your Right & Responsibilities

1. Discrimination means to **treat a person or group badly for reasons such as race, age, disability;** protected under Canada Human Rights
2. Harassment means **improper conduct directed at, and offensive** to another
3. Every employee has the right to **know** about workplace hazards, receive training to do the job safely (**participate**), and **refuse** to perform tasks that put them in danger
4. The name of the NB law that prohibits discrimination is the **NB Human Rights Act/ Code**
5. It is **not unlawful** to discriminate when a **person does not have the skills to do the job.**
6. Duty to Accommodate means that when employees have special needs employers must make a reasonable **effort to adjust duties or environment so those employees can fully participate**
7. Responsibilities of employee: **refrain** from discriminatory behavior; **respect the rights** of fellow employees & treat them fairly; and **report** any instances of discrimination or retaliation to the appropriate manager
8. PPE refers to **Personal Protective Equipment**
9. The steps to follow if asked to do unsafe work are first **report to your supervisor;** if unresolved report to **Joint Health & Safety Committee;** if still unresolved report risks to **WorkSafe NB**
10. WHMIS stands for **Workplace Hazardous Material Information System**
11. MSDS stands for **Material Safety Data Sheet,** is a part of WHMIS, but contains more information than WHMIS symbols
12. The three components of WHMIS system are **product labelling, MSDS and worker training**

Module 2: Essential Skills for Success

1. Intelligences: **Linguistic; Spatial; Intrapersonal; Interpersonal; Naturalist; Logical/Mathematical; Physical; Musical**
2. A **fixed** mindset states that **intelligence is something that you either have or you don't;** a **growth** mindset believes that **intelligence can be developed**
3. A **functional** team is a group made up of **people with similar backgrounds** doing similar work, whereas a **cross-functional** team consists of people from a **variety of roles and disciplines that come together for a common goal**
4. **Emotional Intelligence** skills are **people skills** whereby you understand and manage our own emotions & work with the emotions of others
5. **Empathy** means to **take another person's perspective** and to understand

6. **Sender-** originates the message; **Receiver-** gets the message; **Medium-** the way message is communicated; **Feedback-** response

7. The two **nonverbal** components of communication are **tone** and **body language**

8. **Active listening** means **listening well**

9. The three directions **conflict** can move: **lose-lose** (no one gets what they need); **win-lose** (someone gives in someone who gets their way); **win-win** (both parties gain something and are happy)

10. **Ethics** are **ideas we share as a society about what is right and wrong**

Module 4: Preparing for Career Opportunities

1. A **resume** includes **Contact Information, Educational Background, Experience, and Skills**

2. The three **type of resumes** are: **Chronological** (Highlights **work history** beginning with the most recent job- good for candidates with a strong work history); **Functional (skills-based-** lists competencies built through training & experience- good for those with little professional work experience or large gaps in work history); **Combination** (Takes **information from both**; highlights skills and accomplishments from each position)

3. A **cover letter** is a **bridge between you and your perspective employer** to encourage a closer look at you resume

4. The three **styles of questions** are about **yourself**; **behaviour-based**, and **situational/hypothetical**

Co-operative Education 120 Pre-placement Test Name: _____

SECTION #1: Fill in the blank (25 marks)

1. What is the difference between a growth mindset and a fixed mindset?
2. What is a type of team where people from various roles & disciplines come together for a common goal called?
3. What is a cover letter used for?
4. What type of resume highlights work history, starting with the most recent first, and is generally used by people with lots of work experience?
5. What type of resume is skills-based and good for people with little experience or large gaps in their work history?
6. What does PPE refer to?
7. What is the type of intelligence that helps one understand themselves known as?
8. What is the sheet called that provides information, in addition to WHMIS, on how to store and dispose of dangerous materials?
9. What is treating a person badly for reasons such as race, age, or disability referred to as?
10. In communication, what is the person who originates the message referred to as?
11. When is discrimination considered to be lawful (not considered to be unlawful)?
12. What does a combination resume refer to?
13. What are the three steps an employee should follow if asked to do unsafe work?
14. What is the way that a message is communicated referred to as?
15. What bill is discrimination protected under?
16. When employees have special needs employers must make a reasonable effort to adjust duties or environment. What is this rule referred to as?
17. What does Emotional Intelligence skills refer to?
18. When you take another person's perspective and understand where they are coming from, what is this referred to as?
19. What are the three rights every employee has, due to unsafe working conditions?

20. Identify the two nonverbal components of a message that are a powerful part of communication
21. What are the three directions that conflict can move?
22. Name the four things that a resume must include
23. What are the three general styles of questions that may come up in a job interview?
24. What does harassment refer to?
25. What does active listening refer to?

SECTION TWO: Circle True or False (17 marks)

- | | | |
|----------------------------------------------------------------------------------|---|---|
| 1. A person whose personality is investigative is an abstract problem solver | T | F |
| 2. People who prefer to work with numbers have a realistic personality | T | F |
| 3. Product labelling, MSDS and worker training are components of WHMIS | T | F |
| 4. The way that you dress for an interview has little influence on the outcome | T | F |
| 5. WHMIS contains more safety information than MSDS | T | F |
| 6. Naturalist is a type of intelligence | T | F |
| 7. It is ok to handwrite your resume as long as you sign it | T | F |
| 8. On a resume, full sentences explaining tasks is preferable to point form | T | F |
| 9. Win lose means that someone gave in to give another person their own way | T | F |
| 10. Feedback refers to giving a response to a message | T | F |
| 11. Discrimination is protected against under the Bill of Rights | T | F |
| 12. An employer can fire you if you refuse a job that you consider to be unsafe | T | F |
| 13. Emotional Intelligence refers to people skills | T | F |
| 14. Empathy means not understanding another person's point of view | T | F |
| 15. Listening well is referred to as passive listening | T | F |
| 16. Periodic self- assessment is important when making decisions in your life | T | F |
| 17. If you work in isolation, teamwork skills are not important in the workplace | T | F |

SECTION FOUR: MATCHING (8 marks)



Oxidizing Material



Compressed Gas



Materials Causing Other Toxic Effects



Flammable & Combustible Material



Materials Causing Immediate & Serious Toxic Effects



Dangerously Reactive Material



Biohazardous Infectious Material



Corrosive Material

MENTOR SHIP VIRTUAL CO-OP ANSWERS TO TEST

1. Growth Mindset states intelligence is something developed whereas in fixed, intelligence is something you have or you don't
2. Functional team
3. A cover letter is used as a bridge between you and the employer to convince the employer to take a closer look at your resume
4. Chronological
5. Cross- Functional
6. Personal Protective Equipment
7. Intrapersonal
8. Material Safety Data Sheet
9. Discrimination
10. Sender
11. When a person does not have the skills or qualifications to do the job
12. Taking information from chronological & functional resume, highlighting skills & accomplishments from each position
13. Report concern to supervisor; if not resolved-joint health & safety; last contact worksafe NB
14. Medium
15. Human Rights Act/ Code
16. Duty to Accommodate
17. Understanding and managing their own emotions and the emotions of others
18. Empathy
19. Right to know, participate, and refuse dangerous work
20. Tone and Body language
21. Lose-lose (nobody wins); win-lose (someone gives in so the other gets their way); win-win (both parties gain something and are happy with the outcome)
22. Contact information; Educational History; Experience; Skills
23. Questions about yourself; Behaviour-based questions; and Situational or hypothetical questions
24. Improper conduct directed at, and offensive, to another
25. Listening well

SECTION 2- TRUE or FALSE

1. T	2. T	3. T	4. F	5. F	6. T
7. F	8. F	9. T	10. T	11. T	12. F
13. T	14. F	15. F	16. T	17. F	

SECTION 3- MATCHING

1. Compressed gas	2. Materials causing immediate and serious toxic effect	3. Corrosive Material	4. Materials causing other toxic effects
5. Oxidizing Materials	6. Biohazardous materials	7. Dangerously Reactive Materials	8. Flammable and Combustible Material

MENTORSHIP VIRTUAL CO-OP 120 CAREER RESEARCH PAPER

Title/Identification: (2 marks)

- Full name/ course/, teacher's name/ date

Career Selection/ Rationale: (5 marks)

- Descriptive paragraph profiling what your career goal is, why and how this career appeals to you, how you plan to attain the skills & knowledge required to work in this career, and input from your mentor that helped you to reflect upon your decision

Interests/Values/ Expectations: (5 marks)

- Descriptive paragraph identifying your personality type (i.e. results from Myers Briggs), demonstrating how your personality, values and expectations for lifestyle directly correlate with your future career goal(s); include specific examples and input from your mentor that offer additional insight

Required Skills: (10 marks)

- Using the Conference Board of Canada Employability Skills Profile, describe and provide concrete examples of your achievements, education, and experiences that demonstrate employable skills/global competencies achieved to date; include samples of correspondences and learning actions achieved through mentorship

Daily Demands: (10 Marks)

- Conduct extensive research, and input from your mentor, explaining day-to-day expectations, responsibilities, working conditions, possible hazards, hours, salary, benefits, etc.; include an analysis rationalizing your decision (i.e. what you like about it and how you will prepare for things you might need to adjust in your lifestyle)- identify your source(s)

Interview: (5 marks)

- Compile a list of 6-10 questions to ask your mentor whereby the answers provided offer an informative personal perspective of what it is like to work in the field of your chosen career. Questions should expand beyond information provided as part of the Daily Demands section of this report; explain how you can use this information to make informed career decisions

SWOT Analysis: (10 marks)

- Explain the Strengths of your chosen career (i.e. things that you like about it in relation to your interests, skills, education, etc.)
- Explain the Weaknesses of your chosen career (i.e. parts of the career you do not like as much or will need to work on; skills or education that may be more difficult to achieve; length of time required for post-secondary; additional obstacles, etc.)
- Explain the Opportunities of your chosen career (i.e. lifestyle, salary, benefits, opportunities for professional development or advancement, challenge, travel, jobs, etc.)
- Explain the Threats associated with your chosen career (i.e. safety hazards, lack of employment or advancement, location, hours, working conditions, responsibilities, etc.)

Advertisement: (5 marks)

- Pretend that you are fully qualified to begin your chosen career; conduct a “search” to find an actual advertisement for a job opportunity that contains specific contact information and credentials required, demonstrating an opportunity for employment in your chosen career. The job may be located anywhere within North America. Copy the link to the advertisement; source; and provide an overview of job description, qualifications required & contact information.

Demographics: (10 marks)

- Demographics relate to the study of a population (i.e. age, education level, income, marital status, birth rate, death rate, average age of workers, family composition, etc.), and is useful for purposes of making important career decisions. Conduct research to determine the impact demographics has on your career choice(s), comparing different regions for opportunities for employment. Use the data collected, along with input from your mentor, to determine demand; where possible include graphs, stats, etc. to cross compare and forecast prospects for future employment opportunities in your chosen career.

Post-Secondary/ Experience required: (10 marks)

- Conduct research profiling three different post-secondary institutions that offer a potential to prepare you for your chosen career; do a cross-comparison and analysis of each with reference to courses offered, location, cost, campus, extra-curricular, faculty, size, etc. to rationalize your preference

Personalized Career Plan: (10 marks)

- Create a well thought out, informative timeline demonstrating how you plan to get from being a high school graduate (Point A) to being successfully employed in your chosen career (Point B). Demonstrate that you have really put a lot of thought as to how you plan to achieve your future career goal. Conduct research to determine the length of time, cost for accommodation/travel/recreation etc., additional finances required, insurance, possible roadblocks, etc.

Similar Careers: (15 marks)

- Select three careers that are somewhat similar to, but not the same as, your chosen career. Conduct research and write a description of each, including an overview of responsibilities, tasks, salary, educational requirements, skills, projected opportunities for employment, etc.; include sources. Analyze each to determine if you would be interested working in these other careers, or not, and provide a thought-provoking rationale for your response

Work Cited (3 marks)

- Throughout your paper, provide sources/references as to where you obtained your information (i.e. links, articles, person(s) interviewed, etc.)
- Include a bibliography at the end of the paper that correlates with work cited throughout the paper

MVC Assignment #1: Quest for Employment (20 marks)

Learning outcome: *identification of resources to gain insight in making informative career decisions*

Assignment:

- Make a list of five persons, articles and/or websites used to provide information directly related to your career goal. Beside each, provide a summary of what you learned (5)
- Write a detailed paragraph describing your educational background, skills, work & volunteer experiences, interests, etc.; explain how this correlates with mentorship correspondences (5)
- Refer to module 4 of **NBVL**C on how to prepare an effective resume, contrasting a "good" resume from a poor one. Use this information to prepare an updated resume and attach the names & contact information of 3 people that could be contacted as a reference. (5)
- Use your notes to construct a formatted letter addressed to your mentor (5)

Rubric for Assessment:

Resources:

- **Expert 4-5 marks-** Excellent variety, expansion of knowledge and insight. (*"I've done widespread research to understand what it is like to work in my chosen career"*)
- **Apprentice 3 marks-** Acceptable variety, some growth of knowledge and insight. (*"I've done some research to understand what it is like to work in my chosen career"*)
- **Novice 1-2 marks-** Minimal variety, expansion of knowledge and insight (*"Research demonstrates bare minimum knowledge of what it is like to work in my chosen career"*)

Correlation of skills:

- **Expert 4-5 marks-** Strong correlation between expectations from mentorship correspondences and career-related skills (*"I know what I want and identified the skills to do it"*).
- **Apprentice 3 marks-** Satisfactory correlation between expectations from mentorship correspondences and career-related skills (*"I know what I want and am somewhat there"*)
- **Novice 1-2 marks-** Minimal correlation between expectations from mentorship correspondences and career-related skills (*"I know what I want but have work to do to get there"*)

Resume:

- **Expert 4-5 marks-** Excellent content, format, and 3 credible references from different sources to impress a potential employer to want an interview (*"I'm ready; my application will impress!"*)
- **Apprentice 3 marks-** Satisfactory content, format, and 3 creditable references to interest a potential employer to consider an interview (*"I'm almost ready; only need minimal adjustment"*)
- **Novice 1-2 marks-** Content or format needs revision, and/or less than 3 creditable references (*"I need to revise my resume before giving it to a potential employer"*)

Cover letter

- **Expert 4-5 marks-** Block format, contact information, excellent profile of career-related skills and experiences to impress a potential employer to want an interview (*"Perfection!"*)
- **Apprentice 3 marks-** Block format, content information, satisfactory profile of career-related skills and experiences to impress a potential employer to consider an interview (*"I am on the right track but could use some revisions before sending to a potential employer"*)
- **Novice 1-2 marks-** Minimal content information and/or profile of career-related skills and experiences; would probably not impress a potential employer to consider an interview without revision (*"I need to redo this letter before sending it to a potential employer"*)

MVC Assignment #2: Conferencing for Career Insight (20 marks)

Learning Outcome:

Gain knowledge through interaction with mentor, devise a training plan, and share expertise through presentation of ideas to an audience

Assignment:

- Interview your mentor virtually; 8-10 insightful questions offering insight re job responsibilities, experiences & post-secondary requirements, opportunities for employment, salary expectations, advice for someone starting out, etc. (10)
- Prepare a training plan outlining specific tasks you would like to do in consultation with your mentor, and the skills and knowledge you hope to achieve (5)
- Using the knowledge attained from your mentor, speak to a group or class within your school (5)

Rubric for Assessment:

Interview

- **Expert (8-10 marks)** – Excellent questions designed to generate insightful answers to help analyze and make informed career decisions (*"I interviewed like a pro & can make a really informed decision"*)
- **Apprentice (5-7 marks)** – Good questions designed to generate insightful answers to help analyze and make informed career decisions (*"I can make an informed decision with minimal uncertainty"*)
- **Novice (1-4 marks)** – Satisfactory questions designed to generate answers related to making informed career decisions (*"I require more insight to make an informed decision"*)

Training plan

- **Expert (4-5 marks)** - Strong demonstration of expectations and ability to proceed (*"I have a good idea what my goals are in relation to my mentor's expectations, and have a plan to proceed with minimal clarification"*)
- **Apprentice (3 marks)** - Satisfactory demonstration of expectations and ability to proceed (*"I have a fair idea what my goals are in relation to my mentor's expectations but need some clarification to proceed"*)
- **Novice (1-2 marks)** - Minimal demonstration of expectations and ability to proceed (*"My goals, in relation to my mentor's expectations, need alignment to proceed"*)

Presentation

- **Expert (4-5 marks)** – Relates well with objectives/interests of audience; learning potential is evident and offers potential for follow-up discussion (*"Nailed it!"*)
- **Apprentice (3 marks)** Somewhat relates with objectives/interests of audience; some potential for learning and follow-up (*"Pretty good but could use some tweaks"*)
- **Novice (1-2 marks)** – Barely relates with objectives/interests of audience, minimal potential for learning and follow-up (*"Needs more work"*)

MVC Assignment #3: Personality, Intelligences & Values Correlating with Career Goal (20 marks)

Learning Outcome: Ability to relate values and beliefs to critical career decisions

Assignment:

- **Myers's Briggs:** Complete Myer's Briggs personality quiz online; discuss your results with your mentor and write a paragraph profiling how this correlates with your career goal. (5)
- **Personality Assessment:** Select the personality that you believe describes you best from the following list: Realistic (work with your hands and tools); Investigative (abstract problem solvers); Artistic (creative); Social (work with and help people); or Enterprising (influence or manage people). Following discussion with your mentor, write a paragraph analysing why/how this personality will be beneficial when working in your chosen career path. (5)
- **Intelligences:** Refer to Module 2 from NB Virtual Learning Centre (Eight types of Intelligences). Discuss with your mentor and do a cross-comparison, analyzing how each intelligence relates to your chosen career. Identify the intelligence that describes you best and explain how this will be of benefit in your chosen career path. (5)
- **Values/Beliefs:** Your values and beliefs define who you are and have influence on the type of career you choose. Identify what is important to you (i.e. money, travel, leisure time, family, fun, etc.) and discuss with your mentor how these values/beliefs relate to the day-to-day operations and communication between potential employees you may be working with in the future. (5)

Rubric of Assessment:

Myer's Briggs:

- **Expert (4-5 marks)**- Excellent correlation between results and career goal (*"I got it"*)
- **Apprentice (3 marks)** – Adequate correlation between results and career goal (*"I almost got it"*)
- **Novice (1-2 marks)**- Minimal correlation between results and career goal (*"I need to put more thought into this"*)

Personality Assessment:

- **Expert (4-5 marks)**- Outstanding analysis correlating career goal (*"I fully understand"*)
- **Apprentice (3 marks)** – Sufficient analysis correlating career goal (*"I somewhat understand"*)
- **Novice (1-2 marks)**- Brief analysis correlating career goal (*"I need to think on this more"*)

Intelligences:

- **Expert (4-5 marks)**- Relevant understanding related specifically to expectations of career interests (*"I can confidently illustrate why I am a good fit for this career"*)
- **Apprentice (3 marks)** – Satisfactory understanding related to expectations of career interests (*"I can adequately identify why I am a good fit for this career"*)
- **Novice (1-2 marks)**- Brief understanding related to expectations of career interests (*"I can minimally identify why I am a good fit for this career"*)

Values/Beliefs:

- **Expert (4-5 marks)**- Applicable correlation between personal values and career expectations (*"My explanation of what's important correlates very well with my career-related expectations"*)
- **Apprentice (3 marks)** – Acceptable correlation between personal values and career expectations (*"My explanation of what's important correlates marginally with career-related expectations"*)
- **Novice (1-2 marks)**- Insignificant correlation between personal values and career expectations (*"My explanation of what's important does not correlate well with career-related expectations"*)

MVC Assignment #4: Career Structured Problem Solving (20 marks)

Learning Outcome: Ability to utilize the problem-solving process to determine real-life solutions

Assignment

- With the assistance of your mentor, identify a case study, or describe a problem scenario, applicable to a real-life situation that could occur within your chosen career path. Write a descriptive summary of the problem and how it relates to the career. Strategize a possible solution by following each of the steps below. **(10)**
 1. Define your need and wants: Give a brief summary explaining the problem
 2. Analyze your resources: Identify people and/or other sources available that could be of assistance in solving the problem
 3. Identify your choices: Different resources and methods available to solve the problem
 4. Gather information: Describe each of the different choices listed above
 5. Evaluate your choices: Decide which choice works best and explain why.
 6. Make a decision: Paraphrase to identify and justify which choice is best and why
 7. Evaluate your decision: Analyse your decision and the impact it may have on actions taken relating to similar problems in the future
- Make a list of questions to consult with your mentor to determine their thoughts about the problem, experiences relating to the problem, how they might solve the problem if it were to occur in their organization, advice relating to the problem, etc. **(5)**
- Identify the global competencies required when attempting to determine a solution to the problem and write a reflection as to what you learned from your research and consultation with your mentor regarding this problem scenario/dilemma **(5)**

Rubric for Assessment:

Case Study Problem Scenario

- **Expert (8-10 marks)** – Brilliant description and analysis; realistic solution with evidence of research and contribution of ideas directly relating to profession (*"I did a superb job using the problem-solving process to identify and generate a realistic solution"*)
- **Apprentice (6-7 marks)** Reasonable description and analysis; realistic solution with some evidence of research and contribution of ideas directly relating to profession (*"I did an ok job using the problem-solving process to identify and generate a realistic solution"*)
- **Novice (1-5 marks)** Limited description and analysis; solution shows limited evidence of research and/or contribution of ideas relating to the profession (*"My ability to demonstrate using the problem-solving process to identify and generate a realistic solution is inadequate"*)

Questions

- **Expert (4-5 marks)** – Comprehensive; generating a vast amount of related information (*Answers offered additional insight into generating solutions to a related problem*)
- **Apprentice (3 marks)** Comprehensive; generating some related information (*Answers gave minimal insight into generating solutions to a related problem*)
- **Novice (1-2 marks)** Brief or less comprehensive (*Answers gave me minimal insight for solution*)

Global Competencies & Reflection

- **Expert (4-5 marks)** – Knowledge of competencies & reflective analysis very evident
- **Apprentice (3 marks)**- Knowledge of competencies & reflective analysis partially evident
- **Novice (1-2 marks)**- Knowledge of competencies & reflective analysis not evident

MVC Assignment #5: Skill Enhancement & Community Sustainability (20 marks)

Learning objective: Presentation of an innovative idea promoting awareness and global citizenship

MVC Assignment:

- Prepare a proposal for a community-based initiative or idea promoting global citizenship and sustainability (i.e. solution to an existing problem; awareness of a global issue; formation of a partnership or proposed initiative; current research initiative; or a specific topic you would like to address). Your proposal should include identification of topic; outcome objective; summary of research data; rationalization; methodology (how will you prepare?); sources required, etc. **(10)**
- Present your idea as a T Ed Talk to an existing audience, inside or outside of the school **(5)**
- Consult with your mentor to provide a written analysis of this experience (reflection), highlighting employable skills demonstrated before, during, and after the presentation; include feedback received, possible follow-up ideas and opportunities for replication. **(5)**

MVC Rubric of Assessment:

Proposal

- **Expert (8-10 marks)** Thought-provoking; realistic and sustainable; promotes global citizenship; offers beneficial solutions to community; potential for replication (*"The community can really benefit from this proposal"*)
- **Apprentice (5-7 marks)** Realistic and somewhat sustainable; offers some benefit to community (*"The community may benefit some from this proposal"*)
- **Novice (1-4 marks)** Interesting idea but less sustainable or of little interest to the community (*"Although somewhat interesting, the community will benefit little from this proposal"*)

Ed Talk (10 marks)

- **Expert (4-5 marks)** – Motivating; excites and encourages follow-up or replication (*"Nailed it!"*)
- **Apprentice (3 marks)** – Somewhat motivating encouraging follow-up and possible replication (*"Good job but still could do better motivating audience"*)
- **Novice (1-2 marks)** - Demonstrates little or no motivation to encourage follow-up or replication (*"Need more enthusiasm to motivate audience"*)

Follow up analysis (5 marks)

- **Expert (4-5 marks)** - Insightful analysis of experiences, highlighting skills, feedback, and potential for replication (*"I did a really great job on this!"*)
- **Apprentice (3 marks)** - Acceptable analysis of practices, highlighting skills, feedback and potential for replication (*"I did an ok job on this"*)
- **Novice (1-2 marks)** - Brief overview of experiences, skills, feedback, and potential for replication (*"I could have done a much better job on this"*)

MENTORSHIP VIRTUAL CO-OP JOURNAL TOPICS

Journal Entry #1: First Impressions (20 marks)

Describe highlights of your first week encounters:

- What were your impressions when you first met your mentor and learned about the career?
- Did your impressions change as you began to work with your mentor? Why or why not?
- Briefly describe two or three goals you have for your future career. How do you plan to begin working on these goals through your mentorship?
- What responsibilities/skills does your mentor and/or co-workers need to do the job?
- What responsibilities do you hope to get as your virtual placement progresses?
- Describe one or two things that you would like to change about your placement and/or expectations that you may have.

Journal Entry #2: Safety First (20 marks)

Define the role that safety plays in your virtual placement by answering the following questions:

- What precautions are required to ensure that there is a safe working environment?
- What role do you/would you play in keeping things safe and confidential?
- Identify potential hazards in your mentor's workplace and explain the process used to prevent accidents or injuries from occurring.
- Discuss with your mentor and identify the emergency strategies that are necessary to work in this placement/career so that employees are confident as to know what to do.
- Identify some things you can do, or work on, to enhance your skills & knowledge to make yourself even more confident or knowledgeable concerning a safe working environment

Journal Entry #3: The "I" in Team (20 marks)

In a workplace no person can function in isolation; teamwork and communication are critical components. You might work with a group of people all doing a similar job, and/or you might be part of a cross-functional team with members doing very different tasks toward the same goal. Your mentor is typically part of your team, too.

- Describe what you and your mentor are working to accomplish. What is the purpose of your correspondences? How does this relate to your mentor?
- What do you do to contribute toward the set goal between you and your mentor?
- How do you see yourself as an effective member (i.e. what can you offer your mentor?)
- Describe how some of the tasks and interactions you do relate to the work of others (i.e. demonstrate knowledge of day to day expectations of your mentor's workplace)
- Describe how employees interact within your virtual placement to get a specific task accomplished, and how they interact as part of a team.
- Give specific examples of things that could go wrong if the team did not work together, i.e. how a breakdown in communication or a failure to work as a team could have a harmful impact on the team's goals.

Journal Entry #4: Confidentiality (20 marks)

In many organizations, employees are required to sign a confidentiality agreement. Confidentiality in any workplace or profession is critical!

- Explain what this agreement means and why it is so important.
- How does this agreement relate to your virtual placement? (i.e. Specific examples of things that must be kept confidential)
- Describe different repercussions if confidentiality is breached by an employee. What impact would a breach have on public perception? On the organization or profession? On individual?
- Give examples of different levels of seriousness if confidentiality was breached within the organization (i.e. court of law verses 'slap on the wrist' or warning).
- How would the functionality of your virtual placement be affected? What conflicts might arise?

Journal Entry #5: Secrets of Success (20 marks)

- When you think of a person you consider successful, what attributes/skills would you consider?
- Explain why these attributes are important to you.
- How do these attributes relate to your mentor and/or virtual placement?
- Give specific examples of skills, attitudes, approach, knowledge, etc. demonstrating successful attributes of your mentor within their career and their organization.
- What characteristics/skills/qualifications of your mentor would you like to model?
- Give examples of how you can build your own attitudes and skills to be more successful and better prepared to reach your career goal

Journal Entry #6: Pathways to Success (20 marks)

Within any career there are many levels of responsibility, assess one or more positions.

- List the careers possible, and explain the types of responsibilities/risks associated with each
- List the levels of advancement available and the post-secondary requirements to achieve
- Explain the correlation between the level of education required and level of reward (\$) received
- Assuming most positions require a minimum of 40hrs/per week, what is the critical factor (education/ability/attitude/risk level, etc.) that affects promotion?

Journal Entry #7: You're the Boss (20 marks)

Take the perspective of your mentor to analyze a prospective hire:

- **Qualities:** What would you look for on a resume? Why are these qualities advantageous? How do these qualities relate to your resume?
- **Personality & Independence:** What kind of personality would be a good fit for this career? How does this relate to your personality? How would you know when to give an employee more challenging responsibility? Give examples.
- **Productivity:** What would make the workplace more productive? Give some examples of what you would do, or take into perspective, if you were in charge.

Journal Entry #8: Good Day (20 marks)

As an employee, you will have many responsibilities and interactions. Reflecting on correspondences with your mentor, learning opportunities stemming from such interactions, etc.:

- Describe a "really good day" or "interaction/outcome"
- What made this day so special? What did you learn about yourself?
- How did your mentor make you feel about the situation? About yourself?
- Give examples of things that you have done thus far that illustrate how you have grown in knowledge and expertise since beginning Mentorship Virtual Co-op.

Journal Entry #9: That's SWOT (20 marks)

SWOT is a planning tool used to analyze a plan from four different angles: Strengths, Weaknesses, Opportunities and Threats. In consultation with your employer, take a close, analytical look at the expectations, skills, and knowledge required to conduct a SWOT analysis from your perspective:

- **Strengths:** Explain the "good" points about this career, profiling how the responsibilities and job description relate to your skills, interests, and values.
- **Weaknesses:** Identify the things that are "not so good" about the career, along with aspects of the job that do not suit your skills, attributes, and preferences. What would you need to work on to be successful?
- **Opportunities:** What are the job prospects like? Are there opportunities for advancement in this career? Is professional development, travel, leisure time, etc. part of the plan? Would you consider the salary as an opportunity for a better lifestyle or not (explain what a better lifestyle means to you)?
- **Threats:** What would you consider the associated dangers to be with reference to this career? (i.e. physical, financial, interpersonal, mental, etc.) How might these threats be limited (i.e. precautions)? What can you do now to become more prepared for prevention of associated threats or hazards prior to becoming employed?
- Did the results of your SWOT analysis change your thinking about your career decision? Explain.
- Contrast your SWOT analysis regarding the career with that of your mentor.

Journal Entry #10: Expectation vs. Reality (20 marks)

Describe and analyze what you learned from Mentorship Virtual Coop.

- Was your virtual placement & interactions with your mentor what you had expected? Explain
- Given the opportunity, are there things that you would have liked to have done differently with reference to your assignments and interactions with your mentor? Explain.
- Give examples of how your assignments & research relate to your mentorship experience.
- Explain how Mentorship Virtual Coop related to the post-secondary and career plans you had following graduation? Did these plans remain the same or did they change?
- Based upon your experiences, what two pieces of advice would you give to future Mentorship Virtual Co-op students?



COOPERATIVE EDUCATION 120

JOURNAL ENTRY RUBRIC

Using your own words and analysis, provide thoughtful responses to the questions posed for each of the 10 weekly journal entries in the course.

Total value: 20 marks per entry.

	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS IN ADDITION TO MEETING EXPECTATIONS..
KNOWLEDGE/ UNDERSTANDING (5 marks)	Demonstrates a basic understanding of skills, responsibilities, and realities at the specific worksite. Draws reasonable conclusions about the use of skills in the workplace context. 3-4 marks	Demonstrates a thorough understanding of how the workplace functions. Draws insightful conclusions about the use of skills in the workplace context. 5 marks
SELF-AWARENESS (5 marks)	Demonstrates a solid understanding of own traits, skills, strengths, and weaknesses. 3-4 marks	Demonstrates adaptability and logical thinking in reaction to unexpected information. 5 marks
ANALYSIS (5 marks)	Makes insightful connections between self, experiences, career choice, and workplace needs. 3-4 marks	Shows careful thought and deep understanding of connections between personal characteristics, career plans, and workplace requirements. 5 marks
COMMUNICATION (5 marks)	Responses are well-organized, clear, and address the questions asked. Word choice and writing are thoughtful and grammatically correct. 3-4 marks	Responses are clearly and powerfully written. Word choice is compelling and effectively addresses the questions asked. 5 marks

E-PORTFOLIO & CV VIDEO (100 marks)

WHAT IS THE PURPOSE?

- A document or website used as a basis for conferencing; telling a story of your learning journey to a potential employer to demonstrate knowledge, achievements & competencies for future growth and employment purposes.

WHAT SHOULD I INCLUDE IN MY E- PORTFOLIO?

- **Identification:** Full name & Permission to use for educational and/or employment purposes
- **Table of Contents:** Correlation of content information for purposes of quick access to specific information
- **Updated Resume & Letters:** Formatted resume including three credible references (i.e. employer, coach, teacher, mentor, neighbor, etc.) contact information, and a character letter of recommendation from each reference highlighting examples of academics, experiences, extra-curricular, etc. to demonstrate global competencies
- **Reflection:** Descriptive analysis profiling learnings from assignments, presentations, correspondences with mentor, etc., explaining correlation between completed activities and career/ post-secondary goals.
- **Journals:** Include revised/updated copies of journals
- **Samples of Work/ Achievements:** Include cover letter addressed to mentor; comments received reflecting employable skills (i.e. notes from teachers, mentor/employer, student appraisal form, etc.); WHMIS & other certifications; Additional examples from both in-school (additional subjects and extra-curricular) and out-of-school activities demonstrating ability to succeed
- **Personality Assessment:** Reflection upon the impact your personality (based on results from Myers Briggs or similar personality test) has upon your career decisions, including justification of your ability to make an informed career decisions based upon your values and beliefs (what is important to you; i.e. family, money, travel, friends, working conditions, etc.)
- **Employability Skills:** Using skills identified as essential by Conference Board of Canada, identify/list your academic achievements attained through a variety of subjects, awards from in and out of school, extra-curricular/work & volunteer experiences, etc. Be sure to provide a variety of examples for each skill listed under fundamental, personal management and teamwork. Include a paragraph to explain how/why these skills directly correlate to your future career interests.
- **CV/Video:** Prepare a **3-5-minute** video for a potential employer addressing the question “Tell me about yourself and what you achieved/learned through correspondences and working with your co-op employer or mentor”. Illustrate benchmarks of achievement; effective communication with your employer/mentor that demonstrates how your personal interests and authenticity helped you to make well informed decisions regarding your career path. Use as many concrete examples (i.e. pictures, notes, awards, etc.) to profile your learning.

E-PORTFOLIO/ CV Video (100 marks)	EXCEEDS 90-100%	MEETS EXPECTATIONS 80-89%	SOMEWHAT MEETS 70-79%	BARELY MEETS 60-69%
ORGANIZATION (10 marks)	Identification & Permission stated; Excellent correlation of material for easy access identified through table of contents	Identification & Permission stated; Very good correlation of material for easy access identified through table of contents	Identification & Permission stated; Good correlation of material for access identified through table of contents	Identification & Permission stated; Adequate correlation of material for fair access identified through table of contents
LETTERS OF RECOMMENDATION (15 marks)	Formal format; content demonstrates exceptional ability to profile employable skills; 3 letters (at least 2 from different sources) provide numerous examples profiling global competencies; creditable contact information	Formal format; content demonstrates very good ability to profile employable skills; 3 letters (at least 1 from different source) provide several examples profiling global competencies; creditable contact information	Formal format; content demonstrates satisfactory ability to profile employable skills; 3 letters (may be from the same source) provide examples profiling global competencies; creditable contact information	Formal format; content demonstrates limited ability to profile employable skills; 3 letters (may be from the same source) highlight minimal examples profiling global competencies; creditable contact information
REFLECTION/ JOURNALS & SAMPLES OF WORK (20 marks)	Excellent analysis profiling learnings and correlation of tasks; journals reflect suggested revisions; samples of work from a variety of sources; formatted cover letter & resume	Very good analysis profiling learnings and correlation of tasks; Journals reflect suggested revisions; samples of work from a variety of sources; formatted cover letter & resume	Satisfactory analysis profiling learnings and correlation of tasks; journals reflect suggested revisions; samples of work included; formatted cover and resume	Minimal analysis profiling learnings and correlation of tasks; journals reflect suggested revisions; samples of work included; formatted cover letter and resume
EMPLOYABLE SKILLS & PERSONALITY ASSESSMENT (15 marks)	Outstanding examples of global competencies & descriptions related to identified personality according to assessment	Very good examples global competencies & descriptions related to identified personality according to assessment	Good examples global competencies & descriptions related to identified personality according to assessment	Adequate examples global competencies and descriptions related to identified personality according to assessment
CV/VIDEO (40 marks)	Superior demonstration profiling skills/competencies and providing examples of a variety of related learning tasks corresponding with career & post-secondary	Very good demonstration profiling skills/competencies and providing examples of a variety of related learning tasks corresponding with career & post-secondary goals	Good demonstration of skills/competencies providing examples of a variety of related learning tasks corresponding with career & post-secondary goals	Adequate demonstration of skills/competencies providing examples of a variety of related learning tasks corresponding with career & post-secondary goals

IDEAS FOR MENTORSHIP VIRTUAL CO-OP CV/VIDEO PROJECT

- ❖ Practice/ practice/ practice to get your timing right
- ❖ Look confident (even if you do not feel it....Fake it; no one will ever know)
- ❖ Speak clearly/ dress business-casual (as if interview)
- ❖ Introduce yourself; your career goal(s); name & profession of your mentor; how your learning relates to your career goal
- ❖ Correspondences with mentor; highlight what you learned/ tasks/skills achieved, etc.
- ❖ Global competencies achieved in correlation with Mentorship Virtual Co-op (MVC)
- ❖ Visuals (i.e. pictures, transcripts, letters, inserted video clips, etc.) add to clarification & understanding of content
- ❖ Achievements, both in and out of school associated with related subjects through MVC
- ❖ Elaborate on what you learned from doing your career research project & working with your mentor
- ❖ Include samples of how MVC corresponds & expands upon the learning from other courses (i.e. physics, English, computer science, Environmental science, law, math, calculus, etc.) to better prepare you for work and post-secondary
- ❖ Summarization of work completed as part of MVC, and recommendations for future students (i.e. how you were able to use MVC to help you get closer to your career goal while still in high school)

Remember, no right or wrong answers. MVC is personalized. However, you decide to format your video use it to impress a future employer about what you have learned/achieved and the skills that you can now offer.

GOOD LUCK!!!!

Mentorship Virtual Cooperative Education 120
Mentor Feedback re Student Performance Appraisal

Student's Name: _____

Mentor's Name: _____

Mentorship Organization: _____

Instructions for completing:

When completing the Student Performance Appraisal, the Mentor is requested to consider the following points:

- Use this assessment with the ongoing development of the student in mind. Where applicable, make suggestions for improvement. Assess your student based on the factors given for consideration as you would a beginning probationary employee. Please comment on student's accountability (i.e. ability to be present for correspondences and follow-up on assigned tasks).
- The number associated with the rating scale (definitions found on the last page) should reflect what you believe most closely describes the student performance in the skill areas named. If a skill does not apply, simply record NA.

PLEASE COMPLETE THIS FEEDBACK FORM ON OR BEFORE _____

Please e-mail this form to kathy.gray@nbed.nb.ca

Kathy Gray, Riverview High School

Phone: (506) 856-3470

GENERAL PERFORMANCE FACTORS

Assign values to each performance factor based on the rating scale found on the last page.

SCORE 1-10	Excellent 10	Very Good 9	Good 8	Satisfactory 7	Marginal 6	Unacceptable 0-5
	<u>AVAILABILITY & PUNCTUALITY</u> – Accountability to be present during assigned correspondences and follow-up assignments; proper and timely notification for cancellation or delay of virtual meetings					
	<u>PROFESSIONALISM</u> – Appropriate conduct, communicating in a professional manner					
	<u>ATTITUDE</u> – Level of interest and enthusiasm; willingness to learn; desire to improve; maturity and outlook					
	<u>DEPENDABILITY</u> – Completes assignments and fulfills assigned responsibilities as requested; demonstrates independence and honesty					
	<u>COOPERATION</u> – Works effectively independently, and as team member; willing to accept direction, supervision and responsibility					
	<u>INITIATIVE</u> – Continues assigned tasks/routines without being told; constructive use of time; degree of self-discipline to see job through to completion					
	<u>FOLLOWING DIRECTIONS</u> – Listens carefully when receiving instructions; follows instructions and provides appropriate feedback					
	<u>OPEN TO SUGGESTIONS</u> – Reacts positively to suggestions					
	<u>COMMUNICATION</u> – Expresses ideas clearly and confidently through written & verbal correspondences					
	<u>ORGANIZATIONAL SKILLS</u> – Plans and performs tasks/routines in an orderly manner					
	<u>QUALITY OF WORK</u> – Degree of excellence of the tasks/routines performed; accuracy, thoroughness and completeness					
	<u>PRODUCTIVITY</u> – Volume of work accomplished within established time frames					
	<u>ADAPTABILITY</u> – Displays flexibility to new procedures and changing conditions					
	<u>COMMERCIAL AWARENESS</u> – Demonstrates an ability to systematically gather information and solve problems					
	<u>ANALYZING & INVESTIGATING</u> – Awareness and practice of safe procedures; demonstrates responsibility for maintaining a safe work environment					
	<u>DRIVE</u> – Determination to get things done, make things happen & constantly look for better ways to do things					
	<u>PLANNING & ORGANIZING</u> – Take initiative to plan activities and carry them through effectively					

SPECIFIC TASKS

Through the performance of specific tasks, your student is acquiring **SPECIFIC JOB SKILLS**. Please provide feedback by giving examples of specific tasks the student has demonstrated, and/or performed, while corresponding with you.

Excellent 10	Very good 9	Good 8	Satisfactory 7	Marginal 6	Unacceptable 0-5
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TASK: _____

Rating: 10 9 8 7 6 5 4 3 2 1

TASK: _____

Rating: 10 9 8 7 6 5 4 3 2 1

TASK: _____

Rating: 10 9 8 7 6 5 4 3 2 1

TASK: _____

Rating: 10 9 8 7 6 5 4 3 2 1

TASK: _____

Rating: 10 9 8 7 6 5 4 3 2 1

TASK: _____

Rating: 10 9 8 7 6 5 4 3 2 1

TASK: _____

Rating: 10 9 8 7 6 5 4 3 2 1

TASK: _____

Rating: 10 9 8 7 6 5 4 3 2 1

COMMENTS

Please consider making comments on the student's overall performance.

Mentor's Comments:

Please make any suggestions that would be helpful to the student to improve their performance.

RATING SCALE DEFINITION

Use the following in assigning values to the performance factors & specific tasks:

Excellent (10)	Observed performance is at a high level for this stage in the learning process. There appears to be little or no room for improvement.
Very Good (9)	Observed performance consistently exceeds the standards or expectations for this stage in the learning process. Performance is definitely praiseworthy.
Good (8)	Observed performance often exceeds the standards or expectations set for this stage in the learning process.
Satisfactory (7)	Observed performance meets the standards or expectations set for this stage in the learning process. Performance is adequate to meet the demands of the job.
Marginal (6)	Observed performance is considered barely adequate for this stage in the learning process. Effort and concentration needed to meet acceptable standards.
Unacceptable (0-5)	Observed performance in this area is inadequate. The student rarely, if ever, meets acceptable standards or expectations for this stage in the learning process.

Mentor Signature:

Date:

CHECKLIST FOR MENTORSHIP VIRTUAL CO-OP NAME: _____

- INTRODUCTION:** Interview matching career interests with virtual mentor
- EMPLOYABILITY SKILLS:** Profile skills essential to succeed in the workplace
- PERSONALITY ASSESSMENT:** Correlation between results from Myers Briggs and career goal
- WHMIS, ORIENTATION TO SAFETY & INTERNET SAFETY:** On-line certifications completed
- JOB SEARCH TOOLS:** Resume and formalized letters addressed mentor
- ASSIGNMENTS:** Demonstration of work-related global competencies through assigned tasks, as well as activities and presentations planned and implanted in consultation with mentor
- CAREER RESEARCH PAPER:** In depth analysis and written documentation of responsibilities, employment opportunities, skills & educational requirements necessary to attain career goal
- NOTES/TEST:** Using information from NB Virtual Learning Centre, assigned questions & course content, create a "cheat sheet" and complete written test (open book based on student's notes)
- DOCUMENTATION OF ACTIVITIES & TRAINING PLAN:** Collaboration with mentor to discuss and prepare a comprehensive training plan highlighting roles & responsibilities, meetings & follow-ups, related learnings', presentations, etc.
- JOURNALS:** Total of 10 journals on assigned topics designed to reflect and analyze skills/tasks reflecting upon, and in correlation with, career goal
- E- PORTFOLIO:** Organized files uploaded on computer demonstrating samples of work completed inside and outside of school, profiling employable skills, updated resume, assignments; reflection journals; presentations, work and volunteer experiences, mentorship correspondences, etc.
- CV/VIDEO:** Comprehensive overview demonstrating global competencies, correspondences, perceptions and recommendations to profile abilities to a potential employer

ORGANIZATION: _____ **MENTOR** _____

MENTOR'S OCCUPATION: _____

FINAL GRADE: _____

TEACHER COMMENTS: