

Pre-Employment Strategies

(DCSD – BUS 242

NICC – SDV 153)

Mr. Poling

COURSE DESCRIPTION

Basic introduction to skills necessary for entry-level employment positions. Networking with local employers will be a key component. A work performance rating and a National Career Readiness Certificate™ will be awarded based on WorkKeys® testing results which will be recognized in interviewing and compensation practices of some local employers.

STANDARDS

Function as economically literate citizens through the development of personal consumer economic skills a knowledge of social and government responsibility, and an understanding of business operations, including a global perspective.

Benchmark #1: Understand the interrelationships of different functional areas of business and the impact of one component on another.

Benchmark #2: Develops the ability to participate in business transactions in both the domestic and international areas.

Benchmark #3: Understands the impact of business decisions upon the global economy.

Demonstrate interpersonal teamwork and leadership skills necessary to function in multicultural business settings.

Benchmark #1: Communicates effectively as writers, listeners, and speakers in social and business settings.

Benchmark #2: Understands the knowledge and skills to manage business relations.

Benchmark #3: Knows how to manage conflict within the workplace.

Benchmark #4: Understands the cultural differences in the global marketplace.

Develops career awareness and related skills to enable them to make viable life-long career choices and sustain employability in a variety of careers.

Benchmark #1: Develops the ability to market the assets each individual has in the labor market.

Benchmark #2: Understands a variety of career options and how they are influenced by personal strengths, weaknesses, interests, and wants.

Benchmark #3: Uses a variety of resources to learn about career opportunities

Benchmark #4: Demonstrates communication, problem-solving, and decision-making skills which allow the student to work effectively within an organization.

ASSESSMENTS

There will be an objective test given at the end of each chapter, following instruction and discussions. Additional papers, assignments, and projects may be given to help students apply the information to real life situations.

PRIMARY STUDENT LEARNING OUTCOME ASSESSED

- Value Self and Others

CONTENT

Unit 1 -Transferable Workplace Skills

- Demonstrate competence in all areas of human relation skills.
- Assess understanding of workplace soft skills through the results of the WorkKeys Performance Assessment.

Unit 2 – The Job Market and Opportunities for Continued Education

- Comprehend and access labor market information.
- Grasp concepts involved with pay, unemployment, and benefits.
- Show understanding of potential opportunities for continued education.
- Continue to develop career understanding through “I Have A Plan Iowa”.

Unit 3 – Industry Specific Concepts and Requirements

- Define important workplace terminology.
- Demonstrate knowledge of basic math concepts required in the workplace.
- Develop and use skill of locating information in workplace examples.
- Apply ability to read for information to workplace scenarios.
- Show understanding of safety practices in the workplace.
- Use basic technology as required in the workplace.
- Establish proven level of understanding of applied math, location information, and reading for information concepts through rating on the WorkKeys National Career Readiness Certificate.

Unit 4 – Getting the Job You Want

- Develop a resume.
- Write a cover letter.
- Select appropriate references.
- Properly complete an application for employment.

Unit 5 – The Employment Interview

- Prepare for a job interview

- Understand appropriate interview attire and personal image.
- Ask commonly asked interview questions.
- Make a positive first impression on potential employers.

STUDENT COURSE EVALUATION:

Prior to course completion you will receive an email providing a link to share your feedback.

INSTRUCTIONAL STRATEGIES

As this is a college credit class, students will be expected to read and prepare before arriving to class. Our time together will be used to clarify terms and questions, and discuss the materials in small and large groups. Assignments and projects both in and out of class will be used to further present and clarify the materials.

RESOURCES

“Seven Keys to Delivering Great Customer Super Service”, Val and Jeff Gee, *McGraw Hill*
 “Customer Service Skills for Success”, 5th Ed., Robert W. Lucas, *McGraw Hill*

CHEATING/PLAGIARISM

Refer to the Dubuque Community School District Policy 5200 and the Hempstead High School Student and Parent Information Student Planner.

ATTENDANCE POLICY

It is important that you are in class, on time, every day. This will help the class to be productive and efficient in our time together. I will not wait for students to get to class before I start. Once the bell rings, it is class time. Any day or part day of instruction missed, whether excused or unexcused impacts a student’s learning. ***If you do miss class for any reason, it is your responsibility to find out what you missed.*** Students who are absent from school miss instruction which could negatively impact the student’s grades. You are required to do make-up work within a reasonable amount of time for all absences.

Absences may impact grades in the following ways:

- Failure to attend make-up sessions as assigned.
- Failure to complete make-up assignments satisfactorily within a reasonable time is a separate act and constitutes grounds for reduced grades.

Refer to your planner and the student handbook for DCSD Policy 5200 for additional details.

NOTES OF INTEREST

- When preparing/completing homework, please include your full name, date, period, and assignment at the top of the page.
- Take notes and participate in class discussions! This will GREATLY benefit you when you study for the tests.
- You are responsible for any material covered in the chapter and/or discussed in class. If you miss a class, you will need to get the notes ***from a classmate*** as well as the assignment for that day. We will have a test after every chapter. If you miss a test, it is your responsibility to set up a make up time; you must make arrangements with me to make it up as soon as possible. (Maximum of one week!) Quizzes and tests will ***not*** be made up during class time.

GENERAL GUIDELINES

1. I can treat everyone in the classroom the way you want to be treated. P R I D E
2. I can dress appropriately for class.
3. I can use the available technology responsibly.
4. I can be on time and prepared for class with supplies and personal business completed.
5. I can complete my own work in a timely manner. I will only turn in work that I have completed, and will not allow other students to use my work for themselves.
6. I will not be distracted by personal devices in class – this includes, but is not limited to headsets, iPods, MP3 Players, Walkmans, pagers, cell phones, laser lights, etc.
7. I will not eat in class.
8. I will not have anything other than water in class, and I will keep my water bottle away from the computer.

GRADING PLAN

Your semester grade will be determined using a straight point system. Grades will be earned through successful completion of daily assignments, quizzes, tests, citizenship, attendance, and participation.

Your semester grade will be calculated from the total points earned in the semester comprising 90% of your overall grade. The other 10% of your grade will be based on your semester final project.

Homework will be assigned on a daily basis. It is due the following day, unless specifically announced. Homework must be turned in when it is due. Assignments turned in late may be reduced up to half credit. After the test for that chapter, late work will NOT be accepted.

A...94-100	B+...87-89	C+...77-79	D+...67-69
A-... 90-93	B.....84-86	C.....74-76	D.....64-66
	B-.....80-83	C-.....70-73	D-....60-63

COMMUNICATION PLAN

You can reach me via email at rpoling@dbqschools.org or call Hempstead High School at 563-552-5159, and leave a message. I check both of these every day. I am also available in L001 before school, or during 7th period (1:33-2:20). PowerSchool will be updated at least every two weeks. Due to the nature of some of the projects, there may not always be an update when we are working on a larger project, and not every practice activity will be graded. If you have questions, please email me. Syllabi, resources, and course information can also be found on my website www.tinyurl.com/hhspoling.

STATEMENT OF NON-DISCRIMINATION

Northeast Iowa Community College prohibits discrimination in educational programs, employment, and activities on the basis of age, race, creed, color, sex, sexual orientation, gender identity, national origin, religion, disability, pregnancy or genetic information as required by the 1964 Civil Rights Act, Titles VI and VII; the 1972 Education Amendments, Title IX; the Age Discrimination in Employment Act of 1975 (ADEA); the Federal Rehabilitation Act of 1973, Section 504; the Americans with Disabilities Act (ADA) of 1990, Title II; Titles I and V; the Civil Rights Act of 1991, the Genetics Information Nondiscrimination Act of 2008 and the Iowa Code, Chapter 216.

It is also the policy of this District that the curriculum content and instructional materials utilized reflect the cultural and racial diversity present in the United States and variety of careers, roles and lifestyles open to women as well as men in our society. One of the objectives of the total curriculum and teaching strategies is to reduce stereotyping and to eliminate bias on the basis of age, race, creed, color, sex, sexual orientation, gender identity, national origin, religion or disability. The curriculum should foster respect and appreciation for cultural diversity found in our country and an awareness of the rights, duties and responsibilities of each individual as a member of a pluralistic society.

Inquiries and grievances regarding compliance with applicable state and federal laws may be directed to the executive director of human resources, P.O. Box 400, Calmar, Iowa 52132, or to the Director of the Iowa Civil Rights Commission, Des Moines, Iowa, or to the Director of the Region VII Office of Civil Rights, Department of Education, Kansas City, Missouri.