



HASKAYNE SCHOOL OF BUSINESS

Coop 523.02 – COURSE OUTLINE Co-operative Placement in Business – Work Term 2

FALL 2016

Co-operative Education web site – <http://haskayne.ucalgary.ca/programs/co-op>

Career Centre web site – <http://haskayne.ucalgary.ca/services/career-centre>

Course Objectives

A Co-op work term will provide the student with opportunities to:

- Experience personal and professional growth
- Enhance employability skills
- Confirm concentration and/or career path
- Develop a network of business contacts

Coop is an academic program and work-term assignments are mandatory to satisfy the academic requirements for the University of Calgary. Work term reports are due at the end of every four month long work term.

Course Requirements

Date	Assignment	Deliver to
Sept. 9th, 2016 (or within 1 week of start date)	Job Address Information: Company name, address, your business email address, supervisors name, contact information etc. required.	complete online at Haskayne Career Link: https://careerlink.ucalgary.ca/home.htm
Sept. 16th, OR (or end of 3 rd week of work term)	Learning Objectives form (details and form attached) (Available on web site under forms)	Submit through the D2L Dropbox. Students whose work term starts later in the semester must contact their Career Consultant to arrange a delivery deadline for the Learning Objectives.
2 Business Days before Scheduled Site Visit or Phone Call	Mid-term Self-Assessment	The Self-Assessment form is available on D2L. The form must be uploaded on to D2L 2 business days before your work site visit.
Prior to Site Visit or Phone Call	CareerLeader assessment tool must be Completed prior to site visit or phone call. See course outline for details.	Discuss at site visit/phone call
DECEMBER 9TH 2016	Performance Evaluation completed by employer (available on web site under 'Forms')	Submit by email to louise.grunerud@haskayne.ucalgary.ca .
JANUARY 6TH 2017	Work Term Report – details attached	Submit by email to louise.grunerud@haskayne.ucalgary.ca .

You are expected to submit your required documents on time. Work term reports that are submitted more than three days after the due date, without previous arrangements having been made for extenuating circumstances, will receive a grade of “F” and you will be required to withdraw from the Haskayne Coop Program.

Work term reports and performance evaluations are due at the end of every four month long work term.

Contact Information

Cooperative Education website (handbook, forms, awards):

<http://haskayne.ucalgary.ca/programs/co-op>

Career Centre Website (job search tips, job databases): <http://haskayne.ucalgary.ca/services/career-centre>

Academic Co-op Program Director

Sherry Weaver, Associate Dean, Undergraduate Programs

Academic Issues - (Admissions, Grades, Scholarships, Work Term Assignments)

Louise Grunerud (Coop Program Coordinator)

SH 346

Tel: 403.220.7533 Fax: 403.282-0095

E-mail: louise.grunerud@haskayne.ucalgary.ca

Career Consultants

Susan Basudde: (FNCE, RMIF, RMIN, PFPL)

SH346

Tel: 403.220.6393 Fax: 403.282.0095

E-mail: susan.basudde@haskayne.ucalgary.ca

Tania Jamault (MKTG, ENTI, IBUS, GENL, TOUR, TRMK, Real Estate)

SH350

Tel: 403.22.3658 Fax: 403.282.0095

Email: tania.jamault@haskayne.ucalgary.ca

David Rudanec: (BPMA, ENMG, GENL, HROD, MGIS, OPMA, PLMA, SCMA)

SH348

Tel: 403.220.6735 Fax: 403.282.0095

Email: david.rudanec@ucalgary.ca

Danielle Wolf: (ACCT)

SH (350B)

Tel: 403.220.8649 Fax: 403.282.095

Email: danielle.wolf@haskayne.ucalgary.ca

WEBSITES

D2L: <http://d2l.ucalgary.ca>

P2016COOP 523.02B01 (Spring 2016) Co-op Placement in Mgmt II

Academic: <http://haskayne.ucalgary.ca/programs/co-op>

Career Centre: <http://haskayne.ucalgary.ca/services/career-centre>

Career Link: <https://careerlink.ucalgary.ca/home.htm>

UPASS

Coop/Intern students are not automatically assessed the UPass fee, but are eligible to have the fee added for the sessions they are an active Co-op Student (Fall, Winter or Spring/Summer) by completing the following steps:

- First you must be registered in your work term.
- Contact Enrolment Services in person or by phone (210-7625) to have the UPass fee added to your student account.
- Provide proof of assessment at the Tech Stop (attached to the University Bookstore) or at Parking & Transportation Services (Olympic Volunteer Centre – North End of McMahon Stadium)
- Receive the sticker.

** If you are registered in a course at the U of C while you are a Coop/Intern student, you will automatically be assessed the compulsory UPass fee.**

Grading

Co-op work terms are extra-to-degree and students receive either a Completed Requirements (CR) or Fail (F) grade. The grade is evaluated on three criteria:

1. Job Site Visit/Call
2. Performance Evaluation
3. Work Term Report

Details are available in the online Co-op Student Handbook.

Questions Regarding Co-op Course:

For work term issues contact your Career Consultant.

For academic issues contact the Co-op Coordinator.

Additional Academic Courses

While on a work term, students may take only *one* academic course, either in the evening or on a Saturday.

Employer Appreciation Awards

You are invited to nominate supervisors who you feel have been exceptional mentors and supervisors by providing outstanding direction, feedback and encouragement throughout the work term. The form is available on the Co-op web site under “forms” at <http://www.haskayne.ucalgary.ca/programs/co-op/forms-and-documents> or on D2L.

UNIVERSITY REGULATIONS

Academic Accommodation:

The University of Calgary is committed to ensuring that each student is afforded an academic environment that has been developed on the principles of equal and equitable access, respect for individual differences, and academic integrity. **Student Accessibility Services (SAS)** offers services to students with documented disabilities including learning disabilities, chronic health issues, hearing and visual impairment, disabilities and temporary impairment due to accident, illness or injury. It is the student's responsibility to contact Student Accessibility Services to request academic accommodation. The nature and type of academic accommodations vary from student to student and are dependent upon the student's disability and the academic requirements.

If you are a student with a documented disability who may require academic accommodation and have not registered with Student Accessibility Services, please contact their office at 403.220.8237. Students who have not registered with Student Accessibility Services are not eligible for formal academic accommodation. Students are also required to discuss needs for accommodation with the instructor no later than fourteen (14) days after the start of this course.

<http://www.ucalgary.ca/access>

Academic Honesty:

Academic honesty is the cornerstone in the development of knowledge. A single offence of cheating, plagiarism or other academic misconduct on term work, tests or final examinations or assignments can lead to disciplinary probation, suspension or expulsion from the Faculty by the Dean. If a student allows his/her name to stand on group work when in fact there is essentially no contribution made, then that student is guilty of academic misconduct. Please refer to the current University Calendar for further details.

Plagiarism:

Plagiarism involves submitting or presenting work as if it were the student's own work when it is not. Any ideas or materials taken from another source written, electronic, or oral must be fully and formally acknowledged. Plagiarism includes but is not limited to:

- (a) The work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work (this includes having another impersonate the student or otherwise substituting the work of another for one's own in an examination or test),
- (b) Parts of the work are taken from another source without reference to the original author,
- (c) The whole work (e.g., an essay) is copied from another source, and/or,
- (d) A student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved.

While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted. Plagiarism is an extremely serious academic offence.

It is recognized that clause (d) does not prevent a graduate student incorporating work previously done by him or her in a thesis or dissertation.

Please consult your instructor or the Writing Centre (SS110) if you have any questions regarding to properly document sources.

Software Policy:

Faculty, students and staff of the University of Calgary are expected to use software in a lawful manner in accordance with the Canadian law of copyright and the software's specific license conditions.

Copyright and Photocopying:

All material used in the course is for the sole use of the individual and should not be recopied in either print or digital format. For copyright guidelines, including those relating to photocopying and electronic copies, please visit <http://library.ucalgary.ca/copyright> All copyright related questions can be directed to the Copyright Office: copyright@ucalgary.ca

Recording Lectures:

Recording of lectures and labs is permitted for individual private study, only at the discretion of the instructor. Any other use of recording constitutes Academic Misconduct and may result in suspension or expulsion. Both the student and the instructor must sign the appropriate Release Form to facilitate recording lectures or labs.

Other Information:**The SU Wellness Centre – Counselling, Health Services and Wellness Programs**

The SU Wellness Centre Counselling Services focus on three major areas: personal counselling, career development and academic success. To learn more about services, wellness programs, and assistance, please phone 403.220.5893 or visit the website at: <http://www.ucalgary.ca/counselling/>

The Student Success Centre

The personalized planning and support available at the Student Success Centre includes advising, learning and writing support, student success seminars and online resources. The **Writing Support Services** at U of C are housed at the SSC. For general inquiries and appointments: 403.220.5881; success@ucalgary.ca
<http://www.ucalgary.ca/ssc>

Student Accessibility Services

The mission of Student Accessibility Services (formerly the Disability Resource Center) is to work collaboratively and innovatively with the campus community to create an accessible, equitable and supportive learning and living environment that enhances each student's academic and personal development. SAS houses the Nat Christie Adaptive Technology Centre, a technology lab and quiet study area where students can study, be trained on, and make use of, a range of assistive and adaptive hardware and software options. <http://www.ucalgary.ca/access>

Students' Union Representative:

Email: haskayne1@su.ucalgary.ca or haskayne2@su.ucalgary.ca

Freedom of Information and Protection of Privacy Act:

For information on the Freedom of Information and Protection of Privacy Act please visit <http://www.ucalgary.ca/secretariat/privacy>

Safe Walk:

<http://www.ucalgary.ca/security/safewalk>

Office of the Ombudsperson:

The Student Ombuds Office offers a safe place for undergraduate and graduate students to discuss student related issues, interpersonal conflict, academic and non-academic concerns, and many other problems. Operated independently of the University of Calgary, the Ombuds Office is confidential, impartial, and informal. The Ombuds Office is a great resource for students to voice concerns and learn about the possible courses of action to take. More information can be found at <http://ucalgary.ca/ombuds>

Haskayne Undergraduate Statement of Student Responsibility

RESPONSIBILITY is:

Respect for **E**veryone I care about, impact and represent, **S**o I make a **P**ositive impact **O**n my **N**eighbors, peers, colleagues, and family. **S**taying responsible **I**s what keeps me grounded **B**y reminding me the way **I** Live is **I**nfluenced by **T**he actions of others; my actions impact **Y**ou – today and in the future.

As a Haskayne School of Business Student:

- When faced with tough choices, I have a responsibility to ensure that alternatives are explored, their consequences understood, and priorities are set based on ethical values so that “win-win” solutions are possible.
- I am accountable for my actions and responsible for their consequences – both in the short and long term.
- I will be consistent in my actions, words, and intentions so they reflect commitment to my ethical and responsible core values.
- I can play a role in respectfully raising awareness among others and encouraging my peers and colleagues to find positive solutions to ethical challenges.
- I will develop and sustain lasting relationships through open and honest communication, and demonstrating personal integrity.
- I have the responsibility to strive for a career and life that embody my passions and reflect my sound values while living to an ethical standard.
- It is my responsibility as a student to develop to my full potential and in turn make a positive contribution to the world around me. It is my social responsibility to help my fellow students, coworkers, and members of the community at large to fully realize their potential as well.
- I am responsible for shaping a positive world for future generations, including the management of my own ecological footprint and respect for the environment in my decisions and actions.
- I have a responsibility to embrace, encourage, and sincerely accept diversity. Diversity of opinion, background, and belief is a competitive advantage and helps build a positive future.

My ethics become “real” when I choose to live my life in a way that is true to my core values. It is my responsibility to live ethically – no one can do it for me.

This statement was created with the input of over 400 Haskayne undergraduate students in the 2008 – 2009 academic year. It was officially unveiled March 20, 2009 at the Corporate Social Responsibility and Sustainable Development Program conference on Corporate Tools. This statement applies to add undergraduate students at the Haskayne School of Business, University of Calgary.



CO-OP CONTRACT – TERMS AND CONDITIONS FOR HASKAYNE CO-OP STUDENTS

Academic Requirements - I understand and agree that:

- I will abide by all Regulations and Requirements as outlined in the Academic Calendar and the Co-op Education Handbook
- I will at all times be registered in either a full-time academic term or work-term
- A leave of absence from the Co-op Program, including vacations and exchanges will be arranged in advance with the Academic Co-op Program Coordinator
- The maximum length of any work term is eight-months and then I will return to school for at least one full-time academic semester before going out on another work-term
- I will complete my first work-term or be actively searching for a work-term within one year of acceptance in the Coop Program
- I will complete my first work-term before I have completed more than 30 courses towards my degree
- My rotation of work terms will end on an academic term

Job Applications, Interviews and Job Offers for Coop Work Terms - I understand and agree that:

- I am required to attend all Co-op workshops and seminars; if I am unable to attend a session I will communicate with my Career Advisor in advance
- I must actively participate in the job search process, by applying to jobs and searching on my own
- Upon acceptance of a job offer I will register my work term in the jobs database and advise my Career Consultant in the Haskayne Career Centre.
- I will respond to any email or phone call from the Career Centre in a timely manner, as I would treat any professional correspondence
- Before refusing a job offer I will confer with my Career Consultant
- If I apply to a position and am selected for an interview, I am required to go to the interview, unless I have already accepted another Co-op position
- I will treat the acceptance of a job as a contract with the employer and will not renege
- Work-term placements cannot be guaranteed

Work Term - I understand and agree that:

- I am an ambassador of the Cooperative Education Program, of the Haskayne School of Business, and for my fellow students both current and future. I will conduct myself professionally at all times and in accordance with these terms and conditions
- During my work terms, I shall give priority to my employment responsibilities and perform duties reasonably requested of me as long as they are legal and safe
- I must notify my employer in advance should I be late or absent
- I will submit all required assignments, such as the Learning Objectives and work term reports by the specified deadlines

Students cannot renege on a job offer they have accepted because they have received another job offer they would rather accept. Students who do this will receive a grade of “F” for the work term and be dismissed from the Haskayne School of Business Co-operative Education Program. A permanent notation will be placed on the transcript of record that the student was required to withdraw.

Students cannot leave a work term or withdraw from a Co-operative Education course without permission from both their Co-operative Education Program Office and the faculty. Please see you Co-operative Education Academic Program coordinator for details. Violation of any of the terms and conditions may result in immediate withdrawal from the Haskayne Co-operative Education Program.

I have read the above terms and conditions of enrolment in the Co-operative Education Program and I agree to abide by them during my participation in the Program. I understand that failure to follow these may result in my expulsion from the program.

Signature: _____ Date _____

Work Term Two Assignment

Work Term Assignments are an academic requirement of the University of Calgary. They provide a link between the academic portion of your degree and your work place experience. They also provide you with the opportunity to develop good writing skills. In addition, your report helps the university measure the skill development and the amount of learning that has taken place during your work term. Co-op work term reports are marked by Haskayne faculty members. **There are four separate items required from you for Work Term Two plus you need to complete CareerLeader.**

Requirements for Work Term Two:

1. **Job Address Information:** Fill out required information on CareerLink
2. **Learning Objectives form:** A description of the Learning Objectives and how to develop them as well as the form are attached. The form can be found on D2L or at <http://www.haskayne.ucalgary.ca/programs/co-op/forms-and-documents>
Submit your learning objectives through the D2L Dropbox. Students whose work term starts later in the semester must contact their Career Consultant to arrange a delivery deadline for the Learning Objectives.

Optional: To assist you in charting your progress through your work term, weekly journal-type entries are helpful. You may use the Skill Development Record (available on the web site) or you may wish to keep a less formal journal of your thoughts and achievements

3. **Work Term Report:** At the end of your four-month work term you must submit a Work Term Report, even if you are completing a second work term with the same company. Details are attached. Email report to: louise.grunerud@haskayne.ucalgary.ca
4. **Performance Evaluation:** Near the end of each four month work term, your supervisor must fill out and discuss your Performance Evaluation with you. **We suggest that this form be given to your supervisor shortly after you begin working so your supervisor is aware of the types of skills being evaluated.** Once completed and signed, your Performance Evaluation may be emailed to louise.grunerud@haskayne.ucalgary.ca,. You can find the form on D2L or at <http://www.haskayne.ucalgary.ca/programs/co-op/forms-and-documents>
5. **CareerLeader:** You need to complete CareerLeader prior to your site visit with your Career Consultant.

Career Leader Results: If you receive a “**This section is unusable**” comment, you **MUST** retake the test until the results are usable. If you have any questions about your CareerLeader professional report, please contact your Career Consultant in the Haskayne Career Centre.

Work Term Two - Report Requirements

The work term two report is a chance to explore the match between your skills, talents and desires with your future career, as well as a partial action plan on how to get there. It also serves as a chance to reflect on the differences between classroom learning and reality. CareerLeader is a business career self-assessment program that Haskayne Co-op students are being given free access to. **Completing the assessment tool (not the report, just the on-line tool) is required to be completed prior to your scheduled site visit.**

To log on to CareerLeader go to:

<http://www.careerleader.com/sign-in.html>

Registration Information

The Academic Program Coordinator will email you with the registration information shortly after you start your work term.

To help answer the required questions in the work term report, log in to your CareerLeader profile. Go to [Home Page](#).

Length: The total length of the paper, including all the required components (i.e., from the title page to the bibliography, but not including any appendices), is to be 8-9 pages long double-spaced and in 12 point font.

Appearance: Work Term Two Reports must look professional. **The report must be organized into sub sections using a clear and consistent system of headings.** Text must be left justified only. Be sure to define all jargon and terminology.

Submission: Work Term Two Reports must be delivered or emailed to Louise Grunerud in the Co-op Office, Room 346 Scurfield Hall louise.grunerud@haskayne.ucalgary.ca by the deadline specified on the front page of your course outline. **Late reports may receive a course failure.** You are encouraged to start your report early in the term. Each Work Term Report will be evaluated using the grading key and will receive a grade of Completed Requirements or Fail. To receive a pass you may be required to rewrite sections of your report to clarify issues or expand on your analysis. In addition, minimum requirements in each of the Career Leader and Reflection sections must be met.

Work Term Two - Report Content Guidelines

**Lengths based on double spacing*

- **Title Page** (1 page)

The Title Page must be the first page of the report and contain the following information:

- "University of Calgary"
- "Haskayne School of Business"
- "Work Term Report 2"
- Title of report
- Name and location of employer (you can include the company logo)
- Your name and ID number
- E-mail address
- Date

- **Introduction** (½ page)

The introduction should include an overview of the organization (industry, locations, size, etc.) and your work group (business unit, department, etc.). It then should state the scope of the report (topics / subheadings that will be covered). Ideally, it should spark interest in reading the rest of the report.

Career Leader (2 1/3 pages total)

As you read through your Career Leader report, pay special attention to your highest (and lowest) scores, as well as to any results that surprise you.

- **Key Interests** (1/3 page)

Your interests are your most stable and defining career characteristic. In a few sentences, describe the ways in which you were/were not able to express your key interests on your work term.

- **Motivators (1/3 page):** Look at the motivators section. Did your work term satisfy your two most highly valued work rewards? Explain why or why not.

- **Skills** (1 page)

Look at the **Skills** section in Career Leader. To help you update your resume and prepare for future behavioral interview questions, answer the following questions:

a. Which two skills do you feel are your strongest? For each of the two skills you selected, think back to your co-op work terms and identify a particular instance where you used that skill well. Formulate your answer using the **STAR** Technique:

- i. What was the **S**-ituation or **T**-ask?
- ii. What **A**-ction did you take?
- iii. What was the final **R**-esult? *(2/3 of a page)*

b. If you were asked the interview question, "Tell me about a weakness?" which skill would you select? Outline a plan to help improve this skill. *(1/3 of a page)*

Hint: Click on **Build my skills and then on the particular skill** to find out how to strengthen your weaknesses.

- **Organizational Culture** (2/3 page)

There are four dimensions of personality, reflected in organizational culture. According to CareerLeader, what is your preferred organizational culture? In particular, examine each of the four dimensions of organizational culture for a higher (or lower) score. Describe the corporate culture of your current work term. What do you like/dislike about the culture? What sort of organizational culture would you prefer to work in next?

Reflection (3-4 pages)

Coop Work Term Reflection (1 page)

- a. Discuss how your work term experience has benefited you in terms of moving you closer to your career goals.
- b. Describe the industry, company, and the profession of your ideal third work term.
- c. What are one short term and one long term (2 years plus) specific and measurable action items to move your career in that direction? *(can include in chart format)*

Classroom versus Work World Reflection (2-3 pages, note this section is worth 36 marks)

- d. Think about this past work term, and compare it to the theory that you learned in a business course that you have successfully completed.

Answer the following:

- 1) What were you surprised by, or unprepared for? (Please choose one thing of a more substantial nature, rather than many small things). What were your observations, especially in regards to things that are relevant to your topic?
- 2) What did the classroom/textbook theory say about this topic? Explain the theory. Be sure to mention the specific class taken, and include your reference(s) in APA format.
- 3) What is the classroom/textbook rationale for this theory? Why use it?
- 4) Compare the theory (#2/#3) to reality (#1). What were the differences between the two?
- 5) Speculate on why you think that the differences existed.

The following is a list of theory examples that could be used in your report: *time management, management bias, decentralization/reorganization, social responsibility, increasing employee satisfaction, training programs, motivating employees, matching principle, market trends, product launches, training manuals, hiring philosophies, employee/employer fit, recruiting, compensation, information flow, company leadership roles, project management, ethics, capacity, materiality, information system implementation, inventory/supply chain.* You are free to choose an alternative topic - it does not have to come from the above list.

- **Tables and Figures** (optional)

Tables and figures can save unnecessary detail in the text while clarifying the work for the reader. Any table or figure, however, must serve a specific purpose. The same data should not occur in both a figure and a table. Careful consideration should be made as to whether the information is better presented graphically or in tabular form. All tables and figures used must be referred to in the text.

- **Conclusion** (½ page)

The conclusions provide a short summary of the report and what it means. It should satisfy the requirements established in the Introduction.

Supplementary Information

- **Bibliography** (required – 1 separate page)

All of the material used in your report, whether cited in the text or not, must be listed in the bibliography. In addition, any direct quote, reference to a specific fact or paraphrasing of an argument made by the author of a published work requires a reference note. For a guide and examples of referencing please refer to the Publication Manual of the American Psychological Association at: <http://www.apastyle.org/>.

- **Appendices**

A printed copy of your “Professional Report” from CareerLeader is required. On your Home page, click on My Career Leader Report, then on My Career Leader report again and print this Results Report and send along with your work term report as an appendix. This may also be sent as a separate document along with your report.

In addition, if there is any other information that substantiates the report but is not required for a convincing understanding of the work, the appendix is the place to put it. The appendix may contain bulky data such as lengthy tables, computer print-outs, and descriptions of processes or operations, maps and so on.

Consecutive letters or numbers must be assigned to each appendix. Each appendix must have a title and be referred to in the text. For the purposes of this report, the only essential appendix is the CareerLeader report.

BComm Co-operative Education Program
Work Term Report Evaluation – COOP 523.02
FALL 2016



Student Name:	Student ID#:
Organization:	Marked By:
Title of Report:	

Career Leader Assessment Tool	Approx. Length	Score
Title Page (UofC, Haskayne, WT#2, Title, Employer logo & Address, Name, ID#, E-mail, date)	1 page	/ 2
Introduction (Introduces organization & your role, states the scope of the report, etc.)	½ page	/ 3
Career Leader Minimum Score 13/20		
Key interests – describes ways they were / were not expressed during work term	1/3 page	/3
Motivators – how work term satisfied highly valued work rewards	1/3 page	/3
Skills – two strongest and usage during work term (STAR format), weakness	1 page	/9
Organizational culture – preferred style, current, like / dislike, preference	2/3 page	/5
Reflection – work term: Minimum Score 29/45		
How term benefited career goals, ideal 3 rd work term & 1 ST & LT action item	1 page	/ 9
– work world versus classroom/textbook:		
i. Identify observations with sufficient detail	2-3 pages	/10
ii. Classroom/textbook theory described & referenced		/6
iii. Classroom/textbook rationale		/4
iv. Compare theory to reality		/10
v. Why the differences?		/6
Conclusion (short summary of report)	½ page	/ 3
Bibliography (references cited on a separate page using APA format)	1 page	/ 2
Total	8-9 pages	/75
Career leader professional report included (appendix)		/15

Formatting Requirements	Poor	Acceptable	Good
Professional Appearance			
Structure / Headings / Subheadings			
Report Length			
Spelling & Grammar			
Optional Appendices: relevant, clear, concise			
Formatting Score			/10

			Total Score	/100
<60 = Failure	60-74 = Resubmit	75+ =Credit		

Comments:

CO-OP LEARNING OBJECTIVE CONTRACT

Co-op Education Program Objectives

The objective of the Haskayne Co-operative Education program is to support the learning goals of the university by offering students the opportunity to develop and apply these skills in a business-related job. The goal of the Co-op program is to develop skills in the areas of: critical thinking, analytical, oral and written communication, problem solving, teamwork, and personal management skills.

The specific work term objectives are divided into: *relationship building and communication; creativity, problem-solving, and continuous improvement skills; personal management, and teamwork skills*. These learning objectives are aimed to support the goals of the Co-op Education program and student learning.

How to Develop Learning Objectives / Considerations for goal setting

- Two or three weeks into the work term, review your job description and reflect on your day-to-day responsibilities
- Develop **one or two goals** for each of the five skill based categories as listed below
- Learning objectives must be written using the **S.M.A.R.T** goal format, see below for instruction
- **Discuss your learning objectives with your supervisor to ensure that they are realistic and attainable within your work term. Submit your learning objective draft (MS Word) in S.M.A.R.T goal format via the D2L drop-box. Your designated Career Advisor will pull this document, review it and provide feedback to you via email.**
- Learning objectives should be reviewed throughout your work term and may need to be revised as you come to understand your role better
- Learning objectives should be set for every four-month work term and will be discussed at the work-term site visit. If you are in the same role for 2 consecutive work terms, make sure there is a clear growth pattern with your goals throughout your terms.

LEARNING OBJECTIVE CATEGORIES

Relationship-Building, Communication, Teamwork, Leadership and Networking skills - The skills, attitudes, and behaviours needed to develop and maintain interpersonal relationships and contribute productively to a team.

Creativity, Problem-Solving, and Continuous Improvement skills - The skills, attitudes, and behaviours needed to generate ideas, create solutions, question the “status quo”

Implementation and Execution skills - The skills, attitudes, and behaviours needed to turn ideas into strategies, capabilities, products, processes, and services.

Personal Management skills - The personal skills, attitudes, and behaviours that drive one’s potential for growth, advancement and personal/professional development.

Functional Area Objectives - Functional area learning objectives include objectives aimed at practicing or improving a skill, learning a new task, or solving a specific problem with measurable results that would enable you to improve your work performance.

Choose two of the functional areas supported by the Haskayne School of Business and create two specific learning objectives in support of these areas. The functional area objectives you develop should:

- Relate directly to your job assignment,
- Represent the job functions and duties you will be performing during your Co-op work term
- Support one or more of the functional area concepts as described below:

Functional Area Concepts

Haskayne School of Business Key Business Functional Area Concepts

Students will understand:

- The need to identify and assess strategies to create value
- How to evaluate and communicate the financial status of an organization to internal and external decision makers
- How to make effective financial decisions, namely how to manage and use funds to achieve organizational objectives
- How to use information systems to support business decisions
- How customer relationships benefit the organization and its stakeholders
- How to manage processes effectively to produce and distribute products and services
- How to manage an organization's human capital effectively
- Understand the legal environment of business
- Understand the international environment of business

WRITING SMART GOALS



Before beginning your learning objectives assignment, please review the 10 minute “Intro to SMART Goals” presentation by following this link

<http://people.ucalgary.ca/~enabletr/PerformanceManagement/IntroToSMARTGoals/player.html>

Example of SMART Goal writing progression



Goal	I will make an effort to meet people in other departments.
Be <i>Specific</i>	Why do you want to meet people in other departments? What will you achieve by meeting people in other departments? What do you hope to learn by meeting people in other departments?
Improved Goal	I will meet with people in other departments in order to <u>diversify and expand my knowledge of the internal corporate structure and increase my network of business professionals.</u>
Make it <i>Measurable</i>	How will you measure your success? When will you know this task is complete?
Better Goal	In order to diversify and expand on my knowledge of the internal corporate structure, I will <u>meet with 2 supervisors in other departments each month</u> that will improve my understanding of my role within the company and allow me to increase my professional network.
Make it <i>Time-bound</i>	When will the projects be complete? What milestones can you measure?
SMART GOAL	In order to diversify and expand on my knowledge of the internal corporate structure, I will meet with 2 supervisors in other departments each month that will improve my own understanding of my role within the company and allow me to increase my professional network. <u>I will have met with 2 supervisor by January 30th and 8 total by April 30th.</u>
Is it <i>Achievable</i> ?	Do I have the support of my supervisor? Do I have the confidence to connect with new people? Are the timelines realistic?
Is it <i>Relevant</i> ?	Yes, increasing my knowledge of the corporate structure will allow me to better understand my own role and the bigger purpose of the work I am completing. It will also help me in understanding career options that could be available to me in the future.

PLEASE NOTE:

All learning objectives must be submitted in the **SMART Goal** format. Learning objectives which are submitted without using the proper SMART Goal format will be **required to be re-written and resubmitted until found to be in the acceptable format**. For additional support, please address any questions to a Haskayne Career Centre Advisor.



CO-OP LEARNING OBJECTIVE CONTRACT – FALL 2016

Name: _____ U of C ID# _____

Work Term: 1 2 3 Company Name: _____

Please select **one or two learning objectives** to complete during your work term that will help support **each** of the categories listed below:

Relationship Building, Communication, Teamwork, Leadership and Networking Objective :
Creativity, Problem-Solving, and Continuous Improvement Objective:
Implementation/ Execution Skills Objective :
Personal Management Objective:
Functional Area Objective 1 (Area #__ : _____)
Functional Area Objective 2 (Area #__ : _____)

What theory/theories have you discussed in the classroom that you anticipate seeing in the work place?

(This will prove useful when doing your work term report) _____

Reviewed by Haskayne Career Advisor

Student Signature: _____ Date: _____

Supervisor Signature: _____ Date: _____

HASKAYNE SCHOOL OF BUSINESS
 Bachelor of Commerce Co-operative Education Program

CO-OP PERFORMANCE EVALUATION (CONFIDENTIAL) – FALL 2016

Student Name:	Company Name:		
Student I.D.#:	Supervisor's Name		
Concentration:	Supervisor's Title:		
Work term: 1 2 3	Time Period Covered: <i>Sept. – Dec. 2016</i>		

Supervisor: Please complete the evaluation and review the information with the student.

Student: Please submit this form by the end of each 4-month term.

Email to Louise Grunerud

louise.grunerud@haskayne.ucalgary.ca

Subject Line: Last name, First name, Performance Evaluation

Skill Levels (Depending on position, some skills may be more relevant than others)

		1_Far short of expectations	2_Short of expectations	3_Meets expectations	4_Exceeds expectations	5_Far exceeds expectations	N/A Not Applicable
Communication	Confident, Friendly and engaging <i>Comments:</i>						
	Effectively uses body language, voice tone, pace and volume <i>Comments:</i>						
	Writes clearly and concisely <i>Comments:</i>						
	Produces high quality, error-free emails and documents <i>Comments:</i>						
Analytical	Identifies and summarizes the problem at issue <i>Comments:</i>						
	Evaluates data validity; distinguishes between fact and opinion <i>Comments:</i>						
	Conclusions follow logically from analysis <i>Comments:</i>						
	Creates value through strategic thinking <i>Comments:</i>						
Personal Leadership	Punctual; calls in and maintains agreed hours <i>Comments:</i>						
	Willing to speak up, communicate information and ask for clarification <i>Comments:</i>						
	Develops and adheres to a calendar or checklist of priorities <i>Comments:</i>						
	Listens to feedback and acts to improve, is flexible and adapts to change <i>Comments:</i>						
Teamwork	Makes a positive impact on the team by forming rapport and credibility <i>Comments:</i>						
	Shares information and resources openly with others <i>Comments:</i>						
	Pitches in to help co-workers, is willing to put in extra time and effort <i>Comments:</i>						

		1	2	3	4	5	N/A
Initiative	Seeks opportunities to learn, never sits idle when work is completed <i>Comments:</i>						
	Resourceful and proactive when gathering information <i>Comments:</i>						
	Self-motivated; takes initiative to complete work despite obstacles <i>Comments:</i>						
	Resolves problems within adequate time frames <i>Comments:</i>						
Technical	Has technical skills required for the position <i>Comments:</i>						
	Is willing to enhance technical skills <i>Comments:</i>						
	Uses technology to perform work efficiently <i>Comments:</i>						

Overall Level of Satisfaction

Excellent
 Very Good
 Good
 Fair
 Poor

If given the opportunity, I would hire the student in a future, full time role? Yes No

I have discussed this evaluation with the student? Yes No

Major Strengths

1.

2.

Comments

Areas for improvement

1.

2.

Supervisor's Signature

Date

Student's Comments

Were your personal expectations for growth and development during this work experience:

- Accomplished
- Somewhat accomplished
- Not accomplished

Other Comments

Student's Signature

Date

Bibliography

Employability Skills 2000+. (n.d.). Retrieved from The Conference Board of Canada:
<http://www.conferenceboard.ca/topics/education/learning-tools/employability-skills.aspx>

Innovation Skills Profile 2.0. (n.d.). Retrieved from The Conference Board of Canada:
<http://www.conferenceboard.ca/cbi/innovationskills.aspx>

Moses, B. (2009). What Next? find the work that's right for you. In B. Moses, *What Next? find the work that's right for you* (p. 158). Toronto: Tourmaline Editions Inc.