

COOP RST/CPT Due April 30, 2020.

Coop Book Creator Assignment

Be Creative

Get ideas from co-workers

Plan Ahead

Make sure your book includes information on the following:

1. **Occupation Title and the Name of your Employer.** (i.e. Teacher's Assistant, St Luke Elementary School).
2. **Job Description** (the job description of your boss). i.e. the job description of your supervisor or someone who works there. Bullet points are preferred!
3. **Co-op Student's Duties and Responsibilities.** List at least 8.
4. **Essential Skills** - List at least 4 essential skills that you use on the job and give an example of how you use or have used each skill. (*see handout)
5. **Working Conditions** (*see handout) List 4
6. **Suggested High School Courses.** List at least 4 high school courses that would be helpful for a student to study before working at your placement. Briefly explain why those courses would be useful.
7. **Admission Requirements.** Look up the program that a person would be required to take before working at your placement.
Pick a school that offers a diploma or a degree for your chosen career and write out the basic admission requirements (i.e. minimum average, courses that you must take in Grade 12, etc.)
8. **What I like about this Occupation** * This is worth quite a few marks!
9. **Photos** * photos must have labels or captions.
* Information must be put into your own words. If you use information from the Internet then you must cite your source.
Internet – World Wide Web:
DiStefano, Vince. Guidelines for Better Writing. 1996.
<http://www.usa.net/~vinned/home/writing.html> (retrieved 25 January 1999).

OTHER CREATIVE THINGS PEOPLE HAVE ADDED TO THEIR BOOKS.....

embedded videos of themselves performing a task, included a video of coworkers explaining things, videos of different coworkers doing things, include a page on the products of that business, coworker interviews to show the different jobs at that workplace, give a visual tour of the workplace, show all of the tools/machines that you use, etc.

Working conditions

According to the Free Dictionary, working conditions are defined as, "The physical environment in which a worker has to work, as well as the way workers are expected to complete their tasks.

Students should discuss at least 4 of the following:

- heat and light in the workplace
- availability of toilets

- noise levels
- the size of the team of workers
- how repetitive a task is, and whether or not the worker is able to vary the tasks
- job rotation or flexibility in work assignment
- benefits
- ergonomic support - Do you use an ergonomic chair or keyboard?
- overtime
- physical aspects of the workplace (indoors or outdoors)
- the degree of danger in the job
- educational training
- seniority

You will be better prepared to progress in the world of work when you can:

Communicate

- 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

Manage Information

- 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)

Use Numbers

- decide what needs to be measured or calculated
- observe and record data using appropriate methods, tools and technology
- make estimates and verify calculations

Think & Solve Problems

- 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

You will be able to offer yourself greater possibilities for achievement when you can:

Demonstrate Positive Attitudes & Behaviours

- 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

Be Responsible

- 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

Be Adaptable

- 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

Learn Continuously

- be willing to continuously learn and grow
- assess personal strengths and areas for development
- set your own learning goals
- identify and access learning sources and opportunities
- plan for and achieve your learning goals

Work Safely

- be aware of personal and group health and safety practices and procedures, and act in accordance with these

You will be better prepared to add value to the outcomes of a task, project or team when you can:

Work with Others

- 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

Participate in Projects & Tasks

- 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



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