LOS MEDANOS COLLEGE

COOP-170 – Occupational Work Experience

Cooperative Work Experience Education (CWEE)

Cooperative Work Experience at

LOS MEDANOS COLLEGE

Why CWEE?

- Earn college credits for what you learn and accomplish on the job.

- Use your job to supplement classroom learning.

- Receive recognition for what you learn on the job.

- Improve your communication with your supervisor.

- Clarify on-the-job goals or objectives.

Enroll **now** in the LMC
Cooperative Work Experience Program

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Frequently Asked Questions

What is the Cooperative Work Experience Education?

The Cooperative Work Experience Education (CWEE) Program at Los Medanos College grants transferable college credit for what students learn and accomplish on the job. There are three types of participants; those who enroll in COOP-160, General Work Experience where their employment **does not** relate to their major, COOP-170, Occupational Work Experience where the student's employment **does** relate to their major and COOP-170A, Occupational Work Experience *Internship* which is a short term (one or two semesters) often unpaid, for students who have finished some portion of course work in their major.

What qualifies as college-credit eligible learning?

Only worksite learning that is new, substantive and measurable can earn college credit. Your worksite objectives must be attainable by the close of the semester, and involve methods that are clear and concrete.

How much college credit can I earn?

Students may earn up to four units per semester, to a maximum of sixteen units. Each course may be repeated three times. The number of units earned is partly determined by the number of hours a student works on the job during the semester. One unit of credit will be earned for 75 hours worked on a paid job.

<div align="center">

Units Earned For Paid Hours Worked

1 unit = 75 hours total	3 units = 225 hours total
2 units = 150 hours total	4 units = 300 hours total

</div>

Note: Volunteer (unpaid) employees earn one unit of credit for every 60 hours of work, as follows: 1 unit - 60 hours total; 2 units - 120 hours; 3 units - 180; 4 units - 240 hours

Why enroll in the Cooperative Work Experience Program?

The college credits students earn for their job through CWEE participation gives recognition to the learning that occurs in the workplace. CWEE also serves to enhance the communication between the student and worksite supervisor, helping to clarify on-the-job goals or objectives. Academic credit earned through CWEE can be used to satisfy elective unit's requirements towards a certificate, AA Degree or CSU System transfer. (See your counselor for further information).

How do I begin?

Students desiring participation in the Cooperative Education Program should 1) complete an online application, 2) schedule a CWEE orientation and 3) use WebAdvisor to enroll in the appropriate number of units. Enrollment is available until the end of the 2nd week of the semester.

Will I receive a grade?

CWEE students are given End-Of-Term Evaluations which serve as the basis for their grade. All Cooperative Work Experience students receive a letter grade.

What if I lose or resign my position?

Participants who stop working prior to the close of the semester of participation should immediately contact both the LMC Employment Center and their CWEE instructor.

For further information contact <u>Cynthia Perez-Nicholas, CWEE Program Coordinator at cperez@losmedanos.edu</u>, or 925-473-7428

Welcome to Cooperative Work Experience Education

To: Employer/Supervisor
From: Cooperative Work Experience Education Department
Re: **Employer/Supervisor Agreement Letter**

The student delivering this letter to you has demonstrated an interest in improving job skills by enrolling in the Cooperative Work Experience Education program at Los Medanos College.   The purpose of our program is to encourage the student to seek new or expanded learning opportunities on-the-job that will make him/her a more efficient valuable employee. Through Work Experience, the student has the opportunity to utilize many of the skills he/she has learned in the classroom. The program gives you, the employer, the opportunity to make a contribution to the student's college education in a way that will directly benefit you and your industry.

In order for this contribution to be documented for college credit, workplace-learning objectives must be written at the beginning of the term. Workplace learning objectives are project-based learning opportunities that take place on-the-job during the normal work schedule. The project objectives should involve new or expanded responsibilities for the student. Project objectives must be briefly documented on a form entitled "Cooperative Work Experience Education Objectives/Agreement" which the student will provide. We are asking you to participate with your student employee/volunteer in selecting meaningful objectives. This is an opportunity to encourage the student to develop new skills that may be valuable to your organization now and in the future.

Your partnership in this program is critical. It contributes up to **45%** of the student's grade. Your time is as valuable as your involvement, and we have streamlined your participation to minimize your paperwork. The following milestones summarize your important inputs to this program:

- <u>At the beginning of the term</u> collaborate with the student to develop work objectives/projects, sign and date the "Cooperative Work Experience Education Objectives/Agreement" form(s).
- <u>During the term</u> meet with the instructor, at your facility, to briefly discuss the student's progress. The meeting will take 15 – 30 minutes. Also, sign time sheets provided by the student
- <u>By the end of the term or upon completion of projects</u>, rate the project accomplishments, date and sign the "Cooperative Work Experience Education Objectives/Agreement" form(s).
- <u>Also at the end of the term</u> provide your assessment of the student's 21st Century Workplace Skills by completing the "Employer Evaluation of Student Workplace Competencies."

The following confirms existence of insurance coverage and is in accordance with Ed Code 78249.

District's Certificate of Consent to Self-Insure # 5508-005 Issued by State of California

Limits of Coverage: Statutory Per Occurrence for California Workers' Compensation and $1,000,000 Employers' Liability

Please call us at 925.473 7428 or email us at cperez@losmedanos.edu if you have any questions about the program. Your suggestions are welcomed. For more information visit our website at www.losmedanos.edu/cwee.

Employer/Supervisor Signature _____

Date _____

TIMETABLE & GRADING GUIDELINES

Week	Activity or Requirement	Maximum Points
Week 1-3	Discuss program with employer, have employer sign "Employer agreement letter", and arrive at tentative "learning objectives" using worksheet and set up meeting with CWEE Instructor.	(5) _____
Week 1-3	During first meeting with CWEE instructor: • Discuss course requirements • Finalize learning objectives • Submit signed "Employer Agreement Letter" • Submit "learning objectives" form (make a copy for employer) • Submit "Self-Evaluation of Personal Workplace Competencies" • Set up second visit with CWEE instructor	(15) _____
Week 14-16	CWEE Instructor visits job site and picks up "Learning Objectives Form" with employer's final rating; discusses Student's status; assigns points based on employer's rating (Maximum 90 points)	(90) _____
Week 14-16	During second meeting with CWEE Instructor • Student submits updated, one page résumé (10 points) • Submits "Field Report". (60 points) based on format, content, clarity of presentation, and timely submission. • Submits Employer's Evaluation of Workplace Competencies (10points) • Discuss performance on objectives/employer's final rating (10 points)	(90) _____
	Point loss due to late objectives. Students who fail to submit finalized learning objectives form by close of 5th week are subject to a 5 point deduction for each (working) day form is late. Forms submitted one week late can result in a 25 point deduction. (**Reminder**: Failure to submit finalized learning objective form by 7th week will result in an automatic drop from the course.)	(-) _____
Final grade based on points awarded.	A = 180 – 200 points B = 160 – 179 points C = 140 – 159 points D = 120 – 139 points F = $\geq$ 119	(200) _____ Total points possible

Reminder: COOP-160, 170 and 170A students receive either letter grade or Credit/No Credit. **140 points minimum is required for Credit Grade.**

Creating Learning Objectives

The student must identify new and expanded learning objectives each semester, which must be measurable and within his/her range of accomplishment. The objectives must be developed and written by the student, as well as reviewed and approved by the employment supervisor and the instructor at the beginning of each semester. These objectives must reflect new and expanded responsibilities for the student. The employment supervisor and the student will discuss progress made in attaining the student's objectives.

Steps for Writing SMART Learning Objectives

♦**Specific**   ♦**Measurable**   ♦**Action-Oriented**   ♦**Relevant**   ♦**Time-Based**

- **Specific**: Describe a precise or specific outcome.

- **Measurable**: Describe the system you'll put in place to measure your progress toward the achievement of your objective; include a number, percentage, or frequency when possible.

- **Action-Oriented**: Describe the specific actions you will take to accomplish the objective.

- **Relevant**: Can you make an impact on the situation? Is it important to your education? To your supervisor?

- **Time-Based**: Clearly define your completion date.

In writing your objectives you will need to include the following five elements:

a) **What** you will to accomplish
b) **When** you will complete the objective
c) **How** you will do it (what steps you will take)
d) **How** will progress be evaluated
e) **Who** will evaluate progress

There are many kinds of objectives. Several categories are listed here, but you and your employer should not limit your thinking to these. Make yours *fit your job.*

1) Problem-solving on the job
2) New or different tasks or job responsibilities
3) Interpersonal relations at work
4) Improving effectiveness in doing tasks
5) Gaining new knowledge to improve job performance
6) Trying new ways to do things more effectively

Some examples of objectives

Increase sales and event awareness in the Children's Department by keeping all displays current and stocked. Evaluated by supervisor and measured by increased book sales over last quarter. Completion date: September 30.

Inventory the supplements by organizing supplements by type and expiration date and preparing the order for my supervisor. Evaluated by before and after photos and supervisor's evaluation. Completion date: October 31, 2017.

Edit and produce a lifestyles magazine and to improve my writing skills so that I may be able to write for such a publication by sitting in on weekly editorial meetings, as well as writing short pieces for the magazine. This will be evaluated by my supervisor to determine if my writing and research is considered acceptable for publication and be completed by Nov. 21.

Some Helpful Tips When Writing An Objective

a) What you will attempt to accomplish? By when?
   Your stated objective must be specific and measurable. It also must be attainable in one semester's time.
   Tip: It's best to start with an action verb when stating what you will attempt to accomplish. Popular work experience action verbs include:

Activate	Compare	Design	Increase	Prepare	Summarize
Analyze	Compile	Develop	Inspect	Rearrange	Survey
Apply	Compute	Direct	Instruct	Record	Transfer
Assemble	Convert	Devise	List	Reorganize	Update
Build	Coordinate	Establish	Maintain	Repair	Write
Calculate	Create	Expand	Modify	Report	
Categorize	Decrease	Identify	Monitor	Research	
Check	Deliver	Illustrate	Process	Revise	
Collect	Demonstrate	Implement	Produce	Simplify	

   Example: Transfer paper files onto computer system with less than 10% error rate. This will be completed by the close of semester.

b) How (by what steps or methods) will you achieve it?
   Tip: Your method(s) for achieving your objective should be clear, concrete, and available to you at the worksite. A combination of methods may be used. Typical methods for achieving CWEE objectives include:

- On-the-job training
- Daily practice
- Instruction from supervisor
- Observing co-workers
- Attending company seminar
- Studying product literature
- Reading manuals
- Training from co-workers
- Reviewing policies and procedures
- Rehearsing
- Planning/organizing
- Training from supervisor
- Assistance from specialist
- Demonstration and critique
- Daily consultations
- Advance preparations
- Gathering pertinent data
- Conduct review and analysis
- Doing surveys
- Developing new techniques

   Example: Will accomplish this by studying software manual on electronic filing, and also with assistance from department's computer specialist.

c) How will this be evaluated? By whom?
   Tip: Your objective should be designed so that your worksite supervisor will be able to directly (and objectively) asses the results. Typical criteria for evaluating progress include:

- Before & after comparisons
- Direct observation
- Demonstration & critique
- Formal employee evaluation
- Tabulation of receipts
- Progress reports
- Personal verification
- Testing
- Program review
- Cross-checking
- Review of reports
- Formal feedback session

Example: My office manager will cross-check paper files against electronic files to evaluate and verify results.

CWEE Objectives/Agreement
Student's Name: Jane Smith
Student ID Number: 1234567

LMC Instructor: Mr. Bill Jones
Date: 12-11-17
Employer: American Fashion Stores

Learning objectives which reflect new or expanded job responsibilities or levels of performance must be written by the student in consultation with the employment supervisor and the instructor. Objectives must be measurable and attainable by the close of the academic period. Minimum of one objective is required per unit of credit.

Obj# 1 **a) What you will attempt to accomplish?..... by when?**

Increase typing speed from 35 wpm to 50 wpm with less than 5 errors. To be accomplished by close of semester.

b) How (what steps or methods) will you achieve it?

Through daily on-the-job practice and regular timed typing tests.

c) How will this be evaluated? ...... by whom?

Results will be evaluated by worksite supervisor who will verify speed through typing tests.

Obj# 2 **a) What you will attempt to accomplish?..... by when?**

Train new employee until he can work independently. To be accomplished by 9th week of semester.

b) How (what steps or methods) will you achieve it?

Will train through demonstration and critique; will co-review training manual with employee

c) How will this be evaluated? ...... by whom?

New employee's ability to function to be evaluated by floor manager through direct observation at 9th week.

Obj# 3 **a) What you will attempt to accomplish?..... by when?**

By close of semester, will increase sales of sweaters by 20% above current rate of sales.

b) How (what steps or methods) will you achieve it?

Will achieve this by attending company sales seminar, and seeking assistance of store merchandizing specialist.

c) How will this be evaluated? ...... by whom?

Department manager will tabulate sales receipts at close of semester and calculate % of increase.

Obj# 4 **a) What you will attempt to accomplish?..... by when?**

Transfer paper files onto computer system with less than 10% error rate. This will be completed by the close of the semester.

b) How (what steps or methods) will you achieve it?

Will accomplish this by studying software manual on electronic filing; and also with assistance from department's IT specialists.

c) How will this be evaluated? ...... by whom?

My office manager will cross-check paper files against new electronic files and verify results.

AGREEMENT: The participants agree in the validity of the above objectives. **Employer** and **Instructor** will provide supervision/guidance to insure maximum educational benefit from this work experience, and will meet during the semester to discuss/evaluate student's progress.

_____   _____   _____   _____
Student's Signature   Employer Supervisor's Signature   LMC Instructor's Signature   CWEE Coordinator

.Evaluation Of Objectives   (Employment Supervisor's Use Only)

Obj #1	Obj #2	Obj #3	Obj #4

Rating Scale (To Be Done at End of Semester)
A= Far Exceeds Average Accomplishments   **C**= Average Accomplishments
B= Better than Average Accomplishment   **D**= Limited Accomplishments
Average Hrs.   Total Weeks Worked
Worked Weekly _____   During the Semester_____

_ _____
Employment Supervisor's Signature

Instructor's Use Only
Units _____   Grade_____

Number of Employer contacts _____

Number of Student contacts _____

_____
Instructor's Signature
Date

_____
CCCD does not discriminate on basis of race, national origin, sex or handicap, in employment or educational processes, and expects affiliated employers to also adhere to such policy.

CWEE Objectives/Agreement　　　　　　　　　　　　**LMC Instructor:**
Student's Name:　　　　　　　　　　　　　　　　　**Date:**
Student ID Number:　　　　　　　　　　　　　　　**Employer:**

Learning objectives which reflect new or expanded job responsibilities or levels of performance must be written by the student in consultation with the employment supervisor and the instructor. Objectives must be measurable and attainable by the close of the academic period. Minimum of one objective is required per unit of credit.

Obj# 1 **a) What you will attempt to accomplish?..... by when?**

b) How (what steps or methods) will you achieve it?

c) How will this be evaluated? ...... by whom?

Obj# 2 **a) What you will attempt to accomplish?..... by when?**

b) How (what steps or methods) will you achieve it?

c) How will this be evaluated? ...... by whom?

Obj# 3 **a) What you will attempt to accomplish?..... by when?**

b) How (what steps or methods) will you achieve it?

c) How will this be evaluated? ...... by whom?

Obj# 4 **a) What you will attempt to accomplish?..... by when?**

b) How (what steps or methods) will you achieve it?

c) How will this be evaluated? ...... by whom?

AGREEMENT: The participants agree in the validity of the above objectives. **Employer** and **Instructor** will provide supervision/guidance to insure maximum educational benefit from this work experience, and will meet during the semester to discuss/evaluate student's progress.

_____　　_____　　_____　　_____
Student's Signature　　　　　Employer Supervisor's Signature　　　　LMC Instructor's Signature　　　　CWEE Coordinator

.**Evaluation Of Objectives**　　(Employment Supervisor's Use Only)

| Obj #1 | Obj #2 | Obj #3 | Obj #4 |

Instructor's Use Only
Units _____　　　　　　Grade_____

Rating Scale (To Be Done at End of Semester)
A= Far Exceeds Average Accomplishments　　**C**= Average Accomplishments
B= Better than Average Accomplishment　　　**D**= Limited Accomplishments
　Average Hrs.　　　　　　　Total Weeks Worked
Worked Weekly _____　　During the Semester_____

Number of Employer contacts _____

Number of Student contacts _____

_ _____
Employment Supervisor's Signature

_____
Instructor's Signature
Date

_____

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10

Cooperative Work Experience Education & Internships
Self-Evaluation of Personal Workplace Competencies

Los Medanos College, 2700 East Leland Rd, Pittsburg, CA 94565; Phone 925.473-7428

Student Name: _____   Student I. D. # _____

Company/Organization: _____   Student Job Title: _____

Rating Scale:
4 = Excellent (A);   3 = Above Average (B);   2 = Competent (C);   1 = Unsatisfactory (D); NA = Not Applicable

Workplace Competencies	4	3	2	1	NA	Comments
Professionalism/Work Ethic: Demonstrates personal accountability, effective work habits, e.g., punctuality, working productively with others, and time and workload management.						
Teamwork/Collaboration: Builds collaborative relationships with colleagues and customers; is able to work with diverse teams, negotiate, and manage conflicts.						
Oral/Written Communication: Articulates thoughts and ideas clearly and effectively; has public speaking skills. Writes clearly and effectively						
Critical Thinking/Problem Solving: Exercises sound reasoning and analytical thinking; uses knowledge, facts, and data to solve workplace problems; applies math and science concepts to problem-solving.						
Ethics/Social Responsibilities: Demonstrates integrity and ethical behavior; acts responsibly with the interest of the larger community in mind.						
Information Technology Application: Selects and uses appropriate technology to accomplish a given task; applies computing skills to problem-solving.						
Self-Direction/Lifelong Learning: Is able to continuously acquire new knowledge and skills; monitors own learning needs; is able to learn from mistakes.						
Diversity: Learns from and works collaboratively with individuals representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints.						
Creativity/Innovation: Demonstrates originality and inventiveness in work; communicates new ideas to others; integrates knowledge across different disciplines.						
Leadership: Leverages the strengths of others to achieve common goals; uses interpersonal skills to coach and develop others.						

_____   _____   _____
Instructor's Printed Name   Instructor's Signature   Date

_____   _____   _____
Student's Printed Name   Student's Signature   Date

Cooperative Work Experience Education & Internships
Employer Evaluation of Student Workplace Competencies

Los Medanos College, 2700 East Leland Rd, Pittsburg, CA 94565; Phone 925.473-7428

Student Name: _____   Student I. D. # _____

Company/Organization: _____   Student Job Title: _____

Rating Scale:
4 = Excellent (A);   3 = Above Average (B);   2 = Competent (C);   1 = Unsatisfactory (D); NA = Not Applicable

Workplace Competencies	4	3	2	1	NA	Comments
Professionalism/Work Ethic: Demonstrates personal accountability, effective work habits, e.g., punctuality, working productively with others, and time and workload management.						
Teamwork/Collaboration: Builds collaborative relationships with colleagues and customers; is able to work with diverse teams, negotiate, and manage conflicts.						
Oral/Written Communication: Articulates thoughts and ideas clearly and effectively; has public speaking skills. Writes clearly and effectively						
Critical Thinking/Problem Solving: Exercises sound reasoning and analytical thinking; uses knowledge, facts, and data to solve workplace problems; applies math and science concepts to problem-solving.						
Ethic/Socials Responsibilities: Demonstrates integrity and ethical behavior; acts responsibly with the interest of the larger community in mind.						
Information Technology Application: Selects and uses appropriate technology to accomplish a given task; applies computing skills to problem-solving.						
Self-Direction/Lifelong Learning: Is able to continuously acquire new knowledge and skills; monitors own learning needs; is able to learn from mistakes.						
Diversity: Learns from and works collaboratively with individuals representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints.						
Creativity/Innovation: Demonstrates originality and inventiveness in work; communicates new ideas to others; integrates knowledge across different disciplines.						
Leadership: Leverages the strengths of others to achieve common goals; uses interpersonal skills to coach and develop others.						

_____   _____   _____
Supervisor's Printed Name   Supervisor's Signature   Date

_____   _____   _____
Instructor's Printed Name   Instructor's Signature   Date

_____   _____   _____
Student's Printed Name   Student's Signature   Date

Student's Field Report

Participation in Cooperative Work Experience also requires writing a report. **This written report or essay is to be submitted during the 16th week of the semester or when your instructor requires it.** Be sure to check with your instructor **before** it is due.

The **theme** of your paper should deal with your objectives and how they were achieved. Begin by stating the objective. Then discuss why you selected it, what need it filled or value it had for you and the employer. After providing this background information, then explain how the objective was accomplished. Explain how you planned to complete it, what aspects of the plan worked, and what changes were required to meet your goal. You must do the above for each and every objective. (Please see sample on next page)

Format & length: Your paper must be typewritten, clearly presented, and suitable for college-level work. While the suggested length is 1 page per objective, CWEE faculty may require more. Please confirm the field report length with your faculty.

Four objectives = 4 page report
Three objectives = 3 page report
Two objectives = 2 page report
One objective = 1 page report

If the content or format is not acceptable, your instructor will return it and withhold a final passing grade until it is corrected.

> **Suggestion**: Make additional copies
> Keep one; give one to your employer.

Cooperative Education

Student's Field Report

Student: Jane Doe
Course: Business 99-001
CWEE Instructor: Bill Jones
Session: Spring, 2009
Units: 2
Employer: Allied Claims Corporation
Supervisor: Mary Smith, Director, Budget Services Department

Objective #1:

Expand my abilities on microcomputer by learning how to do graphics. This will be accomplished by the end of the semester.

Background/Need/Value:

During the budget development process, a booklet is prepared by our office which includes graphs. The material for this booklet is typed and otherwise put together for printing by me, with the exception of the graphs which are completed by the Accountant in our office.

Completing this objective has provided me with additional knowledge and experience using the PlanPerfect spreadsheet program, and will enable me to make recommendations for further use of

graphs to the Director, as I see a use for these. Also, by having two employees within the Department able to create graphs, this objective supports one of the goals of the department which is "to continue to involve staff on cross-training, so that each section can run effectively with absences, and so that all individuals have the benefit of being exposed to other aspects of their section and can therefore grow professionally".

How Accomplished:

I began by reading the manual provided for PlanPerfect. I followed the instructions as outlined, but was having difficulty creating a finished graph, and asked the Accountant for some help. I took notes as we went through the manual together, and we developed some step by step instructions through a kind of trial and error method. Just as I was "getting the hang of it", I called our Word Processing Supervisor to ask a question, and she told me to stop learning the program on 3.0 PlanPerfect because we now had 5.0 available and it was easier and better. She sent someone from our Data Processing department to update the PlanPerfect program, and I started over again. Using a manual provided by the Word Processing Supervisor, I began reading and following the lessons outlined regarding graphs. This was a much easier manual to follow, and after a few days and hours of work, I was able to create sample graphs from the lessons within the manual and also sample bar and pie graphs using data from fiscal reports.

Objective #2:

To train Accounts Payable employee to use microcomputer and PlanPerfect software program to complete Revolving Cash Report independently. To be accomplished by the end of the semester.

Background/Need/Value:

One of the functions within the Accounts Payable section of the Budget Services Department is to maintain the Revolving Cash Account. The employee handling this account was keeping a manual record of transactions and because the report was lengthy, time consuming and required a lot of hand calculations, the Director felt it could be best handled by using a word processor. She discussed the possibility with me, and the timing was right for me to suggest that this be made one of my objectives.

With this new skill, the employee will be able to work independently on the Revolving Cash Report, so the report will be completed more efficiently. The appearance of the report will be better, and the figures will be automatically calculated with a higher degree of accuracy.

In addition, this training supports two of the goals of the department (to provide clear, accurate and up-to-date financial information, and to implement the use of personal computers where practical). It also provided the employee with additional training and experience, which will benefit her personally, and as I am interested in moving into the area of supervision one day, this practice in training will be beneficial to me.

How Accomplished:

I began by developing an outline showing the areas to be covered in each training session. I then met with the Accounting Supervisor to schedule dates and times when the employee and I could meet for training.

I used hands on instruction and continued with this style of training for two or three sessions. Further into the training, I tried something different. I sat at the computer and asked the employee to "walk me through" getting into the computer, creating a worksheet, etc; to assume she was the "trainer" and I the "trainee", with no knowledge of computers or even a keyboard.

Student's Résumé

Participation in Cooperative Work Experience requires submitting an updated résumé. Like the field report, the résumé is due the 16th week of the semester.

The résumé must reflect your Work Experience achievements. Résumé preparation assistance is available at the **Transfer and Career Center, SSC Level 4**, (925) 473-7444

Hot Tips on Resume Writing

1. What IS a resume anyway?
Remember: a Resume is a self-promotional document that presents you in the best possible light, for the purpose of getting invited to a job interview.
It's *not* an official personnel document. It's not a job application. It's not a "career obituary"! And it's not a confessional.

2. What should the resume content be about?
It's not just about past jobs! It's about YOU, and how you performed and what you accomplished in those past jobs--especially those accomplishments that are most relevant to the work you want to do next. A good resume predicts how you might perform in that desired future job.

3. What's the fastest way to improve a resume?
Remove everything that starts with "responsibilities included" and replace it with on-the-job accomplishments. (See Tip 11 for one way to write them.)

4. What is the most common resume mistake made by job hunters?
Leaving out their Job Objective! If you don't show a sense of direction, employers won't be interested. Having a clearly stated goal doesn't have to confine you if it's stated well.

5. What's the first step in writing a resume?
Decide on a job target (or "job objective") that can be stated in about 5 or 6 words. Anything beyond that is probably "fluff" and indicates a lack of clarity and direction.

6. How do you decide whether to use a Chronological resume or a Functional one? The Chronological format is widely preferred by employers, and works well if you're staying in the same field (especially if you've been upwardly-mobile). Only use a Functional format if you're changing fields, and you're sure a skills-oriented format would show off your transferable skills to better advantage; and **be sure** to include a clear chronological work history!

7. What if you don't have any experience in the kind of work you want to do?
Get some! Find a place that will let you do some volunteer work right away. You only need a brief, concentrated period of volunteer training (for example, 1 day a week for a month) to have at least SOME experience to put on your resume.
Also, look at some of the volunteer work you've done in the past and see if any of THAT helps document some skills you'll need for your new job.

8. What do you do if you have gaps in your work experience?
You could start by looking at it differently.
General Rule: Tell what you WERE doing, as gracefully as possible--rather than leave a gap.
If you were doing anything valuable (even if unpaid) during those "gaps" you could just insert THAT into the work-history section of your resume to fill the hole. Here are some examples:

- 1993-95 Full-time parent -- or Parenting plus community service
- 1992-94 Maternity leave and family management -- or

- Travel and study -- or Full-time student

9. What if you have several different job objectives you're working on at the same time? Or you haven't narrowed it down yet to just one job target?

Then write a different resume for each different job target. A targeted resume is MUCH, much stronger than a generic resume.

10. What if you have a fragmented, scrambled-up work history, with lots of short-term jobs?

To minimize the job-hopper image, combine several similar jobs into one "chunk," for example:

- 1993-1995 **Secretary/Receptionist**; Jones Bakery, Micro Corp., Carter Jewelers -- or
- 1993-95 **Waiter/Busboy;** McDougal's Restaurant, Burger King, Traders Coffee Shop.

Also you can just drop some of the less important, briefest jobs.
But don't drop a job, even when it lasted a short time, if that was where you acquired important skills or experience.

11. What's the best way to impress an employer?

Fill your resume with "PAR" statements. PAR stands for Problem-Action-Results; in other words, first you state the problem that existed in your workplace, then you describe what you did about it, and finally you point out the beneficial results.

Here's an example: "Transformed a disorganized, inefficient warehouse into a smooth-running operation by totally redesigning the layout; this saved the company thousands of dollars in recovered stock."

Another example: "Improved an engineering company's obsolete filing system by developing a simple but sophisticated functional-coding system. This saved time and money by recovering valuable, previously lost, project records."

12. What if your job title doesn't reflect your actual level of responsibility?

When you list it on the resume, either replace it with a more appropriate job title (say "Office Manager" instead of "Administrative Assistant" if that's more realistic) OR use their job title AND your fairer one together, i.e. "Administrative Assistant (Office Manager)"

13. How can you avoid age discrimination?

If you're over 40 or 50 or 60, remember that you don't have to present your entire work history! You can simply label THAT part of your resume **"Recent Work History"** or **"Relevant Work History"** and then describe only the last 10 or 15 years of your experience. Below your 10-15 year work history, you could add a paragraph headed "Prior relevant experience" and simply refer to any additional important (but ancient) jobs without mentioning dates.

14. What if you never had any "real" paid jobs -- just self-employment or odd jobs? Give
yourself credit, and create an accurate, fair job-title for yourself. For example:

- A&S Hauling & Cleaning (Self-employed) -- or
- Household Repairman, Self-employed -- or
- Child-Care, Self-employed

Be sure to add "Customer references available on request" and then be prepared to provide some very good references of people you worked for.

15. How far back should you go in your Work History?

Far enough; and not too far! About 10 or 15 years is usually enough - unless your "juiciest" work

experience is from farther back.

16. How can a student list summer jobs?
Students can make their resume look neater by listing seasonal jobs very simply, such as "Spring 1996" or "Summer 1996" rather than 6/96 to 9/96. (The word "Spring" can be in very tiny letters, say 8-point in size.)

17. What if you don't quite have your degree or credentials yet?
You can say something like:

- Eligible for U.S. credentials -- **or**
- Graduate studies in Instructional Design, in progress -- **or**
- Master's Degree anticipated December 1997

18. What if you worked for only one employer for 20 or 30 years?
Then list separately each different position you held there, so your job progression within the company is more obvious.

19. What about listing hobbies and interests?
Don't include hobbies on a resume unless the activity is somehow relevant to your job objective, or clearly reveals a characteristic that supports your job objective. For example, a hobby of Sky Diving (adventure, courage) might seem relevant to some job objectives (Security Guard?) but not to others.

20. What about revealing race or religion?
Don't include ethnic or religious affiliations (inviting pre-interview discrimination) UNLESS you can see that including them will support your job objective. Get an opinion from a respected friend or colleague about when to reveal, and when to conceal, your affiliations.

21. What if your name is Robin Williams?
Don't mystify the reader about your gender; they'll go nuts until they know whether you're male or female. So if your name is Lee or Robin or Pat or anything else not clearly male or female, use a Mr. or Ms. prefix.

22. What if you got your degree from a different country?
You can say "Degree equivalent to U.S. Bachelor's Degree in Economics-Teheran, Iran."

23. What about fancy-schmancy paper?
Employers tell me they HATE parchment paper and pretentious brochure-folded resume "presentations." They think they're phony, and toss them right out. Use plain white or ivory, in a quality appropriate for your job objective. Never use colored paper unless there's a very good reason for it (like, you're an artist) because if it gets photo-copied the results will be murky.

24. Should you fold your resume?
Don't fold a laser-printed resume right along a line of text. The "ink" could flake off along the fold

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Los Medanos College
Cooperative Work Experience Education

Monthly Time Record

Student Name: _____ Month: _____

This time card must be filled out, signed by student and worksite supervisor, and turned in no later than the fifth day of the following month. (For example, your April time card would be due no later than May 5)

Indicate the number of hours worked each day in the space provided. Be sure to indicate the total hours worked during the month.

Date	Hours Worked	Date	Hours Worked	Date	Hours Worked
1		11		21	
2		12		22	
3		13		23	
4		14		24	
5		15		25	
6		16		26	
7		17		27	
8		18		28	
9		19		29	
10		20		30	
				31	

Monthly Total: _____

I certify that the above record of time worked is true and correct.

_____ _____
Student's Signature   Date

_____ _____
Supervisor's Signature   Date

EVALUATE THE PROGRAM

Student ID# _____Due: _____

Student Name _____

Directions: Submit this evaluation from to the Work Experience Office by the date above. **Do not turn in before meeting with your instructor for the 2nd time.**

PROGRAM COMPONENTS

Strongly Agree			Strongly Disagree			

5	4	3	2	1	1.	After completing orientation did you understand the program requirements?
5	4	3	2	1	2.	Did the student assessment help you develop four realistic Learning Objectives?
5	4	3	2	1	3.	As a result of writing the objectives, did you learn new skills on the job?
5	4	3	2	1	4.	Was writing the student report helpful in identifying what you accomplished while enrolled in Work Experience?
5	4	3	2	1	5.	Were you able to apply knowledge gained from the seminars on the job or in your personal life?
5	4	3	2	1	6.	Did Work Experience contribute to your receiving increased responsibilities, higher salary or promotion?
5	4	3	2	1	7.	As a result of Work Experience, did you have improved communication with your supervisor regarding your job performance?
5	4	3	2	1	8.	Did you find your enrollment in the Work Experience Program valuable or beneficial?
					9	Which 21st Century Work Skills did you improve? _____

YOUR INSTRUCTOR

Strongly Agree			Strongly Disagree			

5	4	3	2	1	12.	The instructor was available and responsive to you either by phone, in person, and/or e-mail.
5	4	3	2	1	13.	The instructor was helpful in providing information related to your job, career, work experience program, and/or college services.
5	4	3	2	1	14.	The instructor was helpful in the review/revision of your objectives.
5	4	3	2	1	15.	The instructor's relations with you as a student were positive.
5	4	3	2	1	16.	The instructor was generally prepared and on time for job site visitations with you and your supervisor.
5	4	3	2	1	17.	The instructor explained clearly what is expected of students.

18.   My instructor contacted my supervisor _____times

•   My instructor's name is _____

General comments about the instructor
_____

I ENROLLED

True/Yes   False/No

Y   N   19.   ....because it is required.

Y   N   20.   ….to earn credit towards a certificate or degree.

Y   N   21.   ….because it was recommended by my supervisor.

Y   N   22.   ….to qualify for financial aid.

Y   N   23   ….to earn units to transfer to another college.

Y   N   24.   ….to improve myself as an employee

Y   N   25.   other _____

Y   N   26.   Do you plan on enrolling in Work Experience in future semesters?

                      27.   If no, why not?
_____

HOW I LEARNED OF THE PROGRAM

True/Yes   False/No

Y   N   29.   On campus news publication

Y   N   30.   Off campus news publication

Y   N   31.   Postcard

Y   N   32.   Schedule of classes

Y   N   33   Friends

Y   N   34.   Counselors

Y   N   35.   Instructors

Y   N   36.   In-class presentations

Y   N   37.   Posters around campus

Y   N   38.   College Website

Los Medanos College   FA/SP/SU   _____ (Circle one)   (year)_____

Cooperative Work Experience Program

Instructor's Record of Employer and Student Consultations

The following record of employer and student consultations is to be signed and submitted for inclusion in the student's folder at the close of the semester. The Cooperative Work Experience Program requires instructors to make a minimum of one on-site visit with each participating employer during the course of the semester. It also requires a minimum of two personal meetings with each participating student.

Student   _____   CWEE Instructor
_____

Employer   _____   Worksite Supervisor
_____

EMPLOYER VISITATIONS	MEETINGS WITH STUDENT
- 1ST Visit - Date: _____	- 1st Meeting - Date: _____
Location of Meeting: _____	Location of Meeting: _____
Purpose: _____	Purpose: _____
_____	_____
Outcomes/Comments:_____	Outcome/Comments:_____
_____	_____
_____	_____
- 2nd Visit - (Optional): _____	- 2nd Meeting - Date: _____
Location of Meeting: _____	Location of Meeting: _____
Purpose: _____	Purpose: _____
_____	_____
Outcome/Comments:_____	Outcome/Comments:_____
_____	_____
_____	_____

CWEE Instructor's Signature: _____   Date:_____

Comments: _____

_____

_____

_____

_____