



BUSINESS 401:

A blended-learning course to prepare for the employment-search process

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Executive Summary

This project is designed to deliver instruction to Maple Hills State University students preparing to enter the workforce. Participants will develop skills in resume writing, cover letter writing, and interviewing. The course will teach participants how to present themselves in an organized, professional way, as well to understand the employer's perspective in the hiring process. Instruction will be delivered as a blended-learning course. Students will complete research and comprehension activities online. Face-to-face class time will be used to perform peer reviews, hiring-process discussions, and interview role plays. Course materials will be delivered or accessed online, with additional hardcopy handouts distributed in class, as necessary.

Project Team

| Name | Role | Contributions |
|-----------------|-----------------|--|
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I. Desired Results

I-A. Broad Goals and Big Ideas

Our client, Maple Hills State University, is a small, liberal arts university located in Maple Hills, Missouri. The university has an enrollment of about 8,000 students, with a teaching and administrative staff of about 1000.

Graduating from Maple Hills State University is an important milestone and accomplishment for students, but the luster of this accomplishment soon fades as students begin the process of securing a career position or a position that acts as a springboard to a career. Today's employment market is competitive, and students should prepare themselves for the challenge of entering the job market by acquiring employment-search skills before they graduate. For many graduating MHSU students, however, initiating the job-seeking process often means recognizing how unprepared they are for communicating with employers in a professional way.

The context of the project is in the School of Business at MHSU. The primary contact is Lesley Tucker, career counselor at the MHSU School of Business. The primary stakeholders involved in the project include the following:

- MHSU graduating seniors
- MHSU Teaching staff in the School of Business

The secondary stakeholders include the following:

- Lesley Tucker, career counselor at the MHSU School of Business
- Terry Jones, Dean, MHSU School of Business
- Area recruiting agencies
- Area employers

Through direct and anecdotal evidence, Ms. Tucker had identified several problems with graduating seniors' ability to demonstrate professionalism during their search for career-related positions:

- Poor resume writing skills
- Poor cover letter writing skills
- Lack of professionalism during interviews
- Inability to use technology to research positions
- Inability to use technology to market themselves

The lack of key hard and soft skills related to employment search has a negative impact on the students themselves, the university, area recruiters, and area employers. Writing

a resume and cover letter, and preparing to interview for a position are skills that are not covered in any MHSU degree programs. Nonetheless, starting with their resumes, new graduates will be expected to demonstrate both hard and soft skills that today's employers desire. Therefore, our team conducted a Needs Analysis to determine the performance gap between students' desired performance and their existing performance, with regard to employment-search skills. Our Needs Analysis was also used to determine whether instruction was necessary and, if so, the scale, project roles, resources, and constraints involved. Based on our Needs Analysis, our team determined that materials and instruction were necessary to attain the desired performance. Our recommendation is that the School of Business create a 1-credit, 8-week, 16-hour course, called BUS 401 Employment Search. This course will provide MHSU students the opportunity to develop skills related to their employment searches.

Our goal is to design instruction for MHSU students that will prepare them for several components of the employment-search process: using technology effectively in their employment search, writing a professional-looking resume, writing a targeted cover letter, and interviewing with poise and confidence. Additionally, our designed instruction will teach participants how to tailor their assets to specific employers and positions, and to avoid unspecific wording that employers will find deficient.

Moreover, our designed instruction will cover the effective use of technology during an employment search. A successful employment search includes using technology to learn about the behaviors, techniques, and attitudes needed to successfully obtain employment. Today's successful employment search also involves using technology to create a plan, conduct research, and take appropriate action. Doing so requires the appropriate choice and use of technology. A MHSU graduate should be prepared to do such things as write and post a resume online, participate in an online interview, and write and respond to emails in a professional way.

Instruction will be delivered as a 1-credit, 8-week, blended-learning course offered by the MHSU School of Business. Participants will complete research and comprehension activities online. Face-to-face (F2F) class time will be used to perform peer reviews, hiring-process discussions, and interview role plays. Course materials will be delivered or accessed online, with additional hard copy handouts distributed in class, as necessary. Participants will gain understanding and experience with resume writing, cover letter writing, and interviewing. The course will teach participants how to present themselves in an organized, professional way, as well to understand the employer's perspective in the hiring process.

The instructional goal of the training program is to teach MHSU students who are preparing to enter the workforce how to perform an employment search successfully. To achieve this *terminal* goal, the following *enabling* goals will be developed:

- Goal 1: Participants will successfully use internet technology to prepare for employment and research employment opportunities that match their stated career goals.
- Goal 2: Participants will use web-based or desktop-based programs to design professional-looking resumes, with keywords and correct spelling, that fit the opportunity they have researched.
- Goal 3: Participants will successfully write professional, well-formatted cover letters, using correct spelling and grammar.
- Goal 4: Participants will successfully use the internet and other technologies to successfully market their skills and qualifications to prospective employers.
- Goal 5: Participants will successfully demonstrate an understanding of the STAR Method of answering behavioral interview questions, and they will validate their understanding by engaging in mock interviews.
- Goal 6: Participants will successfully demonstrate professional behavior before, during, and after face-to-face and technology-based interviews.

I-B. Learning Objectives

Goal 1: Participants will successfully use internet technology to prepare for employment and research employment opportunities that match their stated career goals.

- 1.1. After reading a handout article and viewing a presentation about professional online identity, the participant will create a professional email account with 100% accuracy based on a Professional Online Identity Checklist.

- 1.2. Given a short video on professional online identity, the participant will revise his or her social media account(s) using a Social Media Checklist and a peer review of their social media accounts.
- 1.3. Participants preparing to apply for jobs will create one career goal that they aspire to professionally. Participants will state and submit their professional goal using an online form, achieving 100% completeness based on a scoring rubric.
- 1.4. The participant will make a Google spreadsheet of job search databases and websites that host numerous job placement opportunities by completing the Opportunities Criteria Checklist with 90% completeness.
- 1.5. Using an online form, participants will research and submit 10 employment opportunities that align with the participants' stated professional goal. participants will achieve 90% completeness based on a scoring rubric.

Goal 2: Participants will use web-based or desktop-based programs to design professional-looking resumes, with keywords and correct spelling, that fit the opportunity they have researched.

- 2.1. Following the online lecture and a short video, the participant will demonstrate an understanding of web-based and desktop-based programs appropriate for use in designing professional resumes by completing an online quiz with 90% accuracy.
- 2.2. Following online readings and a short video, the participant will successfully rank a series of displayed resumes from best to worst based on formatting and content. The participants will submit rankings via an online form where they accurately rank 8 out of 10 resumes based on a Resume Format and Content Checklist.
- 2.3. After completing online readings about functional and chronological resume formats, the participant will write a 500-word essay justifying which format is more suitable for his or her profile, achieving 90% completeness according to a Resume Format Essay Rubric.
- 2.4. After completing the online readings on writing clear career objectives for a professional resume, the participant will write a two-sentence career objective to be peer reviewed by the other participants in accordance with the online reading resources and based on the Resume Format and Content Checklist.
- 2.5. After completing the online reading on how to utilize power words and quantifiable outcomes to reflect personal accomplishments and

experiences on resumes, the participant will write ten personal action statements from a given list of power words and submit them via an online form, achieving a minimum of 90% accuracy on the Action Statement Criteria Checklist.

- 2.6. After reading an online article on diverse ways to organize resumes, the participant will use an electronic resume template to write a rough draft resume using at least five personal action statements. The resume will be peer-reviewed in accordance with a Resume Critique Checklist.
- 2.7. Following online readings and a short video, the participant will construct and submit a professional resume using specific verbiage found in an employer's job posting that achieve 95% accuracy and completeness based on the Resume Format and Content Scoring Rubric.

Goal 3: Participants will successfully write professional, well-formatted cover letters, using correct spelling and grammar.

- 3.1. After reading an online resource on the importance, parts, and the uses of professional cover letters, the participant will achieve 90% accuracy at identifying and explaining parts of successful cover letters via an online quiz.
- 3.2. Following online readings and a short video, the participant will successfully rank a series of displayed cover letters from best to worst based on formatting and content. This will be done with a minimum of 90% accuracy with respect to a Cover Letter Template.
- 3.3. After reading the instructions on how to write an impressive professional cover letter, the participant will use the Cover Letter Template to write a draft cover letter for one career opportunity using correct format, grammar, and spelling, achieving 90% accuracy on the Cover Letter Rubric.
- 3.4. Participants will peer review draft cover letters and give revision suggestions for cover letters based on the Cover Letter Template to achieve 90% accuracy on the Cover Letter Scoring Rubric.
- 3.5. The participants will revise the cover letter to reflect the suggestions made by their peers. This will be done with a minimum of 95% accuracy, with all revisions being judged satisfactory or superior by the instructor, according to the Cover Letter Rubric.

Goal 4: Participants will successfully use the internet and other technologies to successfully market their skills and qualifications to prospective employers.

- 4.1. After an online video and reading about creating a professional online

presence, the participants will search for themselves online and evaluate their online presence. This will be done with 100% completeness using an Online Presence Checklist.

- 4.2. Following the lesson on how to use job search databases, the participant will create and send a professional email with an attached e-resume and cover letter to the instructor. This will be done with a minimum of 95% accuracy with respect to a Self-Marketing Checklist.
- 4.3. After reading the handout on self-marketing and networking online, the participants will create or revise a LinkedIn account, creating a searchable online professional profile. The participant will submit the online profile for review with two other participants and the instructor. This will be done with a minimum of 95% completion with respect to a Self-Marketing Checklist, with all criteria being judged satisfactory or superior by the instructor and participants, according to a Self-Marketing Scoring Rubric.
- 4.4. After completing modules 1.1 - 4.4, participants will create a Google site e-Portfolio using the approved template. Participants will achieve 90% completeness and accuracy based on a Self-Marketing Scoring Rubric.

Goal 5: Participants will successfully demonstrate an understanding of the STAR Method of answering behavioral interview questions, and they will validate their understanding by engaging in mock interviews.

- 5.1. After reading online resources and watching a video about the STAR Method of answering behavioral interview questions, the participant will complete an online worksheet with responses to common behavioral or situational interview questions using the STAR Method. This will be done with a minimum of 90% accuracy with all criteria being judged satisfactory or superior by the instructor.
- 5.2. Participants will bring a printout of their completed online worksheets to participate in an in-class group discussion about the STAR Method's effectiveness to achieve a clear understanding of the method and its benefits during interviews.
- 5.3. After reading online resources, watching a video, and having a group discussion on the STAR Method of answering behavioral interview questions, the participant will apply the STAR method to common interview questions by completing video-recorded interviews as both the interviewer and interviewee. This will be done with a minimum of 90% accuracy on the Interview Scoring Sheet.

- 5.4. Following participation in three videotaped mock interviews as an interviewer, the participant will provide feedback via an online form to three interviewees on their performance with 90% accuracy on a STAR Feedback Checklist.
- 5.5. Following participation in three video-recorded mock interviews as an interviewee, the participant will evaluate his or her performance on three mock interviews via an online form with 90% accuracy on a STAR Performance Checklist.

Goal 6: Participants will successfully demonstrate professional behavior before, during, and after face-to-face and technology-based interviews.

- 6.1. Following an online lecture, online readings, and a short video, the participant will identify appropriate verbal and nonverbal communication skills/techniques for face-to-face vs technology-based interviews. This will be done with a minimum of 90% accuracy on the Interview Communications Checklist.
- 6.2. Following an online lecture, online readings, and a short video, the participant will use an online form to critically evaluate three video-recorded interviews from best to worst based on the interviewees' attire, greetings, handshake (face-to-face interviews), body language, poise, confidence, eye contact, use of filler words, hand gestures, and verbal pace. This will be done with a minimum of 90% accuracy on the Interview Professionalism Scoring Rubric.
- 6.3. Following an online lecture, online readings, and a short video, the participant will write and submit 'thank you' letters to the mock interviewers from Module 5.3 based on the guidelines in the online readings, achieving 90% completeness on a scoring rubric.
- 6.4. Upon completion of modules 5.1 to 6.3, the participant will write a three-page reflective paper about successful professional interviewing, using his or her experiences with the mock interviews to justify his or her conclusion.
- 6.5. At the end of Module Six, the participants will complete a final project by executing all the steps in the employment search process, culminating with an online interview. The project will be completed with a minimum of 90% accuracy on the Final Project Rubric.

I-C. Needs Analysis

Part I: Reasoning and Procedure

Lesley Tucker, a career counselor at the Maple Hills State University School of Business, is an advisor for students in her department. In addition, she organizes and oversees an annual campus job fair, whereby she builds relationships with area recruiters and employers to encourage their participation in the job fairs. In these roles, through direct and anecdotal evidence, Ms. Tucker identified several problems with graduating seniors' ability to demonstrate professionalism during their searches for career-related positions:

- Poor resume writing skills
- Poor cover letter writing skills
- Lack of professionalism during interviews
- Inability to use technology to research positions
- Inability to use technology to market themselves

Ms. Tucker reached out to our team about the perceived problems, and she has remained the main contact throughout the project. Ms. Tucker's perception that MHSU graduates often do not have employment-search skills and do not know how to develop them can be summarized as follows:

- **Desired Situation**
MHSU graduates are able to use technology effectively in their employment search, write a professional-looking resume, writing a targeted cover letter, and interview for a career position with poise and confidence. These skills are essential to obtaining professional employment and, therefore, very important to new graduates seeking to get hired in the field of their choice.
- **Existing Situation**
MHSU graduates have reported an inability to use technology effectively in their employment search. They have also reported that a lack of experience affects their ability to search for employment. In addition, employers and recruiting agencies have reported receiving resumes and cover letters from MHSU students or recent graduates that fail to meet professional standards with regard to formatting, spelling, grammar, and overall communication of skills and qualifications. Moreover, employers and recruiting agencies have reported that

recent MHSU graduates who get interviews often fail to interview effectively or professionally.

- **Performance Gap**

Ms. Tucker's initial evidence from students, employers, and recruiting agencies suggested that MHSU students are not developing career-search planning skills before they enter the job market, and their lack of knowledge and experience creates problems for themselves and for employers and recruiting agencies looking for qualified candidates.

The perceived problem is thought to be affecting Ms. Tucker's ability to attract area recruiters and employers to the annual campus job fair. To obtain more information about the problem, determine stakeholders, and evaluate whether instruction could solve the problem, our team completed a Needs Analysis that was designed with the following:

- Quantitative and qualitative data collection instruments
- Multiple methods of data collection
- Multiple sources of data collection

Our team used the Needs Analysis data to determine the following:

- Problem definition
- Stakeholders
- The current situation experienced by different stakeholders
- The optimal situation as expressed by different stakeholders
- The probable or perceived causes of the performance deficiencies
- Possible means to achieve optimal performance expected by all stakeholders

Needs Analysis Data Collection

Phase 1: Interview with Lesley Tucker, career counselor at the MHSU School of Business, and Terry Jones, Dean of the School of Business.

Because of their roles as School of Business decision makers, Ms. Tucker and Dean Jones are stakeholders in our project. Team members conducted a face-to-face interview with Ms. Tucker and Dean Jones to better understand their perception of the

problems. They both answered several questions during the interview, and their responses were used to shape the remainder of the Needs Analysis.

In addition, Ms. Tucker enabled our team to *optimize* the remainder of the Needs Analysis by providing the following:

- Hard and soft copies of student documents obtained from previous job fairs (personal information redacted), which provided evidence of the perceived problem
- Contact information for local recruiters and employers who attend the annual campus job fair
- Job fair survey responses, emails, and other communications from students, employers, and recruiters that provided testimony about the problem
- Coordination with university administrators to send electronic surveys to university students via their university email addresses

See Appendix A.1.1: Needs Analysis Interview Protocol for Administrators

Phase 2: Focus Group

Based on our interview with Ms. Tucker and Dean Jones, area recruiters and employers were identified as stakeholders in our project. To enable our team to gather additional information from and about these stakeholders, Lesley Tucker arranged a 30-minute focus group meeting via Skype. The focus group comprised members of our team, Ms. Tucker, and an invited panel of six employer and recruiting representatives. Our team members asked questions to the employer and recruiting representatives to assess the strengths and weaknesses of the current and past MHSU graduate candidate pools, in terms of employment-search skills. The focus group interview allowed our team to gauge the different representatives' understanding of the situation and to gather information about problem indicators vs. optimal performance, as well as information about possible solutions. The data collected were used to evaluate instructional need and possible methods of instruction.

See Appendix A.1.2: Needs Analysis Focus Group Interview Protocol

Phase 3: Student Surveys

Maple Hills State University students are the main stakeholders in our project, so obtaining information from them about how they viewed the problem was essential. Our team used online surveys to gather data from MHSU students. After obtaining permission and by coordinating with Lesley Tucker and other MHSU administrators, our team was able to email MHSU students via their university email addresses. Links to online surveys were sent to students with 50% or more graduation credit requirements completed: a total of 3120 students. The total response was 1250 surveys completed. Our team's surveys addressed the perception, understanding, and assumptions of survey takers regarding the skills required to search for career-related employment, as well as a self-assessment of their own employment-search skills. These surveys were web-based and distributed via email for convenience to survey takers, cost effectiveness, and easy access to data for team members in different geographical locations. The team made use of online survey tools, such as Qualtrics to gather data and Google Drive to store data. Data were stored in Google Drive for convenient access to all team members. The survey data were used to determine stakeholders' needs and to target instruction.

See Appendix A.1.3: Needs Analysis Survey for MHSU Students

Part II: Needs Analysis Results

The Needs Analysis procedure provided our team with data with which we could define the problem, determine stakeholders, and evaluate whether instruction could solve the problem, as follows.

1. The problem identified by our team's Needs Analysis can be stated this way: From inexperience and lack of opportunity to learn, MHSU students and recent graduates are unprepared to (1) use technology and social media for an employment search, (2) communicate qualifications to potential employers in a professional way, and (3) interact with potential employers in a professional way.
2. Our team's Needs Analysis identified the following primary and secondary stakeholders involved in the project:

Primary:

- MHSU graduating seniors
- MHSU teaching staff in the School of Business

Secondary:

- Lesley Tucker, career counselor at the MHSU School of Business
- Terry Jones, Dean, MHSU School of Business

- Area recruiting agencies
 - Area employers
3. From the Needs Analysis interview, focus group, and survey results, our team has determined that materials and instruction are necessary to attain the desired situation of MHSU students having strong employment search skills by the time they graduate. The table in Appendix A.1.4 summarizes the commonly perceived problems or situations, desired solutions or situations, possible causes and indicators, and solution alternatives determined during our Needs Analysis procedure.

See Appendix A.1.4: Needs Analysis Results

Part III: Constraints and Recommendation

The Needs Analysis also revealed some constraints on the scale of the project with respect to university budgetary and staffing issues. For example, Ms. Tucker informed us that the university would be unwilling to fund a large-scale, fully-staffed campus career center, at which students could develop employment search skills. Instead, the scale of our project should be constrained to developing a short course on employment search skills that could be taught by a graduate student or adjunct instructor.

Given the stakeholders' expressed desired outcomes and the constraints on the project, our recommendation is that the School of Business create a 1-credit course that will provide MHSU students the opportunity to develop skills related to their future employment searches. Accordingly, our team will develop instruction that will be delivered as a 1 credit, 8-week, blended-learning course offered by the MHSU School of Business and suitable to be taught by a graduate student or adjunct instructor.

Our Needs Analysis data will be further used to align learning objectives, assessment, and instructional materials development. In addition, continual reference will be made to the Needs Analysis results to ensure that all stakeholders' needs are being met by the project.

I-D. Task Analysis

Topic Analysis

The project team analyzed the following topics to provide structure for how participants will achieve the six learning objectives for the MHSU BUS 401 course.

Topic 1: Using Technology Effectively to Enhance the Employment Search

1. Effective Search Goal
 - 1.1. Creating a professional online presence
2. Technology for the Employment Search
 - 2.1. Professional Email Accounts
 - 2.1.1. Creating a professional email address
 - 2.1.2. Things to avoid
 - 2.2. Social Media Presence
 - 2.2.1. Importance of Professional Social Media Presence
 - 2.2.2. Facebook
 - 2.2.3. Twitter
 - 2.2.4. Evaluate online presence
 - 2.2.5. LinkedIn
 - 2.3. Employment Search Websites
 - 2.3.1. Monster
 - 2.3.2. Indeed
 - 2.3.3. LinkedIn Job Board
 - 2.3.4. Maple Hills Career Services - Job Board
 - 2.3.5. Spreadsheets for Consolidating Employment Search Data
 - 2.4. ePortfolio Overview
 - 2.4.1. Personal Summary
 - 2.4.2. Work Experience
 - 2.4.3. Education
 - 2.4.4. Accomplishments
 - 2.4.5. Skills
 - 2.4.6. Resume

Topic 2: Professional Correspondence and Interaction

1. Professional Resume Creation
 - 1.1. Utilizing Technology
 - 1.1.1. Web -based applications
 - 1.1.2. Desktop
 - 1.2. Use examples to guide personal resume creation
 - 1.3. Format / Content / Drafting
 - 1.3.1. Structure
 - 1.3.1.1. Chronological

- 1.3.1.1.1. Contact information
 - 1.3.1.1.2. Career objective
 - 1.3.1.1.3. Professional experience
 - 1.3.1.1.4. Education
 - 1.3.1.1.5. Awards and/or professional memberships
 - 1.3.1.1.6. Special skills
 - 1.3.1.2. Functional
 - 1.3.1.2.1. Contact information
 - 1.3.1.2.2. Qualification summary
 - 1.3.1.2.3. Relevant skills
 - 1.3.1.2.4. Professional experience
 - 1.3.1.2.5. Education
 - 1.3.4 Personal Action Statements
 - 1.3.4.1 Power Words
 - 1.3.4.2 Quantifiable Outcomes
- 1.4. Revising/Editing
 - 1.4.1. Spelling, Grammar, Punctuation
 - 1.4.2. Peer Review
- 2. Professional Cover Letter Creation
 - 2.1. Utilizing Technology
 - 2.1.1. Web -based applications
 - 2.1.2. Desktop
 - 2.2. Content / Drafting
 - 2.3. Use examples to guide personal professional cover letter creation
 - 2.4. Revising / Editing
- 3. Interviewing Skills
 - 3.1. Professional demeanor
 - 3.1.1. In-person interviews
 - 3.1.2. Online interviews
 - 3.2. STAR Method
 - 3.2.1. **S**ituation
 - 3.2.2. **T**ask
 - 3.2.3. **A**ction
 - 3.2.4. **R**esult
 - 3.3. Communication Skills
 - 3.3.1. Verbal
 - 3.3.1.1. Greeting
 - 3.3.2. Non Verbal
 - 3.3.2.1. Handshake

- 3.3.2.2. Body Language
- 3.3.2.3. Poise
- 3.3.2.4. Projected Confidence
- 3.3.2.5. Eye Contact
- 3.4. Follow Up
 - 3.4.1. Thank you letters
- 3.5 Executing the employment search process

II. Evidence of Acceptable Results

II-A. Formative Evaluation

Purposes of Formative Evaluation

The formative evaluation will be used during the course instruction to evaluate if the course design should be adjusted or improved to serve the needs of current and future students. Maple Hills State University has developed a new 1 credit, 8 – week, blended-learning course offered by the MHSU School of Business for upperclassmen about to enter the workforce. The overall course goal instruction is for MHSU students to learn the basic components of the employment-search process and how to use technology effectively in their employment searches. Our formative evaluation primarily assesses effectiveness to establish if the learning objectives are being met and to find ways of improving the course. Our formative evaluation approaches will be performed throughout the course to enable improvements as part of our design process.

The outcome of this formative evaluation should determine:

- What improvements / enhancements, if any, should be made to the course to enable participants to meet the learning objectives, with respect to the following:
 - Whether course enables the use of internet technology to prepare for an employment search
 - Whether the course improves professional writing skills for resumes and cover letters
 - Whether the course improves professional interviewing skills
 - Whether the course provides or enhances skills for self-marketing with technology
- What improvements, if any, can be made to enhance the effectiveness and efficiency of course delivery?
- What improvements are to be made to ensure that the online aspects of the course are effective and easy to use?

Stakeholders

The formative evaluation primary stakeholders are those who are directly impacted by The BUS 401 Employment Search course, including MHSU upperclassmen and MHSU instructors in the School of Business. The MHSU upperclassmen are primary stakeholders because they are participants in the course and the content and delivery of the course has a direct impact on their future employment prospects. The MHSU instructor is a primary stakeholder, as the instructor is delivering and managing the course within the guidelines and objectives of the course.

The formative secondary stakeholders include Lesley Tucker, a career counselor at the MHSU School of Business, Terry Jones, Dean, MHSU School of Business, area recruiting agencies, and area employers. The secondary stakeholders are indirectly impacted by the BUS 401 course. The career counselor needs to support the MHSU upperclassmen, instructors, and designers with logistics concerning the course, so they can be aware of the requirements of the course, including the technology required, how to register and access the course, and how to troubleshoot when needed. If changes are made to the course, registration procedures, or learning management system, the counselor needs to be aware of the changes. Lastly, the area recruiting agencies and employers of the BUS 401 Employment Search course are secondary stakeholders because their ability to recognize top employment candidates depends greatly on the ability of applicants to communicate their qualifications and abilities. A change that affects the students related to the course could influence the recruiting agencies and employers, as well.

Methods

- Mid-term Student Survey

Each enrolled student of the School of Business: BUS 401 Employment Search course will be invited to complete an electronic questionnaire about their course experience at the mid-term mark. The questionnaire will provide data regarding participants' impressions of how the current course delivery and feedback methods will help or hinder participants' success in their future employment search. The survey will be created and delivered through Qualtrics, and the data will be collected through Qualtrics for analysis. The data analysis method to be used will be counts and frequencies.

- Mid-term Instructor Focus Group

At the mid-term of the course, instructors will be invited to participate in a focus group to provide feedback and data about their experience in teaching the course. By using an open-ended question protocol to guide the discussion, the focus group will collect data on seven open-ended questions regarding how they

perceive participants' progression through the course and mastery of the material to achieve the learning objectives.

The information generated by the seven-question discussion will help the instructors to focus on identified critical concerns and to develop possible solutions to help participants achieve the learning objectives.

A summary report will be assembled to convey the ideas, concerns, and suggestions of the instructors who participate in the focus group conversation. Instructors participating in the focus group will generate the recommendations presented in the summary report, and all recommendations will be assessed with respect to improving the course participants' ability to achieve the course learning outcomes.

- Observation

Participants will be observed during the face-to-face portions of the course while they demonstrate interviewing techniques presented during Week 7 / Module 5. Observations will be used to measure progress on course goals. By following the tasks listed in the Interview Professionalism Scoring Rubric, participants will demonstrate the actions and behaviors required to meet the learning goals of the course. Such tasks will include demonstrating verbal and nonverbal communication skills/techniques, professional attire, proper greetings, handshake body language, poise, confidence, eye contact, use of filler words, gestures, and verbal pace. The grading criteria will show that participants are able to meet the requirements and expectations.

All areas will be examined to look for patterns and trends where participants had difficulty or failed to meet the course learning goals. Based on the data, the course design can be adjusted if anything needs to be addressed immediately.

| Evaluation Methods | Questions to Guide Evaluation | Data Collection Instruments | Data Analysis Methods |
|--------------------|---|---|--|
| Student Review | <ul style="list-style-type: none"> ● What aspects of the content do you think will be most valuable to your career search? ● Which areas of content have you improved the most in? ● How user friendly is the e-portion of the course? ● How valuable is the face to face portions of the course? | Mid-term student survey, Quizzes, Online Activities, Peer Review Activities, Self Evaluations and Reflection Papers | Counts and Frequencies and, Summary Report |

| | | | |
|-------------------|---|---|----------------|
| Instructor Review | <ul style="list-style-type: none"> Have participants mastered the learning objectives of the course? | Mid-term Instructor Focus Group and Interview | Summary Report |
| Observation | N/A | Student Observation | Summary Report |

See Appendix A.2 for Formative Evaluation instruments.

II-B. Summative Evaluation

Purposes of Summative Evaluation

A new course, BUS 401 Employment Search, has been proposed to provide or enhance professional communicative skills that MHSU students will need during a search for career-related positions. To evaluate whether the participants of BUS 401 have acquired mastery of such skills, a summative evaluation will be conducted. The evaluation will involve three approaches to assessment: (1) participant self-assessment of and reflection on their own development of the skills presented in the course; (2) a summative final project, during which the participant's deliverables and behavior will be used to assess his or her ability to apply the employment search skills presented in the course; and (3) a survey to determine whether the skills presented in the course were retained and applied outside of the course. Using these three approaches, the summative evaluation will determine whether the learning objectives of BUS 401 were met and whether the course supplied the participants with real-world employment search skills.

Key Questions for Summative Evaluation

1. Does the participant believe he or she has mastered the learning objectives of the course?
2. Can the participant demonstrate application of the learning objectives, including the following:
 - a. using technology to research positions
 - b. using technology, including social media, to market themselves
 - c. writing a professional-looking resume

- d. writing a targeted cover letter
 - e. interviewing for a career position with poise, confidence, and demonstration of STAR techniques
3. Was the course helpful and effective for participants in the following ways:
 - a. Did participants gain new skills and information from the course?
 - b. Do the participants have a measurably improved understanding of how to communicate professionally during an employment search?
 - c. Has the course been successful in making participants better prepared for their employment searches?
 - d. Have the participants applied the skills taught in the course in a real employment search?
 4. Was the course's blended-learning delivery effective?
 5. Are there additional employment search topics that the course should cover?
 6. How can the course be improved or supplemented?

Summative Evaluation Approaches

Approach 1: Self-Assessment / Reflective Paper

At the end of the BUS 401 instruction, the participant will complete a self-assessment and reflection paper. The participant will write a three-page paper, reflecting on how to secure an employment interview and how to interview successfully for a professional position. The participant will use his or her experiences with the mock interviews to justify his or her conclusion. The paper will be a written response to guiding questions that will assess the participant's understanding of the learning goals and objectives, primarily the objectives related to demonstrating professional interview skills.

See A.3.1 Self-Assessment / Reflective Paper

Approach 2: Final Project

At the end of the BUS 401 instruction, the participant will complete a final project, which will involve executing all the steps in the employment-search process. These steps include writing a professional cover letter and other e-correspondence, creating a professional resume, and providing examples of electronic self-marketing. The project will culminate with an online interview conducted by the instructor. The interview will be conducted as a realistic job interview, and the participant will answer some common

interview questions, as well as three behavioral interview questions. The participant will be assessed on the successful execution of all the steps prior to, during, and after the interview. The final project will assess the participant's level of understanding with respect to the goals and objectives, as outlined in the course learning objectives.

See A.3.2 Final Project

Approach 3: Follow-up / Course Survey

Six months after the BUS 401 participants graduate from MHSU, they will be sent a survey to gauge the impact the course has had on their employment search. The survey will assess whether the 1-credit, 8-week, blended-learning course offered by the MHSU School of Business successfully helped the course participants to do the following:

- Use technology effectively in their employment search
- Create and maintain a professional social network presence
- Write a professional resume and cover letter
- Use internet-based services to market their skills
- Demonstrate confidence and professional behavior during an employment interview
- Obtain employment

See A.3.3 Follow-up Survey at Six Months

III. Learning Experiences and Instruction

III-A. Learner Analysis

The BUS 401 Employment Search course will provide students with the knowledge and skills necessary to secure a career in today's competitive employment market. Because all learners are not the same, it is necessary to conduct a learner analysis to ensure the learning objectives are achieved and all learners are adequately accommodated (Table 1). As such, the project team will gather information regarding their prior knowledge of employment search, demographics, needs, motivation for learning, discipline, openness

to blended learning, technology skills, study habits, and potential challenges in conducting employment search, writing resumes and cover letters, and engaging in employment interviews. Data Instruments to collect the data will include an interview with the career counselor, focus group with employers and recruiting representatives, and electronic surveys to the students. Based on the results and analysis of the qualitative and quantitative data, the course design decisions will be formed and the instructional methods selected to provide the most effective instructions to the learners.

Table 1

| | Learner Factors | Data Collection for Information |
|--------------------------|---|---|
| Orienting Context | General Learner Characteristics | |
| | <ul style="list-style-type: none"> • What is gender makeup of the students? (3) • What is the average age of prospective students enrolling in the course? (3) • Is there diversity within the student body? (3) • Have the students taken at least one online class in the past? (3) • Have the students taken at least one blended course in the past? (3) • Do the students have regular access to technology and high-speed Internet off campus? (3) • What are students' experience with technology? (3) • Are the students comfortable with using technology to achieve learning? (3) • Are the students comfortable with using social media? (3) | 1: Tucker Interview 2: Focus Group 3: Student Survey |
| | Academic Information | |
| | <ul style="list-style-type: none"> • What are the students' GPAs? (3) • How do the students prefer to receive and exchange information in the context of learning? (3) | 1: Tucker Interview 2: Focus Group 3: Student Survey |

| | | |
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| | Personal and Social Characteristics | |
| | <ul style="list-style-type: none"> • Are the students able to successfully interact in groups with unknown and/or known peers? (3) • Are the students comfortable participating in hands-on group activities with unknown and/or known peers? (3) • Do the students feel comfortable giving feedback to peers? (3) • Do the students feel comfortable accepting feedback from peers? (3) • How do students feel about audio and video recording of their activities? (3) | |
| | Behavior | |
| | <ul style="list-style-type: none"> • What employment search skills do the students demonstrate while planning for future professional careers? (1) (2) (3) • Are students willing to engage in new learning for a career search? (1) (3) • How do the students feel about MHSU providing the employment search course? (1) (3) • What are the students' perceptions on interviewing for future professional careers? (1) (2) (3) | 1: Tucker Interview 2: Focus Group 3: Student Survey |

| | | |
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| | | |
| | Prior Knowledge | |
| | <ul style="list-style-type: none"> • What do the students think about the need to have career searching skills? (3) • What are the students' experiences with career searching skills? (1) (2) (3) • What are students' experience with career planning? (3) • Do the students have prior knowledge on employment search? If not, what prerequisite knowledge will be required? (1) (2) (3) • Are the students aware of their knowledge, skills, and attitude gap regarding their employment search? (1) (2) (3) • What is the administrator's opinion about students' performance in conducting employment search? (1) | 1: Tucker Interview 2: Focus Group 3: Student Survey |
| | Motivation | |
| | <ul style="list-style-type: none"> • What challenges do students have when writing a resume, cover letter, or participating in job interviews? (1) (2)(3) • How motivated are learners to learn about an employment search? (1), (2), (3) • How motivated are students to complete an employment search online course? (1) (3) • To what degree is a course on employment search likely to interest the students (3) • What are the reasons students do not have the skills in writing a resume, cover letter, or performing well in a job interview? (1) (2) (3) | 1: Tucker Interview 2: Focus Group 3: Student Survey |

| | | |
|------------------------------|--|--|
| | | |
| Instructional Context | | |
| | <ul style="list-style-type: none"> ● What do employers/ recruiting representatives perceive is the problem with students' employment search skills?(1)(2) How many sections of the course will be available? (1) ● Will the course be used as an elective? (1) ● What topics, activities, assessment, and content should the course include? (2) ● How much of the instructional time should be allotted to online instruction, and how much to face-to-face instruction? (1) ● How much time do the students want to spend doing this course? (3) ● How will the instructional material and equipment be sourced? (1) ● Will there be training for the students using equipment/devices in the course? (1) ● Will the use of recording device impede the students' abilities to perform well? (1) (3) ● Will permission be sought from the students to participate in videotaping activities? (1) (3) ● How will students consent to participation in recorded activities? (1) ● How will the outcome of the course be measured in terms of the number of students who gained employment resulting from the course completion? (1) | |

| | | |
|-------------------------|--|--|
| Transfer Context | <p>What are the constraints or challenges for the students to complete the employment search skills training course? (1)(3)</p> <p>Do the students believe that taking this course will help them to achieve career placements? (1)(2)(3)</p> <p>Will there be additional career search support following the course? (1)</p> <p>What provision will be made for students who fail the course? (1)</p> | |
|-------------------------|--|--|

Assumptions

The following assumptions have been made in the learner analysis in planning a 1-credit course, 16-hour course that will provide MHSU students skills related to their career planning search:

1. The students will recognize the importance of the training course for their future career planning and show enthusiasm about taking the course.
2. Most of the students are between the ages of 21 and 24 with diverse career aspirations.
3. Students will have a variety of technology backgrounds.
4. Students have not had any professional career experience prior to taking the course.
5. The majority of the students taking the course will not have sufficient employment search skills and will recognize the importance of the training.
6. Students enrolling in BUS 401 are of junior or senior standing.
7. Students completed English 1(ENG 131) and English II (ENG 132) prior to enrolling in course.
8. Students are fluent in writing and speaking English.
9. Students are from diverse cultures and backgrounds.
10. Students have a mastery of the instructional vocabulary.
11. Students have mastered reading, writing, and college-level vocabulary.
12. Students understand the meaning of 'blended-learning course.'

III-B. Contextual Analysis

The team will create instructional lessons that develop employment search skills for university students. Using analyses data, a contextual analysis was developed for the project team, relevant administrators, School of Business department heads, and course instructors. The analysis is organized by orienting, instructional, and transfer contexts. Immediate environmental and organizational factors are examined by an array of data collection tools.

Orienting

| Immediate Environment Factors | Data Collection for Information |
|---|---|
| <ul style="list-style-type: none"> • Where will the students be taking this course? • How many students can be accommodated per course section? • What kind of classroom equipment and furniture are available? • Will students have access to technology needed to complete online components? • What internet access is available for students completing the online components of the course? | <ul style="list-style-type: none"> • Interviews with Career Counselor and Dean of School of Business • Site Visit |
| Organizational Factors | Data Collection for Information |
| <ul style="list-style-type: none"> • What is the budget for this course? • How many staff members are qualified to teach the course? • What kind of additional support will be available outside of the face to face components of the course? | <ul style="list-style-type: none"> • Interviews with Career Counselor and Dean of School of Business |

Instructional

| Immediate Environment Factors | Data Collection Method for Information |
|--|---|
| <ul style="list-style-type: none"> • Will staff hold office hours for additional face to face help? | <ul style="list-style-type: none"> • Focus group with area supervisors and recruiting agencies |

| | |
|---|---|
| <ul style="list-style-type: none"> • Are area employers/ recruitment staff able to attend mock interviews and offer critiques? • Will staff members be able to troubleshoot technology problems? • Will students have adequate technology equipment and adequate internet speed to access online course content? • Will students have access to audio and video equipment for interviews? | <ul style="list-style-type: none"> • Interviews with Career Counselor |
| Organizational Factors | Data Collection for Information |
| <ul style="list-style-type: none"> • What is the process to list this course in the MHSU's course catalog? • Who are the main contacts for classroom set up and technology support? • What is the process for hiring or assigning faculty to facilitate this course? • Will there be continuous Web maintenance? | <ul style="list-style-type: none"> • Interviews with Career Counselor and Dean of School of Business |

Transfer

| | |
|--|--|
| Immediate Environment Factors | Data Collection Method for Information |
| <ul style="list-style-type: none"> • Will the career counselor be available for job search assistance? • Will course instructor conduct participants evaluations? | <ul style="list-style-type: none"> • Interviews with Career Counselor • Interviews with course instructor |
| Organizational Factors | Data Collection for Information |
| <ul style="list-style-type: none"> • Are there opportunities for follow up post course? • Will a student network be available post course? • Will a student post their new job to a social network? | <ul style="list-style-type: none"> • Interviews with Career Counselor and Dean of School of Business • Job Fair Survey • Employer and recruiter feedback • Employment Survey Post Course |

Assumptions

The following assumptions have been made about the contextual analysis of the course:

1. Participants are upperclassmen who are able to perform basic tasks with computer technology, such as opening desktop applications or using a web browser to view websites.
2. Participants will have access to electronic resources and applications used for employment research and career self-marketing.
3. Participants will be informed that this professional development course is a blended-learning course, which will have in-class and online learning components.
4. University facilities will be capable of providing a satisfactory learning environment for the participants, as well as ADA compliance.
5. University facilities will provide audio and video equipment.
6. Course facilitators will have regular access to and contact with School of Business administration staff members.

III-C. Types of Learning Experiences

Students enrolled in the BUS 401 Employment Search course at School of Business at MHSU will experience learning in a blended learning environment which combines face to face interactions within the classroom and online instructions and activities. BUS 401 Employment Search is an 8-week course that comprises six specific modules, as listed below:

- Module 1 – Employment Research
- Module 2 – Designing Professional Resumes
- Module 3 – Preparing Cover Letters
- Module 4 – Developing Self-Marketing Skills
- Module 5 – Interview Techniques Part 1
- Module 6 – Interview Techniques Part 2

Students will experience learning under the guidance, instructions, and facilitation of qualified faculty in the School of Business, who are trained to deliver blended-learning courses. The types of learning experiences will include a wide range of pedagogical and technological components that are designed to yield optimum learning and student engagement, as described in Appendix B.1.

See Appendix B.1: Types of Learning Experiences

III-D. Materials for Instruction

Our team has created and provided sample materials for the experimental course at Maple Hills State University: BUS 401 Employment Search. The sample materials illustrate several module components of the course and are intended to demonstrate the flow and interconnectedness of the modules, as well as to demonstrate the necessary use of technology for both the instructor and the participant.

Because instruction will be delivered as a blended learning course, participants will be responsible for completing online assignments to be prepared for in-class activities. Online materials will be delivered via the BUS 401 website, which is hosted on Google Sites. On the website, students will find onward links to videos, readings, activities, and assessments related to the class modules.

Our team chose Google Sites as the platform for the online components of the class because of its ease of use, reliability, and collaborative features. Nonetheless, the materials for BUS 401 could just as easily be delivered via another website hosting solution or a favored LMS, such as Canvas.

See Appendix B.2 for BUS 401 instructional artifacts.

III-E. Implementation Plan

The Project Team has created the following implementation plan to guide MHSU administrative and instructors on the delivery of an experimental course in the School of Business: BUS 401 Employment Search. BUS 401 will be a 1-credit, 8-week, blended learning course offered during the next MHSU Fall Semester, from August 20, 2018 to

December 14, 2018. The course will be delivered in six modules, with each module corresponding to a learning objective, as presented in Section I-B.

The implementation plan will guide team member coordination with university administrators with regard to staffing, facilities, and necessary equipment. The implementation plan will also provide instructors with the module schedule and weekly blended-learning components of the course, forming a basis for the course syllabus.

Facilities and Technical Requirements

Requirements for in-class components:

- Participants need regularly scheduled access to a classroom. Classroom requirements include:
 - Seating for 20 participants
 - Movable seating (no fixed workstations) for group activities
 - Central instructor station with a computer and internet connectivity
 - A large central monitor or a projector to display instructor's material
 - A large whiteboard or blackboard
 - A SMART Board is desired, but not required
- Small budget for basic classroom supplies and photocopies

Requirements for online components:

- Participants and instructors should all have access to a computer and reliable internet service
- Participants should have Google accounts to access materials and applications, and to participate in course activities
- Instructors should have Google accounts to
 - Access relevant Google applications
 - Share curriculum information
 - Access, share, and distribute materials
 - Access and modify central website

Pre-instructional requirements:

1. Conduct Needs Analysis, Learner Analysis, and Contextual Analysis data to provide demographic information and to confirm the following:
 - a. sufficient interest in the course,
 - b. participants' access to required technology, and
 - c. participants' level of familiarity with required technology.

Adjust implementation with respect to this information.

2. Contextual Analysis data to determine limitations in terms of budget, facilities,

equipment, and cultural considerations. Adjust implementation with respect to this information.

3. Establish communication methods for the project team to coordinate with one another and with School of Business contacts Lesley Tucker and Terry Jones.
4. Assemble existing materials for use or adaptation in the course, including online media, such as YouTube videos, writing guides, help manuals, and scoring rubrics. Verify copyright and fair-use policies with respect to university use.
5. Develop additional materials and media as necessary for online and in-class components of the class, including multimedia presentations for in-class activities and the formative and summative testing methods and materials.
6. Develop and set up website and content to distribute course materials and activities.
7. Coordinate with School of Business contacts to secure video recording device and sufficient memory for the video-recording components of the course.
8. Liaise with Lesley Tucker, Dean Jones, and administrators to establish standards for accessibility, safety, privacy, and quality.
9. Coordinate with School of Business contacts and MHSU administrators to announce the course on university websites, list the course in the online course catalog, and promote the course via email and university media.
10. Coordinate with with School of Business contacts and confirm the following:
 - a. Instructor selection
 - b. Correct course listings in the university catalog
 - c. Number of sections offered
 - d. Maximum enrollment for each section is set at 20 participants
 - e. Sufficient enrollment to open each section offered
 - f. Section information: section numbers and classroom times
 - g. Classroom reservation and room number
 - h. Budget for classroom supplies
11. Coordinate with School of Business and MHSU administrators to ensure that sufficient classroom space has been reserved, with appropriate seating, equipment, and accessibility. Physically visit each classroom and verify that seating, equipment, accessibility are appropriate for the instruction.

Post-instructional requirements:

1. Conduct Summative Evaluation
 - a. Self assessment / Reflection paper
 - b. Final project
 - c. Obtain feedback data via participant survey

2. Revise and improve course materials based on formative and summative evaluation results, and post-instructional surveys

Course schedule: 12 hours online; 4 hours in class

| | |
|--|---|
| Week 1 | |
| Module 1 - Employment Research | |
| Online Component Hours: 1 | F2F Component Hours:1 |
| Online Component Tasks, Materials, etc: <ul style="list-style-type: none"> • Professional Online Identity Checklist. • Create professional email • Video on professional online identity • Social Media Checklist • Revise social media accounts • Peer review of social media accounts • Online form: state and submit professional goal • Opportunities Criteria Checklist • Online activity: job search databases • Research and submit 10 employment opportunities | F2F Component Tasks, Materials, etc. <ul style="list-style-type: none"> • Course overview / Introductions • Handout: professional online identity • Presentation: professional online identity |
| Week 2 | |
| Module 2- Designing Professional Resumes, Part 1 | |
| Online Component Hours: 2 | F2F Component Hours: 0 |
| Online Component Tasks, Materials, etc: <ul style="list-style-type: none"> • Online lecture: designing professional resumes • Online video: designing professional resumes • Online quiz: programs for designing resumes • Resume Format and Content Checklist | |

| | |
|--|---|
| <ul style="list-style-type: none"> • Online reading: resume format and content • Online video: resume format and content • Online activity: rank resumes based on format and content • Resume Format Essay Rubric • Online activity: essay on resume format • Resume Format and Content Scoring Rubric | |
| Week 3 | |
| Module 2- Designing Professional Resumes, Part 2 | |
| Online Component Hours: 1 | F2F Component Hours: 1 |
| Online Component Tasks, Materials, etc: <ul style="list-style-type: none"> • Online reading: writing clear objectives • Online reading: organizing resumes • Online reading: power words • Action Statement Criteria Checklist • Online form: submit personal action statements • Submit professional resume | F2F Component Tasks, Materials, etc. <ul style="list-style-type: none"> • Checklist: Resume Format and Content • Peer review: two-sentence career objective • Peer review: resume critique • Checklist: Resume Critique |
| Week 4 | |
| Module 3- Preparing Cover Letters | |
| Online Component Hours: 2 | F2F Component Hours: 0 |
| Online Component Tasks, Materials, etc: <ul style="list-style-type: none"> • Online reading: professional cover letters • Online quiz: successful cover letters • Online reading: cover letter formatting • Online video: cover letter formatting • Online activity: rank cover letters • Online reading: impressive cover letters • Online template: cover letter • Cover Letter Scoring Rubric | |
| Week 5 | |
| Formative Evaluation Materials: | |
| <ul style="list-style-type: none"> • Mid-term Online Student Survey Questions • Mid-term Instructor Focus Group Questions | |

| | |
|--|---|
| <ul style="list-style-type: none"> Focus Group Summary Report | |
| Module 3- Preparing Cover Letters / Module 4: Developing Self-Marketing Skills | |
| Online Component Hours: 2 | F2F Component Hours: 1 |
| Online Component Tasks, Materials, etc: <ul style="list-style-type: none"> Submit cover letter Online reading: online presence Online video: online presence Online Presence Checklist Online activity: evaluate online presence Self-Marketing Checklist Online activity: create and send email and cover letter Self-Marketing Scoring Rubric Online activity: create LinkedIn account Online activity: peer review LinkedIn accounts Build e-portfolio using Google Sites template | F2F Component Tasks, Materials, etc. <ul style="list-style-type: none"> Cover Letter Scoring Rubric handout Peer review draft cover letters |
| Week 6 | |
| Module 5 Interview Techniques: STAR Method | |
| Online Component Hours: 1 | F2F Component Hours: 0 |
| Online Component Tasks, Materials, etc: <ul style="list-style-type: none"> Online readings: STAR Method Online video: STAR Method Online worksheet: STAR Method | F2F Component Tasks, Materials, etc. |
| Week 7 | |
| Module 5 Interview Techniques: STAR Method | |
| Online Component Hours: 1 | F2F Component Hours:1 |
| Online Component Tasks, Materials, etc: <ul style="list-style-type: none"> STAR Feedback Checklist Online form: feedback to on interview STAR Performance Checklist Online form: evaluate interview performance | F2F Component Tasks, Materials, etc. <ul style="list-style-type: none"> STAR method group discussion Video camera Interview Scoring Sheet Interview seating In-person mock interviews: interviewee and interviewer |

| Week 8 | |
|---|--------------------------------------|
| Module 6: Interview Techniques: In-person vs Online | |
| Online Component Hours: 2 | F2F Component Hours: 0 |
| <p>Online Component Tasks, Materials, etc:</p> <ul style="list-style-type: none"> • Online video lecture: interview techniques • Online reading: interview techniques • Online video: Interview techniques • Interview Communications Checklist • Interview Professionalism Scoring Rubric • Online activity: face-to-face vs online interviews • Online form: evaluate three video-recorded interviews • Online activity: thank you emails • Online activity: interview reflection paper • Online activity: final project, including online interview • Reflective Paper Rubric • Final Project Rubric | F2F Component Tasks, Materials, etc. |

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V. Appendices

Appendix A

A.1 Needs Analysis Instruments

Appendix A.1.1: Needs Analysis Interview Protocol for Administrators

| | |
|--------------|-----------|
| Interviewee: | Position: |
| Interviewer: | Date: |

Instructions: Use the following interview questions to help define the problem, determine stakeholders, and evaluate whether instruction is appropriate to solve the problem.

1. What is your position?
2. How long have you been at this position?
3. How does your position inform you about the perceived problems?
4. Who has reported problems with student employment search skills?
5. What problems have been reported?
6. Is there tangible evidence of the problems?

- a. In what form is the evidence (physical, digital, anecdotal, etc.)?
 - b. Can you share evidence without violating university privacy policies?
7. What effect are the problems having?
8. Who is experiencing the effects of the problems?
9. What is your perception and opinion of the problems?
10. What could be the reasons graduates do not have adequate employment search skills?
11. In your opinion, what is the optimal situation?
12. How will you know when the optimal situation has been achieved?
13. What suggestions do you have to improve graduates employment search skills?
14. Do you think the university has an obligation to solve the perceived problems?
 - a. In what ways?
 - b. To what extent?
15. What university resources can be utilized to solve the problem?
16. What are some obstacles you anticipate in trying to solve this problem?
17. Do you think instruction can be used to solve the problem?
 - a. What kind of instruction?
 - b. How long should the instruction be?
 - c. What should the instruction cover?

- d. Which department or organization should conduct the instruction?
- e. Who should teach the course?

18. If instruction is used to solve the problem, then...

- a. How will the instructors, instructional material, and equipment be sourced?
- b. How many sections of the course will be available?
- c. How much of the instructional time should be allotted to online instruction, and how much to face-to-face instruction?
- d. What do you consider a reasonable class size?
- e. Can the course be counted towards an elective for any student in any major?
- f. Will there be training for the students using video recording equipment/devices in the course?
- g. How do you believe the use of a recording device will impact the students' performances?
- h. Will permission be sought from the students to participate in videotaping activities?
- i. How will students consent to participation in recorded activities?
- j. Will there be additional career search support once the students complete the course?

- k. How will the outcome of the course be measured in terms of the number of students who gained employment resulting from the course completion?
- l. What provision will be made for students who fail the course? Will they be able to retake the course using their financial aid?

Thank you very much for your time. You have provided our team with very valuable information for our analysis.

Appendix A.1.2: Needs Analysis Focus Group Interview Protocol

| | | | | | | | | | | | | | | | | | |
|--|--------------|--|--|--|--|--|--|--|---|--|--|--|--|--|--|--|--|
| <p>Participants:</p> <table border="1" style="width: 100%; height: 150px;"> <tr><td> </td></tr> </table> | | | | | | | | | <p>Organization / Position:</p> <table border="1" style="width: 100%; height: 150px;"> <tr><td> </td></tr> </table> | | | | | | | | |
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| <p>Interviewer:</p> | <p>Date:</p> | | | | | | | | | | | | | | | | |

Instructions: Use the following statements and interview questions during the focus group to help define the problem, determine stakeholders, and evaluate whether instruction is appropriate to solve the problem.

Opening statements:

Good morning / afternoon and welcome to our discussion session. We would like to thank all of you for attending this talk. We are discussing Maple Hills State University students and how to help them understand how they can prepare for an employment search.

I think you all know Ms. Tucker, with Maple Hill's School of Business. My name is _____ and these are my partners _____. We are the instructional designers assisting Ms. Tucker and trying to determine the best course of action to assist the MHSU students.

Our preliminary needs analysis and interview with Ms. Tucker indicates MHSU students might benefit from instruction regarding employment search skills. We would like more information from each of you regarding your perceptions of and experiences with MHSU students or graduates who are seeking employment.

We would also like your candid opinions – positive or negative – about how MHSU students perform during the employment search and how their skills could be improved. We believe you are major stakeholders in this project, and your ideas can contribute to the success of our project.

Guideline statements:

- This session should last no more than 30 minutes.
- Please be aware that we are recording this session, so we can analyze the responses later. We keep all project data on secure servers, and we respect the privacy of all the attendees.
- Also, while we encourage candid opinions, we ask that you keep your responses respectful – again this is all on the record.
- Finally, please give other speakers the chance to finish their points when they are speaking. We value all your opinions, and everyone will have a chance to address the questions.
- Could you all turn off your cell phones before we begin? Thank you.

Questions:

1. What is your position?

2. What has been your general experience with MHSU students seeking employment?
3. How would you describe the ability of MHSU students to communicate their qualifications on resumes and cover letters?
4. How would you describe the behavior of MHSU students at an employment or placement interview?
5. How would you describe the ability of MHSU students to use technology effectively for an employment search?
6. How would you describe the social media profiles of MHSU students that you have viewed as part of an employment candidate evaluation?
7. How can MHSU students best communicate their qualifications to be successful candidates for positions at *your* company?
8. What topics of instruction would be most helpful for providing MHSU students with effective employment search skills?

Closing statement:

Thank you very much for your time. You all have provided our team with very valuable information for our analysis.

Appendix A.1.3: Needs Analysis Survey for MHSU Students

Link to Qualtrics survey:

https://missouri.qualtrics.com/jfe/form/SV_6x9EpN8M39hUZnv

1. Name _____

2. Age :

- a. 18-25
- b. 26-30
- c. 31-35
- d. 36-40
- e. 41-45
- f. 46-50
- g. 50+

3. Gender

- a. Male
- b. Female
- c. Other

4. Ethnic Background

- a. American Indian or Alaska Native
- b. Asian
- c. African American/Black
- d. Caucasian/White
- e. Latin/Hispanic
- f. Pacific Islander
- g. Other

5. Expected year of graduation

- a. 2017
- b. 2018
- c. 2019
- d. 2020
- e. 2021

6. What is your GPA on a 4.0 scale?

- a. Below 2.0
- b. 2.0 - 2.4
- c. 2.5 - 3.0
- d. 3.1- 3.4
- e. 3.5 - 4

7. Desired Job Sector (drop down)

- a. Business Administration
- b. Construction
- c. Creative, Media, and Marketing
- d. Distribution and Warehousing
- e. Education, Training, and Childcare
- f. Energy and Utilities
- g. Engineering and Manufacturing
- h. Finance
- i. Health and Social Care
- j. Hospitality and Catering
- k. Information Technology
- l. Law and Politics
- m. Public Services
- n. Sales
- o. Science and Mathematics
- p. Travel and Tourism
- q. Other

8. Desired Job Title _____

9. Do you feel that you are adequately prepared to search for employment?
- a. Yes
 - b. No

10. If no, explain why.

11. Have you written a resume?
- a. Yes
 - b. No

12. How confident do you feel about writing a resume?
- a. Extremely
 - b. Very
 - c. Moderately
 - d. Slightly
 - e. Not at all

13. Explain your feeling about resume writing.

14. Have you written a cover letter?

- a. Yes
- b. No

15. How confident do you feel about writing a cover letter?

- a. Extremely
- b. Very
- c. Moderately
- d. Slightly
- e. Not at all

16. Explain your feeling about cover letter writing

17. Have you been on a job interview?

- a. Yes
- b. No

18. How confident do you feel about going on a job interview?

- a. Extremely
- b. Very
- c. Moderately
- d. Slightly
- e. Not at all

19. Explain your feeling about going on a job interview.

20. Rate your current level of competence for the the following skills:

| | Extremely Skilled | Moderately Skilled | Slightly Skilled | Neither Skilled nor Unskilled | Slightly Unskilled | Moderately Unskilled | Extremely Unskilled |
|------------------------|-----------------------|-----------------------|-----------------------|-------------------------------|-----------------------|-----------------------|-----------------------|
| Resume-Content Writing | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Resume-Formatting | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Resume-Mechanics | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | | | | | | | |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Cover Letter- Content Writing | <input type="radio"/> |
| Cover Letter- Formatting | <input type="radio"/> |
| Cover Letter- Mechanics | <input type="radio"/> |
| Technology- Using technology to conduct an employment search | <input type="radio"/> |
| Technology- Using technology for self marketing skills | <input type="radio"/> |
| Interviewing- Using STAR techniques | <input type="radio"/> |
| Interviewing- Demonstrating professional demeanor before/during/ after the interview process | <input type="radio"/> |

21. Do you have work, volunteer, or extracurricular experience that is appropriate to include on a resume?

- a. None
- b. 1 year
- c. 2-3 years
- d. more than 3 years.

22. Do you think that MHSU should provide a course in employment search skills?

- a. Definitely yes
- b. Probably yes
- c. Might or might not
- d. Probably not

e. Definitely not

23. How likely are you to take an employment search skills course if it were to be offered?

- a. Extremely likely
- b. Moderately likely
- c. Slightly likely
- d. Neither likely nor unlikely
- e. Slightly unlikely
- f. Moderately unlikely
- g. Extremely unlikely

24. If you were to take the course, how many weeks would you be willing to invest in this course?

- a. 1-2 Weeks
- b. 3-4 Weeks
- c. 5-6 Weeks
- d. 7-8 Weeks
- e. 8 Weeks +

25. If you were to take the course, how much time per week would you be willing to invest in this course?

- a. 1-2 Hours
- b. 3-4 Hours
- c. 5-6 Hours
- d. 7-8 Hours
- e. 8 Hours

26. How many credit hours do you think this course should be?

- a. 1 Credit
- b. 2 Credits
- c. 3 Credits

27. Have you taken at least one online class in the past?

- a. Yes
- b. No

28. Have you taken at least one blended-learning course in the past?

- a. Yes
- b. No

29. Do you have regular access to a computer off campus?

- a. Yes
- b. No

30. Do you have regular access to high-speed Internet off campus?

- a. Yes
- b. No

31. On a scale from 1 to 5 (1 being low and 5 being high), please rate your competence in using a computer.

1 2 3 4 5

32. How comfortable are you with using technology to achieve learning?

- a. Very uncomfortable
- b. Fairly uncomfortable
- c. Comfortable
- d. Fairly comfortable
- e. Very comfortable

33. How comfortable are you with using social media?

- a. Very uncomfortable
- b. Fairly uncomfortable
- c. Comfortable
- d. Fairly comfortable
- e. Very comfortable

34. How do you prefer to receive and exchange information in the context of learning?

- a. Face to face meetings
- b. Online classes

35. What is your learning preference?

- a. Visual - using pictures, images, and spatial understanding
- b. Aural - using sound and music
- c. Verbal - using words, both in speech and writing
- d. Physical - using your body, hands and sense of touch
- e. Logical - using logic, reasoning and systems
- f. Social - learn in groups or with other people
- g. Solitary - you prefer to work alone

36. I like to work in groups with known peers

- a. Never
- b. Sometimes
- c. Always

37. I like to work in groups with unknown peers

- a. Never
- b. Sometimes
- c. Always

38. I am comfortable participating in hands-on group activities with known peers

- a. Never
- b. Sometimes
- c. Always

39. I am comfortable participating in hands-on group activities with unknown peers

- a. Never
- b. Sometimes

c. Always

40. How comfortable are you with giving feedback to peers?

- a. Very uncomfortable
- b. Fairly uncomfortable
- c. Comfortable
- d. Fairly comfortable
- e. Very comfortable

41. How comfortable are you with accepting feedback from peers?

- a. Very uncomfortable
- b. Fairly uncomfortable
- c. Comfortable
- d. Fairly comfortable
- e. Very comfortable

42. Would you be willing to video record your learning activities for feedback purposes?

- a. Yes
- b. No

43. Do you believe using a video recording device during hands-on learning will impede your ability to perform at your best?

- a. Yes
- b. No

44. Would you be willing to consent to video record your learning activities within the course?

- a. Yes
- b. No

Appendix A.1.4: Needs Analysis Results

Needs analysis data were compiled in three phases: interview, focus group, and surveys. After analyzing the data, our team identified commonly perceived problems or existing situations, possible causes or indicators, and solution alternatives, as presented in the following table.

Needs Analysis Results

| Individual or Group Questioned | Problem or Existing Situation | Possible Causes or Indicators | Desired Situation (What Should be) | Solution Alternatives |
|--------------------------------|--|--|--|---|
| Lesley Tucker | Negative job fair comments from recruiters and employers | Applicant resumes are poorly written. | Applicant resumes should be properly formatted to display information clearly, with correct spelling and grammar. | Instructions for writing and editing employment search documents before attending the fair. |
| Lesley Tucker | Negative job fair comments from recruiters and employers | Students display inappropriate behavior and attire at the job fair, such as chewing gum and wearing jeans. | MHSU students should demonstrate professionalism at the job fair. | Instruction for demonstrating professionalism at an interview using online videos. / Mock interview practice. |
| Lesley Tucker | Negative comments from School of Business Dean | The School of Business is under scrutiny for poor job fair feedback from recruiters and employers. | Recruiters and employers will value the opportunity to participate in the campus job fair. / Students will make a professional impression on recruiters and employers. | Instruction to adjust students' attitudes and prepare them to act professionally at the job fair. |

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|---------------|---|--|---|---|
| Lesley Tucker | Students and recent graduates do not know how to use technology to conduct an employment search | Students and recent graduates express dismay at having to do things like post a resume online or have a Skype interview. | Students and recent graduates can post a professional-looking resume online on a personal website or using social media. / Students will understand common video chat tools to participate in online interview with confidence. | Instruction on how to use basic web tools to create an online resume. / Instruction and practice on common video chat tools: how to install and use them. |
| Lesley Tucker | Students and recent graduates report poor face-to-face interview experiences | Students and recent graduates report negative feelings about their lack of familiarity with the interview process. | Students and recent graduates will participate in face-to-face and online interviews with confidence by understanding expected behavior and how to answer common questions. | Instruction on STAR Method of answering behavioral interview questions using online videos. / Mock interview practice. |
| Focus Group | High percentage of MHSU graduates not considered for interviews or placement | Poorly written resumes or cover letters lead to rejections. | Students and recent graduates will write professional looking documents, enlarging the applicant candidate pool. | Instruction on how to write professional-looking documents formatted to display information clearly, with correct spelling and grammar. |
| Focus Group | Poor performance at live or online interviews | Inappropriate attire, gum chewing, slouching, poor answers to common questions. | Students will demonstrate professional behavior and answer commonly asked questions clearly and competently. | Instruction on STAR Method for interviews. / View online videos for interview Dos and Don'ts. |

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|-------------|---|---|---|--|
| Focus Group | Small MHSU candidate pool hurts their business / profitability. | The high number of MHSU graduates rejected results in a small candidate pool from MHSU, which in turn reduces choice and opportunities for area businesses. | Students and recent graduates will display professionalism during their employment search to become viable candidates for direct employment or placement. | Materials about researching the employment search process. / Instruction in all phases of the employment search process. |
| Students | Unprepared to search for employment | Students report they are unprepared. / Students comment that they find the employment search intimidating and discouraging. | Students will conduct employment searches confident in their documentation and their ability to communicate their abilities effectively. | General employment search tips and methods for success. / Models for resume and cover-letter writing specific to their field. / Interview techniques. |
| Students | Unfamiliar with using technology for an employment search | Students do not understand how to use web technology to find employment beyond basic search and using common job websites. | Students will understand how to use web tools for advanced search techniques, interviews, and posting resumes online. | Instruction or materials on basic web design to post resumes. / Information on using video chat for interviews. / Information about using the web effectively in their job searches. |
| Students | Unfamiliar with using technology to market themselves | Students report concern about either not having a social media profile or having an unprofessional media profile. / Students have no presence on social media | Students will use social media services and other web-based tools to market themselves effectively to potential employers. | Instruction on how to create or modify social media presence for an employment search. / Information about how to use LinkedIn and similar services effectively. |

| | | | | |
|----------|--|--|--|---|
| | | services for professionals, such as LinkedIn. | | |
| Students | Lack of confidence writing resumes and cover letters | Students report low confidence in their resume and cover letter writing skills. / Inexperience is often cited as the reason. | Students will write professional-looking documents, which should be formatted to display information clearly, with correct spelling and grammar. | Information about how to write and format a resume. / Instruction or help writing and editing documents. / Exercises or activities to strengthen grammar and spelling skills / Instruction on word processor basics |
| Students | Lack of confidence participating in interviews | Students report low confidence in their interview skills. / They also feel their lack of work experience prevents them from getting hired. | Students will participate in a job interview with confidence and communicate their abilities and qualifications in a convincing way. | Video tutorials on job interview techniques. / Information about common interview questions and how to answer them. / Information about how to address their lack of experience in a convincing way. / Practice interviews. |

A.2 Formative Evaluation Instruments

A.2.1 Mid-term Student Questionnaire

Link to Qualtrics survey:

https://missouri.qualtrics.com/jfe/form/SV_3JjMU7qhXmNmiv

Survey questions:

1. Expected Date of Graduation
2. Major

Please rate the following statements: (1= strongly agree, 2= agree, 3= neither agree nor disagree, 4= disagree, 5= strongly disagree)

3. I receive feedback on my work right when I need it.
4. The feedback I receive is useful.
5. The feedback I receive relates to what I'm working on.
6. I feel supported by my instructor.
7. I feel like I know how well I'm doing in the course.
8. I feel that the content of this course will be valuable to my career search.
9. I feel that the e-portion of the course is easy to navigate.
10. I feel that the face to face portion of the course is valuable.
11. The quizzes that are given help me understand the course material.
12. The short videos that are provided are valuable.

Open-ended questions:

13. What types of feedback would you like to see that you aren't receiving already?
14. What course activities do you need more feedback on?
15. How can the feedback you receive in this course be improved?
16. Is the peer review valuable for your success in the course?
17. Which content area do you feel that you have improved the most in?
18. Which content area do you think will be most valuable to your career search?

A.2.2 Mid-term Instructor Focus Group Questions

Thank you for taking the time to participate in our focus group today. The purpose of this meeting is to gather information on the effectiveness of the BUS 401 employment search course. We would like to hear your thoughts and views on the course by responding to open-ended questions. We expect that this meeting will last been 30-60 minutes. As you answer, I will record your answers.

Before we begin, please be aware of the following ground rules: Please be honest with your answers and respect each other's opinions. There are no right or wrong answers. Are there any questions before we proceed?

1. In your view, at this point in the course, can participants successfully use internet technology to prepare for employment and research employment opportunities that match their stated career goals?

Please comment on ways participants are meeting or not meeting this goal.

2. In your view, at this point in the course, can participants use web-based or desktop-based programs to design professional-looking resumes, with keywords and correct spelling, that fit the opportunity they have researched?

Please comment on ways participants are meeting or not meeting this goal.

3. In your view, at this point in the course, can participants successfully write professional, well-formatted cover letters, using correct spelling and grammar?

Please comment on ways participants are meeting or not meeting this goal.

4. Which content areas have students sufficiently mastered?
5. In which content areas do students need additional support?
6. Is there sufficient time to provide personalized feedback to each student?
7. Do you feel students receive plenty of feedback in this course?
8. How well do you think students feel supported by you as they go through the course?
9. Do you feel students are satisfied with the feedback received in this course?
10. In what ways can feedback to students be enhanced?

A.3 Summative Evaluation Instruments

A.3.1 Self-Assessment / Reflective Paper

Write a three-page, reflective self-assessment paper that demonstrates your growth and learning with respect to the entire process of securing and completing an interview in a professional manner. The paper should address all steps of the process, including (1) how to use technology to research for and prepare for an interview, (2) how to secure an interview, (3) how to behave professionally during the interview, and (4) what to do after the interview.

Your paper should be well-written and thoughtfully address at least five of these guiding questions:

- How have my perceptions about the interview process changed because of taking this course?
- Three key understandings I gained regarding the interview process.
- Ways in which I can use technology to secure an interview.
- Ways in which I must improve my future interview performance as revealed by this course.
- How has my participation in this course changed my employment search process?
- How I envision using what I've learned in my future employment search.
- The most difficult concept I encountered in this course.
- Other things gained (or not gained) by participating in this course.
- How do I evaluate my own contributions to and participation in the course? What grade would I give myself?

Self-Assessment / Reflective Paper Scoring Rubric

| Criteria | Excellent 4 | Good 3 | Fair 2 | Poor 1 |
|---------------------|---|---|--|--|
| Reflection | Addresses at least 5 guiding questions with depth and includes excellent examples and details to support a reasoned reflection. | Addresses at least 5 guiding questions with depth and includes good examples and details to support a reasoned reflection. | Addresses fewer than 5 guiding questions with depth or lacks good examples and details to support a reasoned reflection. | Lacks a reasoned reflection and depth. |
| Completeness | Addresses and shows an excellent understanding of the concepts presented in the course and connects this understanding to a future interview process. | Addresses and shows a good understanding of the concepts presented in the course and connects this understanding to a future interview process. | Addresses and shows a fair understanding of the concepts presented in the course. | Fails to address or fails to show understanding of the concepts presented in the course. |

| | | | | |
|---------------------|---|--|---|---|
| Presentation | Writing is well organized, clear, and cohesive, with no spelling or grammar errors. | Writing is well organized, clear, and cohesive, with five or fewer spelling or grammar errors. | Writing is well organized, but lacks clarity or cohesiveness in some places or contains more than five spelling or grammatical errors. | Writing is poorly organized or difficult to follow and contains more than five spelling or grammatical errors. |
|---------------------|---|--|---|---|

A.3.2 Final Project

You will complete a final project by executing all the steps in the employment search process, culminating with an online interview conducted by your instructor. The interview will be conducted as a realistic job interview, and you will answer some common interview questions, as well as three behavioral interview questions. You will be graded on your successful execution of all the steps prior to, during, and after the interview, as reflected in the Final Project Rubric.

Follow these steps to complete your project:

1. Ensure that your email address follows the Professional Online Identity Checklist.
2. Ensure that your social media profiles are either completely private or have public-facing professional profiles, in accordance with the Social Media Checklist.
3. Ensure that your LinkedIn profile and e-portfolio are complete and error-free, in accordance with the Self-Marketing Checklist.
4. Ensure that your resume is current, complete, and error-free, in accordance with Resume Format and Content Checklist. Your resume must have onward links to your LinkedIn profile and e-portfolio.
5. Ensure that your resume contains at least five action statements, in accordance with the Action Statement Criteria Checklist.
6. Send an email to your instructor from an email account with a professional-looking address. The email should have a cover letter in the email body that states and is tailored to the position you are seeking, along with an attached e-resume. Your cover letter should be well-organized and error-free.
7. After receiving your interview email from your instructor, check the interview date and time of your interview, as well as the platform being used for the online

interview (Skype, etc.). Then, write an email to your instructor, confirming the interview date and time and thanking your instructor for the interview opportunity.

8. Join your instructor at the online interview on the correct date and time, following the instructions in your interview email. The interview will be conducted as a realistic job interview, and you will answer some common interview questions. You will be graded on your demonstration of professional attire and behavior during the interview, in accordance with the STAR Performance Checklist and the Interview Communications Checklist.
9. After the interview is finished, send a follow-up email to your instructor thanking the instructor for the interview.

Final Project Rubric

| Criteria | Excellent 5 | Good 4 | Fair 3/2 | Poor 1 |
|---------------------------------------|---|--|--|--|
| Resume Organization and Format | Resume is well-organized and includes 5 or more appropriate headings, an objective and at least 5 action statements, and links to LinkedIn and an e-portfolio. Resume contains no grammatical or spelling errors. | Resume is well-organized and includes 3-4 or more appropriate headings, an objective and at least 4 action statements, and links to LinkedIn and an e-portfolio. Resume contains 1-2 grammatical or spelling errors. | Resume is adequately organized and includes 2 or more appropriate headings, an objective and at least 3 action statements, and links to LinkedIn and an e-portfolio. Resume contains 3-4 grammatical or spelling errors. | Resume is not organized under appropriate headings or does not include links to LinkedIn or an e-portfolio or does not include an objective. Resume contains more than 4 grammatical or spelling errors. |

| | | | | |
|--|---|--|--|---|
| <p>Electronic mail correspondence</p> | <p>Correspondence includes a cover letter, interview confirmation, and interview thank-you email. Cover letter and subsequent emails are from a professional-looking address. Cover letter includes all 5 parts, is well-organized, well-written, and complete. Cover letter has no spelling or grammatical errors.</p> | <p>Correspondence includes a cover letter, interview confirmation, and interview thank-you email. Cover letter and subsequent emails are from a professional-looking address. Cover letter includes all 5 parts, but lacks organization or completeness. Cover letter contains 1-2 spelling or grammatical errors.</p> | <p>Correspondence includes a cover letter, interview confirmation, and interview thank-you email. Cover letter and subsequent emails are not from a professional-looking address. Cover letter does not contain all 5 parts or letter lacks organization or completeness. Cover letter contains 3-4 grammatical or spelling errors.</p> | <p>Correspondence includes a cover letter, interview confirmation, but no interview thank-you email. Cover letter and subsequent emails are not from a professional-looking address. Cover letter does not contain all 5 parts and letter lacks organization or completeness. Cover letter contains more than 4 grammatical or spelling errors.</p> |
|--|---|--|--|---|

| | | | | |
|---|--|--|---|---|
| <p>Self-marketing Instrument Presentation, Organization and Format</p> | <p>Self-marketing instruments include a LinkedIn profile and an e-portfolio. Instruments appear professional, well-organized, well-written, and complete. Instruments contain no spelling or grammatical errors.</p> | <p>Self-marketing instruments include a LinkedIn profile and an e-portfolio. Instruments appear professional, but lack organization or are incomplete. Instruments contain 1-2 spelling or grammatical errors.</p> | <p>Self-marketing instruments include a LinkedIn profile and an e-portfolio. Instruments appear professional, but lack organization and are incomplete. Instruments contain 3-4 spelling or grammatical errors.</p> | <p>Self-marketing instruments lack either a LinkedIn profile or an e-portfolio. Instruments appear unprofessional or lack organization and are incomplete. Instruments contain more than 4 spelling or grammatical errors.</p> |
| <p>Interview Preparation and Conduct</p> | <p>Interviewee is on time for the online interview. Interviewee's attire and behavior appears professional. Interviewee demonstrates knowledge and application of the STAR method for all three behavioral interview questions.</p> | <p>Interviewee is on time for the online interview. Interviewee's attire and behavior appears professional. Interviewee demonstrates knowledge and application of the STAR method for two behavioral interview questions.</p> | <p>Interviewee is not on time for the online interview. Interviewee's attire and behavior are not professional. Interviewee demonstrates knowledge and application of the STAR method for one behavioral interview question.</p> | <p>Interviewee is not on time for the online interview. Interviewee's attire and behavior are not professional. Interviewee demonstrates knowledge and application of the STAR method for none of the behavioral interview questions.</p> |

A.3.3 Follow-up Survey at Six Months

Qualtrics survey:

https://missouri.qualtrics.com/jfe/form/SV_3rgq5wb2qMXMSS9

Q1 Last Name

Q2 First Name

Q3 What year did you graduate?

Q4 What was / is your major?

Q5 Are you currently employed?

- Yes (1)
- No (2)

Skip To: Q6 If Are you currently employed? = Yes

Skip To: Q8 If Are you currently employed? = No

Q6 Where are you employed?

Skip To: Q7 If Where are you employed? Is Displayed

Q7 What is your job title?

Display This Question:

If Are you currently employed? = No

Q8 In what field are you seeking employment?

Skip To: Q9 If In what field are you seeking employment? Is Displayed

Display This Question:

If If In what field are you seeking employment? Text Response Is Displayed

Q9 Please comment on job search difficulties:

Q10 Do you feel BUS 401 assisted your employment search?

- Extremely (1)
- Very (2)
- Moderately (3)
- Slightly (4)
- Not at all (5)

Q11 The variety of activities BUS 401 provided increased my overall ability to demonstrate professionalism during my search for career-related positions.

- Extremely (1)
- Very (2)
- Moderately (3)
- Slightly (4)
- Not at all (5)

Q12 How confident are you in your ability to use technology to prepare for employment and research employment opportunities?

- Extremely (1)
- Very (2)
- Moderately (3)
- Slightly (4)
- Not at all (5)

Q13 How confident are you in your ability to create professional looking resume?

- Extremely (1)
- Very (2)
- Moderately (3)
- Slightly (4)
- Not at all (5)

Q14 How confident are you in your ability to create a professional cover letter?

- Extremely (1)
- Very (2)

- Moderately (3)
- Slightly (4)
- Not at all (5)

Q15 I feel my understanding of social network presence is greater now than before I took BUS 401.

- Extremely (1)
- Very (2)
- Moderately (3)
- Slightly (4)
- Not at all (5)

Q16 After completing the course, how confident do you think BUS 401 has helped you to be successful in interviews?

- Extremely (1)
- Very (2)
- Moderately (3)
- Slightly (4)
- Not at all (5)

Q17 Do you think you would have been as successful with your career-related search without BUS 401?

- Extremely (1)
- Very (2)
- Moderately (3)
- Slightly (4)

- Not at all (5)

Q18 Did BUS 401 help improve your overall professionalism when seeking a career?

- Extremely (1)
- Very (2)
- Moderately (3)
- Slightly (4)
- Not at all (5)

Q19 What course activities do you think were the most effective for your career search?

Q20 What was your confidence level with respect to the interview process after the completion of BUS 401?

Q21 What additional topics or activities do you feel would help improve BUS 401 for future MHSU students?

Appendix B

Appendix B.1: Types of Learning Experiences

| | Types of Learning Content | Type of Learning Performance | Rationale |
|---|---------------------------------|---|---|
| Goal 1: Participants will successfully use internet technology to prepare for employment and research employment opportunities that match their stated career goals. | | | |
| 1.1 After reading the handout on professional online identity, the participant will create a professional email account with 100% accuracy based on a Professional Online Identity Checklist. | Principles, Application | Explanation, Recollection, Production | The participant will need to create professional email accounts to conduct an employment search. |
| 1.2 Given a short video on professional online identity, the participant will revise his or her social media account(s) using a social media checklist and a peer review of their social media accounts. | Principles, Evaluation | Explanation, Revision, Recollection, Practice | The participant will need to ensure that their social media accounts reflect their professional identity. |
| 1.3 The participant preparing to apply for jobs will create one career goal that they aspire to professionally. Students will state and submit their professional goal using an online form, achieving 100% completeness based on a scoring rubric. | Process, Procedure, Application | Production, Explanation, Recollection | The participant needs to create a career goal in accordance with their aspirations. |
| 1.4 The participant will make a Google spreadsheet of job search databases and websites that host numerous job placement opportunities by completing the Opportunities Criteria Checklist with 90% completeness. | Facts, Procedure, Application | Production, Research, Explanation | The participant will need to know how to create a spreadsheet of job search data to conduct an employment search. |

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| <p>1.5 Using an online form, the participant will research and submit 10 employment opportunities that align with the students' stated professional goal. The participant will achieve 90% completeness based on a scoring rubric.</p> | <p>Facts, Procedure, Application</p> | <p>Production, Research, Explanation, Recollection, Analysis</p> | <p>The participant will need to research and submit 10 employment opportunities that align with their stated professional goal.</p> |
| <p>Goal 2: Participants will use web-based or desktop-based programs to design professional-looking resumes, with keywords and correct spelling, that fit the opportunity they have researched.</p> | | | |
| <p>2.1 Following the online lecture and a short video, the participant will demonstrate an understanding of web-based and desktop-based programs appropriate for use in designing professional resumes by completing an online quiz with 90% accuracy.</p> | <p>Facts, Concepts</p> | <p>Explanation, Demonstration of understanding, Recollection</p> | <p>The participant needs to show an understanding of web-based and desktop-based programs used for designing professional resumes.</p> |
| <p>2.2 Following online readings and a short video, the participant will successfully rank a series of displayed resumes from best to worst based on formatting and content. The student will submit rankings via an online form where they accurately rank 8 out of 10 resumes based on a Resume Format and Content Checklist.</p> | <p>Principles, Concepts, Evaluation</p> | <p>Explanation, Recollection, Analysis, Practice</p> | <p>The participant needs to identify well-constructed resumes.</p> |
| <p>2.3 After completing online readings about functional and chronological resume formats, the participant will write a 500-word essay justifying which format is more suitable for his or her profile, achieving 90% completeness according to a Resume Format Essay Rubric.</p> | <p>Facts, Concepts, Analysis</p> | <p>Writing, Recollection, Justification</p> | <p>The participant needs to rationalize their choice of resume type.</p> |

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| <p>2.4 After completing the online readings on writing clear career objectives for a professional resume, the participant will write a two-sentence career objective to be peer reviewed by the other students in accordance with the online reading resources and based on the Resume Format and Content Checklist.</p> | <p>Principles, Concepts, Application</p> | <p>Explanation, Recollection, Writing, Explanation, Practice, Critiquing, Evaluation</p> | <p>The participant needs to write and critique career objectives that are included in a resume.</p> |
| <p>2.5 After completing the online reading on how to utilize power words and quantifiable outcomes to reflect personal accomplishments and experiences on resumes, the participant will write ten personal action statements from a given list of power words and submit them via an online form, achieving a minimum of 90% accuracy on the Action Statement Criteria Checklist.</p> | <p>Principles, Process, Concepts, Application</p> | <p>Explanation, Recollection, Writing, Explanation, Practice</p> | <p>The participant needs to write and submit action statements using prescribed power words.</p> |
| <p>2.6 After reading an online article on diverse ways to organize resumes, the participant will use an electronic resume template to write and print a rough draft resume using at least five personal action statements. The resume will be peer-reviewed in accordance with a Resume Critique Checklist.</p> | <p>Principles, Process, Application</p> | <p>Explanation, Recollection, Writing, Explanation, Practice, Critiquing, Evaluation</p> | <p>The participant needs to use resume templates to write a rough draft resume using action statements. The participant needs to engage in resume peer review activities.</p> |
| <p>2.7 Following online readings and a short video, the participant will create a one-page professional resume using an electronic template that reflects all the sections of a resume. The resume will be peer-reviewed in accordance with a resume critique and discussion worksheet. Each student will critique and have a discussion about three resumes.</p> | <p>Principles, Procedures, Applications</p> | <p>Recollection, Production, Explanation, Evaluation, Discussion Practice</p> | <p>The participant needs to create professional resumes using an electronic template, and engage in peer-reviewing of resumes.</p> |

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| <p>2.8 Following online readings and a short video, the participant will construct a professional resume using specific verbiage found in an employer’s job posting and achieve 95% accuracy and completeness based on the Resume Format and Content Scoring Rubric.</p> | <p>Principles, Procedures, Applications</p> | <p>Recollection, Research, Production, Explanation, Practice</p> | <p>The participant needs to create professional resumes using predetermined verbiage.</p> |
| <p>Goal 3: Participants will successfully write professional, well-formatted cover letters, using correct spelling and grammar.</p> | | | |
| <p>3.1 After reading an online resource on the importance, parts, and the uses of professional cover letters, the participant will achieve 90% accuracy at identifying and explaining parts of successful cover letters via an online quiz.</p> | <p>Facts, Process</p> | <p>Recollection, Evaluation, Explanation</p> | <p>The participant needs to demonstrate an understanding of the importance, parts, and uses of a professional cover letters</p> |
| <p>3.2 Following online readings and a short video, the participant will successfully rank a series of displayed cover letters from best to worst based on formatting and content. This will be done with a minimum of 90% accuracy with respect to a Cover Letter Template.</p> | <p>Principles, Concepts, Evaluation</p> | <p>Explanation, Recollection, Analysis, Practice</p> | <p>The participant will need to validate well-constructed cover letters.</p> |
| <p>3.3 After reading the instructions on how to write an impressive professional cover letter, the participant will use the Cover Letter Template to write a draft cover letter for one career opportunity achieving 90% accuracy on the Cover Letter Scoring Rubric.</p> | <p>Principles, Concepts, Application</p> | <p>Explanation, Recollection, Writing, Practice</p> | <p>The participant will need to use a cover letter template to create a professional cover letter.</p> |
| <p>3.4 Participant will peer-review draft cover letters and give revision suggestions for cover letters based on the Cover Letter Template to achieve 90% accuracy with respect to a Cover Letter Scoring Rubric.</p> | <p>Principles, Procedures, Analysis, Applications</p> | <p>Recollection, Explanation, Writing, Revision, Evaluation/Assessment Discussion</p> | <p>The participant needs to review their peers’ cover letters and provide feedback.</p> |

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| <p>3.5 The participant will revise the cover letter to reflect the suggestions made by the instructor. This will be done with a minimum of 95% accuracy, with all revisions being judged satisfactory or superior by the instructor, according to the Cover Letter Rubric.</p> | <p>Principles, Procedures, Applications</p> | <p>Recollection, Writing, Revision, Re-assessing</p> | <p>The participant needs to revise cover letters based on the instructor's feedback.</p> |
| <p>Goal 4: Participants will successfully use the internet and other technologies to successfully market their skills and qualifications to prospective employers.</p> | | | |
| <p>4.1 After an online video and reading about creating a professional online presence, the participants will search for themselves online and evaluate their online presence. This will be done with 100% completeness using an Online Presence Checklist.</p> | <p>Facts, Concepts, Research, Evaluation</p> | <p>Explanation, Demonstration, Recollection</p> | <p>The participant needs to show an understanding that information about themselves will support their qualifications and professionalism of their online persona.</p> |
| <p>4.2 Following the lesson on how to use job search databases, the participant will create and send a professional email with an attached e-resume and cover letter to the instructor. This will be done with a minimum of 95% accuracy with respect to a Self-Marketing Checklist.</p> | <p>Principles, Concepts, Processes / Synthesis</p> | <p>Explanation, Demonstration, Recollection, individual application</p> | <p>The participant needs to demonstrate their ability for self-marketing themselves when searching for a job.</p> |
| <p>4.3 After reading the handout on self-marketing and networking online, the participants will create or revise a LinkedIn account, creating a searchable online professional profile. The participant will submit the online profile for review with two other participants and the instructor. This will be done with a minimum of 95% completion with respect to a Self-Marketing Checklist, with all criteria being judged satisfactory or superior by the instructor and participants, according to a Self-Marketing Scoring Rubric.</p> | <p>Processes / Synthesis</p> | <p>Explanation, Demonstration, Recollection</p> | <p>The participant needs to use an online networking service to demonstrate their ability for self-marketing themselves when searching for a job.</p> |

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| <p>4.4 After completing modules 1.1 - 4.4, participants will create a Google site e-Portfolio using the approved templates. Participants will achieve 90% completeness and accuracy based on a Self-Marketing Scoring Rubric.</p> | <p>Processes / Synthesis</p> | <p>Explanation, Demonstration</p> | <p>Participants will be able to construct an e-Portfolio that will support their qualifications and professionalism to prospective employers.</p> |
| <p>Goal 5: Participants will successfully demonstrate an understanding of the STAR Method of answering behavioral interview questions, and they will validate their understanding by engaging in mock interviews.</p> | | | |
| <p>5.1 After reading online resources on the STAR Method of answering behavioral interview questions and watching a video, the participant will complete an online worksheet with responses to common behavioral or situational interview questions using the STAR Method. This will be done with a minimum of 90% accuracy with all criteria being judged satisfactory or superior by the instructor.</p> | <p>Principles / Analysis and Application</p> | <p>Explanation, Demonstration, Recall, Practice, Individual Instruction</p> | <p>Participants will be able to demonstrate self-improvement by adopting the STAR Interview Response Technique.</p> |
| <p>5.2 Participants will bring a printout of their completed online worksheets to participate in an in-class group discussion about the STAR Method's effectiveness to achieve a clear understanding of the method and its benefits during interviews.</p> | <p>Principles / Evaluation</p> | <p>Explanation, Demonstration, Recall, Practice, Collaboration, Individual Instruction</p> | <p>Participants will be able to evaluate the effect of their own behavior on interviewing in a group discussion.</p> |
| <p>5.3 After reading online resources on the STAR Method of answering behavioral interview questions, watching a video, and group discussion, the participant will apply the STAR method to common interview questions, by completing video-recorded interviews as both the interviewer and interviewee. This will be done with a minimum of 90% accuracy on the Interview Scoring Sheet.</p> | <p>Principles / Analysis and Application</p> | <p>Explanation, Demonstration, Recall, Practice, Collaboration, Individual Instruction</p> | <p>Participants will be able to assess the effect of STAR Method to conduct and administer an interview.</p> |

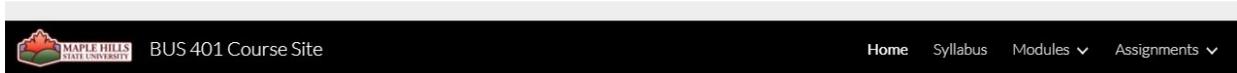
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| <p>5.4 Following participation in three videotaped mock interviews as an interviewer, the participant will provide feedback via an online form to three interviewees on their performance with 90% accuracy on a STAR Feedback Checklist.</p> | <p>Principles / Analysis and Application</p> | <p>Explanation, Demonstration, Recall, Practice, Individual Instruction</p> | <p>Participants will be able to appraise professional behavior for taking and conducting an interview.</p> |
| <p>5.5 Following participation in three video-recorded mock interviews as an interviewee, the participant will evaluate his or her performance on three mock interviews via an online form with 90% accuracy on a STAR Performance Checklist.</p> | <p>Principles, Procedures, Analysis</p> | <p>Recall, Practice, Individual Instruction</p> | <p>Participants will be able to appraise self performance to gauge amount of professionalism during an interview.</p> |
| <p>Goal 6: Participants will successfully demonstrate professional behavior before, during, and after face-to-face and technology-based interviews.</p> | | | |
| <p>6.1 Following an online lecture, online readings, and a short video, the participant will identify appropriate verbal and nonverbal communication skills/techniques for face-to-face vs technology-based interviews. This will be done with a minimum of 90% accuracy on the Interview Communications Checklist.</p> | <p>Principles Evaluation</p> | <p>Demonstration, Recall, Practice, Individual Instruction</p> | <p>The participant will identify professional verbal behaviors for interviewing.</p> |
| <p>6.2 Following an online lecture, online readings, and a short video, the participant will use an online form to critically evaluate three video-recorded interviews from best to worst based on the interviewees' attire, greetings, handshake (face-to-face interviews), body language, poise, confidence, eye contact, use of filler words, hand gestures, and verbal pace. This will be done with a minimum of 90% accuracy on the Interview Professionalism Scoring Rubric.</p> | <p>Principles Evaluation</p> | <p>Demonstration, Recall, Practice, Individual Instruction</p> | <p>The participant will identify professional physical conduct for interviewing.</p> |
| <p>6.3 Following an online lecture, online readings, and a short video, the participant will write and submit 'thank you' letters to the mock interviewers from Module 5.3 based on the guidelines in the online readings,</p> | <p>Principles / Analysis and Application</p> | <p>Demonstration, Recall, Practice, Individual Instruction</p> | <p>The participant will create letters of gratitude for post interview follow up.</p> |

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| achieving 90% completeness on a scoring rubric. | | | |
| 6.4 Upon completion of modules 5.1 to 6.3, the participant will write a three-page paper about successful professional interviewing, using his or her experiences with the mock interviews to justify his or her conclusion. | Principles / Analysis and Application | Demonstration, Recall, Practice, Individual Instruction, Recollection, Writing, Explanation, | The participant will write an account for what establishes having professional interview skills. |
| 6.5 At the end of Module Six, the participants will complete a final project by executing all the steps in the employment search process, culminating with an online interview. The project will be completed with a minimum of 90% accuracy on the Final Project Rubric. | Processes / Application | Demonstration, Recall, Practice, Individual Instruction, Evaluation / Assessment | Participants will administer an employment search. |

Appendix B.2: Materials for Instruction

BUSINESS 401 Course Site: Home Page

<https://sites.google.com/view/bus401coursesite/home>



BUS 401: Employment Search

Developing skills for resume writing, cover letter writing, and interviewing.

About This Course

This course will prepare students for several components of the employment-search process: using technology effectively in the employment search, writing a professional-looking resume, writing a targeted cover letter, and interviewing with poise and confidence. Instruction will be delivered as a blended-learning course. Students will complete research and comprehension activities online. In-class time will be used to conduct peer reviews, hiring-process discussions, and interview role plays. Course materials will be delivered or accessed online, with additional hard copy handouts distributed in class, as necessary. Participants will gain understanding and experience with resume writing, cover letter writing, and interviewing. The course will teach participants how to present themselves in an organized, professional way, as well as to understand the employer's perspective in the hiring process.



BUSINESS 401 Course Site: Modules



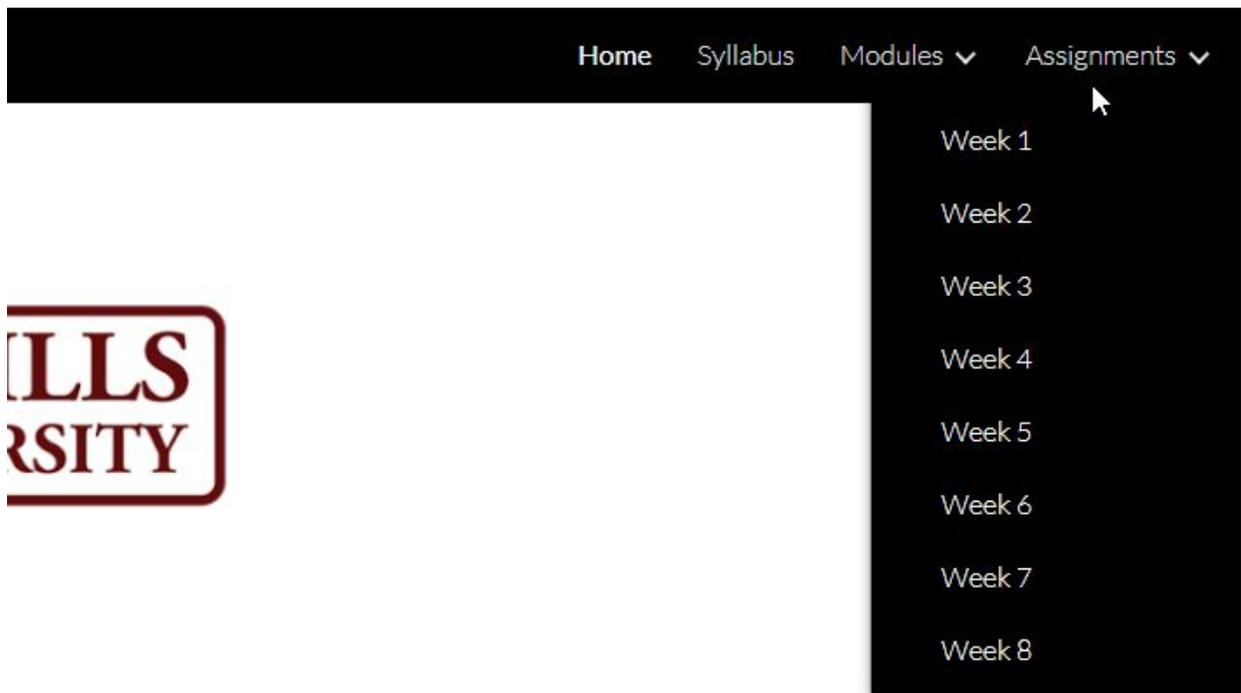
Home Syllabus Modules ▾

- Module 1
- Module 2
- Module 3
- Module 4
- Module 5
- Module 6

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Employment Search

BUSINESS 401 Course Site: Assignments



Home Syllabus Modules ▾ Assignments ▾

- Week 1
- Week 2
- Week 3
- Week 4
- Week 5
- Week 6
- Week 7
- Week 8

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BUSINESS 401 Course Site: Module 2

Video Stills Used For Demonstration Purposes

<https://sites.google.com/view/bus401coursesite/modules/module-2>



Module 2: Designing Professional Resumes



Technology Aids for Resume Writing

The first roadblock that many job seekers encounter is where and how to get started. The idea of opening a blank document and creating a resume is generally terrifying for someone who doesn't know what they're doing.

We polled professionals on LinkedIn to find out where they were getting started when creating their resumes. As most people would guess, 85 per cent of professionals create their resumes on Microsoft Word. This program is an obvious choice for most job seekers because it is user-friendly and already provides dozens of resume templates to choose from so that you're not getting started with a blank canvas.



Apart from programs, there is also a long list of resume making software available. We recommend conducting research into reviews on the product to ensure it will be worth your time prior to purchasing. Instead of going that extra mile, the most efficient and effective method will be to utilize a professional template as a Word document. This is especially effective as a majority of Hiring Managers prefer to receive resume submissions as Word documents.

BUSINESS 401 Course Site: Week 2 Assignment

<https://sites.google.com/view/bus401coursesite/assignments/week-2>

Designing Professional Resumes, Part 1

Assignment: Rank Resumes

Instructions:

- (1) Download this zip file packet of 10 resumes: [Rank Resumes Zip File](#).
- (2) Go to the [Rank Resumes assignment form](#).
- (3) Using the ideas presented in [Module 2](#) as a guide, use the form to rank all ten resumes in the packet based on format and content.

Form for Week 2 Assignment

<https://goo.gl/forms/GlcqiglQbEEdpFhU2>

BUS 401 Module 2: Rank Resumes

Instructions:

(1) Download the zip file packet of 10 resumes from the BUS 401 website: Assignments > Week 2 > Rank Resumes Zip File.

(2) Referring to the thumbnail images below, rank all ten resumes in the packet based on format and content, using the ideas in Module 2 as a guide.

Rank Resume 01 on format and content



1 2 3 4 5 6 7 8 9 10

Poor Excellent

BUSINESS 401 Course Site: Week 3 Assignment

<https://sites.google.com/view/bus401coursesite/assignments/week-3>

Designing Professional Resumes, Part 2

Assignment: Personal Action Statements

Instructions:

- (1) Download this document: [Power Words for Resumes File](#).
- (2) Go to the [Personal Action Statements](#) assignment form.
- (3) Using the ideas presented in [Module 2](#) as a guide, use the form to write ten personal action statements and submit.

Form for Week 3 Assignment

<https://goo.gl/forms/hoM1UzMEMKzOKrp92>

BUS 401 Module 2: Personal Action Statements

Instructions:

- (1) Download the Action Statement Criteria Checklist from the BUS 401 website: Assignments > Week 2 > Power Words for Resume File.
- (2) Fill out the personal information below.
- (3) Write ten personal action statements from the given list of power words and submit

First Name
Your answer _____

Last Name
Your answer _____

Personal Action Statement 1
Write a two sentence career objective
Your answer _____

Personal Action Statement 2
Write a two sentence career objective

BUSINESS 401 Course Site: Module 3

Video Still Used For Demonstration Purposes

<https://sites.google.com/view/bus401coursite/modules/module-3>



Module 3: Preparing Cover Letters

Using Technology for Your Cover Letter

This video goes over how to make a cover letter. The video's author is using Pages in the video, but there's no special formatting or considerations involved, so you could easily make the same document using Word, OpenOffice, Google Docs or whatever application you want.



BUSINESS 401 Course Site: Week 4 Assignment

<https://sites.google.com/view/bus401coursesite/assignments/week-4>

Preparing Cover Letters

Assignment: Rank Cover Letters

Instructions:

- (1) Download this zip file packet of 10 cover letters: [Rank Cover Letters Zip File](#).
- (2) Go to the [Rank Cover Letters assignment form](#).
- (3) Using the ideas presented in [Module 3](#) as a guide, use the form to rank all ten cover letters in the packet based on format and content.

Form for Week 4 Assignment

<https://goo.gl/forms/XCweGWdAk7I3BhCx2>

BUS 401 Module 3: Rank Cover Letters

Instructions:

(1) Download the zip file packet of 10 cover letters from the BUS 401 website: Assignments > Week 4 > Rank Cover Letters Zip File.
(2) Referring to the thumbnail images below, rank all ten cover letters in the packet based on format and content, using the ideas in Module 3 as a guide.

Rank cover letter 01 on format and content

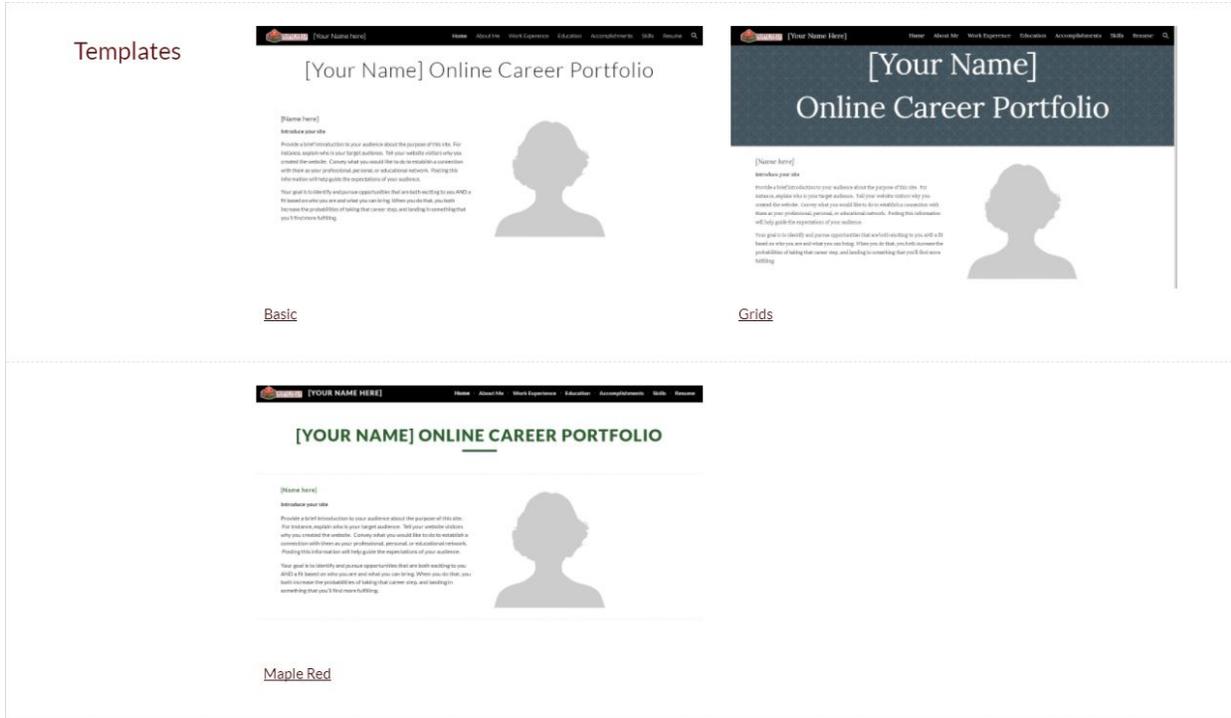
1 2 3 4 5 6 7 8 9 10

Poor Excellent

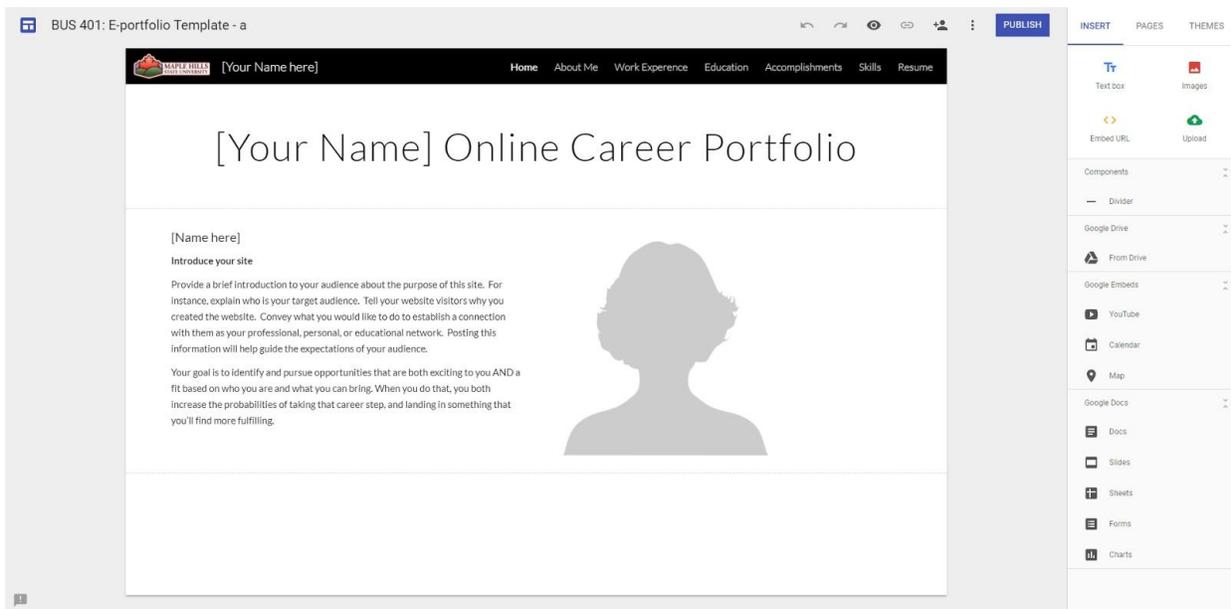
Rank cover letter 02 on format and content

BUSINESS 401 Course Site: Module 4 Self-Marketing Skills / E-Portfolio Templates

<https://sites.google.com/view/bus401coursesite/modules/module-4>



Google Sites: [E-Portfolio Template - Basic](#)



BUSINESS 401 Course Site: Week 5 Assignment

<https://sites.google.com/view/bus401coursesite/assignments/week-5>

Self-marketing Skills

Assignment: Build an e-portfolio using a Google Sites template

Instructions:

- (1) Chose from one of the three templates on the [Module 4](#) page .
- (2) Fill out the e-portfolio template with information gathered from your resume.
- (3) Publish e-portfolio, copy and submit link to the instructor.

BUSINESS 401 Course Site: Module 5

<https://sites.google.com/view/bus401coursesite/modules/module-5>

Module 5: Interview Techniques - Part 1

Use the STAR Interview Response Method to Prepare for Job Interviews



The STAR interview response technique is a way of answering job interview questions. It helps the job candidate provide concrete examples or proof that he or she has the experience and skills for the job.

BUSINESS 401 Course Site: Week 7 Assignment

Interview Techniques: STAR Method

Assignment: Evaluate Interviews

Instructions:

- (1) Go to the [Evaluate Interviews assignment form](#).
- (2) Using the STAR Method ideas presented in [Module 5](#) as a guide, use the form to rank all three interviews.

Form for Week 7 Assignment

Video Sample Slide

Video Stills Used For Demonstration Purposes

[Google form: BUS 401 Module 5: Evaluate Interviews](#)

BUS 401 Module 5: Evaluate Interviews

Instructions:

Play each of the videos below. Using the STAR Method ideas presented in Module 5 as a guide, use the form to rank all three interviews.

Rank Interview 01 on format and content

Job Interview



1 2 3 4 5 6 7 8 9 10

Poor Excellent