

# BUSINESS CO-OPERATIVE EDUCATION HANDBOOK



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## Welcome

Good luck and welcome to the work term component of your Bachelor of Commerce (Co-operative) degree program.

In four months you will begin your first work term in Memorial's Business Co-operative Education Program. This handbook will help you prepare for the work term.

Inside you will find most of the information that you will need to understand the program as you progress from one term to the next. It includes an overview of co-operative education, plus comprehensive coverage of the job competition process and work term procedures. Also included is an appendix on résumés, cover letters and interviews.

Familiarize yourself with the contents of this handbook and ask for clarification from Business Co-operative Education office on any issues you do not fully understand. **This is not a substitute for Calendar regulations; students should also be aware of those sections of the university Calendar relating to work terms.**

If you need assistance on work term issues, please contact Business Co-operative Education:

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## **1.0 CO-OPERATIVE EDUCATION OVERVIEW**

### **1.1 Purpose of Co-operative Education**

The skilled business professional has often been recognized as a person with the ability to combine a sound theoretical knowledge of business principles with the practical skills of applying that knowledge to workplace situations. The Business Co-operative Education Program at Memorial University provides the student with the opportunity to acquire knowledge and develop practical skills through an alternating pattern of academic study and work experience, with graduation requiring satisfactory performance in both areas.

The Bachelor of Commerce (Co-operative) degree program covers almost five calendar years, comprising seven academic and three work terms. Through practical experience in the work terms, the student's educational environment is expanded.

### **1.2 Partners in the Co-operative Program**

The three main partners in every co-operative education program are employers, students, and the university. All three have important roles to play for the co-op program to be successful, and all three parties derive substantial benefits from the program.

#### **1.2.1 Employers: Role and Benefits**

The employer serves as an educator in the workplace by providing students with appropriate guidance, performance feedback and evaluation. Employers also host a visit from an Academic Staff Member in Co-operative Education (ASM-CE) in Business during the work term. A salary commensurate with the employer's remuneration policy normally accompanies work term positions. Work terms will normally be a minimum of 14 weeks.

Students in the co-operative program possess high levels of skills that are valuable to employers during work terms. Employers can engage students in performing regular, scheduled work activities; students may also be assigned special projects for which the employer does not have any permanent staff available.

Work term students are available at all times during the year. Projects can be scheduled to match the academic and work experience levels of the students, e.g., projects requiring greater independence and higher levels of responsibility can be scheduled for the summer work term, when students are in their third work terms.

Work terms provide the opportunity for employers to evaluate students on the job over one to three work terms, and decide whether they are good prospects for recruitment after graduation.

Relatives are not to have supervisor responsibility for students. Alternate supervisory arrangements must be made.

### **1.2.2 Students: Role and Benefits**

The student's role is to take responsibility for optimizing the learning opportunities which become available in order to further professional career development. Students are also expected to acquire as many skills as possible so that they are "marketable" during the work terms and subsequently upon graduation.

Graduates of Memorial's Business Co-operative Education Program have a distinct advantage over students in programs that do not have a co-operative component because they have three work terms of experience to their credit. Upon graduation students often have the option of going to work for an employer with whom they have already become acquainted through their work terms.

Work terms can also allow students to focus on a career choice; they give students the opportunity to evaluate specific organizations as prospective employers, or specific entrepreneurial or self-employment opportunities.

Work terms are economically beneficial to students. Their earnings during work terms contribute toward expenses in subsequent academic terms, such as tuition fees and accommodations. However, students should not expect their work term earnings to fully finance the cost of their academic program.

### **1.2.3 The University: Role and Benefits**

The university functions as the liaison between students and the business community. Through the Academic Staff Members in Co-operative Education (ASM-CE) in Business, the university is responsible for the general management of the work terms in the co-operative education program. Memorial University provides a regular supply of work term students to businesses and links students with learning opportunities and contacts to the business community.

The co-operative program provides the university with the means to stay in touch with the business community. Faculty can evaluate the effectiveness of their course material with the help of feedback from employers and students. Increasingly mature, confident and informed students can also provide faculty with valuable feedback in the classroom, thereby helping to keep the academic community up-to-date with the current advances in methods and technology.

Because of the structure of the co-operative program, classrooms, computer laboratories and equipment are used on a year-round basis, resulting in a more economical operating cost per student.



### **1.3 Role of the Business Co-operative Education Office**

Business Co-operative Education is responsible for the management of the work term component of the Bachelor of Commerce (Co-operative) program, including:

- promoting the benefits of the program to prospective employers and maintaining participation of existing employers.
- assisting students in career planning and in the job search process.
- providing professional development seminars for students in Academic Term 3 before they start their first work terms. These seminars cover a wide range of topics including job search strategies, workplace ethics, work term evaluation, work reports and entrepreneurial work terms.
- monitoring students' performance during the work term.
- meeting with the student and the supervisor to review work term progress.
- providing guidance to students on a broad range of developmental and work-related matters.
- providing faculty with information on such topics as employment trends and employers' expectations of students' skills.
- evaluating performance of students during work terms and making recommendations to the Committee on Undergraduate Studies on the promotion of each student to the next academic term.
- evaluating proposals and work reports.

Business Co-operative Education has a team of Academic Staff Members in Co-operative Education (ASM-CEs) representing a wide range of qualifications and experience. ASM-CEs are integrated with the Faculty of Business Administration and, as a result, serve on the Faculty Council and the Committee on Undergraduate Studies. Some ASM-CEs have teaching responsibilities within the faculty, or are actively involved in consulting, research and other professional activities within the community.

### **1.4 Role of the Co-operative Education Services Centre (CESC)**

The Co-operative Education Services Centre (CESC) provides support to the co-operative education programs in all faculties. This Centre coordinates employer solicitations, administers various funding programs, provides IT support and coordinates other initiatives.

## 1.5 Role of Co-operative Education and Work Integrated Learning Canada (CEWIL)

Memorial University and its ASM-CEs are members of CEWIL Canada, a national organization which establishes standards for co-operative programs and practices in Canada. CEWIL Canada, through its accreditation council, provides accreditation of co-operative programs. Memorial's Business Co-operative Education Program is fully accredited.

## 1.6 Objectives for the Work Term

The objectives for the three work terms have been developed by Business Co-operative Education to provide a set of guidelines for the assessment made at the end of the term. This assessment is based on two components of the work term: the student's performance and a work term report. These guidelines have been developed for the following reasons:

- students can better assess their progress.
- the employer can determine student capabilities and potential.
- the university has a method of measuring the amount of learning that occurs in the workplace.

The objectives are written to reflect a progression towards becoming a professional in the business community.

### 1.6.1 Objectives: 399W Business Administration Work Term 1

For most students this work term represents their first experience in a professional business work environment and as such represents the first opportunity to evaluate their choice of pursuing a degree in business administration. Students are expected to learn, develop and practice the high standards of behaviour, discipline and performance normally expected in the work environment.

Students are required to complete a work report for the Communications Component of this work term. The work report, as a minimum requirement, should:

- (a) analyze an issue/problem related to the student's work environment.
- (b) demonstrate an understanding of the structure of a professional report.
- (c) show reasonable competence in written communication skills and presentation skills. Students should consult the *University Regulation 6.9.3, Good Writing* and the evaluation form provided in the Guide to Work Term 1.

#### **Notes:**

1. *Students shall not conduct primary research as part of the Work Report for 399W.*

2. *Seminars on professional development(B300W), conducted by ASM-CEs in Business, are presented during Academic Term 3 to introduce and prepare students for participation in the subsequent work terms. Topics may include work term evaluation, work report writing, career planning, self-marketing skills, resume preparation, self-employment, workplace ethics, sexual harassment and workplace safety.*

### **1.6.2 Objectives: 499W Business Administration Work Term 2**

This work term normally follows the successful completion of Academic Term 4. Students are expected to further develop and expand their knowledge and work-related skills, and should be able to accept increased responsibility and challenge. In addition, students are expected to demonstrate an ability to deal with increasingly complex work-related concepts and problems. Students should conscientiously assess the various business opportunities relative to their individual interests.

The work report should:

- (a) analyze an issue/problem related to the student's work environment, and demonstrate an understanding of business concepts relative to the student's academic background.
- (b) demonstrate competence in creating a professional report.
- (c) show competence in written communication and presentation skills.

- **Note:**

*Students are permitted to conduct primary research as part of the Work Report, when it is required to achieve the report's research objectives. If primary research is conducted as part of the Work Report, it must be conducted in accordance with all policies and regulations of the University and the Faculty of Business Administration, including Memorial University of Newfoundland's policy on ethics of research involving human participants.*

### **1.6.3 Objectives: 599W Business Administration Work Term 3**

This work term follows the successful completion of Academic Term 5. Students should have sufficient academic grounding and work experience to contribute in a positive manner to the management and problem-solving processes needed and practiced in the workplace. Students should become better acquainted with their discipline of study, should observe and appreciate the attitudes, responsibilities, and ethics normally expected of business managers and should exercise greater independence and responsibility in their assigned work.

The communications component should reflect the growing professional development of the student and, as a minimum requirement, the student will

- (a) demonstrate an ability to analyze a significant business issue/problem related to the

student's experience in the workplace.

- (b) demonstrate a high level of competence in producing a professional oral presentation.
- (c) demonstrate a high level of competence in written communications.

The Communications Component for Work Term 3 consists of an Oral Presentation on a workplace-related business issue/problem. The presentation should be of about seven–ten minutes duration followed by a three-minute question period and will normally be given on campus in a formal setting after students have returned to Academic Term. A written Executive Summary is also required.

## 2.0 WORK TERM EVALUATION

### 2.1 Overall Work Term Evaluation

The overall evaluation of the work term is the responsibility of Business Co-operative Education. Evaluation of each work term will be based upon the communications component and work term performance and result in one of the following:

- a) *Pass with Distinction*: Indicates *excellent performance* in both the communications component and work performance. The student is commended for his/her outstanding performance in each of the required components; pass with distinction has been awarded to each element of the work term: the communications component and work performance.
- b) *Pass*: Indicates that *performance meets expectations* in both the communications component and work performance. The student fully meets the requirements of a passing communications component and completely satisfactory work term performance.
- c) *Fail*: Indicates *failing performance* in either or both the communications component and the work performance.

### 2.2 Performance Evaluation

The performance grade will be based on the assessment of the supervisor's comments as well as information gained at the on-site monitoring visit and any other information available to the ASM-CE in Business. The supervisor's feedback is submitted on the "Employer Evaluation" form, provided in the *Guide* at the beginning of each work term. It is the students' responsibility to ensure that this form is completed and returned to the university by the date specified.

During the first three weeks of the work term, each student is to submit the work term objectives and email the documents to Business Co-operative Education (busicoop@mun.ca).

Students must consult with their work term supervisor about the performance and professional objectives of the work term and then complete the appropriate sections in the employer evaluation form.

By clarifying these objectives early in the term, students and employers can better plan and derive the maximum benefits from the work term. An ASM-CE in Business can also evaluate whether these objectives are realistic based on a student's academic and work experience. These objectives, and how well they are being met, should be discussed with the supervisor about midway through the term, and will be used in the final performance evaluation at the end of the work term.

### **2.3 Evaluation of the Communications Component**

Details related to evaluation of the communications components can be found in Chapter 7 of this handbook.

### **2.4 Promotions**

The promotion from the work term to the next academic term follows a similar procedure to the promotion from the academic term to the work term. Promotion recommendations are made by Business Co-operative Education to the Committee on Undergraduate Studies prior to the start of the next academic term, and at this time a decision is made to grant a pass with distinction, pass, an incomplete, or a fail for the work term.

A pass with distinction or pass means that the student may register for the next academic term. An incomplete indicates that some information is not available to the Committee on Undergraduate Studies to complete a promotion recommendation, such as the employer's evaluation not having been received. A student who receives an incomplete may be requested to contact the last employer to obtain the necessary documents for assigning grades to permit registration for the next academic term. A fail normally means that a student is required to repeat the work term.

### **2.5 Appeals**

Students who receive a grade of "Fail" for a work term may appeal the decision by submitting, in writing, a letter of appeal to the Chair of the Committee on Undergraduate Studies, Faculty of Business Administration, within one month of the issue of the marks.

### **3.0 OBTAINING WORK TERMS**

#### **3.1 Work Term Placement Responsibility**

Students should understand that work term placement is not guaranteed and that they are ultimately responsible for ensuring that they have obtained an "approved" work term. The role of Business Co-operative Education is to develop work term opportunities and to counsel and facilitate student access to these opportunities. Students are also encouraged, in consultation with Business Co-operative Education, and within reasonable ethical limits and the program requirements, to pursue work term opportunities independently.

#### **3.2 Methods of Obtaining Work Terms**

There are a number of ways which students can obtain a work term. Students are encouraged to search for positions on their own and not solely rely on Business Co-operative Education's job competition. In all cases, work terms must be approved by an ASM-CE in Business. The job competition, methods of obtaining suitable work terms and the types of acceptable work terms are discussed in Sections 3.3-3.7 of this handbook. Information about resume and cover letter preparation is included in Appendix D of this handbook.

Work term start and end dates follow the dates prescribed in the University Calendar, but can be altered with agreement of the employer and the student. As a normal minimum requirement, work terms must be 14 weeks in length and cannot overlap with an academic semester.

#### **3.3 The Job Competition**

The ASM-CEs in Business actively promote the program and solicit work term positions from regular and new employers each semester. Posted positions must be applied for through Business Co-operative Education. The jobs vary in scope, responsibility, qualifications and experience required, and cover most areas in private industry, government, not-for-profit and research sectors. They are made available through a process known as the job competition in which students have an opportunity to practice valuable job procurement skills. This is the most common method by which students secure work terms; however students are also encouraged to use other methods to obtain a work term. The job competition consists of 3 rounds; Round 1 – Batch and Match, Round 2 – Continuous Placement and Round 3 – Expedited Mode or Aftermatch.

##### **3.3.1 The Job Competition - Round 1**

Round 1 starts very early in the preceding academic term, e.g. mid-September for the winter work term, and students should be aware of related schedules and events which are sent via email or

through *MyMUNLife*. If in doubt, please consult Business Co-operative Education, Room BN2027.

Round 1 begins with the posting of job advertisements or descriptions. Copies of these jobs are posted on-line through *MyMUNLife*. In some cases students will be directed to employer websites. During Rounds 1 and 2 there may be three or four postings of jobs. These will take place on a weekly basis. Jobs are normally posted on *MyMUNLife* Thursday morning at midnight. Applications for these jobs must be received by 11:59 PM the following Monday. These deadlines are rigid. Late applications will not be accepted.

Students going on Work Term 2 or 3 who have committed to return to their previous employers should not participate in the job competition. These students must inform Business Co-operative Education that they are returning to their previous work term employer.

### **3.3.1.1 Interviewing**

Business Co-operative Education will forward all application letters, résumés, and transcripts to the respective employers, who will return a list of students they wish to interview. In some instances employers may interview all applicants, but in most cases they will screen applicants and interview only a manageable number.

Interviews for Round 1 will take place on campus during a two-to-three week period, in late September to mid-October for the winter work term. When interviews have been completed, employers are asked to submit their rankings as well as feedback on how well students performed. Rankings and job offers are batched until the matching process begins. That is, students will not be told their rankings prior to Match Day at the end of

Round 1. The feedback from employers is used to counsel students in areas where weaknesses may exist. If concerned, students are encouraged to seek the advice of an ASM-CE in Business on matters related to their interviews.

### **3.3.1.2 Matching Process**

On Match Day, an email containing the list of student numbers for those who have been offered position(s) will be sent to participants in the job competition. Individuals who find their number on the list are required to respond promptly to receive their offer(s). Included in this email will be a deadline for acceptance or rejection of these offers. Students who do not respond by this deadline will forfeit their offers to the next available student on the employer's list. When a job has been accepted, the student is committed to that job for the work term. Failure to honour such a commitment will result in a "FAIL" for that work term; refer to the university Calendar for regulations concerning work terms.

The students with the next highest rankings, where jobs and students are still available, will be notified in the same sequence. A student who accepts an offer in the first iteration will not be

informed of any other rankings. This matching process will continue until either all of the jobs are filled or all eligible students are placed.

Students should have researched the jobs prior to the interviews, and this research, together with information learned at the interviews, should assist them in making an informed acceptance or rejection decision.

### **3.3.2 The Job Competition - Round 2**

The number of students obtaining positions through Round 1 fluctuates widely from term to term. Many employers, for multiple reasons, are unable to meet the Round 1 schedule. Therefore, Round 2 of the job competition is scheduled immediately and usually provides many excellent opportunities. The process is almost identical to that of Round 1.

Matching for Round 2 occurs on a continuous basis, that is, as employers return rankings to Business Co-operative Education, job offers are made to students. Students will be given the deadline for acceptance or rejection of their offer(s).

### **3.3.3 The Job Competition – Round 3**

The Aftermatch, which begins as soon as Rounds 1 and 2 are completed, is the process of facilitating placement of all remaining students. It normally starts with a meeting of all remaining students and one of the ASM-CEs in Business to discuss continuing placement procedures and job search strategies. Students will be assigned to one of the ASM-CEs in Business for contact and discussion.

A review of positions not filled is undertaken to see if they can be filled by any of the students still available. Students who are unplaced are asked to complete an information sheet indicating the disciplines, geographic locations they prefer and any restrictions on acceptance of certain jobs. At this time, students should submit a copy of their résumé to the Business Co-operative Education, BN 2027, and ensure an up-to-date copy is available on *MyMUNLife*.

When an employer posts a position, an ASM-CE in Business will scan students' information sheets and forward to employers' résumés of those students who are considered to have the interest and background for the jobs. Job postings will continue, as long as employers submit jobs to Business Co-operative Education, up until the last day for adding courses of the subsequent academic term. Interviews will not take place during exams.

During Aftermatch, at the request of an employer, the Business Co-operative Education office can ask students to make their decision in a short time frame (eg. before close of business on the same day that the offer is made).

Students participating in the Aftermatch are expected to maintain regular contact with their assigned ASM-CE in Business and to check regularly with Business Co-operative Education to



keep up-to-date on current events. They are expected to attend all meetings relating to the Aftermatch scheduled by Business Co-operative Education.

### **3.4 Work Term Placements outside Canada**

Students considering work term placements outside of Canada must notify an ASM-CE in Business as soon as possible. Upon acceptance, students are required to meet with the ASM-CE in Business to obtain required documentation in order to proceed with their work placement outside of Canada. It is the student's responsibility to familiarize themselves with any visa/work permit requirements; the ASM-CE in Business can also assist with this process. The visa/work permit process should begin immediately after job acceptance as application processing can be time-consuming. Passports are required for all international travel; if students do not have a valid passport, they should begin the passport application process prior to accepting a work placement outside of Canada. International students accepting work placements outside of Canada must visit the Internationalization Office to ensure appropriate visa and health insurance is arranged for the placement.

### **3.5 Own Jobs**

Students are encouraged to seek their own work term positions and to begin the process early. Students who take an active job search role are developing skills that will assist them in gaining employment in subsequent work terms and following graduation.

Business Co-operative Education will do as much as possible to develop sufficient job opportunities for students; however, the university does not guarantee placement and securing a work term position is ultimately each student's responsibility.

When a student obtains a position through his/her own job search, it is designated as an "own job." A student who obtains a work term position this way must seek approval of the job from Business Co-operative Education prior to the first day of the work term, as stated in the university Calendar. The job description, prepared by the employer, must include:

- a) organization's name, website address (URL), address, and telephone number.
- b) organization's basic business activity,
- c) duties and responsibilities of the position,
- d) contact person's name, title, telephone number, and e-mail address,
- e) anticipated duration of work, including start and completion dates, and
- f) salary.

### **3.6 Entrepreneurship and Self-Employment in Work Terms**

For some students the idea of developing a business enterprise while going through university is a goal. Recognizing the desire that some students have to embark on entrepreneurial activities, the Business Co-operative Education Program has provisions for self-employed students. Students can start a new business venture during their work terms or they can undertake restructuring/modification of an existing business.

When opting for an entrepreneurial work term, students are entering the business world. Students will not be sheltered or cocooned by an established office atmosphere and a clearly defined job description. Business Co-operative Education is there to assist in every way possible, but the ultimate responsibility for success of the business rests with the student. However, the pay-offs can be good in the long run. Therefore, if a student thinks they have the drive, it should be fully considered.

When considering an entrepreneurial work term, students should also consider taking advantage of the support provided by The Memorial Centre of Entrepreneurship. The Centre provides financial aid, mentoring, work space and other support which can help any student pursuing an entrepreneurial experience.

#### **3.6.1 Proposal Submission - Entrepreneurial Work Terms**

Students who wish to undertake an entrepreneurial work term should inform Business Co-operative Education of such intention by "matching time" of the academic term. A proposal, outlining the following, should be submitted to Business Co-operative Education within 21 days from the start of the work term:

- a) The business idea description; goals and objectives of the proposed business (main and ancillary) including a description of the concept and what products and/or services will be offered.
- b) Name of the business and form of organization: there are several possible forms of business organizations: proprietorship, partnership, limited company and co-operative.
- c) The participants in the business venture: background information on each participant and their anticipated roles. A group of students could work on a project jointly if they wish to do so.
- d) Resources available to the proposed organization: this includes financial, personnel, physical.
- e) Time-frame for setting up the business: if the proposed business is to be set up during the work term, state at what point in time this will be done.

- f) A proposed mentor acceptable to Business Co-operative Education who would be qualified to give advice and assistance to the student(s).

### **3.6.2 Work Report Proposal - Entrepreneurship Work Terms**

As with any other work term, students who undertake an entrepreneurial work term must submit a work report proposal (this is a different document than the Work Term Proposal discussed in section 3.6.1). Often, the work report will consist of a complete business plan. However, other formats may be acceptable if the student has already developed a business plan. Students are advised to discuss the options with their mentors and with their assigned ASM-CE in Business prior to completing the work report proposal.

The student's initial work term proposal to Business Co-operative Education may undergo changes and gradually evolve into something different along the way because of the dynamic state of the environment or in light of new information. The onus is on the student to substantiate to Business Co-operative Education that such a change is warranted. No alteration may be made to the proposal without the prior approval of Business Co-operative Education.

The business plan (when completed) should give a fair indication of the viability of the proposed business. At that point, the student is expected to set up the business. This may occur during the work term itself, or it may be at some time in the future. The timeline to set up the business (if considered viable) should be included in the work term proposal and would be considered a component of the work term performance objectives. If the business plan is completed during the entrepreneurial work term it may indicate that the business is not viable. In this case, the student would not be expected to set up the business and the performance evaluation will be based on the initiative, creativity, energy and drive displayed by the student throughout the term.

The student will work closely with their assigned ASM-CE in Business throughout the work term. The goals for each week and the activities to help achieve these goals will be discussed and decided. The student's progress will be closely monitored by the mentor at all stages.

The evaluation of an entrepreneurial work term is based on the same two components as the other work terms – the work report and the work term performance. The student's mentor will review the work report prior to its submission and will meet with the ASM-CE in Business to discuss the student's performance. The mentor will complete the performance evaluation at the end of the work term.

### **3.6.3 Suggested Tips for Entrepreneurial Work Terms**

- a) By "matching time" of the preceding academic term, inform Business Co-operative Education of the intention to undertake an entrepreneurial work term.
- b) During the preceding academic term, research the market for ideas for a good business venture. A good source for ideas is the resource centre at the provincial [Department of](#)

[Industry, Energy, and Technology](#). Other possible sources for ideas are the [Y Employment, Enterprise, and Newcomer Services](#), [Newfoundland and Labrador Organization of Women Entrepreneurs \(N.L.O.W.E.\)](#), [The Gardiner Centre](#), and [Business and Industry](#).

- c) Make an appointment with an ASM-CE in Business to discuss the concept and idea in general terms. If the idea is acceptable to Business Co-operative Education, then go to step d. If found unacceptable, then the student should provide alternate ideas for consideration.
- d) Prepare a preliminary proposal (not exceeding two or three pages).
- e) If the proposal is accepted (i.e. signed off by an ASM-CE), then the student will be able to undertake the entrepreneurial work term. If the proposal is found unacceptable, in its current form, then a revised/new proposal should be submitted.

### **3.7 Alternate Work Term Arrangements**

Work term experience is an integral and mandatory component of the Bachelor of Commerce (Co-operative) degree program. Students are expected to obtain work term experience from paid employment in the private, public or not-for-profit sectors. However, in some circumstances, it may be difficult for all students to get paid work term positions. In these situations, alternate, unpaid work term positions may be considered in charitable non-profit organizations. Business Co-operative Education does not consider unpaid work term positions in for-profit businesses or in government departments as appropriate.

#### **3.7.1 Guidelines for Alternate Work Terms**

The following guidelines should be observed by students who are considering alternate work terms:

- a) The student's activities in the non-profit organizations should correspond to approximately 14 weeks of full-time work. Approval of the position by an ASM-CE in Business is required in the same way as a student finding their own job.
- b) Students who propose to work with non-profit organizations should discuss with their supervisors the possibility of their leaving the organization in the event of obtaining a paid position elsewhere. If no flexibility is allowed by the host organization, students are advised not to make any commitment until all options for paid employment are exhausted and the situation has been thoroughly discussed with an ASM-CE in Business.
- c) Should an opportunity for paid work term employment arise while the student is "volunteering" with a non-profit organization, approval of the new opportunity by Business Co-operative Education is required in the usual way.
- d) A work report proposal should be submitted no later than three weeks after commencement of work.

- e) Students who are considering alternate work term arrangements are required to submit a proposal detailing their work term activity by the last day to officially add courses, as stated in the Calendar.

### **3.8 Recruiting Ethics**

Before students enter the job competition, they should be aware of the recruiting ethics that have been developed by Co-operative Education and Work Integrated Learning Canada (CEWIL), for employers, students and the university. These ethics ensure that all three partners will be treated in a professional manner. Students should review these guidelines found at Appendix H of this manual. Students are expected to adhere to the following:

- a) Abide by the co-op policies of their institution.
- b) Ensure that employers have accurate information regarding their qualifications.
- c) Notify the Business Co-operative Education office, well in advance, if interviews must be rescheduled or cancelled.
- d) Not discuss or mislead employers about their job acceptance intentions, and not provide information to employers on other students or employers.
- e) Honour their acceptance of employment as a contractual agreement with the employer.

### **3.9 Cancelling an Interview**

Students who are scheduled for interviews are expected to present themselves at the appropriate times. If a student is unable to attend an interview for genuine reasons, they may be permitted to drop out of that competition. However, students are expected to display professionalism by calling ahead of time and cancelling the interview. The student will be required to state the reason(s) for such cancellation and this will be conveyed to the employer. Business Co-operative Education, at its discretion, reserves the right to disallow a student from participating in the job competition after two incidents of cancellation.

## **4.0 INTERNATIONAL STUDENTS**

### **4.1 Guidelines for International Students**

International students are admitted to the Business Co-operative Education Program at Memorial University on special educational visas. These students bring with them diverse backgrounds that enhance the learning experience for all students.

All requirements of the Business Co-operative Education Program apply to these students with the following additions:

- a) Some positions advertised through Business Co-operative Education will be clearly marked "must be a Canadian citizen". These positions are advertised as such at the request of the employers. International students should check with Business Co-operative Education if unsure of a particular job.
- b) Upon successful completion of each academic term, all non-Canadian students must obtain a letter stating that they are full-time students in the Business Co-operative Education Program at Memorial and have obtained an approved work term position, as a mandatory requirement of the degree program. This letter must be submitted/e-mailed to the nearest Canadian Immigration office, where the appropriate work permits will be issued before the student can start work.

## **4.2 Internationalization Office**

Early in their academic terms, all international students are advised to contact the Internationalization Office. Their staff can provide the necessary advice and direction in ensuring international students can legally work in Canada.

## **5.0 PREPARATION FOR THE WORK TERM**

While enrolled in academic terms 3, 4 and 5, there are several steps students should follow to ensure they are prepared for the upcoming work term. ASM-CEs in Business are available to answer questions and assist students as they prepare for the work term. The following sections provide an overview of some of the necessary preparations.

### **5.1 B300W - Business Co-operative Education Seminars**

For all students in the Bachelor of Commerce (Co-operative) (B.Comm. (Co-op.)) degree program, attendance in B300W is mandatory. These sessions generally take place during the semester prior to the first work terms. These sessions are designed to help students get jobs and also to prepare the students for the workplace. The sessions include résumé writing, interview skills, ethics, report writing and sessions to help students adjust to the workplace. Failure to attend all sessions in B300W may jeopardize a student's eligibility to remain in the co-op program.

### **5.2 Contacting the Employer**

When students have secured a work term position through the job competition, they will be notified when to contact employers. Students will be advised by email to contact Business Co-operative Education to obtain employer contact information. This will enable students to confirm acceptance of the position and to make final arrangements for reporting for the work term. Items to be

confirmed should include the time, date, place and to whom to report. If the work term is out-of-province or involves travel, questions concerning travel allowances, arrangements and accommodations should be discussed at this time.

### **5.3 Student Insurance**

Students are encouraged to obtain medical insurance before going on a work term. Students may acquire the student accident and sickness plan available through MUNSU, at a nominal rate, or some other plan that will offer protection in the event of an illness or accident. The MUNSU plan provides protection both in Canada and abroad, and students should check with that office to assess the benefits of the plan.

Employers must participate in Workers' Compensation or other plans for their employees. They are under a legal obligation to do this.

### **5.4 The Work Term Guide**

Before the work term begins, students will be provided an electronic copy of the Work Term Guide. This guide contains information and other documentation essential to successfully complete the work term. It includes evaluation forms, schedule of important dates, and information essential to work term supervisors.

There are several forms that must be completed and returned to Business Co-operative Education. In particular, the *Work Term Information Sheet* which lists the student's contact information must be completed and returned immediately upon starting work. Without this information it may be difficult or even impossible for the office to locate students in case of emergency or for other important reasons.

The information sheets provide valuable information on students' locations, phone numbers, supervisors' names and phone numbers, etc., which is important for sending newsletters and information on registering for the next academic term. It is also essential for arranging ASM-CE in Business on-site monitoring visits and following up on any aspects of the work term. The section on the salary survey helps Business Co-operative Education advise employers of typical work term salaries.

### **5.5 Policy Regarding Added Courses During a Work Term**

The Bachelor of Commerce (Co-op) Degree program has strict guidelines over courses and sequencing. To do a course during a work term (for a valid reason) a course load waiver must be completed and forwarded to the Academic Programs Office for approval (busihelp@mun.ca). Students should be cautious that such course(s) do not interfere with work term related obligations and must, therefore, obtain prior approval from the work term employer before registering. If the job commitment makes it inappropriate, then the employer has the right to refuse permission.

## **6.0 WHILE EMPLOYED**

### **6.1 Daily Diary**

All students are encouraged to keep a daily diary during the work terms as a record for possible discussions with the employer and ASM-CE in Business. The legal profession advises all professional persons to record daily events as they pertain to employment. These diaries are also fundamental to effective time management. The diary should be contained in one book for each work term and all entries should be dated. Typical information to include would be:

- a) meetings, both formal or informal, with a short description of items discussed.
- b) observations made during the day on matters connected with the job, staff or clients.
- c) notes on items to follow-up at a later date.
- d) phone calls made that had a direct bearing on the job.
- e) problems encountered and how they were resolved.
- f) any other items that may prove useful at a later date.

### **6.2 On-Site Monitoring Visits**

The purpose of the work term visit is to assist both students and employers in maximizing the benefits of the work term. It may be considered as a "service call" to students and employers. More specifically, the objectives of the visit are to:

- a) activate the reflective learning process.
- b) monitor the learning that is taking place, and help students and employers to maximize the learning opportunities.
- c) discuss career plans with the student and provide advice on an as-needed basis.
- d) review prospects for the employer's continued participation in the Business Co-operative Education Program.
- e) obtain referrals to other potential employers.
- f) obtain an improved understanding of the job and work environment.



- g) provide feedback to faculty on the academic components of the Business Co-operative Education Program.

The information acquired during this visit (refer to **Appendix A**) will be used to advise students if any weaknesses are observed and will be used along with the employer's evaluation at the end of the work term to arrive at a performance grade.

Whenever possible, all students on their first work terms will receive a personal on-site monitoring visit with an ASM-CE in Business. In subsequent work terms, students may not be monitored in person if returning to the same employer for the second or third time. However, telephone monitoring will be conducted in these cases and if the need arises for a personal visit by the ASM-CE in Business, this can be arranged at the request of either the student or the employer. Students in positions new to them or working with employers new to the program will receive a personal interview whenever possible.

Visits are normally undertaken between the fifth week of the work term and four weeks prior to the end of the work term.

### **6.3 Observe Employer Regulations**

In the course of the work term, students will be informed of, or will come in contact with, a variety of employer regulations. These are the products of experience in the operation of the particular organization, and the more students learn about the organization the more clearly they will understand the reasons for the existence of these rules and regulations. Thus, students are expected to follow these regulations.

### **6.4 Work Term Ethics**

While on a work term, students are considered to be ambassadors of the Business Co-operative Education Program. Their actions create in the minds of employers either positive or negative impressions of the program and co-op students in general. These impressions often determine whether employers will continue to participate in the program at Memorial or look to other universities for their co-op needs.

Work term students on their way to becoming professionals in the business world are expected to act in a manner that will leave a positive impression, no matter what the circumstances. Some guidelines to assist in this endeavour are:

- a) abide by company rules and regulations with respect to safety, work habits and work hours.
- b) respect company property.
- c) maintain good relations with fellow employees, management and clients even when confronted with stressful situations.

- d) strive to achieve realistic goals that should be discussed with the employer early in the work term.
- e) follow regulations, as set out by the university, regarding deadlines, registration, the communications component and on-site monitoring visits.

## **6.5 Problems on the Job**

If a student encounters any serious difficulties during the work term, they should initially try to solve them in consultation with the employer. If these difficulties cannot be resolved, the student should contact Business Co-operative Education for advice. The following are examples of where problems may arise.

### **6.5.1 Labour Disputes**

- a) Union member - If a student is required to join a union, they should do so and follow the normal course of action as laid out by that union. If a strike is called, the student is expected to follow co-workers in any strike duties as deemed necessary by the union. Contact Business Co-operative Education in the event of a strike.
- b) Non-union member - If a strike is called and a student is not part of a union, they should report to work in a normal manner. If a picket line or other strike action prevents the student from entering the workplace, they should not argue, object or react in any objectionable manner. The student should return home and inform the supervisor by telephone, advising them of the situation and asking their advice. Unless the supervisor gives specific alternative instructions, this course of action should be continued each workday until the end of the strike. Again, students should advise Business Co-operative Education of the events where further instructions may be given.

In either of these situations, students are not expected to endanger their personal safety.

Students unable to attend work are still considered to be on a work term and are expected to engage in appropriate activity that will contribute to their work term learning experience such as working on their work reports.

The purpose of this policy is to avoid antagonism on either side involved in a labour dispute. To maintain Business Co-operative Education's many successful work term positions in unionized organizations, students must be strictly neutral in these matters. Labour disputes are part of the employment experience and can, if viewed properly, provide an important learning experience.

If a student is unable to attend work, they are expected to begin, continue or complete, as appropriate, working on the work term report.

### **6.5.2 Attitude Towards Fellow Workers**

Because some co-workers may not be graduates of a university or technical college, the presence of students on the job may cause some tension. Some may feel students are trying to take their jobs, or that students have been given a better chance to acquire work experience than they have. In most cases these individuals have acquired their experience through many years of work and have gained a sound knowledge of the operation in which they work. It is the student's responsibility to diffuse any situations that may arise and help to develop mutual respect. With the right attitude, students will gain the respect of, and acquire valuable knowledge from these co-workers.

### **6.5.3 Quitting a Job**

University regulations state that a student quitting a job without permission from the Dean of the Faculty of Business Administration, or their delegate, normally fails the work term.

### **6.5.4 Sickness or Injury**

Students who become ill for an extended period of time or receive a serious injury must contact Business Co-operative Education. In some cases, students may be given a medical deferral or exemption from the work term. Students are advised to obtain a doctor's letter outlining the nature of the illness or injury (refer to the *University Calendar* for details).

### **6.5.5 Sexual Harassment**

Business Co-operative Education realizes that sexual harassment can be, at the least, embarrassing, intimidating and counter-productive to the concept of co-operative education. This section outlines Business Co-operative Education's policy on Sexual Harassment.

Sexual harassment is a form of discrimination based on gender and is prohibited by the Newfoundland and Labrador Human Rights Act. The policy applies to all students of the Business Co-operative Education program who are employed at Memorial University and outside of Memorial University during work terms. Sexual harassment is any sexually oriented behaviour that:

- a) negatively affects an individual's work performance or creates an intimidating, hostile or offensive environment for learning or working.
- b) explicitly or implicitly endangers an individual's continued employment or impacts upon the conditions of employment or performance evaluation.
- c) undermines an individual's personal dignity or self-worth.

This includes unwelcome sexual advances, requests for sexual favours, unnecessary touching or petting, suggestive remarks or other verbal abuse, leering at a person's body, compromising invitations, physical assault and any other verbal or physical conduct of a sexual nature directed at an individual by a person who knows or ought reasonably to know that such attention is unwanted.

Any student who considers themselves to be a victim of sexual harassment are to contact Business Co-operative Education to discuss a course of action. Discussing the situation will not only provide an outlet for the student but also will make the office aware of any such activity that is taking place. In this way, the Co-op Office can rectify the current situation and avoid a similar situation from occurring with subsequent work term students.

Because the university has no control over employees of organizations who employ students of the co-operative programs, it cannot be responsible for students while they are on work terms.

The following is a suggested course of action available to work term students who consider themselves to be victims of sexual harassment.

- 1) Many regular employers of co-op students will have sexual harassment policies/procedures of their own that students can use. Students are advised to contact the person responsible for the sexual harassment procedures within their places of employment.
- 2) In the absence of sexual harassment procedures, an individual working within Newfoundland and Labrador can seek action from the Human Rights Commission. In the case of students working outside the province, but within Canada, students can approach similar institutions within those provinces.
- 3) Failing a satisfactory result from (1) or (2) above, a student can take legal action.
- 4) If working out of province or overseas, it is essential that students contact the Business Co-operative Education Office.

#### REFERENCE:

*Policy and Procedures: Sexual Harassment Office.* Memorial University of Newfoundland (2023, September 12)

### 6.5.6 Personal Harassment

Business Cooperative Education wants to ensure that all students completing a work term feel they are in a safe and respectful working environment. This section outlines Business Co-operative Education's policy on Personal Harassment.

Personal harassment is defined as any unwanted conduct, communication, or behaviour, whether verbal, written, or physical that creates an intimidating, hostile, or offensive environment for an individual. This includes, but is not limited to, actions based on race, gender,

sexual orientation, religion, disability, or any other protected characteristic.

Examples of possible harassment include, but are not limited to:

- a) Verbal abuse, yelling, and/or making threats.
- b) Degrading or offensive comments, gestures, or jokes.
- c) Spreading malicious gossip or rumours.
- d) Inappropriate communication through social media, e-mail, or instant messaging.
- e) Actual or threatened physical contact or assault.
- f) Bullying or intimidation.

Similar to the policy on sexual harassment if a student feels they have been personally harassed they should contact the Business Co-operative Education office to discuss a course of action.

The following is a suggested course of action available to work term students who consider themselves to be victims of personal harassment.

- 1) Many regular employers of co-op students will have harassment policies/procedures of their own that students can use. Students who believe they have been harassed should report the incident promptly to their supervisor, manager, or a designated authority responsible for dealing with harassment issues.
- 2) In the absence of personal harassment procedures, an individual working within Newfoundland and Labrador can seek action from the Harassment-Free Workplace Manager at 1-888-729-7670 (toll-free) or 709-729-2497(St. John's area).
- 3) Failing to reach a satisfactory result from steps (1) and (2), a student can take legal action.

REFERENCE:

*Harassment-Free Workplace Policy: Treasury Board Secretariat.* MyGovNL and Online Services. (<https://www.gov.nl.ca/exec/tbs/working-with-us/harassment-free-workplace/>).

*Respectful Workplace: Human Resources.* Memorial University of Newfoundland (2022, February 16) (<https://www.gov.nl.ca/psc/faq/respectfulworkplaceprogram/>).

## 6.6 Exit Interview

Near the end of the work term, students should arrange with employers to have an exit interview.

This interview should be used:

- a) to discuss how well the objectives set out early in the work term were met.
- b) for discussion between employer and student of the employer's comments on the completed Employer Evaluation Form. This will help to point out strengths and weaknesses and areas for improvement.
- c) to discuss job prospects for the next work term and potential opportunities upon graduation. Students should be clear as to whether they have an offer to return and communicate their decision to the employer and the Business Co-operative Education office as soon as possible.

## **6.7 Email Communication**

All e-mail communication with the staff of Business Co-operative Education must be through student's @mun account provided to them by Memorial University. This policy is for confidentiality reasons and applies to students while they are on their academic and work terms. Students are advised to regularly check their @mun account.

## **7.0 WORK TERM COMMUNICATIONS COMPONENTS**

### **7.1 The Work Report – Work Terms 1 and 2**

Each work term, students are required to submit to Business Co-operative Education a written communications component. In work terms 1 and 2, this component is a work report. Work term 3 requires an oral presentation, in addition to a written executive summary.

#### **7.1.1 Introduction**

The work report is an orderly and objective communication of factual information and analysis which serves a business purpose. A good work report shows evidence of critical analysis, good organization, clarity and conciseness.

The selection of a work report topic is the responsibility of the student, not the employer. However, in cases where the report topic is related to the workplace, the report must be approved by the employer. When selecting a topic, consider that students are often privy to highly confidential information that cannot be released. Where it is acceptable to the employer, Business Co-operative Education will provide a letter of confidentiality. When a satisfactory arrangement cannot be made, students will have to select an alternative topic.

Analytical reports are required each and every work term; purely descriptive reports are not acceptable. The overall purpose of an analytical report is not only to inform or advise readers, but also to be actionable and timely.

#### **7.1.2 Purpose**

The work report is intended to illustrate the understanding and experience students acquire during a work term. It also provides the opportunity to develop good writing skills, an important element in becoming a professional. The report provides a forum to do critical analysis, and to develop organizational, presentation, project management, and evaluation skills. The work report is used by the university to help measure the amount of learning that has taken place during the work term.

The work report is an orderly and objective communication of factual information and analysis that serves a business purpose. Work reports are required because the ability to gather, interpret, analyze, and communicate information related to the business environment is essential for business professionals.

A good work report shows evidence of critical analysis, good organization, clarity and conciseness. The format suggested for work reports is generally accepted in business and can also be used for major university projects. However, this is not the only format acceptable and students should ensure that the format used is appropriate for the particular project.

The work report should reflect the growing professional development of the student and, as a minimum requirement, will demonstrate the student's ability:

- a) to plan a project and implement it within the constraints of the resources available, time, information and support infrastructure.
- b) to research the subject appropriately, to conduct the necessary analysis and to effectively substantiate conclusions and recommendations.
- c) to take appropriate initiative, exercise judgement and make decisions in light of ambiguous circumstances.
- d) to summarize findings and communicate the research and analysis in a professional manner.
- e) to apply concepts learned in the academic environment to learning objectives in the work environment.

### **7.1.3 Work Report Topics**

Selection of a work report topic is the responsibility of the student, not the employer. However, the employer's approval is required in all cases where the topic is work related. Work report projects selected in consultation with, and of benefit to, the employer are usually more meaningful to the student. Analytical reports are required for work terms 1 and 2; purely descriptive reports are not acceptable. The overall purpose of an analytical report is not only to inform or advise readers, but also to be actionable and timely.

### **7.1.4 Confidential Work Reports**

Confidential reports that may not be removed from the workplace for marking are generally not acceptable as work reports. If such reports are prepared and designated as such by the employer, students are required to prepare another, non-confidential report to be submitted for evaluation.

Confidential and proprietary information should not be included in the report unless students receive permission from the employer to submit a confidential report and a non-disclosure agreement signed. This form is available from Business Co-operative Education (See Appendix B). Students should determine early in the term if such an agreement will be required.

When a student receives permission to write a confidential report, each page should be stamped 'confidential.' The report will be marked by a designated ASM-CE in Business or member of faculty, and the marker will provide assurance that no other person will see the report and that no information in the report will be transmitted to any other person.

Many students use information found on their employer's Intranet sites. Often, this information is



confidential and cannot be verified by the work report marker. The Policy regarding the use of Intranet sources in work term reports is found in section 7.9.

### 7.1.5 Work Report Deadlines

One of the responsibilities of becoming a professional in the business world is being able to meet deadlines. All deadlines will either be published in the university calendar or will be available at Business Co-operative Education, and it is the student's responsibility to be aware of these dates. Proposals and work reports must be submitted to Business Co-operative Education or post-marked by the published deadlines. Students typically submit their work term report through the course shell in Brightspace to their assigned ASM-CE in Business.

Work reports submitted late without prior permission will not be graded.

Extensions to the work report deadline will only be considered in extenuating circumstances. Serious illness of the student or close relative, death of a family member or close friend, or other situations that are deemed serious and outside the student's control will be considered as justifiable reasons for extension. Please note that such situations as computer breakdown, supervisor absence, busy schedules and other situations that students should anticipate and plan for will not be considered as acceptable reasons for work report deadline extensions. Students conducting primary research as part of the work report must also take into account the additional time required to apply for and gain ethics approval.

### 7.1.6 Work Report Evaluation

The work report typically will be evaluated by your assigned Academic Staff Member in Co-operative Education in Business. Alternatively, your ASM-CE in Business could forward this along to a faculty member. Employer comments submitted on the form *Work Report Assessment by Employer*, provided in the Guide at the beginning of each work term, may also be used in the evaluation.

Evaluation of the report will result in one of the following assignments:

- a) *Pass with Distinction* - the report is acceptable as it stands; it indicates excellent performance with clear evidence of:
  - comprehensive knowledge of the subject matter and principles treated in the report.
  - high degree of originality and independence of thought.
  - superior ability to organize and critically analyze ideas.
  - outstanding ability to communicate.

b) *Pass* - the report is acceptable as it stands; it indicates performance which meets expectations with evidence of:

- substantial knowledge of the subject matter.
- moderate degree of originality and independence of thought.
- good ability to organize and analyze ideas.
- ability to communicate clearly and fluently.

c) *Resubmit with Revisions* - the report has a number of weaknesses but should meet expectations after modifications are made. The report should, as a minimum, demonstrate evidence of:

- limited grasp of the subject matter.
- limited ability to organize and analyze ideas.
- limited ability to communicate adequately.

Notes: 1) When a student has been given the opportunity to resubmit the work report, the student will not be eligible for *Pass with Distinction*.

2) Normally, a student will be given a two-week period in which to resubmit the work report.

d) *Fail* - the report is totally unacceptable; it indicates *failing performance* with evidence of:

- inadequate knowledge of the subject matter.
- failure to complete required work.
- inability to organize and analyze ideas.
- inability to communicate.

### 7.1.7 Work Report Pitfalls

When the proposal is returned from the marker, students are to ensure that they clearly understand the marker's comments and instructions. If the marker has suggested changes, ensure that the changes are compatible with the work situation. In case of doubt, discuss the situation with both the marker and supervisor to reconcile possible areas of conflict.

Sometimes students may have difficulty in contacting the marker or supervisor. If a student finds it necessary to depart significantly from the original proposal or marker's suggestions, they must keep the marker informed, in writing, of any such changes and the reasons for them. Copies of all correspondence with the marker should be sent to Business Co-operative Education.

After graduation students will find situations when there will not be enough time to complete a report or project as they would like. Likewise, there will be times when they will have to present a report or complete a document without having all the information. Often, the work report will have to be produced under these conditions. Time management, the ability to use the available information and provide contingencies for unexpected or unanticipated events, are important factors in these situations.

## **7.2 The Work Report Proposal**

The work report proposal must be submitted to Business Co-operative Education early in the work term, at least by the end of the third week after the start of employment. During that period, students are expected to develop enough insight into the operation of their jobs to identify work report topics agreed to by the employer. Many employers will require a report and may already have suggestions for discussion. In some instances, however, students must rely on their own initiative to develop an appropriate topic. This topic should generally be related to the job or the industry in which they are employed and must be discussed with the employer.

The work report proposal is a brief paper describing the subject chosen for the work report. The purpose of the proposal is to encourage students to choose and explore report topics early in the term, as well as to receive approval and feedback from a marker. More importantly, however, it is similar to the type of proposal a professional consultant submits to a prospective client. Proposals must be typed. When markers return the proposals, they will contain comments that the student should read and, if necessary, clarify with the marker before proceeding with the report. Some proposals may only be approved subject to compliance with the marker's suggestions. Students must fully understand what is required and can contact their marker by phone, email or in person.

### **7.2.1 Proposal Procedures**

When the proposal is received, generally it will be reviewed by your assigned ASM-CE in Business. In some circumstances, depending on the material, it will be forwarded to a faculty member for review. Feedback will be provided and indicate either approval of the proposal or request modifications. This is an opportunity for students to engage their evaluator in productive dialogue concerning the report. Students should view, and work with the evaluator as a professional resource. Students are encouraged to initiate follow up contact with the evaluator and ensure that they fully understand his or her perspective.

Proposals which indicate that primary research is required must receive the appropriate ethics approval.

Students are required to submit additional documentation to gain ethics approval. [Note: Primary research is **not** permitted for work term 1]

### 7.2.2 Ethics Approval and Primary Research

For students in Work Term 2 only, whose research will require a methodology involving data collection from human participants, approval by the Faculty of Business Ethics Committee is required before the proposal can be sent to a marker. In addition to the other requirements outlined in this section, students will also need to include the [Primary Research Checklist](#). The Checklist and associated documentation must be submitted as an appendix to the proposal.

Please note: Primary research is not permitted for the work term 1 work report.

### 7.2.3 Proposal Format

This is a suggested format and is presented for guidance only. Students should structure the proposal in the manner most appropriate to the project. However, students must ensure that they cover the points identified below.

- i. Title Page
- ii. Letter of Transmittal
- iii. Description of the Proposed Research:
  - Purpose (or objective)
  - Background information
  - Scope
  - Proposed methodology
  - Work schedule
  - Significance of the report
  - Other sections as deemed necessary and appropriate by the author
- iv. Tentative Reference List
- v. Tentative Table of Contents
- vi. Draft Questionnaire and/or Interview/Discussion Outline (if applicable, Work Term 2 only)
- vii. Primary Research Checklist (if applicable, Work Term 2 only)

#### **i - Title Page**

The title page contains the proposed report title, the recipient (assigned ASM-CE in Business), the writer's name with full academic information and the date of submission.

The title describes the topic of the report precisely. For completeness of coverage, it addresses the five W's: Who, What, When, Where, and Why. The balance of the proposal should address these in more depth.

## **ii - Letter of Transmittal**

The objective of the letter of transmittal is to transmit the proposal to Business Co-operative Education; it is also an opportunity to build some goodwill for the proposal. Besides the address students should provide their phone number and e-mail address. Include information about the employer and how the proposed work report relates to the co-op work term. Students should include any other information relevant to the work term which will assist the marker in understanding the proposal, such as the employer's agreement with the project, resources available and any specific instructions received from the employer.

## **iii - Proposal Components**

### **Purpose**

The purpose or objective is whatever the student intends to accomplish in the final report and not why it is being written. The purpose is commonly stated in the infinitive or question form.

Example: "The purpose of this report is to determine which subcompact automobile is appropriate to the needs of Allied Distributions Inc. sales fleet."

A purpose which is not clear, concise and specific will only lead to confusion and frustration. Check the title, letter of transmittal and methodology to ensure there is no conflict with the stated purpose.

### **Background Information**

The aim of this section is to acquaint the reader with any general information essential to the understanding of the proposal topic. As an example, in a problem-solving type of report students need to familiarize the reader with how the problem developed and how it has been addressed to date. Of particular value is the rationale for the project and specific instructions or terms of reference the employer has issued to you. These can be appended if too large for the proposal itself.

### **Scope**

This section defines the boundaries of the research. It informs the reader what will be and what will not be covered by identifying and briefly discussing the issues associated with the research topic. Students should also identify any constraints anticipated or special circumstances they may encounter which may adversely affect the project's objectives. The proposed methodology (see below) should detail how the student plans to cope with these constraints or circumstances.

## **Proposed Methodology**

This section of the proposal outlines the methods students intend to employ in collecting and analyzing information. It must convince the reader that the work to be undertaken will be thorough and complete. This is one of the most critical components of a proposal. The depth of treatment of the proposed methodology is what indicates to the marker how much thought and planning has taken place. For example, if undertaking a survey, include sample size, degree of accuracy, etc. In addition, students should indicate where (particular publications, unpublished material, resource persons, key informants, etc.) they will obtain much of the data for research. Students should also provide details on how they propose to undertake the required analysis. A simple statement that primary research will be performed, or secondary sources from the university library will be consulted is not adequate. If conducting primary research, students must also comment on the ethical considerations and the steps taken to gain ethics committee approval.

## **Work Schedule**

To ensure that the work report is completed on time, a work schedule is required and submitted with the proposal. Most professional consultants include schedules when submitting proposals. Horizontal bar charts or activity charts are one way to plan a project in advance and schedule its various activities. Scheduling is invaluable in the management of any project.

## **Significance of the Report**

This section gives legitimacy to the report. This is where the students state why the report is being written. The reader is informed why the conclusions and recommendations hoped to reach are important. This may not require a separate heading and may be covered adequately in the letter of transmittal or background.

## **iv - Tentative Reference List**

The references in this section list the sources of information expected to be used in completing the final report. It is expected that students use an acceptable reference format. Unless otherwise directed, students are expected to use the American Psychological Association (APA) reference style. If a student encounters any difficulties with recalling an appropriate reference format, consult a good reference book. The Memorial library web page also has a short guide available.

## **v - Tentative Table of Contents**

This is a draft outline for the final report. It will help students to maintain focus in the thinking and in working towards the conclusions and recommendations. It will also give the marker further insight into how the student plans to approach the final report. The

tentative table of contents represents the plan of action. Bear in mind that this may change as the project progresses, but it is a fundamental starting point for the report. Students should ensure that there is a separation of data and findings of fact from analysis, conclusions and recommendations.

#### **vi - Draft Questionnaire and/or Interview/Discussion Outline**

If students plan to conduct quantitative research incorporating a mail-out questionnaire or telephone survey, append a copy of the draft questionnaire to the proposal for approval.

If students plan to conduct qualitative personal interviews or focus groups, append a copy of the draft discussion outline to the proposal for approval.

### **7.3. Types of Analytical Reports**

#### **1. Problem Solving Report**

Typically, symptoms of problems are listed and analyzed as a means of identifying actual problems. Alternatives are proposed and evaluated based upon research and analysis which reflect objective criteria. Final solutions, selected from the list of alternatives, are recommended. In some instances, implementation plans may be included.

Example: Eliminating Discrimination in the Recruitment of Casual Staff Hires in Human Resources Departments

#### **2. Evaluative Report**

The student will evaluate a specific item such as a corporate program, marketing plan, accounting system or operational function based on a specific element or objective criteria. The final report will include how the student monitored and evaluated the item, present the findings, conclusions and recommendations from a particular evaluation.

Example: Evaluating the Benefits of a Co-working Space to a Start-up Business

#### **3. Case Study**

This type of report is similar to an evaluative report but in a format suitable for use as a case for classroom use. Case studies are based on an in-depth investigation of a single individual, group or events, which explore the causes of underlying principles. Normally, the report contains a statement of the case, identification of problems and analysis. The case study should be included as an appendix.

Example: A Study on the Adoption of IFRS 9 and How it Will Impact Credit Unions

#### 4. A Judgement

This form of report is similar to a report written by an arbitrator in a labour relations hearing, although not necessarily limited to labour relations issues. A student will complete research surrounding a judgement and provide conclusions and recommendations on the judgement. The judgement statement will be included as an appendix.

#### 5. An Instruction Manual

The student will complete research on the process and procedures that are to be included in the Instruction Manual. The report's research component details the methodology and analysis used in determining the manual's objective and content. The instruction manual will be included as an appendix.

Example: A Business Co-op Student Guide to Human Resources in a Construction Based Business

#### 6. A Business Plan

Typically, this is in the format generally acceptable to financial institutions and government funding agencies. In the case of complex plans, a component of the overall business plan is acceptable (e.g., marketing plan). Students will be required to research particular aspects of a business plan and how they came to the conclusions for the business plans; the plan will be included as an appendix.

Example: Marketing Tactics used by Non-Profit Organizations to Build Brand Equity: Integrating them into <<COMPANY NAME>> Marketing Strategy

#### 7. Question-Answering Report

This type of report addresses a particular question for which the company requires an answer (e.g., the minimum requirements for a management information system).

Example: A study on the Hiring Practices of Businesses: Do University Students Who Have Studied Abroad Make Better Candidates for Hiring?

#### 8. Feasibility Study

This kind of report examines the financial market feasibility and/or financial feasibility of a specific business opportunity. The student will complete research on the financial market or financial feasibility, provide conclusions and recommendations, and include the study as an appendix.

Example: A Study on the Financial Market of Apple Stocks



## 9. Position Paper

This type of report gathers and analyzes information on a significant issue and presents an official position for the company to take (e.g., deregulation, free trade). The Appendix of a position paper should include background information, evidence to support your opinion, and a discussion of both sides of the matter.

Examples: Technological Advancement and Artificial Intelligence - Its Use in Improving Talent Acquisition and On-boarding

## 10. Research Paper

Research papers, such as those appropriate for publication in a journal, are acceptable.

Example: Records Retention: Best Practices for Retaining and Disposing of Documents at <<COMPANY NAME>>

## 7.4 Work Report - Format

The Work Report should be professionally presented following proposal acceptance.

In contrast to the proposal, which outlines the work the student plans to do, the work report tells what the student actually did and gives the analysis of the results of the research.

The report should use a format similar to that outlined below:

### i -Prefatory Parts

- Title fly (cover page)
- Title page
- Letter of transmittal
- Table of contents
- Table of figures or illustrations (if four or more)
- Executive summary

### ii - The Report Proper

- Beginning - Introduction
- Middle - Presentation of research results  
- Analysis and discussion
- End - Conclusions and recommendations
- References
- Bibliography (optional)

### **iii - Appended Parts**

- Appendices - including copy of proposal and feedback

A formal report is a report with a formal structure. The essential parts are the executive summary, introduction, discussion and results, conclusions, recommendations and appendices.

### **i. Prefatory Parts**

#### **Title Fly**

The title fly of the report contains only the report title. The title is an important feature of the report. It should provide a window into the subject. Telling words like evaluation, feasibility, progress, status and impact are useful in the title. It should be specific enough to give the reader a good idea of what the report will be about but not so long as to become confusing. The title should be shown on the cover, which may be either plain or specifically designed for the report. Use large letters to make the title readily visible.

#### **Title Page**

The essential elements of the title page are as follows:

- the full title of the report.
- the name of the organization for which the report was prepared and the person for whom the report was prepared.
- the name of the originating organization and the name and student number of the person preparing the report.
- the date the report is presented or issued and any other identifying reference such as a report number.
- the title page should be neat and simply laid out so that the four essential elements are clearly seen.

#### **Letter of Transmittal**

The letter of transmittal is an integral part of the report and is bound with the report inside its cover. The letter of transmittal is addressed to the person for whom the report was prepared and is a message from the writer to the reader. Its primary goal is to transmit the

report; however, it is an excellent opportunity to build some goodwill toward the report in the reader's mind. This may be accomplished by mentioning the extent of the research, the expertise it was based on or perhaps some interesting findings. It usually provides a reference to the reason the report was prepared, the scope of the report and a brief digest. It may draw attention to specific aspects of interest to the intended reader; give suggestions for follow-up studies, warnings about limitations of the report, acknowledgements, and suggestions for immediate action and comments about items of special interest. It should not exceed one page.

The letter of transmittal should be addressed to the student's report marker. Because of the formality of the report, the salutation should read "Dear (Mr., Ms., or Dr.) (Surname)." Be sure to use the marker's correct title and be sure that their name is spelled correctly. As well, remember to sign the letter.

### **Table of Contents**

The table of contents serves as a road map for readers and a checklist for the writer. It lists the prefatory parts, report headings and the appended parts. The table of contents provides a quick guide to the contents of the report and helps the reader locate specific information quickly. The headings of each main section and subsection are listed according to the page on which they begin. Appendices are separated from the other contents and are designated by numerals or letters, the appropriate title or heading and the page number.

### **Table of Figures or Illustrations**

If the report contains more than four figures or illustrations, a table of figures, separate from the table of contents, is required.

### **Executive Summary**

The Executive Summary is placed after the table of contents (or table of illustrations if included). Like the table of contents and the table of illustrations, the assigned page number uses a Roman numeral format.

The executive summary provides a synopsis or digest of the report. It concisely summarizes all the key facts, analyses, conclusions and recommendations of the report. It is often thought of as the section that can be read by busy executives who do not have time to read the entire report. It gives them a good idea of what the report does, and for more detailed information, they can use the table of contents to direct them to specific sections of the report. For the executive summary to be effective, readers must be able to understand the report, its conclusions and recommendations, without reading the entire report.

Although the executive summary is placed at the beginning of the report, it is not prepared until after the report is written. It is based on the report and should not include any information, conclusion or recommendation not stated in the report. The executive summary should not cite any references nor refer to any figures or tables. Use the present

tense and the active voice to give the summary a vigorous style.

The executive summary states what was done, why it was done, how it was done, what was found out, what was concluded and what is being recommended.

## **ii. The Report Proper**

### **The Beginning (Introduction)**

The purpose of the introduction is to orient the reader toward a better understanding of the report by providing all the background necessary to comprehend the report. It introduces the subject, describes the circumstances leading up to the decision to prepare a report on this subject and presents the reason(s) it was undertaken along with any important limitations. In determining what is appropriate content, the student should consider all likely readers. Many reports have a large number of readers with varying backgrounds; other reports have a long shelf-life. Clearly these reports require some introductory explanations to prepare the readers.

These are the main components to the Introduction:

- The purpose defines what the report is to achieve; a comprehensive purpose will outline the research problem and any research objectives.
- The background describes the events leading up to the existing situation, what work has been done on the subject previously and by whom, and why the study or report is necessary.
- The scope identifies how broad an area the report encompasses. The scope statement indicates to the reader what is being investigated and what is being omitted.
- The methodology section should outline the type of information that was needed, explain how and where the data was gathered, and how the information was used. If applicable, for Work Term 2 students, it should identify methods of primary research such as personal interviews, telephone surveys, focus groups. Indicate secondary sources of information such as reference books, journals and databanks.
- All sources must also be referenced in the body of the report and cited in the Reference List at the end of the report. If students have included primary research, this section must also properly address the ethical considerations and comment on the ethics approval steps taken.
- Further, this section should provide documentation of the research and analysis procedures used during the project. Details should be provided of why difficulties were encountered and how they were addressed. In particular, if there were any

changes in the methodology utilized from that of the proposal, such changes should be documented with explanatory rationale. A well-documented methodology section can considerably enhance the reports credibility.

- The limitations are factors which occur in the investigation and analysis and reduce the validity and/or reliability of the report's findings and related conclusions.

### **The Middle (The Body)**

The report body is a logical presentation of the information collected (primary and secondary), its analysis and interpretation.

This section should deliver a step-by-step view of the process by which the student moves from introduction to conclusion. It is important to present this information logically. To keep the writer on track and help readers to follow the inquiry, the report should be partitioned into topics and sub-topics. The order of subsections and the order of information within each section will determine how easily the reader will follow the writer's argument. Remember that the use of visuals (tables, charts, etc.) will enhance the communications aspect of the report. The student must decide what the reader is most interested in knowing, what else the reader needs to know and answer any questions that may arise. Any interpretations or recommendations will only be as credible as the evidence that supports them. Be sure that readers can draw conclusions identical to those of the writer's on the basis of the presented data.

Once the research data has been presented, the report should provide an in-depth discussion and analysis of the data presented. This must represent the interpretation of what the data means. Based upon this interpretation, typically students will be able to generate alternative courses of action. Discussion of the interpretation and generation of alternative actions will typically lead to action/implementation plans and conclusions and recommendations. The body of the report should present these elements in a well-organized logical sequence. The division of this material into a logical set of headings and subheadings will considerably enhance reader comprehension.

Documentation is extremely important in this section of the report. Not only does it give the student's comments legitimacy, it also assists the reader in distinguishing between primary and secondary sources of information.

Illustrations belong in the report where the reference occurs. Each should have a number and title. They should be simple, neat, clear, useful, relevant and easily understood.

Illustrations do not form a separate part of the formal report but are used as required throughout the report. Illustrations can sometimes provide important information that may be difficult to portray using writing alone. Illustrations do not replace written text; they supplement it.

The report writer must decide whether to use an illustration and, if so, what type of illustration to use and where to locate it. The following guidelines apply:

- Illustrations include drawings, figures, tables, sketches, schematics, flow charts, diagrams, graphs and pictures.
- An illustration should be used if it will help the reader understand the material.
- Each illustration should be numbered sequentially and given an appropriate title or caption.
- The illustration should be simple, neat, clear and easily understood. Large complex illustrations such as folded drawings or charts belong in an appendix. Downsized versions of schematics can be placed in the text.
- Illustrations intended to assist the reader in understanding the subject belong in the text as close as possible to the point of reference. The narrative at this point must refer to the illustration.
- When referring to the illustration at other points in the report give the illustration title, number and page number on which it occurs.
- Illustrations should not take a full page. In this way some explanatory text can be inserted either above or below the illustration on the same page.

### **The End (Conclusions/Recommendations)**

The report concludes by answering the questions or solving the problems that were triggered. It should be remembered that the prime purpose of the analytical report is not only to inform or advise the reader, but also to lead to action.

Conclusions and recommendations are sometimes placed together under the heading Conclusions and Recommendations. This practice is not recommended because there is a danger that a conclusion may be taken for a recommendation or that a recommendation may be stated loosely or weakly.

Conclusions are drawn from the results by applying the criteria or guidelines established in the main body of the report and the introduction. There should be no surprises for the reader. Everything presented in the conclusions must have been discussed in previous sections of the report. That is the function of the body of the report.

Conclusions should meet the following criteria:

- Be as brief as possible with the main points drawn from the concluding paragraph or statement of each section of the discussion.

- Be presented in descending order of importance.
- Satisfy the requirements established in the Introduction (background, purpose, scope).
- Never advocate action.
- Be presented clearly and accurately in a neat format, for example, in point form and numbered.

Conclusions are logical statements which depend on previous sections of the report for support. They should be accurate, brief and clear.

The Recommendations section presents the preferred plan of action. Normally several courses of action are open, each with attendant advantages, disadvantages, costs, limitations and ramifications. These should have been previously discussed and conclusions drawn based on the criteria being applied.

Recommendations should meet the following criteria:

- Be specific, definite and clearly stated.
- Be strong and advocate action. Don't use statements beginning with 'I think...!', or 'I feel...'
- Satisfy readers' requirements established in the Introduction.
- Follow logically from the conclusions.
- Be presented in a logical order, e.g., importance, chronologically, functionally.

Recommendations present a definite plan of action in clearly stated terms. They should be stated in the active voice and follow from the conclusions.

### **iii. Appended Parts**

#### **Reference List**

The reference section is an orderly list of published material and primary information gathered on a particular subject. It includes references cited in the body of the paper. The reference list appears at the end of the report narrative, but before the attachments or appendices.

## **Bibliography**

The bibliography may be thought of as an expanded reference list for further reading. It includes material that could be used to gain a more complete understanding of the report topic but has not been cited in the Reference List. Students are expected to use APA style referencing.

That is, use a bibliography to provide an alphabetical list by author. Do not number the entries.

## **Appendices**

It is a mistaken notion that any piece of information or document not included in the main body of the report can be included in the appendices. All information provided in an appendix must be referred to in the report; It cannot simply be included because the report writer has it available.

Appendices may contain large, complex drawings, source documents, data, specifications, test results, cost comparisons, questionnaires, interview questions, maps, complex formulae, etc. This information provides broad base support for what is said in the main body, but the report can be read intelligibly without it. The following criteria apply:

- appendices appear in the order in which they are first referred to in the report.
- appendices are considered to be individual documents; each may be paginated separately, starting at 1.
- each Appendix is given an identifying letter, e.g., Appendix A, Appendix B, etc.
- students must include the proposal and the proposal evaluation sheet with the marker's comments as the final appendix to the report.

All appendices (proposal excepted) must be referred to in the report. They contain supporting material too large or extensive to include in the other report sections. They appear in the order first referred to and are identified by letters.

## **7.5 Work Term 3 Communications Component Overview**

For the work term 3 Communications Component, students are required to submit a Topic Outline and an Executive Summary to Business Co-operative Education. As well, students are required to prepare and deliver an Oral Presentation based on the Executive Summary.

The topic must have the approval of the employer and the Topic Outline must be submitted to Business Co-operative Education by the date published in the Work Term Diary (in the Guide to Work Term 3). One copy of the Executive Summary must be submitted to Business Co-operative



Education by the deadline published in the University Calendar. The Oral Presentations will be scheduled early in the fall semester. Those students going on exchanges in the fall semester will be required to complete the oral presentation before leaving. Joint projects (projects completed by two or more students) will not be accepted.

### **7.5.1 Purpose**

To be successful in business, professionals must demonstrate highly-developed communication skills; this includes both written and oral communications. Bachelor of Commerce (Co-op) students in work term 3 are required to present an analysis of a business issue/problem related to the workplace.

The Communications component should reflect the growing professional development of the student and, as a minimum requirement, the student will:

1. demonstrate an ability to analyze a significant business issue/problem related to the student's experience in the workplace.
2. demonstrate a high level of competence in delivering a professional oral presentation.
3. demonstrate a high level of competence in written communications.

### **7.5.2 Written Components - Topic Outline and Executive Summary**

Students are required to submit a Topic Outline which provides the proposed title and a brief description of the Executive Summary and the Oral Presentation. The outline must be approved by the student's employer before it is submitted to Business Co-operative Education. A copy of the Topic Outline form is included in Appendix E.

The Executive Summary is a three-to-four-page document which will follow the Topic Outline. When preparing the Executive Summary, students should carefully consider any feedback and/or conditions that were provided by their assigned ASM-CE in Business or when the outline was submitted.

### **7.5.3 Oral Presentation**

The Oral-Presentation, supplemented with visual aids, should be 7-10 minutes duration followed by a three-minute question period. This presentation should demonstrate effective communication and the student's ability to strategically plan a presentation in response to a workplace related business issue/problem. The topic of the Oral presentation should relate to the student's work term activities, but it is not a presentation of the work term duties. The presentation should focus on the project, not the student's role in the project. Additionally, students are expected to infuse a reflection of their co-operative education learning from all three work terms.

### 7.5.4 Topics

Selection of a topic is the responsibility of the student in consultation with the employer. Students should not expect employers to have topics readily available. Topics selected in consultation with, and of benefit to, the employer are usually more meaningful. **Projects which require primary research will not be approved by Business Co-operative Education.**

### 7.5.5 Confidentiality

Confidential and proprietary information must not be included in the written component nor in the oral presentation. If students are uncertain about the confidential nature of information they intend to include, they should check with their employer and Business Co-operative Education before using it.

### 7.5.6 Deadlines

One of the responsibilities of becoming a professional in the business world is being able to meet deadlines. All deadlines will either be published in the university calendar or will be available at Business Co-operative Education. It is the student's responsibility to be aware of these dates. The Executive Summary must be submitted to Business Co-operation or post-marked by the published deadline.

The dates for the Oral Presentation will be in early September following the completion of Work Term 3. These dates will be communicated to students in the Work Term Diary of the Guide to Work Term 3. Business Co-operative Education will schedule the presentations.

Students are expected to submit the Executive Summary by the deadline and deliver the Oral Presentation during their designated time slot. Extensions to the deadline and changes to the presentation schedule will only be made in extenuating circumstances. Serious illness of the student or a close relative, death of a family member or close friend, or other situations that are deemed serious and outside the student's control will be considered as justifiable reasons for an extension and/or rescheduling of the presentation. Please note that such situations as computer breakdown, supervisor absence, busy schedules and other situations that students should anticipate and plan for will not be considered as acceptable reasons for deadlines extensions nor for rescheduling a presentation.

### 7.5.7 Evaluation

The Work Term 3 Communications Component will be evaluated by an Academic Staff Member in Co-operative Education (ASM-CE) in Business, usually the same ASM-CE in Business who conducted the student's work term performance monitoring and on-site visit. A sample of the Oral Presentation Evaluation form is in Appendix F.

Together, the Executive Summary and Oral Presentation will result in one of the following evaluations:

***Pass with Distinction*** - The Executive Summary and Oral Presentation are acceptable and indicate excellent performance with clear evidence of:

- comprehensive knowledge of the subject matter and principles,
- a high degree of originality and thought,
- superior ability to integrate and apply relevant knowledge and concepts to analyze a business issue related to the experience in the work environment,
- excellent organization and critical analysis
- outstanding ability to communicate orally and in writing
- reflection of work term experiences

***Pass*** - The Executive Summary and Oral Presentation are acceptable; meet expectations with evidence of:

- substantial knowledge of the subject matter and principles
- moderate degree of originality and thought
- good ability to integrate and apply relevant knowledge and concepts to analyze a business issue related to experiences in the work environment
- organization and critical analysis meet expectations
- ability to communicate clearly and fluently
- reflection of work term experiences

***Re-present*** - The Executive Summary and/or the Oral Presentation has a number of weaknesses but should meet expectations after modifications are made. At the minimum there should be evidence of:

- limited grasp of the subject matter
- some ability to integrate and apply relevant knowledge and concepts to analyze a business issue related to experience in the work environment
- limited ability to organize and analyze ideas
- limited ability to communicate adequately
- some reflection of work term experiences

Note: When a student has been given the opportunity to re-do the presentation, the student will not be eligible for Pass with Distinction. Normally, a student will be given a two-week period in which to modify the presentation.

***Fail*** - The communication submissions are totally unacceptable; they indicate failing performance with evidence of:

- inadequate knowledge of the subject matter
- failure to integrate and apply relevant knowledge and concepts
- failure to complete required work
- inability to organize and analyze ideas
- failure to communicate effectively
- insufficient reflection of work term experiences

## **7.6 Communications Component Procedures**

### **7.6.1 Topic Outline**

Students must submit an outline early in the work term which provides information about the topic the student has chosen for the Executive Summary and Oral Presentation. This should be submitted by the end of the third week of employment.

Sometimes employers will have suggestions for topics they want the student to complete. In many instances, however, students must rely on their own initiative to develop an appropriate topic. Generally, this topic should be related to the job or the industry in which the student is employed and must be discussed with the employer.

Topic Outlines must be submitted to your ASM-CE in Business folder in the 599W BrightSpace dropbox. An ASM-CE in Business will review the outline to determine if the topic is acceptable. The ASM-CE in Business will provide written feedback to students. Students are encouraged to communicate with the ASM-CE in Business to discuss any points that require clarification. Occasionally, students will be required to propose a new topic or rewrite the outline.

### **7.6.2 Executive Summary**

An Executive Summary provides a synopsis of the research analysis, conclusions and recommendations; it is a standalone document or a mini-report meant to provide busy executives with a good overview of the research findings. A good summary provides readers with enough information to understand the topic well. The Executive Summary must include a Reference List and Bibliography.

### **7.6.3 Oral Presentation**

Students are required to deliver a 7–10 minute Oral Presentation on the topic covered in the Executive Summary. This presentation will be followed by a 3 minute question and answer period. The Oral Presentation will take place on campus in the first two weeks of the fall semester.

Faculty, students and work term supervisors will be invited to attend the presentations and to provide written feedback. Academic Staff Members in Co-operative Education in Business will consider this feedback in evaluation of the presentation.

Students are required to submit a copy of their presentation audio/visual materials by the first day of classes of the fall semester (this date will be communicated in the work term diary). Your assigned ASM-CE in Business will provide information regarding the format for this submission.

Students must save a copy of the slide package to a memory stick using MS PowerPoint and bring this to the presentation session. Students must be on time for the start of the session and must attend the entire session in which they are presenting.

If the presentation is deemed unsatisfactory by the ASM-CE in Business, the student will be required to present a second time. A student will only be permitted to present twice. If the second presentation is deemed unsatisfactory, a grade of Fail will be assigned to the Communications Component.

### **7.7 Consultation and Group Work**

The Faculty of Business Administration has guidelines intended to help students as they prepare written work to hand in. Please see Appendix G for these guidelines. Business Co-operative Education expects students to adhere to these guidelines when preparing the Communications Component of the work term.

### **7.8 Avoiding Plagiarism**

The Work Term Communications Component will require students to use information from other sources. Such information may take the form of quotations, summaries, paraphrases, facts or ideas that are not common knowledge. Whatever its form, the source of this information must be clearly documented by in-text citations referring to a list of references at the end of the paper. In work term 3, oral presentations should also provide a list of references (usually the last slide). Omitting references is a very serious academic offense that may result in a range of penalties up to and including expulsion from the university. For further information, see the University Calendar - Procedures Governing Academic Dishonesty.

The standard format used for documentation in the Faculty of Business Administration is the APA style.

### **7.9 The use of Intranet Sources**

An organization's Intranet can be a source of information. While an Intranet can provide valuable information, Business Co-operative Education discourages its use as a source of information for the work term communications component since evaluators cannot access these sites and have no way to verify information that is taken from an Intranet.

If there is information on an Intranet that a student needs to use they must print the relevant sections and include these as an attachment to the written submission. This must be discussed with the employer since information found on an Intranet is often confidential. Use of Intranet sources that cannot be verified by a printed attachment or by giving the marker access to the site puts the student at risk of receiving a grade of Fail.

## 7.10 The use of Artificial Intelligence (AI)

Generative AI is a form of machine-learning, artificial intelligence technology that can produce various types of content including text, images, audio, and synthetic data that is based on user-driven prompts. Current examples include ChatGPT, Bard, NovelAI, Jasper AI, Rytr AI, and DALL-E.

Generative AI is rapidly changing and is seeing widespread use in today's business environment. Memorial University has some guidance and resources available, please refer to the Memorial University Library website on artificial intelligence (AI) (<https://www.library.mun.ca/researchtools/guides/integrity/ai/#d.en.67054>).

Original work, created wholly by you, is expected to be submitted for proposals and work term reports in both work terms 1 and 2, and for the executive summary and oral presentation for work term 3. The use of generative AI tools, like ChatGPT, is not permitted in any work submitted to Business Co-operative Education. The submission of work that has been created through the unauthorized use of generative AI tools and presented as a student's original work is academic misconduct. Any suspicion of use of generative AI tools in any work submitted to Business Co-operative Education will be considered plagiarism and treated as such. Plagiarism is a very serious academic offence that may result in a range of penalties up to and including expulsion from the University.

## APPENDIX A BUSINESS CO-OPERATIVE EDUCATION MONITORING REPORT

<b>Memorial University Business Co-op Work Term Monitoring Report</b>		
Student _____	Class _____	Work Term _____
Employer _____		
Location _____		Supervisor(s) _____
<u>EMPLOYER INPUT ON THE STUDENT</u>		
<b>1.) Responsibilities &amp; Tasks - Briefly describe the student's job.</b>		
_____		
_____		
_____		
<b>2.) Performance – What is your opinion of the student's performance so far, relative to your expectations?</b>		
_____		
_____		
_____		
<b>3.) Feedback – Describe the performance feedback that has been provided to the student.</b>		
_____		
_____		
<b>4.) Orientation/ Training- What orientation/training was provided to the student?</b>		
_____		
_____		
<b>5.) Areas for improvement – Are there concerns in any of the following areas?</b>		
<input type="checkbox"/> Oral and Written Communication Skills <input type="checkbox"/> Time Management Skills <input type="checkbox"/> Interpersonal Skills <input type="checkbox"/> Work Ethic		
<b>Comments:</b> _____		
_____		
<b>6.) Strengths – Describe the student's strengths</b>		
_____		
_____		
<b>7.) Work Report - Are you aware of the student's work report topic? Who assigned the topic?</b>		
<b>Comments:</b> _____		
_____		
<b>8.) Additional Comments - Overall, are you satisfied with this work term experience?</b>		
<b>Comments:</b> _____		
_____		
_____		

**APPENDIX A (Continued)**

STUDENT INPUT ON THE WORK TERM POSITION

**1.) Responsibilities & Duties – Describe your daily activities and projects you have been involved with since starting work.**

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**2.) Performance - Have you received any feedback from you supervisor regarding your performance?  
How do you think you are doing overall?**

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**3.) Relevance –Is this work relevant to your career goals?  
Comments:** \_\_\_\_\_

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**4.) Learning Objectives & Goals – What are your learning objectives for this work term?**

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**5.) Work Environment -Describe the work environment**

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**6.) Work Report – Have you received feedback from your marker on your work report proposal? Describe the progress you have made on your work report?  
(Remind student of the due date and implications of not meeting the deadline.)**

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**7.) Future Work Term Plans (or in case of WT III, future career plans) - What would you like to do for your next work term?**

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**8.) Additional Comments**

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**APPENDIX A (Continued)**

Academic Staff Member in Co-operative Education Review

1.) Suitability of Job (Is job suitable for the Work Term?)

Comment: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

2.) Suitability of the Student (Is this student suitable for this job & or organization?)

Comment: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

3.) Comment on the potential for future business work term positions with this employer?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4.) Was the timing of the visit appropriate?

\_\_\_\_\_ too early      \_\_\_\_\_ right      \_\_\_\_\_ too late

Comment: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

5.) Comment on any follow-up required during the current work term?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6.) Additional Comments:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Completed by: \_\_\_\_\_

Date: \_\_\_\_\_

In Person

By Phone

**APPENDIX B  
NON-DISCLOSURE REQUEST FORM**



Faculty of Business Administration  
Business Co-operative Education

**NON-DISCLOSURE REQUEST FORM**

TO: Business Co-operative Education

FROM: \_\_\_\_\_

DATE: \_\_\_\_\_

SUBJECT: **Confidential Work Report**

I request that the information contained in \_\_\_\_\_ work report be kept confidential. I will ensure that the report is submitted to Business Co-operative Education and that **EACH PAGE** of the report is stamped **CONFIDENTIAL**.

When the report has been evaluated and graded, I agree that the report can be returned to \_\_\_\_\_, who will be responsible for returning it to me.

COMPANY: \_\_\_\_\_

EMPLOYER'S SIGNATURE: \_\_\_\_\_

TELEPHONE: \_\_\_\_\_

## APPENDIX C WORK REPORT EVALUATION SHEET



Business Co-operative Education  
St. John's, NL A1B 3X5  
Tel.: (709) 864-8820

### WORK REPORT EVALUATION

Student: \_\_\_\_\_ MUN NO.: \_\_\_\_\_ Work Term: \_\_\_\_\_

Report Title: \_\_\_\_\_

Marker: \_\_\_\_\_

#### Technical Evaluation

**1.0 Professional and/or technical content of the report.**

- 1.1 Technical content appropriate to level of student's knowledge.
- 1.2 Technical content appropriate to the job.
- 1.3 Value of the report to the employer and others.  
High      Low

**2.0 Understanding the purpose of the report and the issues involved.**

- 2.1 Clear understanding of the purpose of the report.
- 2.2 Topic appropriate to the learning and professional needs of this student.
- 2.3 Understanding the topic, scope and background of the report.  
High      Low

**3.0 Appropriate methodology.**

- 3.1 Methods used.
- 3.2 Accuracy of data.
- 3.3 Documentation of sources.
- 3.4 Adequacy of research.  
High      Low

**4.0 Analysis and synthesis of information in the report.**

- 4.1 Appropriate depth of analysis.
- 4.2 Logical development of conclusions.
- 4.3 Adequacy and suitability of recommendations.  
High      Low

**5.0 Learning outside the classroom.**

- 5.1 Evidence of the influence of the workplace experience.
- 5.2 Evidence of initiative in learning and using business concepts beyond the current academic program.
- 5.3 Use of available resources in the workplace.
- 5.4 Sought help when needed.  
High      Low

**6.0 Extent to which the report complies with the objectives and methodology set out in the proposal. This should include any discussion, email, phone calls or other correspondence during the work term.**

High      Low

#### Communications Evaluation

**1.0 The use of language.**

- 1.1 Use of appropriate vocabulary.
- 1.2 Spelling and punctuation.
- 1.3 Proper use of technical terminology.
- 1.4 Correct use of technical terminology.
- 1.5 Ability to communicate with the reader.  
High      Low

**2.0 Writing style.**

- 2.1 Clarity of expression.
- 2.2 Clear understanding of the needs of the reader.
- 2.3 Concise and fluent writing style.
- 2.4 Logical development of the topic.  
High      Low

**3.0 Form of the report.**

- 3.1 Recognition of the value of a formal report structure.
- 3.2 Use of an appropriate form for the report.
- 3.3 Appropriate use of photographs, drawings and maps
- 3.4 High      Low

**Overall Evaluation:**

- Pass with Distinction
- Pass
- Resubmit with Revisions
- Fail

**Marker's Comments:**

Marker's Name: \_\_\_\_\_

Phone No.: \_\_\_\_\_ E-mail: \_\_\_\_\_

## APPENDIX D

### Job Search Guidance

#### 1.0 General

Academic Staff Members in Co-operative Education (ASM-CEs) in Business are available to assist co-operative education students in identifying individual and unique skills, writing effective résumés and cover letters, and developing techniques for improving their prospects for securing suitable work term positions. Students are encouraged to take advantage of this resource. In addition to providing Professional Development, the ASM-CEs in Business are available for one-on-one sessions and individual résumé critiquing.

This appendix is intended to provide a guide to students in aiding them in the process of securing work terms.

To know the most about how to get hired, you must develop proficiency in researching the employer, preparing a résumé, submitting a job application and developing interview skills. These four steps are vital if you wish to compete successfully with your peers at Memorial and at other universities across Canada.

#### 2.0 Researching the Employer

When the jobs have been selected, the next step is to research the employers, and in some cases the industry, in preparation for the job application. This research is essential, since the job descriptions will be very brief, and in some cases will only be generic outlines.

General information on most businesses/organizations is available on the Internet; job specific information can be obtained from Business Co-operative Education and other students who have worked in these organizations.

The amount of research carried out will be reflected in a student's job applications and the questions s/he asks during the interview. Feedback from employers indicates that a lack of knowledge about the industry, their company or the posted job is perceived as a lack of interest.

#### 3.0 Résumé Writing

A résumé is a synopsis of one's educational background, employment record, extra-curricular activities, achievements and skills. It should be accurate, factual and concise and should demonstrate good written and organizational abilities. Generally, it should not exceed two pages, and occasionally one page may be sufficient. The résumé is the first contact with a prospective employer, and it should leave a lasting positive impression.

There are many types of résumés, some of which are functional, modified functional, and

chronological. The one preferred by most business work term employers is the chronological résumé, which typically includes a heading, an education section and a work experience section.

While there are many sources for writing résumés, which students should research, this appendix will be focused more on a few of the things co-op students need to know and common mistakes they make.

A résumé can say a lot about a person, both good and bad. Remember to put in only things that will reflect potential as an employee. Also remember, that because space is limited space, and that any potential employer will only read so much, strategically insert only the most important and relevant points. Every line of irrelevant or unnecessary information you include, displaces a line of useful and valuable information that could have been included.

### 3.1 **Résumé Outline**

An outline of typical sections is included below:

#### a) **Heading**

This section includes:

- student name
- address (local and permanent if different)
- telephone number(s): local and home (include area codes)
- email address

#### b) **Education**

Status in the business program and anticipated graduation date should be stated. State other post-secondary schools attended or courses obtained prior to attending Memorial University. State high school attended and diploma obtained (e.g. Grade 12 Honours). It is not necessary to include junior or elementary schools.

#### c) **Work Experience**

First work term students should quote all work experiences, but as they proceed through the program, summer jobs with little business application should be given less emphasis. Jobs should be listed, beginning with the most recent. For each position highlight, in point form, major duties and responsibilities, in order from most relevant to least.

#### d) **Other Sections**

The following sections are very important. These items provide the employer with information on leadership abilities, organizational, and communication skills, as well as interests. While all students should take care to provide information in these sections, it is especially important for students with little work experience to include all relevant information in these sections. The titles and scope of these sections may vary greatly depending upon your background and the areas emphasized.

##### 1) **Profile / Introduction / Summary**

This section gives the employer an overall synopsis of the students background and key points that will be found in the résumé.

##### 2) **Awards and Scholarships**

Name any scholarships you have won; if academic marks are worthy of note, e.g., 75 per cent or higher, mention them in this area, also.

##### 3) **Extra-Curricular Activities**

Include positions held and memberships in societies, clubs or sporting organizations.

##### 4) **Skills**

Use this section to highlight knowledge of computer applications, foreign languages, and other relevant skills.

##### 5) **Interests or Activities**

Include interests in sports, reading, and travel, in this section. Students must be careful when including this section to ensure that any items are relevant to

### 3.2 **Résumé Tips**

#### a) **Updating the Résumé**

A person's résumé is constantly evolving. As a student progresses through the program, it may be helpful to keep an inventory of skills and experience. During each work term, students should take note of any training received and new skills acquired. Upon completion of each work and academic term, it is important for students to update their résumés. A student can request that an ASM-CE in Business review the résumé to provide feedback and assistance.

**b) Redundant Information**

Many students include redundant or useless information with their job duties. For example, if the job description is ‘Bartender’, it is not necessary to use a bullet that indicates ‘prepared drinks for customers.’ While this is the main focus of the job, it is obvious from the job title ‘Bartender.’ If the job title is common, and most potential employers have a general concept of the occupation, then don’t write in redundant information. Those situations are an opportunity to brag about the things the employer might not think of. As a bartender, for example, one could emphasize teamwork, customer service, mastery of a specific computer system, balancing cash, inventory related skills, time management, etc.

**c) Facts and Opinions**

Anything put in the résumé must be either a fact, or an ‘opinion’ backed up by a fact. This is where many students go wrong. For example, an opinion could be very general, indicating that a student is a team player or has good communication skills. Anyone could write general opinions about themselves. Good résumés validate these opinions. Skills claimed should be backed up. For example:

Team player – Developed though six years of team sports, collaborating with a sales team to increase customer service, and volunteering to help international students at Memorial

**d) Format**

A variety of formats can be used; however, students should generally follow the format in this guide. This is not to say that a student will not be successful with other formats. The recommendations here are based on observations of what has been successful in the past. Here are a few pointers:

- 1) Avoid a ‘skills’ based résumé, particularly one where skills are the opening section. A ‘skills’ based résumé works better for people who have significant work experience.
- 2) List items in reverse chronological order (education, work experience, volunteer experience, etc.)
- 3) Use sentences only in a summary in the profile section if included.
- 4) Use bullets (lots of them). Keep them short. Start bullets with action verbs. Such words include:
  - Prepared ...
  - Created ...
  - Recorded ...
  - Oversaw ...
  - Entered ...

Avoid bullets that start with words such as:

- Responsible for ...
- Worked on...

- 5) Do not refer to “I”, “me”, “my”, as résumés are not written in first person.
- 6) Keep the résumé to two pages. Remember there is a limit to how much a potential employer wants to read. Only in exceptional circumstances is a three-page résumé beneficial. A résumé that is longer than three pages may communicate negative attributes, such as, the inability to edit or a lack of interest/ motivation.

### **3.3 Samples**

Three samples are provided. Two reflect students that would be in the program while the third is for a student graduating. Students are encouraged to review other résumés available through various internet websites or books. Students are encouraged to not simply copy a format, as this could defeat the purpose of designing a unique résumé that stands out.



## Sample Résumé 1 – Page 1

### **JULIE JACOB**

15 Bradshaw Place  
 St. John's, NL A1B 3S3  
 (709) 754-4039  
 E-mail address: jjacob@mun.ca

### **EDUCATION**

**Bachelor of Commerce (Co-operative)** *2020 to Present*  
*Memorial University of Newfoundland, St. John's, NL*  
 ● Anticipated graduation date: May 2025  
 ● Concentration: Marketing  
 ● Dean's List 2022-2023

**High School Diploma** *2020*  
*Holy Heart of Mary Regional High School, St. John's, NL*  
 ● Graduated with honours

### **WORK EXPERIENCE**

**Content Marketing Assistant** *January to April 2023*  
*Rogers Communications, St. John's, NL*  
 ● Assisted in the development and implementation of various marketing campaigns  
 ● Created comprehensive digital marketing strategies to increase online brand visibility and customer engagement  
 ● Managed social media accounts, consistently increasing followers by X% and engagement by Y%  
 ● Collaborated with cross-functional teams to ensure consistent brand messaging across all digital channels

**Self-Checkout Supervisor** *June to August 2020*  
*Wal-Mart Canada, St. John's, NL*  
 ● Supervised and monitored the self-checkout area to prevent theft, fraud, and ensure accurate transactions  
 ● Assisted customers in using self-checkout machines, providing guidance on scanning items, entering discounts, and processing payments

### **HONOURS AND AWARDS**

**Atlantic Accord Career Development Award** *2022-2023*  
 ● Awarded to students on the grounds of academic standing

**3M Canada Scholarship** *2021-2022*  
 ● Awarded for high academic achievement in the Faculty of Business Administration

**Sample Résumé 1 – Page 2****Julie Jacob**

Page 2

**SKILLS****Computer Skills**

Experienced with the following computer and Internet software:

- CapCut
- Google Workspace
- Webex by Cisco
- Microsoft Office
- Zoom
- Canva

**Language Skills**

Fluent in written and spoken French

- Completed a five-week French immersion course *Summer 2019*  
Centre Linguistique, Collège de Jonquière, PQ
- Completed a four-week French immersion course *Summer 2018*  
École St. Charles Gagnier, Quebec City, PQ

## Sample Résumé 2 – Page 1

### JOHN SMITH

21 Walton Street  
St. John's, NL A1A 2P8  
(709) 579 – 5848  
johnsmith@sympatica.ca

### EDUCATION

**Memorial University of Newfoundland**, St. John's, NL September 2021 – Present

- Bachelor of Commerce (Co-operative) Degree Program
- Concentration: Accounting
- Anticipated Graduation: May 2026

**University of Regina**, Regina, SK September 2019 – April 2020

- College of Commerce

**John Goodman Collegiate**, Regina, S September 2016 – June 2019

- High School Diploma - Honours

### WORK EXPERIENCE

**Audit & Assurance Intern** January 2024 – April 2024

**Deloitte.**, St. John's, NL

- Assisted in the planning and execution of financial audits, ensuring compliance with auditing standards
- Conducted substantive testing, analytical procedures, and risk assessments to evaluate the accuracy of financial statements
- Collaborate with senior auditors to document and assess internal controls identifying areas for improvement
- Prepared workpapers and audit documentation to support audit findings and conclusions
- Assisted in the drafting of audit reports and presentations summarizing findings and recommendations

**Store Manager** November 2020 – August 2021

**Mercer Gifts**, St. John's, NL

- Assisted in opening of Mercer Gifts
- Maintained general ledger
- Recorded invoices and ensure payment
- Completed payroll of employees and fill T4 tax forms for employees
- Managed store operations and supervise employees
- Wrote up daily cash receipts and cash deposits
- Coordinated with external agencies including The Telegram, Merlin DVR and Canada Revenue Agency

**Sample Résumé 2 - Page 2****JOHN SMITH****WORK EXPERIENCE CONTINUED****Sales Associate**

March 2018 – November 2021

**Drugmart Inc., St. John's, NL/Regina, SK**

- Assisted customers with purchases and returns
- Received Reach Award for exceptional customer service
- Counted daily cash sales
- Organized inventory
- Assisted in preparing GrandMart store #335 for grand opening in Regina

**VOLUNTEER EXPERIENCE****Sports Representative**

October 2023 – April 2026

**Business Council for Class of 2026, Memorial University of Newfoundland, St. John's, NL**

- Organized and coordinated activities and events for university students
- Coordinated with external agencies such as Molson and several venue directors
- Assisted in negotiations with venues and merchandise bargains
- Assisted in cash transactions and handled cash receipts
- Projects included weekly sports events, softball game versus local business and a barbeque

**Grade 11 Representative**

September 2017 - June 2018

**John Goodman Collegiate, Student Representative Council, Regina, SK**

- Elected position from 250 students
- Represented Grade 11 in school representative council
- Organized social events and fundraising activities

**COMPUTER SKILLS**

- Proficient in Microsoft Office and Google Workspace

**HONOURS AND AWARDS**

- John Goodman Collegiate Outstanding Athlete Achievement Award (2019)
- For excellence in sports throughout high school
- Member of Senior Basketball Team (2019)
- City and provincial championship team
- John Goodman Collegiate Most Inspirational Player Award in badminton (2018)
- Principal's Honour Roll (2017 –2019)

## Sample Résumé 3 – Page 1

### JASON GRADUATE

29 Rosemary Road,  
Saint John, NB L1M 0A0  
(506) 555-5555  
(506) 555-5554  
Jasongraduate29@hotmail.com

### RECRUITER – MARKETER

Recent business graduate with practical experience and academic knowledge of recruiting and marketing. Variety of experience includes student recruitment, innovative marketing research and community involvement. Recruiting experience comprises informational booths, presentations and responses to public inquiries. Marketing experience involves detailed research, public interaction and development of promotional materials. These skills are complemented with initiative, originality and solid interpersonal skills.

#### EDUCATION

**Bachelor of Commerce (Co-op)** 2023  
University of New Brunswick, Moncton NB

- Concentrations in Marketing and Human Resources

#### PROFESSIONAL EXPERIENCE

**Researcher** Summer 2022  
*Centre of Management Studies*  
*University of New Brunswick, Moncton, NB*

Conducted market research aimed at evaluating and selecting potential business clients.

- Completed national study to identify un-tapped opportunities, leading to 13 new clients.
- Tailored new strategic plan to reflect market research, improving overall efficiency in identifying potential clients.

**Junior Recruiter** Fall 2021  
*Office of Student Recruitment,*  
*University of New Brunswick, Moncton, NB*

As part of the recruitment team participated in a variety of recruitment events including providing informational tours, high school presentations, career fairs and economic development board events. Responded to general inquiries.

- Recommended changes to recruiting strategy and materials to reflect the new University of New Brunswick's brand, leading to improved recognition and harmonization with other units.
- Enhanced student interactions by being highly approachable and personable, increasing participation rate with target markets and 5% increase in completed applications.

## Sample Résumé 3 - Page 2

### JASON GRADUATE

#### Event Promoter

Winter 2022

*Easter Seals New Brunswick, Moncton, NB*

Completed a comprehensive evaluation of the organization's branding and marketing strategies. Initiated and developed a variety of promotional materials for Easter Seals events.

- Developed branding and marketing initiatives used as a benchmark for on-going promotions leading to better recognition and increase in donations of 15% for specific events.
- Developed a variety of marketing materials including brochures, posters and social media posts.
- Tailored a variety of Easter Seal events, particularly 24 Hour Relay activities, to the interests of young teams, increasing appeal and participation, contributing to \$14000 increase in fundraising.
- Recruited a large number of teams for the 24 Hour Relay, increasing overall participation by 8 teams and fundraising by \$14000.

#### Playground/Activity Centre Instructor

Summers 2019-2023

*City of Saint John, Recreation Department, Saint John, NB*

Planned weekly activities and supervised youths, ensuring a fun, active and safe environment. Coordinated activities and responsibilities with a team of counsellors.

- Recommended changes and initiatives which led to the evolution of the program from a playground to an activity centre.

#### Retail Sales Associate

2019-2021

*Joels Sport Shop, Saint John, NB*

Following extensive product and customer service training, capably interacted with customers.

- Exceeded weekly personal sales targets by an average of 20% for the duration of the winter season.

#### Floor Service Specialist, Electronics Department

2019-2021

*Big Store, Saint John, NB*

Successfully completed required training and provided customers with quality service.

- Developed and applied solid customer relations skills.

### VOLUNTEER EXPERIENCE

#### Campaign Organizer

2020-present

*Easter Seals New Brunswick, Saint John, NB*

Annually organize and lead a team of 10 to 12 participants to fundraise and participate in annual 24-Hour Relay.

- Cumulatively raised more than \$3200.
- Annually inspires and motivates a team of young persons to provide support beyond their normal financial capabilities.

Page2

### 3.4 References

As part of the application process, the inclusion of references is required for all positions posted through the Co-op Office.

When required, a minimum of three references should be provided. Normally, do not annotate the references as employer, personal etc. The best references to use are normally past or current employers. The following is a suggested format:

Name:	John Mercer
Title:	Manager
Company:	The Sport Clothing Store
Address:	916 Perkins Street St. John's, NL A1E 5G9
Email:	jmercerc@icloud.com
Phone number:	(709) 555-3465

Just as with the résumé, the student's name should be at the top of the reference sheet. Make use of word processing capabilities and make the reference sheet equally presentable as the résumé. Do not just cram three names and addresses at the top of the page. Spread them out. A sample is provided on the following page.

## Sample Reference Page

# JOHN SMITH

---

### REFERENCES

**Mr. James White**  
Manager  
Morfar Enterprises  
St. John's, NL A1E 5R3  
jwhite@gmail.com  
(709) 737-4595

**Dr. Jane Fitzgerald**  
Professor  
Faculty of Business Administration  
Memorial University of Newfoundland  
St. John's, NL A1B 3X5  
jfitzgerald@mun.ca  
(709) 729-4576

**Ms. Susan Lacey**  
Personnel Manager  
Waterford Hospital  
St. John's, NL A1E 2R9  
slacey@gmail.com  
(709) 364-5719  
Telephone: (709) 737-7182



## 4.0 Cover Letter

Many prospective employers see the cover letter as a way of getting the first impression of the applicants. The cover letter reveals a great deal about the applicant:

- Communication skills
- Experience and qualifications
- How detail oriented the applicant is (typing, spelling and punctuation errors are often viewed by employers as lack of attention to detail and/or lack of interest in the position).

A cover letter can demonstrate the applicant's ability to organize thoughts and express them clearly and appropriately.

## 4.1 Cover Letter Format

While there are many ways to write a letter, a format that is often successful consists of 4 paragraphs:

a) Paragraph 1:

Tell the employer what is wanted and where you heard about them. Overview of the qualifications sought by the employer, which you have.

b) Paragraph 2:

Tell the employer about yourself. Provide examples of what you have done and how your experience will benefit the company. To illustrate how you have developed the qualifications noted in the 1st paragraph.

c) Paragraph 3:

Write a little about the company (not very much) and how you will be a good fit for it.

d) Paragraph 4:

Close with a comment that you look forward meeting, and where you can be contacted.

## 4.3 Cover Letter Tips

1. One page only in length. Not too long or too short (see example)
2. Do not use words such as 'love' (it happens). *I would love to work for you.*

3. Do not tell the employer about their company's own accomplishments. *Last year your company increased sales by 25% and expanded into two new provinces.*
4. Have someone else proofread it. It is too important to not. A few grammatical errors may very likely cost an interview opportunity.
5. For the greeting use contact person's name; if not available use:  
  
For a male: *Dear Mr.* \_\_\_\_\_  
For a female: *Dear Ms.* \_\_\_\_\_ (not Miss or Mrs.)  
Unknown: *Dear Recruiter or Hiring Manager*

#### **4.4 Cover Letter Sample**

A sample letter is provided on the following page.

## Sample Cover Letter

456 Eighth Avenue  
St. John's, NL A1B 2M2

September 25, 2023

Mr. Peter Brown  
Director  
Circle in the Square Development Corporation  
St. John's, NL A1B 2C6

Dear Mr. Brown:

Please accept my application for the public relations position with Circle in the Square Development Corporation advertised with Business Co-operative Education at Memorial University. My education and experience in public relations, promotion and digital marketing provide me with the knowledge and skills necessary to excel in this position.

While working for Morfar Enterprises, I was responsible for many of its promotional activities. This included public relations for all entertainment events which required frequent meetings with potential sponsoring organizations, city officials, the media and the general public. Through my efforts, Morfar was successful in gaining a local and a national sponsor. In addition, our events were co-ordinated with other events occurring in the city. Also, I was responsible for promotion at Morfar over a three-month period; this included sales letters, brochures, posters and media advertising.

My background also includes experience in digital marketing. In my previous role at InnoVista Solutions, I was responsible for its social media marketing, here I developed skills in crafting compelling narratives, building audience connections and elevating brand visibility and awareness of events. This experience provided an understanding of digital communication dynamics. In public relations, where effective storytelling and relationship-building are crucial, my background positions me to navigate evolving media landscapes. My adeptness in analyzing social media metrics and adapting strategies enhance my ability to resonate communication strategies - a skillset I am eager to bring to a public relations role. Furthermore, I have proven my ability to work independently. At Whites Sporting Goods Store, I routinely worked unsupervised, often opening the store. I used slow customer time to create and enhance merchandise displays.

Further, my background and skills make me a good candidate for the position you offer. I would like to discuss my qualifications with you at an interview. I can be reached at (709) 768-5555 or [jsmith@mun.ca](mailto:jsmith@mun.ca).

Sincerely,

John Smith  
Enclosure

## 5.0 Job Interviews

Another critical step in the job search process is the job interview. A successful interview hinges on preparation. A job applicant who has thoroughly researched the company and who asks informed questions has average to excellent prospects for employment. This is a good indicator of how important it is to research the company before the interview.

It is equally important to be prepared to talk about oneself. Students should be able to relate how their background, experience, skills and education provide them with the abilities necessary to function effectively in the position.

Information on prospective employers can generally be obtained from their websites, social media pages, LinkedIn and Google news etc. Information on small organizations may not be available from these sources, but could perhaps be obtained from social media and personal contacts.

### 5.1 The Actual Interview

The résumé alone will not get a student a job. The purpose of the résumé is to get the interview. Likewise, qualifications alone will not get the job, because there are plenty of equally or more qualified people seeking jobs. Applicants get hired when they excel in one-on-one job interviews.

The following is a checklist of things that will help students perform well at an interview:

- Dress appropriately for the interview. The choice of attire should be suitable for both the position and the work environment. Dress plays a significant role in first impressions, and research concludes that 55 per cent of one's lasting impressions are based on visual perceptions.
- Arrive on time or even a little early (5-10 minutes) for the interview. Try not to arrive too early since this can indicate extreme nervousness.
- Walk into the interview with a positive mental attitude.
- Know the name, correct pronunciation and spelling, preferred form of address and position title of the interviewer.
- Take a list of references and/or reference letters, as well as extra copies of the résumé and transcript.
- Consider posture - sit upright, facing the interviewer, and always maintain eye contact.

- Ask questions about the company and the job since this indicates interest in the position.
- Thank the interviewer when leaving.

The following is a checklist of things that students should avoid doing during an interview:

- Fiddle with objects or chew gum.
- Criticize past employers, professors or courses.
- Evaluate previous jobs.
- Offer information non-essential to the interview.
- Interrupt to ask or answer a question.
- Ask questions for the sake of asking questions.

## 5.2 Questions Most Frequently Asked

As part of the preparation process, Students should be prepared to answer a number of questions that are most frequently asked at interviews. When preparing responses, students should remember to point out how their skills and abilities can assist the company in its growth or problem solving.

Some of the most frequently asked questions are:

- Tell me about yourself?
- Do you have any job-related experience?
- What contributions can you make to the company?
- Can you tell me anything you've done that shows that you have initiative?
- Why should I hire you?
- What is your greatest strength/weakness?
- What do you know about our company/industry?

The first question is usually a warm-up question, but it can be difficult to answer because it is so broad. Students should consider this an opportunity to tell the interviewer some good things that are not on the application. This valuable opportunity should not be wasted with flippant

remarks or unrelated information.

Hypothetical questions may be asked. These questions pose a hypothetical situation and ask for an analysis. This may be a conflict situation with staff or a problem with a client. This gives the employer the opportunity to assess the applicants' ability to think on their feet.

Similarly, behaviour-based questions may be asked. These questions probe into situations and events in the student's past. It has been demonstrated that past behaviour is a good indicator of future behaviour and performance.

An interviewer should **not** ask questions related to areas of discrimination as defined under the Human Rights Code, and applicants are not required to answer these questions. Subjects that should not be questioned include:

- nationality
- age
- mother tongue
- religious beliefs
- birth place
- political beliefs
- marital status, spouse, number of children, pregnancy, family plans
- mental disabilities or health problems

If a question has no bearing on the interview or the job being applied for, students should inform the interviewer. The response should be, "I'm sorry, but I feel that such information is not necessary to evaluate my qualifications for this position." Any such questions should be reported to Business Co-operative Education.

### 5.3 Asking Questions

During the interview, applicants will have an opportunity to ask questions that may originate from statements made by the employer, but they should also include prepared questions written down and brought to the interview. Having questions prepared, either written or memorized, will usually help.

The employer usually closes the interview by asking if there are any further questions. This should be a cue to ask any final questions and thank the employer for the interview. Thank the employer and leave the office.

## 5.4 Employers' Comments on Job Interviews

The following comments are presented as feedback to help students with weaknesses in interview skills and to point out what employers have observed.

### NEGATIVE

- "Appears somewhat nervous and lacks confidence"
- "Should be more talkative"
- "Student did not do homework to learn about our company or the industry; I think this is essential for the interview process"
- "Not very communicative, nervous"
- "Very few questions, difficult to tell how interested the student was in the job"
- "Does not appear to be very interested"
- "Abrupt style of speech"
- "Concerned about having to do work not done before"
- "Student was late, and I considered not interviewing them"
- "Needs help in structuring application and résumé"

### POSITIVE

- "Confident, experienced and will gain a good deal from this work term"
- "All students interviewed were very pleasant. Some were nervous in the beginning but seemed to relax as time went on"
- "Good interview, very mature"
- "Well-spoken in the interview"
- "Excellent presentation"
- "Expresses themselves well"
- "Communicates well"

- "Presents self well"
- "Very personable"
- "Honest and frank discussion"

## 6.0 Conducting a Job Search

Before contacting prospective employers, students should undertake research as to which employers may be most appropriate. In making contact, the following is a suggested approach:

- Select organizations that may offer experience appropriate to your needs.
- Get to know the organization. Information is available through many sources such as the Co-operative Education Services Centre (CESC), Business Co-operative Education, Memorial University Career Development Office, government sponsored career resource centres, libraries, trade journals, federal and provincial government departments, internet career related Web sites, etc.
- Prepare a cover letter and resume.
- Identify, by first emailing then phoning if necessary, the name of the manager, human resource director, or other appropriate person and address the application appropriately.
- Send or hand deliver the application with a cover letter and résumé included.
- Follow up in a few days with a phone call inquiring if the application was received and whether an interview can be expected.

Note that general letters of application will most likely be discarded. Applications should be addressed to the person identified, as suggested above, and state your reasons for being interested in the organization.

A student should first email the appropriate contact. If no response is received then they should follow up with a phone call to speak directly to the recruiter.

If this is possible, there will only be a few minutes to get a clear message across as to the purpose of the email/call.

This should include:

- Your name, program and discipline enrolled in at Memorial University.



- From where, or from whom, contact name was obtained.
- Reason for interest in this organization.
- Request for a meeting to obtain career information or seek career/job search advice.
- Statement that you will email or deliver a résumé.

**If a meeting is not granted:**

- Express thanks and request suggestions and referrals.
- Leave contact information and encourage the recruiter to reach out if circumstances change.

**APPENDIX E**

**BACHELOR OF COMMERCE (CO-OPERATIVE) WORK TERM 3**  
**COMMUNICATIONS TOPIC OUTLINE**

Student Name: \_\_\_\_\_

Employer: \_\_\_\_\_

Title: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Outline:

This section should include a brief description of the proposed topic's Executive Summary on which your Oral Presentation will be based. In addition, please attach your tentative Reference List. The topic outline must be submitted to your ASM-CE's folder in the 599W BrightSpace dropbox and a confirmation e-mailed to busicoop@mun.ca.



Student's Signature: \_\_\_\_\_

Co-op Workplace Supervisor's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

APPENDIX F

WORK TERM PRESENTATION EVALUATION FORM



Business Co-operative Education

WORK TERM PRESENTATION EVALUATION

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Topic: \_\_\_\_\_

Evaluator: \_\_\_\_\_

CONTENT:

<b>1.0 INTRODUCTION</b>	High	Low			
1.1 Student's Role In Workplace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Purpose of Report	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Topic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4 Background	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2.0 ORGANIZATION OF MATERIAL</b>	High	Low			
2.1 Logical Order	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Internal Summaries & Transitions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Main Points Explained	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4 Well Defined Summary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3.0 TECHNICAL CONTENT</b>	High	Low			
3.1 Knowledge of Subject	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3 Analysis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>4.0 CONCLUDING COMMENTS</b>	High	Low			
4.1 Reflection on Work Term Experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2 Recognizes Value of Work Term Experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

DELIVERY:

<b>1.0 POSTURE/PRESENCE</b>	High	Low			
1.1 Use of Appropriate Gestures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Eye Contact	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Confidence/Enthusiasm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2.0 VOCAL QUALITIES</b>	High	Low			
2.1 Volume	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Vocal Variety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Articulation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3.0 SPEECH FLOW AND TIMING</b>	High	Low			
3.1 Effective Use of Pauses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Time Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3 Well Practiced/Good Flow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>4.0 PRESENTATION AIDS</b>	High	Low			
4.1 Use of Notes/Cue Cards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2 Use/Quality of AV Material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3 Creativity in AV Material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENTS/SUGGESTIONS: \_\_\_\_\_

PRESENTATION EVALUATION

Excellent  Above Average  Satisfactory  Needs Improvement  Unsatisfactory

OVERALL COMMUNICATIONS EVALUATION

Pass with Distinction  Pass  Re-Present  Fail

Evaluator's Signature: \_\_\_\_\_

## **APPENDIX G**

### **GUIDELINES ON CONSULTATION AND GROUP WORK IN THE FACULTY OF BUSINESS ADMINISTRATION**

#### **General Remarks**

These guidelines are intended to help students in the preparation of written work to be handed in -- case analyses, assignments, essays, computer programs, etc. In the Faculty of Business Administration, written work is done: (1) individually; or (2) individually, but with consultation among students permitted or encouraged; or (3) in groups of two or more. The instructor will specify the category into which written work in the course falls. The instructor may do this orally or in writing. If a student is unsure what is permitted, it is the student's responsibility to ask the instructor whether and to what degree consultation is allowed.

#### **(1) Individual Work**

In the case of work to be completed individually, consultation with others is not permitted. Identical or nearly identical work may be regarded as plagiarism.

#### **(2) Consultation is Permitted or Encouraged, but Individual Papers are Submitted**

In this case, students are permitted/encouraged to consult with each other, but each student must submit his or her own paper, representing his or her own understanding. Since each student's understanding will be different, even when consultation has taken place, each student's wording is expected to be different: the wording must therefore not be identical to or nearly identical to the wording of any other students, although the content it represents may be the same. Identical or nearly identical wording may be regarded as plagiarism.

To avoid producing identical or nearly identical wording, it is suggested that students prepare a draft **before** consulting with others. That draft can then be modified based on discussions with other students.

#### **(3) Group Work**

Group work requires collaboration among and contributions from all group members. A single paper, representing the work of the group as a whole, is to be submitted.

If a group member is not making an appropriate contribution, students are advised to discuss the problem with the individual as soon as possible. Complaints should be supported by documentation (e.g., written records of scheduled group meetings missed, commitments not honoured). If the problem cannot be resolved within the group, students should consult with the instructor. Adjustments to individuals' grades may be made at the discretion of the instructor.

#### **Avoiding Plagiarism**

Some work may require students to use information from another source. Such information may take the form of quotations, summaries, paraphrases, or facts or ideas that are not common knowledge. Whatever its form, the source of the information must be clearly documented by in-text citations referring to a list of references at the end of the paper. Omitting such documentation is plagiarism. Plagiarism is a very serious academic offense that may result in a range of penalties up to and including expulsion from the University. (For further information, see the University Calendar, Procedures Governing Academic Dishonesty.)

For detailed information on how to document sources, properly, students are encouraged to follow an APA manual.

The standard format used for documentation in the Faculty of Business Administration is the APA style.

## APPENDIX H

**Recruiting Ethics for Competitive/Paid WIL Experiences**

*(co-operative education, work experiences, internships, entrepreneurship)*

The successful recruitment of WIL students depends upon the collective activities of three parties: the interested employer, the student, and the associated educational institution. All participants must adhere to Provincial and Federal legislation in their recruitment and employment practices. However, the Co-operative Education and Work-Integrated Learning Canada supports additional guidelines concerning recruiting ethics that support the development of a mutually beneficial and fair process for all concerned.

**A. Employer Ethics**

- Provide accurate job posting information including salary and location.
- Provide reasonable notice of candidates to be interviewed and of interview cancellations
- Respect an institution's schedule regarding job postings, interview arrangements, job offers, etc., and heed the WIL policies and procedures of an institution
- Not discuss job offers or rankings with candidates before, during, or following an interview
- Not seek a candidate's assessment of another candidate
- Not make multiple job rankings or offers unless prepared to accept multiple candidates
- Honour all matches, and not rescind offers of employment
- Confirm all job offers in writing
- Not translate a WIL assignment into a full-time position encouraging a student to settle for less education

**B. Student Ethics**

- Abide by the WIL policies of their institution
- Ensure that employers have accurate information regarding their qualifications
- Notify the WIL (or Co-op) office, well in advance, if interviews must be rescheduled or cancelled
- Not discuss or mislead employers about their ranking or job acceptance intentions, and not provide information to employers on other students or employers
- Honour their acceptance of employment as a contractual agreement with the employer

**C. Institution's Ethics**

- Inform students, employers, and other interested parties of institutional policies and procedures
- Provide equal services to all students and employers
- Accommodate employers' reasonable requests for job postings, interview space, and presentation facilities
- Provide students with accurate information on all recruiting employers
- Notify the employer of any hiring limitations prior to them conducting interviews
- Notify employers of any students who, after being hired, are not academically eligible to continue in their program