



TEST PROJECT / PROJET D'ÉPREUVE

JOB SEARCH

RECHERCHE D'EMPLOI

SECONDARY /
NIVEAU SECONDAIRE

PRE-COMPETITION

A. Advance Submission – Email with Personal Cover Letter and Résumé (5 points)

Competitors must email required documentation in one PDF file no later than 4:00pm, Friday, May 19, 2017 (in their own time zone) to JobSearchNTC@gmail.com. The required documentation consists of a personal cover letter and résumé⁶, targeting one of the two positions (Assistant Photographer or Landscape Assistant) posted on the SCC 2017 website. All components of the email will be evaluated, including subject, attachment, appropriate salutation, message, and closing.

B. Personal Presentation, Days 1 and 2 (5 points)

While appropriate attire and grooming are assessed on both Day 1 and 2, the majority of marks available are related to each competitor's personal presentation during the Day 2 interview (including greetings, attitude, body language, tone and clarity of voice)².

COMPETITION DAY 1

During Competition Day 1, each competitor will complete activities using their own computer (PC or Mac laptop) with Microsoft Word and Adobe Acrobat during the practical component of the competition as identified in the competition description on the SCC website⁹. All files related to these activities will be provided on a USB drive and may be copied and pasted for editing and use in the assigned tasks.

Each competitor will have 3.5 hours in the morning (from 9:00am to 12:30pm) and 2 hours in the afternoon to complete the activities as follows⁷:

Time	Activity	Points value
8:45am	Competitors arrive	
9:00 – 9:30am	Job Search Skills Exercise– Competitors will have 30 minutes to complete this activity. No additional time will be provided. The second task will not begin before 9:30am.	5
9:30 – 10:30am	Job Seeker Biographical Data Analysis – Competitors will have 60 minutes to complete this activity. No additional time will be provided.	10
10:30am – 12:30pm	Cover Letter and Résumé (Group 1) – see notes below	25
10:30am – 12:30pm	Career Exploration Activity (Group 2) – see notes below	20

12:30-1:30pm	Lunch	
1:30 – 3:30pm	Cover Letter and Résumé (Group 2) – see notes below	25
1:30 – 3:30pm	Career Exploration Activity (Group 1) – see notes below	20

Competitors will be divided into two groups to complete the morning and afternoon activities. This will take place by random draw at the orientation session. Those who complete the Cover Letter and Résumé activity in the morning will complete the Career Exploration Activity in the afternoon and vice-versa. Competitors must be attentive to the time assigned for each of the activities as no additional time will be provided beyond that assigned.

Competitors will not bring any electronic files or papers for use into the competition. Written notes may be used; however, these cannot be removed from the competition site.

All assigned work will be completed and saved in MS Word (unless directed to save as PDF) with the competitor name in the footer of each page and in the name of each file. Files are to be saved on the computer desktop for submission and evaluation.

Competitors may listen to music with earphones; however, no other content may be accessed through the device. Attire must follow requirements outlined in the Contest Description.

During the competition, there will be no talking to other people (spectators or other competitors). During lunch, discussions regarding project and competition details are not permitted.

C. Job Skills Assessment (5 points)

Competitors will confirm their knowledge and understanding of skills that must be demonstrated in seeking, securing and maintaining employment. Competitors will be provided with a case study as well as a series of multiple choice questions and true/false statements to complete this activity.

D. Job Seeker Biographical Data Analysis (10 points total; see each activity for points)

Competitors will be provided with biographical details for two fictional, high school aged Job Seekers. Competitors are required to select **one** of these Job Seekers to complete the activity, based on the biographical details and the two job descriptions posted for SCNC 2017. **(Sample biographical details for fictional job seeker Raj Hama are attached.)**

For this activity, creative yet realistic assumptions can be made to expand on the biographical details provided, and to identify skills, knowledge and abilities for the Job Seeker that may not be listed but may be appropriate for the information that has been provided. *(Example: if a detail provided states “delivers newspapers daily at 6:00am,” one could infer and use “is self-motivated with ability to start and complete tasks without supervision, including finding coverage for holidays and other absences.”)*

A table is provided in MS Word with the biographical details for the Job Seeker found in the column on the left-hand side of the page. Competitor entries are to be made in the adjacent columns under the corresponding column headings, as illustrated in the partial sample below. Work on this activity is to be **completed by 10:30 am**.

	1. Categorize biographical details						2. Identify dates		3. Identify competencies				4. Identify relevance		Notes/comments		
	Contact Info	Education	Work/Other Exp.	Activities & Interests	Skills & Abilities	Other (identify)	Not Relevant	Start	End	Team Contributor	Self-Motivated	Customer Focus	Positive Attitude	Communication		Job 1	Job 2
Sample biographical details (from Raj Hama, attached)																	
<i>Born May 10, 1998</i>							X										Age 16 May 2016
<i>Attends Memorial High School, started grade 9, now grade 12.</i>		X						2012	Present 2016	X	X			X			Currently Gr 12
<i>Played basketball last 3 school years, currently captain.</i>				X	X			2013	Present 2016	X			X	X	L	L	Gr 10, 11, 12 Leadership skills
<i>Keyboarding class; 40 wpm</i>		X			X										H	0	Attention to detail
<i>Enjoys cooking family meals</i>				X	X					X	X	X			0	H	Assumes Family are the 'customers'
<i>Additional detail ...</i>																	
<i>Additional detail ...</i>																	

1. **Categorize biographical details into relevant categories for job application materials.** (5 points)

For each row with a biographical detail, place an 'X' in the corresponding column(s) to identify the most appropriate category heading(s) relevant to the creation of job application materials (such as a résumé and cover letter). For this exercise, headings provided include Contact Information, Education, Work/Other Experience, Activities and Interests, and Skills and Abilities. Where you indicate an "Other" category is appropriate, identify the category heading in the Comments/Notes column. Where details are not relevant to the job application materials, they are to be noted as such.

2. **Identify relevant dates necessary for job application materials.** (2 points)

For any biographical details where dates would be relevant for a résumé (such as education, experience, activities), determine the start and end dates and identify these with years in the columns provided. Assume high school for Job Seeker is grade 9 to 12.

3. **Describe which Job Seeker is more suited/qualified for the position and explain why.** (3 points)

In a well-constructed paragraph of no more than 10 sentences, explain why one Job Seeker was more qualified than the other and why that Job Seeker would be more successful in the position you identified. Be sure to include in your response evidence that includes a comparison of the background, skills, knowledge and abilities of the Job Seekers that guided you in making your determination.

E. Job Seeker's Résumé (15 points)

Using the details provided and compiled for your Job Seeker Biographical Detail Analysis, you are to create a résumé for the position selected that effectively highlights the relevance of your Job Seeker's education, experience, activities, and interests, including relevant transferable skills and abilities or accomplishments, to clearly convey their ability to succeed at the position applied for. Format the résumé appropriately without using templates. Save the résumé in MS Word on your desktop with an appropriate file name.

F. Job Seeker's Cover Letter (10 points)

Prepare a cover letter for your Job Seeker that is professional in tone and appearance and highlights the skills, experience and suitability of your applicant to accompany the résumé. Save the cover letter in MS Word with an appropriate file name.

G. Career Exploration Essential Skills Activity (20 points)

In this activity, competitors will visit three (3) **different** competition areas to investigate how the Essential Skills are important, not only in the competition, but also in planning and sustaining a career pathway in those fields. A chart will be provided for the competitors to complete as they ask questions at each site. The competitors will then be required to write a 350-500 word reflection based on what they have learned about Essential Skills, taking into consideration how these skills provide the foundation for learning all other skills and where they see themselves in relation to the skills they chose to explore.

Essential Skills – ²Oral Communication, ⁶Writing, ⁷Thinking (Job Task Planning and Organization, ⁸Document Use, ⁹²Digital

COMPETITION DAY 2

H. Personal Interview (30 points)

At pre-assigned times established by a random draw at the orientation session, competitors will be interviewed individually by the judging panel for the position for which they submitted their own application materials. Each competitor will be asked ten questions; responses will be evaluated based on their relevance to the question and position applied for, in addition to how well the responses illustrate the competitor's competencies as required for the position.

Sample Interview Questions:

1. Tell us about yourself and why you are interested in this position.
2. How do you see yourself achieving success in this position?
3. Describe a time that you showed initiative and contributed to the goals of a team in your work, school, or other activities.
4. When you last joined a new group how did you build relationships and trust between yourself and the other members of the group?
5. Tell us how you motivate yourself to complete boring or unappealing tasks (and what would those be for you).
6. What does excellence in customer service mean to you, and how have you demonstrated this at work or through other activities?
7. Tell us about a complaint you received or a difficult situation you may have found yourself in and describe how you dealt with it - ideally in a work situation, if there is one.
8. Tell us how you ensure that others understand you clearly when communicating with them and give us an example.
9. How would others describe your attitude at work or in a group setting?
10. Tell us about a time you demonstrated a positive attitude when you were having a bad day or didn't feel 100%. What strategies do you use in this type of situation?
11. What aspect of this job would you find most challenging and how would you plan to overcome this challenge?
12. Why should we hire you over the other applicants for this position?

Sample Job Seeker Biography: Raj Hama

- Birthday is May 10, 1998.
- 1.8 meters (5'11) tall.
- Lives at 123 Main Street, Anywhere, New Brunswick, A1A 1A1
- Email: email@somedomain.org
- Phone: (555)-123-4567
- Currently in Grade 12 at Memorial Regional High School.
- Memorial Regional High School has a student enrolment of 873 students in grades 9 to 12. It is a regional school, situated in a large town. About 15% of the student population is from rural communities within 60 minutes of the school. Raj lives in town.
- For last 3 years Raj has played school basketball and is currently team captain.
- Raj delivers newspapers for the Town Sentinel, beginning the assigned route at 6:00 am Monday to Saturday. Has 120 clients on the route which takes 90 minutes to complete. Has had this job since Grade 7, when there were only 35 clients.
- When younger participated in Scouts.
- Raj loves road cycling and often cycles out into the countryside on weekends. Enjoys watching cycling on television and dreams of competing in the Tour de France. Competes in local road cycling events. Heroes are Steve Bauer and Carla Hughes.
- In Grade 9 Raj participated in the Run for the Cure event and raised \$983.
- Raj lives with 8 year-old sister Mary and their mom. Raj's dad passed away 2 years ago. On Tuesday and Thursdays Raj picks Mary up at school and drops her at their Aunt's house.
- Once a month, Raj volunteers at the local food bank.
- Enjoys hip hop music and would like to learn how to play the guitar.
- Raj received awards last school year for excellence in Social Studies and Home Economics and has been the top French Immersion student for the last 3 years.
- Last summer spent 4 weeks volunteering at a French Immersion program in Quebec City, organizing children's games and activities, helping with meals and ensuring their safety.
- Raj competes in public speaking competitions and is in the school debate club.
- Raj is a peer counsellor at school and received training in how to prevent bullying.
- Certified lifeguard with emergency first aid training, including CPR and AED.
- Raj is president of the local Allied Youth group, has been a member since grade 7, and has helped raise money for victims of earthquakes, participated in food drives for the local food bank, and participated in events to promote awareness of such things as teen pregnancy, AIDS & HIV, and homelessness.
- Has a driver's license and use of family car. Would like to buy a car of his own.
- Raj loves animals and has a black Labrador retriever named Boxy.
- Is an avid reader and particularly fond of historical novels and science fiction.
- Uncle owns Green Thumb Nursery. Raj often helps out with odd jobs including stocking shelves, watering, turning and spreading compost, and winterizing.
- Raj created a webpage for the Nursery and is helping improve Facebook page.
- Last year, participated in the town's 15-minute litter and garbage clean up challenge.
- Raj enjoys manual work. In September is entering post-secondary school studying for a career in Mechanical CADD (computer aided design and drafting).