

SIMON FRASER UNIVERSITY

MEMORANDUM

**To:** Senate **From:** J.M. Munro, Chair  
Senate Committee on  
Academic Planning

**Subject:** Non-Credit Post Baccalaureate **Date:** December 13, 1994  
Certificate Program in Employment  
Communication Skills

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Action undertaken by the Senate Committee on Continuing Studies and the Senate Committee on Academic Planning (SCAP Reference SCAP 94 - 65) gives rise to the following motion:

**Motion:**

"That Senate approve and recommend to the Board of Governors the proposed non-credit Post-Baccalaureate Certificate Program in Employment Communication Skills."

Office of the  
VICE-PRESIDENT FOR HARBOUR CENTRE  
AND CONTINUING STUDIES

*Memorandum*

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**To:** Dr. J.M. Munro, Chair  
Senate Committee on Academic Planning

**From:** Jack Blaney

**Date:** November 28, 1994

**Subject:** Proposal for Post-Baccalaureate Certificate Program in  
Employment Communication Skills

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Attached is the proposal for a non-credit Post-Baccalaureate Certificate Program in Employment Communication Skills (ECS Program) for submission to the Senate Committee on Academic Planning.

The proposed program meets the criteria for non-credit certificate programs at Simon Fraser University as it:

- provides for academic support from a group of faculty members who will make decisions regarding the academic quality of the program and agree to the instructors' qualifications
- provides for formal evaluation of students comparable to that in other university programs
- provides 140 contact hours (minimum is 120)

JPB/kgs

Enclosure



A handwritten signature in black ink, appearing to read 'JP Blaney'.

**NON-CREDIT POST-BACCALAUREATE  
CERTIFICATE PROGRAM  
IN  
EMPLOYMENT COMMUNICATION SKILLS**

## PROPOSAL

### NON-CREDIT POST-BACCALAUREATE CERTIFICATE PROGRAM IN EMPLOYMENT COMMUNICATION SKILLS

#### Background

The Post-Baccalaureate Certificate Program in Employment Communication Skills (ECS Program) is being developed to respond to the increasing demands of the labour market for graduates with specific and applied employment skills. As well, the program addresses the need for the employment search skills and practical skills now required in the Lower Mainland in which only 50% of employment is now represented by traditional full-time, full-year work.<sup>1</sup> The other 50% is contract / consulting work and part-time, part-year work.

#### Eligibility

University graduates from any field of study are eligible for the program. It is anticipated participants will comprise those entering or re-entering the work force as well as a number of university graduates who are considering a career change. Fluency in written and spoken English will be a condition of admission to the program.

The program content is delivered at a level and pace that assumes a graduate level of communication, learning and social interaction skills and a career target of professional employment or self-employment.

#### Objective

Building on the academic and intellectual foundation students have acquired at university, the program aims to provide specific practical employment skills which can be immediately applied to the job search process and to an employment environment. The program will aid graduates' transition from an academic to employment environment by enabling them to find and maintain suitable employment.

Increasingly employers are demanding that university graduates not only bring with them to the work place the traditional benefits of a university education (subject matter competence; critical thinking and abstract reasoning skills; problem solving and research skills), but the ability to perform specific work

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<sup>1</sup>Statistics Canada

related skills (business writing and presentation skills; team work skills; conflict resolution skills) and an awareness and understanding of issues relating to cross cultural communication and professional behaviour.

The ECS Program will offer students job search and interview skills which will facilitate the best match between employer needs and applicant skills, interests and abilities. It will also prepare students for a labour market in which 1) increasing numbers of jobs are short term, contractual arrangements and 2) increasing numbers of workers are essentially self-employed. The curriculum will cover aspects of entrepreneurial skills including financing, marketing and operating home-based businesses.

### **Structure**

The program comprises 11 classroom components conducted over six weeks of classroom and tutorial instruction, case studies, group discussions, evaluation and feedback in practical employment skills, and additional (optional) three-week career search / entrepreneurial group support components.

### **Active Learning**

Employers, large and small, public and private, increasingly value entrepreneurial attributes including initiative, creativity, perseverance, enthusiasm and results orientation - - attributes which are all activity focused. In order to foster such entrepreneurial behaviour, teaching methods will encourage active learning with an emphasis on students' responsibility for their own learning and internalizing information.

### **Applied Problem Solving**

There will be a strong emphasis throughout the program on integrating practical assignments with course material to ensure students have the opportunity to solve problems and produce results directly relevant to the skills they are learning. For example, the component on oral communications might include an assignment which requires a presentation (using relevant computer software for visuals) on conflict management (researched via databases) in preparation for the next program component.

## **Team Skills**

As work is increasingly organized on a team basis, team skills are critical for success in the workplace. Students will be required to work in teams for a significant portion of their assignments. Facility in cross cultural communication will be encouraged by ensuring teams are as diverse as possible.

## **Technological Skills**

Competence in current office information technologies is essential in the high skill jobs for which university graduates are qualified. Technological requirements in the work force include using electronic mail, accessing national and international databases, and competence in using word processing and spreadsheet software. The ECS program will provide instruction on all these essentials. The use of these technological skills will be integrated with all program components.

## **Instruction**

Instructors will include faculty and qualified business<sup>2</sup> professionals. They will be leaders in their field and will bring up to date expertise on both the theoretical and practical aspects of the program content.

## **Evaluation**

Participants will be evaluated on class assignments and projects.

The program will be regularly evaluated by students on a component and overall basis, especially in the first offering.

## **Program Management**

The proposed program will be administered by Special and Applied Business Programs, Continuing Studies at Harbour Centre.

## **Governance**

The program will be sponsored by a Faculty Steering Committee appointed by the Vice President, Academic. The Committee will include representation from the Faculty of Applied Sciences, the Faculty of Arts, the Faculty of Business Administration, the Faculty of Education and the Faculty of Science.

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<sup>2</sup> The word "business" is used to include all employment situations, including those in the public and private sectors.

Faculty members who have indicated they would be willing to serve on such a Committee and whose background would be an asset in the development and evaluation of this program include:

Dr. Katherine Heinrich, Chair, Department of Mathematics and Statistics

Prof. Andrea Lebowitz, Associate Dean of Arts, and Faculty Member,  
Department of English

Dr. Daniel Shapiro, Director, Executive Programs, Faculty of Business  
Administration

Dr. Jan Walls, Director, David Lam Centre for International Communication,  
and Faculty Member, Department of Communication)

Dr. Marvin Wideen, Professor, Faculty of Education.

Individuals who have indicated they would be willing to serve on a broader **Advisory Group** and whose background would be an asset in the development and evaluation of this program include:

Michele Coleman, Manager, Planning & Development, Human Resources,  
Vancouver Corporate Banking Centre, Royal Bank of Canada

Joe Remedios, 4th year student in the Faculty of Business Administration and  
the President of AIESEC (French acronym for the International Association of  
Students in Science, Economics and Business).

Suromitra Sanatani, Director Provincial Affairs, B.C. & Yukon, Canadian  
Federation of Independent Businesses

The Advisory Group will be supported by:

Wendelin Fraser, B.A., M.B.A., Director Special and Applied Business  
Programs, Continuing Studies

June Cullen, B.A., M.B.A., Program Consultant, Employment  
Communication Skills, Continuing Studies

### **Budgetary Implications**

The program will operate on a cost-recovery basis. The costs incurred by the recording of student evaluations and administering entrance procedures will be covered by a fee for the certificate. Initial program development costs have been funded by an Innovation Fund Grant from the Ministry of Skills, Training and Labour.

## Consultations

A select list of individuals who have been consulted regarding the need for this program and its contents includes:

Susan Alley, Manager, Temporary & Contract Division, Holloway Schulz

Nazmin Bhatia, University Relations Officer, SFU Student Society

Gloria Bradbury, Manager, Business Training and Counselling, Federal Business Development Bank

Rick Bradshaw, Assistant Director and Senior Psychologist, SFU Counselling Services

Kate Braid, Labour Program, Continuing Studies, Simon Fraser University

Kimberly Caster, Branch Manager, Canada Trust

Lee Clements Nazarali, Manager Business Training, BC Tel

Tama Copithorne, Director, Japanese Program, David Lam Centre for International Communication, Simon Fraser University

Ian Downey, Acting Regional Director, Canadian Union of Public Employees

Jeanine Drewitt, Manager Employment, BC Tel

Agneta Dyck, Marketing Coordinator, Co-operative Education, Simon Fraser University

Keith Gray, Vice President Education & Administration, Business Council of British Columbia

Doreen Godwin, Director, Co-operative Education, Simon Fraser University

Cathy Griffin, Manager, Career Options Program, Douglas College

Christine Hearn, Program Director, Writing and Publishing Program, Continuing Studies, Simon Fraser University

Dr. Roslyn Kunin, Economist, President, Roslyn Kunin and Associates, and Director, Laurier Institute

Karen Lee, Principal, The K.J. Lee Group

Bill Lui, Program Director, Advanced Interpreter Education Program, Continuing Studies, Simon Fraser University

Joe Remedios, President AIESEC, Business Administration, Simon Fraser University

Mark Rutter, Vice President, Association of Collegiate Entrepreneurs (SFU Chapter)

SFU Engineering Undergraduate Student Society

SFU Kinesiology Student Union

Suromitra Sanatani, Director Provincial Affairs , B.C. & Yukon, Canadian Federation of Independent Businesses

Dr. Daniel Shapiro, Director Executive Programs, Faculty of Business Administration, Simon Fraser University

D'Arcy Warner, Vice President, SFU Alumni Association Executive Board

David Wier, President, SFU Political Science Student Union

Monte Wiederhold, Manager Human Resources, Western Canada, IBM Canada Ltd

Mihaella Yeung, SFU Sociology and Anthropology Student Union

Meetings and consultations with several other relevant groups and individuals have been scheduled.

#### **Material and Programs Review:**

A select list of material and programs that have been reviewed regarding the need for this program and its contents includes:

##### *Programs:*

Career and Life Planning Centre, Johns Hopkins University, School of Continuing Studies

Career Discovery, Harvard University, Graduate School of Design

Centre for Career Education, George Washington University

NICO Professional Services Business Training, Vancouver

School of Continuing Education, New York University

Stepping Out: Career Preparation Program, Simon Fraser University

##### *Materials:*

ACT Symposium Report, National Education Organizations Committee (December 1992)

*Career Options: The Graduate Recruitment Annual 1994/95*, published by ACCIS

*Career Paths: Career Planning Guide for British Columbia and Yukon*, Youth Employment Skills Canada (Fall 1994)

- "Current Practices in Employer Sponsored Education and Training," John Dinsmore (October 1993)
- "Employability Skills Profile: The Critical Skills Required of the Canadian Workforce," The Conference Board of Canada
- Little Giants: How Small Business Drives the Canadian Economy*, The Royal Bank Business Report (October 1994)
- "Learning to Work," Roslyn Kunin, *Vancouver Province* (July 1994)
- "New Ph.D's Can Find a Life Outside Academe," *The Chronicle of Higher Education* (October 12, 1994)
- "Pink-, blue-collar jobs on way out," Daphne Bramham, *Vancouver Sun*, (October 16, 1994)
- Putting the Pieces Together: Toward a Coherent Transition System for Canada's Labour Force*, Report of the Task Force of the Canadian Labour Force Development Board, (April 1994)
- "Report recommends emphasis on employee life-long learning," *Canadian HR Reporter* (December 1993)
- "Shifting Gears: Navigating in a Changing World," International Association of Business Communicators Canadian Conference (1994)
- "Skills Development and Training," Summary of Proceedings of Premier's Summit (June 1993)
- Skills Now: A New Approach to Education and Training in British Columbia, Seminar sponsored by the Pacific Association of Continuing Education, October 1994
- "Successful Employee Characteristics Survey of Employers," Business Council of British Columbia (1993)
- "Survey highlights gap between employee skills and training," *Canadian HR Reporter* (October 1993)
- "The 25 Best Business Schools for Entrepreneurs," *Success* (September 1994)
- "The Role of the University in Preparing the Labour Force: A Background Analysis," by Donald Fisher *et al*, Centre for Policy Studies in Education, University of British Columbia, 1994
- "Training Methods Most Appropriate for Small Business Needs in BC," Canadian Federation of Independent Businesses, Provincial Survey (June 1993)
- "Training Programs Most Appropriate for Small Business Needs in BC," Canadian Federation of Independent Businesses, Provincial Survey (June 1993)

## PROGRAM CONTENT

The program components will include 140 contact hours of instruction and will cover the following subjects:

1. Technological Skills
2. Career Management and Job Search Skills
3. The New Economy and Labour Market
4. Written Communication Skills
5. Verbal Communication Skills
6. Managing and Resolving Conflict
7. Team Skills
8. Cross Cultural Communications Skills
9. Employee Rights and Responsibilities
10. Quantitative Skills
11. Entrepreneurial Skills

## TECHNOLOGICAL SKILLS

Employees must be proficient in the tools of the information age, including using electronic mail, word processing and spreadsheet software and internal and external databases.

With widespread access to computers and desktop publishing technology, the minimum standard for professional looking documents is extremely high. Employees must have the skills required to make documents appear visually appealing and professional.

Program content for this subject will include:

- fundamentals of electronic mail and information technologies
- fundamental software skills: word processing, spreadsheets, presentations
- information search and retrieval through databases
- design issues in printed materials

### **Instructors Under Consideration for this Component Include:**

**DANA MORIN, B.A., B.Ed.** provides consulting and training services on the Internet. Presently he is involved with programs at Langley School Board, Mindlink! Educational Services, CBC Broadcasting and Simon Fraser University.

**RON WOODWARD, B.A., M.A.** has been working and teaching in the printing and publishing fields for the past 20 years. In 1984 he was hired by Selkirk College to develop the graphic communications department where he was chairperson, taught electronic publishing, and guided the development of the curriculum. He is a regular instructor in the Design and Book Publishing programs at the Banff Publishing Workshop and the Writing and Publishing Program, Simon Fraser University.

## CAREER MANAGEMENT AND JOB SEARCH SKILLS

Graduates are most likely to succeed in careers which match their interests, values and abilities. Today as the business environment is subject to increasingly rapid change, graduates must also be prepared to change career directions.

Job search success is significantly increased through the use of appropriate strategies including networking and personal marketing and ensuring resumes and interview skills are polished and professional.

Program content for this subject will include:

- career management
- career planning
- labour market analysis
- job search strategies
- effective resume writing
- interview skills
- work experience alternatives
- networking and mentors
- employer expectations
- presenting a professional image

**Instructors Under Consideration for this Component Include:**

**AGNETA DYCK, B.A., C.M.C.** has extensive experience in training, organizational development, career planning and executive search / recruiting as a management consultant and as Coordinator of Cooperative Education, Faculty of Arts, Simon Fraser University. In addition to her work as a consultant, Ms. Dyck established and managed two successful limited companies in which she was involved in establishing strategic plans, developing and facilitating training programs, and supervising and training staff.

**SANDRA HEATH, B.A., C.P.M.** has extensive experience in the human resources field, including recruitment and training. Her professional experience includes being Director of Human Resources and Management Development Consultant for Deloitte and Touche, and running her own business as a Management Consultant. She provides consulting services in the areas of recruitment, facilitation and team skills training to clients including the Justice Institute of British Columbia and the B.C. provincial government.

### **THE NEW ECONOMY AND LABOUR MARKET**

The Canadian labour market is undergoing significant structural change. The majority of available jobs are no longer going to be full time, regular positions in large corporations.

Increasingly, businesses are gaining the human resources flexibility they need by contracting out work during peak periods or contracting specific services.

Many new entrants to the labour market will find that contract work is the only way to gain entry to many large organizations or that being a self-employed contractor / consultant offers the greatest opportunity to sell their skills.

Program content for this subject will include:

- structural changes in the labour market
- selling skills on a contract / consulting basis
- self-employment fundamentals
- home-based business fundamentals

**Instructors Under Consideration for this Component Include:**

**JUNE CULLEN, B.A., M.B.A.** has 17 years' experience in the human resources field. She has worked in both the private and public sectors in the areas of recruitment, labour relations and human rights. She has designed and delivered training programs in human rights, recruitment and selection, and diversity in the workplace to organizations such as Canada Post Corporation, the University of Victoria and the Yukon Territorial Government. She owns and runs a home-based consulting business.

## **WRITTEN COMMUNICATION SKILLS**

Employees must be able to communicate effectively and appropriately in many different written business formats including reports, proposals, letters and memoranda. Effective business writing requires a specific process and an appreciation of the needs of the targeted audience(s).

Program content for this subject will include:

- fundamentals of the business writing process: invention, drafting and revision
- audience analysis
- specifics of style
- letter and memorandum writing
- proposal writing
- report writing
- writing as a collaborative activity

### **Instructors Under Consideration for this Component Include:**

**TOM SWANKEY, B.A., B.ARCH.** has been involved in communications education and training since 1980, both as a consultant and teacher in business communications (written, verbal and graphic). He has run his own consulting business for the past five years. His professional experience includes designing and delivering business writing courses for a wide range of private sector and public sector organization, including universities, colleges, corporations and private individuals.

### **VERBAL COMMUNICATION SKILLS**

To perform effectively, employees must have expertise in oral communication which includes effectively presenting ideas and information to colleagues, managers and customers in a variety of contexts (meetings, training sessions, sales presentations).

Program content for this component will include:

- presentation skills for selling (ideas and products)
- presentation skills for information / training
- presentation skills for public speaking
- communicating with statistics, graphs and charts
- effective meeting preparation, facilitation and participation

### **Instructors Under Consideration for this Component Include:**

**MARGARET HOPE, M.Ed.** has, for more than fifteen years, designed and instructed programs for clients such as MPR Teltech Ltd., BC Tel, BCE (Bell), the Workers' Compensation Board, BC Transit, the Institute of Chartered Accountants of BC, the Federal Business Development Bank, and the BC Health Association. She has also worked with several post-secondary institutions including the University of British Columbia, the BC Institute of Technology, and the University College of the Cariboo. For the past six years Ms. Hope has been teaching presentation skills in the School of Engineering Science at Simon Fraser University.

## MANAGING AND RESOLVING CONFLICT

Conflict in organizations is normal and inevitable, however, it must be managed appropriately so that it is constructive rather than destructive. In order to foster a cooperative work environment, employees must be able to resolve differences in goals and points of view in a manner which leaves both parties satisfied with and committed to the solution.

Program content for this subject will include:

- principles of conflict management
- conflict resolution
- mediation
- negotiation skills

### Instructors Under Consideration for this Component Include:

**MICHAEL FOGEL, LL.B., J.D., M.Ed** is a lawyer and mediator in private practice. Prior to his residency in British Columbia, he practised law in Los Angeles, California for 16 years. Currently he is a senior instructor in the Justice Institute of British Columbia's conflict resolution program and has presented, as well as developed, negotiation and mediation training seminars nationwide for lawyers, judges, mental health professionals, government and private sector management groups, native leaders and professional mediators. Mr. Fogel served as a Director of Mediation Services at the Vancouver Centre for Commercial Disputes.

## TEAM SKILLS

With the trend to flattening work hierarchies, decision making is increasingly characterized by consultation and debate within work teams and task forces. Employees must contribute to and influence decision making within teams without having any formal authority.

Employees may also be responsible for implementing policies or procedures, or obtaining resources, which require the cooperation and support of organizational members over whom the employee has no formal authority.

Program content in this subject will include:

- the interpersonal communication process
- team member skills
- team leader skills
- group facilitation
- strategies for influencing
- influence without authority
- communicating ideas persuasively

**Instructors Under Consideration for this Component Include:**

**GARY ROBINSON, M.Sc.** has a Master of Science degree in civil engineering from the University of Saskatchewan and a Master of Science degree in Organizational Development from Pepperdine University. He is currently a principal of E.M. Sciences Ltd., a management consulting firm specializing in assisting organizations and project teams with planning and development, long range and strategic planning, collaborative project planning and scheduling and team building.

### **CROSS CULTURAL COMMUNICATION SKILLS**

The workplace is becoming increasingly culturally diverse with employees from both European / North American and many other cultures. Employees must have the skills to benefit from the competitive advantages available through cultural diversity and to avoid cross cultural misunderstandings with co-workers, customers and suppliers.

Employees with supervisory responsibilities must be able to recruit, select and retain the best qualified talent available in the labour market.

Program content for this subject will include:

- cross cultural communication dynamics
- competitive advantages of diversity in the workplace
- employee diversity
- customer diversity
- diversity in Canada and internationally
- cultural behaviour specifics

**Instructors Under Consideration for this Component Include:**

**TAMAKO COPITHORNE, B.A., M.A.** is Director of the Japanese Program at the David Lam Centre for International Communication at Simon Fraser University. She has taught sociology / anthropology and Japanese language and culture at the University of Ottawa, the University of Malaya and the University of Hong Kong.

**EMPLOYEE RIGHTS AND RESPONSIBILITIES**

Employers expect employee to solve problems and make decisions in a context of organizational values and ethics. However employees bring personal ethics and values into the workplace which may conflict with organizational values or those of other employees.

A knowledge of the legal and ethical frameworks of the business world will assist employees in dealing appropriately with moral dilemmas.

Program content for this subject will include:

- professional workplace behaviour
- business ethics
- confidentiality
- legal rights and obligations of individuals in the workplace
- dealing with racism and sexism

**Instructors Under Consideration for this Component Include:**

**LEE CLEMENTS-NAZARALI, B.A.** is the Manager of Business Training for the BC Tel Education Centre. In this role, she selects, implements and delivers training programs in leadership development, change management and performance management.

**QUANTITATIVE SKILLS**

Employees are often expected to develop and control departmental or functional budgets and to read and correctly interpret financial statements.

The trend towards self employment means many workers now must have a firm grasp of cash flow planning and tax planning.

Statistics are an integral component of many employment environments and are often used to support opinions and guide policy. A fundamental understanding of statistical concepts, as well as the uses and abuses of statistics, is essential for their constructive use and interpretation.

Program content for this subject will include:

- cash flow planning
- taxation
- budgeting
- financial statements
- statistical concepts
- uses and abuses of statistics

**Instructors Under Consideration for this Component Include:**

**KIMBERLY CASTER, C.M.A.** is currently a Branch Manager with Canada Trust and was Director of Admissions for the Society of Management Accountants of British Columbia from 1989 to 1992. She has instructed courses in organizational behaviour, financial planning and small business for the Society of Management Accountants, the B.C. Institute of Technology and the Federal Business Development Bank.

### **ENTREPRENEURIAL SKILLS**

Small business are creating more jobs than large corporations, and even within large organizations such as government entrepreneurial skills are valued as selected programs are increasingly expected to operate on a cost recovery basis.

Employees in small business may perform several functions and must have an appreciation and understanding of a wide range of management skills, including financial management, human resource management and marketing management.

The increasing numbers of self employed workers need skills in financing, marketing and planning in order to effectively manage their time and finances and market their skills.

The four basic elements of a business are sales, finance, production and administration. Program content for this subject will include:

#### Sales

- market research
- marketing
- customer service

#### Finance

- financing a business
- budgeting
- financial controls
- cash flow management

#### Production

- planning
- scheduling
- quality control

#### Administration

- administrative and legal issues
- managing and responding to change
- recruitment and selection of employees
- essential equipment for the home-based business

#### **Instructors Under Consideration for this Component Include:**

**JUNE FRANCIS, B.Sc., M.B.A., Ph.D.** is an Assistant Professor in the Faculty of Business Administration at Simon Fraser University. Her areas of special interest include international marketing, cross cultural negotiation, strategic marketing and team-building in marketing organizations. She has taught marketing courses for SFU's Executive M.B.A. program and has private consulting experience.

**LARRY J. STUBBS, B.Sc.**, a Chartered and Registered Financial Planner, has instructed courses in financial and marketing courses for organizations such as B.C. Institute of Technology and the Federal Business Development Bank. He runs a small business and is a member of the Canadian Institute of Financial Planning.

## CAREER SEARCH / ENTREPRENEURIAL GROUPS

Following the six week classroom and tutorial section of the program, there will be a three week optional career search group and entrepreneurial group component. Students may choose whether to join the career search group or the entrepreneurial group.

### Career Search Groups

Based on the highly successful job finding club concept, these groups are designed for students who wish to focus on working for an organization rather than being self employed.

Students will be assigned to small groups of 10-15 members who will provide mutual support and networking through an intensive three-week job search.

This process will be facilitated by a group coordinator / consultant with a high level of knowledge and expertise in job search strategies, effective resume writing and interview skills.

### Entrepreneurial Groups

These groups are designed for students who wish to focus on self employment.

Students will be assigned to small groups of 10-15 members who will provide mutual support and networking through an intensive three-week business planning activity.

This process will be facilitated by small business experts in financing, marketing and planning who will advise participants as they develop a business plan and supporting material.