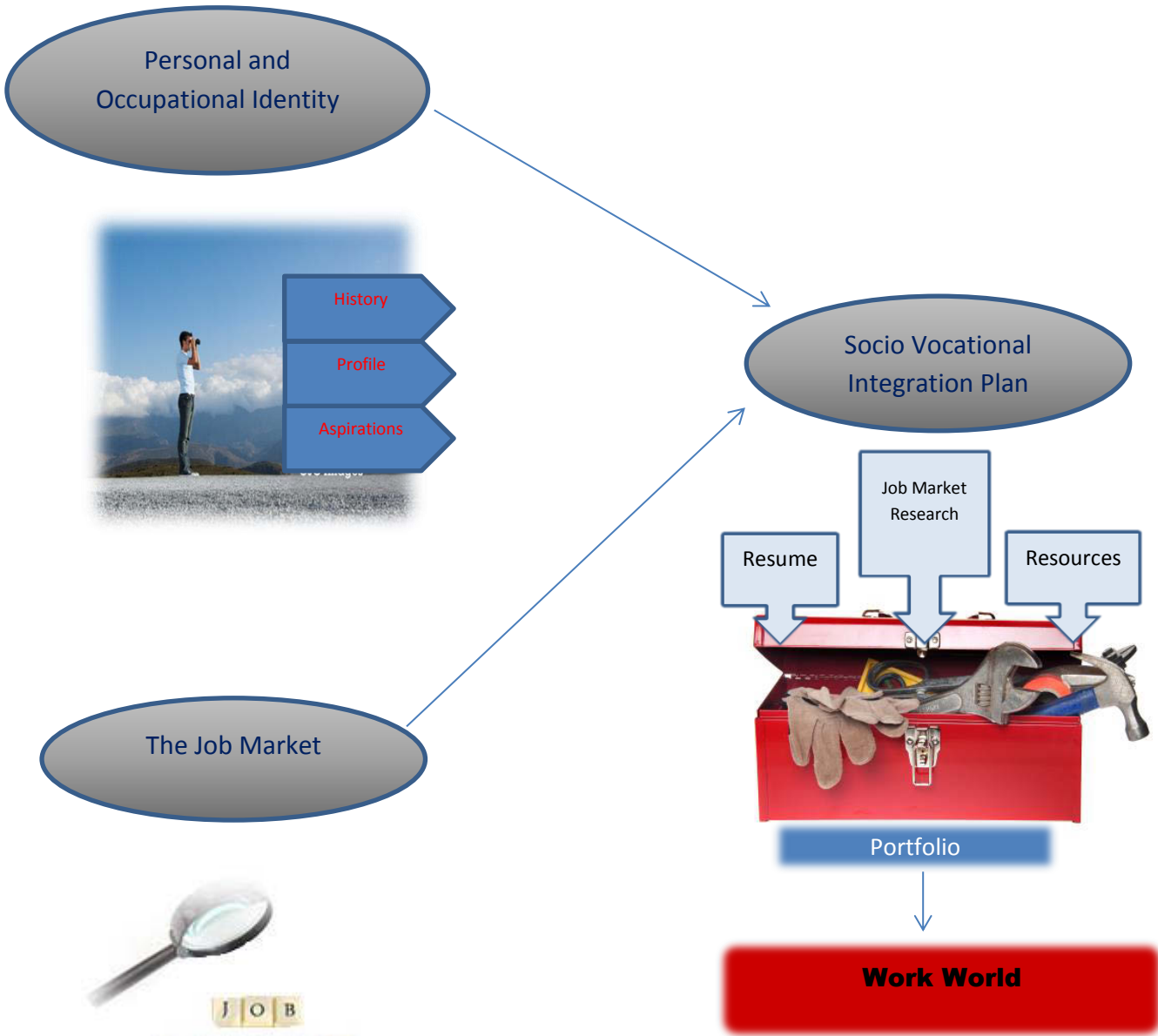


Preparation for the Job Market

Curriculum Maps (Pework and Semiskilled)



Work Oriented Training Path

Pework and Semiskilled

A 2012-13 PDIG was used to allow a group of Prework teachers and a consultant from the Western Quebec School Board the opportunity to examine the course content for **Preparation for the Job Market**.

We examined the bulk of content and with our collective experience , we came to a conclusion about how to separate the material into three years of Prework, and how it can be addressed in one year of Semiskilled. We discussed many aspects of the program and concluded that when creating a plan or map for this course we did not want to lose sight of the fact that we teach our individual students. They are all varied and each group is different and therefore we recognize that an individualized program cannot be perfectly mapped out. We do though highly recommend that, in the interest of continuity and uniformity across the program, teachers use this curriculum map to guide themes and material best suited to the student in their journey.

PJM is a very significant course, for both Prework and Semiskilled Training. Student success in both pathways is based on how successful he/she is in the workplace and this course can be a key to this success. It is designed to enable students to make the transition between school and the work world. This preparation is based on exploration, observation, awareness, and planning. Unlike other course content in Prework courses, PJM suggests a direction based on three themes: personal and occupational identity, the job market and the sociovocational integration plan. These three themes are explored and mapped out to help the student be better prepared.

The first theme , **Personal and Occupational Identity**, is focussed on the personal history of the student, their current profile and their personal and occupational aspirations. This is an examination of : 1) their experience [History] , 2) who they are now [Profile], and 3) what they want to become [Aspirations]. The aim is for the students' to better understand who he/she is and how their interests and skills fit the job market.

The second theme, **The Job Market**, is an extensive exploration of different job sectors, different types of work, working conditions, health and safety, training, etc. This exploration is critical and is based on what is local, available, and attainable for the students.

The third theme, **Sociovocational Integration Plan**, is a model for planning their integration into the work world. It is meant as a step by step plan that takes into account their personal and occupational identity and their understanding of the job market and how they will use and access resources to help them get a job or work towards a specific trade or career.

Teachers must use their use their judgment regarding what content is best suited to the needs of their students. These Curriculum maps have separated the course content into what is recommended for Year 1, 2 and 3 students. There is a separate Semiskilled map. There is no timeline recommended, as each teacher should use their best judgment related to the needs of their students.

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Preparation for the Job Market

Differences and Similarities with Pework and Semiskilled

Curriculum

During the examination of **both** the Pework and Semiskilled curriculum documents, we discovered that there are **very few** differences between the two pathways. In fact, in the curriculum documents they differ by only one paragraph on Pg.2 [Making Connections] and two sentences on Pg. 4 [Pedagogical Context].

The rest of the entire curriculum document is **identical**.

This document states in the Introduction, “The programs are very similar, but differ with regard to the allotted time and pedagogical context”.

We concluded that the suggested curriculum content was **exactly** the same but the profile of the student and his/her pathway was different. These differences are highlighted in this table.

Semiskilled Student/Pathway	Pework Student/Pathway
One year pathway (75 hours of instruction)	Three year pathway (200 hours of instruction)
Student may or may not have had an opportunity to explore careers/job market/personal interests/skills/etc.	No workplacement in year one therefore can use this year for significant exploration of careers/job market/personal interests/skills/etc.
Student will need to choose a workplacement and work towards attaining the specific competencies associated with one specific job from the Directory of Semiskilled Trades	Two years of workplacement opportunities to obtain specific competencies associated with a variety of jobs from the Directory of Semiskilled Trades
One year to build resources to assist in entering the work force (resume/interview skills/employment resources).	Three years to build a portfolio: a take home resource for assistance in entering the work force (resume/interview skills/employment resources)

Prework:

This Curriculum map has created a plan for Prework Year 1 ,2 and 3.

We have aligned the course content with the development of a portfolio in each year of Prework. A yearly portfolio checklist is provided to ensure these students continue to work towards a complete portfolio.

In year 3 , we have suggested that Prework students focus on completing **The Job Hunt Toolkit**. This is designed to be a useful and complete, yet condensed, resource that students can use after leaving school.

Semiskilled:

We determined that the curriculum content and focus for Semiskilled students would need to be much more condensed and specific. We felt that the focus should be :

- 1) what was essential for their success at their workplace and
- 2) preparing the students with skills/resources to enter the workforce.

Success at their workplace:

Early in the school year, students would be given an opportunity to explore who they are (interests/values/skills) and what types of work they would be interested in. Research involving : careers, The Directory of Semiskilled Trades, expected attitudes and behaviours in the workplace, etc.. This would allow some time for reflection before going on workplace.

Skills and resources to enter the work force

The focus would be on the creation of a smaller portfolio, called the **Job Hunt Toolkit**. This is a toolkit designed for the storage and display of resources to help them to enter the workforce (resume, workplace evaluations, interview tips, employment resources, etc.)

Evaluation

Framework for the Evaluation of Learning:

Both the Pework and Semiskilled Framework for the Evaluation of Learning are also **identical in content**.

The only difference between the two is the fact that **Semiskilled** students are evaluated with percentages and therefore each competency is given a percentage weighting (33%). It also states that Semiskilled students must pass Preparation for the Job Market with a 60% in order to receive a Training Certificate in a Semiskilled Trade.

Pework students are evaluated using an evaluation scale.

A	The student meets the requirements set for him/her very well.
B	The student meets the requirements set for him/her.
C	The student partially meets the requirements set for him/her.
D	The student does not meet the requirements set for him/her.

And when a subject is being evaluated for the last time (ex. Term 3 , Year 3)

A	The student meets the program requirements very well.
B	The student meets the program requirements.
C	The student partially meets the program requirements.
D	The student does not meet the program requirements.

Otherwise , these frameworks which “provide guidelines for the evaluation of learning “
specific to Preparation for the Job Market, are identical.

Reworded Summary of :

Introduction to the Program, Pg. 1 Making Connections, Pg. 2 Pedagogical Context, Pg. 4

Preparation for the Job Market Curriculum document

The next four pages are simply a reorganization of the text used in these sections. We felt that this format might make it easier to understand. The content was not changed in any way other.

The original curriculum document is included in the appendix.

Preparation for the Job Market

(Prework and Semiskilled)

Introduction to the Program

Pre-Work Training and Training for a Semiskilled Trade, which make up the Work-Oriented Training Path, both prepare students for the job market. The programs are very similar, but differ with regard to the allotted time and the pedagogical context.

The Preparation for the Job Market program in both **Prework Training and Training for a Semiskilled Trade** is intended to enable students to make a smooth transition between school and the job market. It gives them an opportunity to prepare for the challenges involved in entering the job market and provides reference points to help them develop and implement a sociovocational integration plan. It also helps them develop strategies for remaining employed in our constantly evolving society.

The program is based on the premise that students must play an active role in their education, and vocational integration process.

In this program students will:

- explore certain employment sectors
- reflect on their experiences in the school workshop and in practicums
- learn more about themselves and to establish their occupational profile and job possibilities
- recognize the qualities of value to different employers
- gain confidence in their ability to participate.

It is important to make students aware of the dynamic and changing quality of the job market and to help them realize that there are many ways of entering it.

Students will learn :

- to manage the different steps involved in a personalized planning process
- to adapt to change (e.g. technological developments)
- to face difficult or unforeseen circumstances likely to occur at work

This preparation will help them enter the job market and remain employed.

This program focuses on the following three competencies: Competency 1 – Establishes his/her personal and occupational profile
 Competency 2 – Gains an understanding of the job market
 Competency 3 – Carries out a sociovocational integration plan.

Reworded Summary: Pages 1, 2, and 4

Preparation for the Job Market

(Prewrite and Semiskilled)

Making Connections: Preparation for the Job Market and the Other Subjects

The Preparation for the Job Market program is intended to provide students with the tools they need to

- a) make informed occupational choices
- b) gain an understanding of the job market
- c) make a smooth transition between school and the job market.

Students should be encouraged to make connections between the different subjects within the program and their ability to establish their personal and occupational profile.

Examples of skills and the personal and occupational connection :

Language skills

- **reading texts** : to explore employment sectors, simulate tasks, becoming familiar with the characteristics of different trades and occupations and finding the resources to help them in their sociovocational integration
- **writing** : enable them to draw up a list of their achievements, prepare their résumé, write a cover letter, fill out a job application and formulate their practicum project
- **communication skills** : create a network of resource people, get help when preparing for a job interview, verifying their understanding of a task and gathering information about the job market and their job search.

Computer skills

- Information and communications technologies are essential tools in their search for information.

Mathematical skills.

- Listing different types of remuneration,
- Calculating net income
- evaluating the cost of insurance

Autonomy and Social Participation (Pre-Work)

- numerous opportunities to analyze needs and discussion about making their own decisions and choices.
- participating in community projects, learn to cooperate with others in different environments

Physical Education and Health

- adopting a healthy, active lifestyle, particularly helpful in performing well at work.

French

- communication in the workplace
- for accessing useful information and resources when researching different trades and occupations

Reworded Summary: Pages 1, 2, and 4

Preparation for the Job Market

(Prework and Semiskilled)

Pedagogical Context

The Preparation for the Job Market program gives students the opportunity to critically look at career exploration and their work experience that they acquire through their work placements. They will be able to make connections with their interests and be more actively involved in planning their life/work plan.

The role of the teacher is to help students :

- learn more about themselves and gain a more comprehensive and accurate understanding of the job market
- (Prework) -apply the competencies developed in general education in order to prepare for their sociovocational integration.
- (Semiskilled) -recognize the importance of the competencies developed in general education in facilitating their learning of a semiskilled trade
- learn to be open to change
- demonstrate their ability to adapt and to persevere in difficult situations
- rely on their strengths to improve their competencies
- develop strategies for dealing with obstacles.

The teacher also has a role related to student success in the work placement. The teachers should:

- act as intermediary between the school and the workplace
- play a leadership role in relations with the different partners involved in student training: companies, the school team, families, etc.
- ensure that the actions of all of these partners are based on a shared objective, i.e. to provide qualifying training for all students.

It is very important that teachers understand that differentiated instruction is essential in ensuring success for all students. The level of complexity of the proposed situations must represent a challenge tailored to each student. Teachers should also be guided by the consensus reached in the development of the individualized education plan.

The teacher will offer opportunities to explore an occupational area of their choice. The aim of this exploration is to enable students to select a field that corresponds to their personal and occupational profile. This exploration could include:

- documentary research,
- spending a day in a workplace,
- simulations of tasks or a short practicum

Pedagogical Context

In this course, students should:

- become familiar with different information and communications technologies, which are particularly useful for career exploration (e.g. finding practicum positions, volunteering opportunities and training programs).
- record their questions and reactions in a log and encourage them to use different communication tools—portfolio, Web folio, etc.—to share their discoveries with others.

Students will need to understand and be able to use different resources to develop their employability and life skills.

Examples of these resources could be: establishing a network of contacts (people who are accessible and can provide information about a specific employment sector, a trade or occupation, or the requirements of a practicum or job.) They may be people in the students' immediate environment, for example, an uncle who works for a certain company, a friend of the family who owns a business or a neighbour involved in community services, or less familiar people who work in agencies offering employment assistance, integration services, etc.

The teacher should ensure that the students understand that these services can help them in the different stages of their sociovocational integration, for example updating their résumé, consulting job offers or planning to return to school.

It is important that they be familiar with the different social and community networks that can help them.

COMPETENCY 1 : Establishes his/her personal and occupational profile

Focus of the Competency: Recognize their personal resources and learn to use them to prepare for a suitable job and enter the job market, Make connections between their potential, affinities, interests and aspirations on the one hand, and their employment options on the other, Establish and develop their personal and occupational profile, Improve their introspective skills and develop their employment potential

Three Key Features of Competency 1

1. Examines his/her personal characteristics
2. Reflects on the reasons for his/her achievements
3. Discovers his/her occupational interests through a variety of activities

Learning Targets at the End of the Program: Learn more about themselves through work tasks, Make informed judgements on their personal and occupational profile, Recognize their main strengths and interests

COMPETENCY 2 : Gains an understanding of the job market

Focus of the Competency: Realistic understanding of the job market, Consider the dynamic and constantly changing nature of the job market, Consider the principal aspects of the job market, Be aware of the importance of being familiar with their rights and responsibilities and of exercising them respectfully, Learn more about the characteristics of the job market so that they can take their place in it.

Three Key Features of Competency 2

1. Becomes familiar with the characteristics of the job market
2. Gathers information about work situations
3. Envisions himself/herself as a future worker

Learning Targets at the End of the Program: Have a relatively clear understanding of the job market, Able to identify its principal aspects and to envision themselves as workers, Recognize the different types of work, Take into account the impact of working conditions of their personal and work life.

These two competencies are necessary to proceed to Competency 3, The Sociovocational Integration Plan. It is through extensive research and exploration of themselves and the job market, that they will be able to create a plan.

This PDIG group examined and discussed at length the **Sociovocational Integration Plan**. It is a major component of the Preparation for the Job Market course and we felt that there was a lack of understanding of what it really was or could be.

What is Sociovocational integration?

This is integration into the job market and society by allowing the students to examine their social and vocational skills and interests.

This integration is achieved by learning about :

- themselves (Personal Identity)
- their skills and interests related to the work world (Occupational Identity)
- Job sectors, opportunities, and information related to potential work (Job Market)

The objective is for the students to achieve integration by acquiring sociovocational or specific vocational skills that will either give them access to the job market and enable them to remain there over the long term or permit them to continue their education.

Guiding principles of Sociovocational integration :

- involves all aspects of the individual
- enables students to learn to learn.
- permits students to become familiar with the social, political and economic environments and to use it to their advantage
- is an ongoing, permanent process
- involves successful integration into the educational and work environments.

The SVI plan is designed to help students with this integration. It is meant as a step by step plan that takes into account their personal and occupational identity and their understanding of the job market and how they will use and access resources to help them get a job or work towards a specific trade or career.

We have concluded that this plan is a work/life plan that is created, reviewed and added to over the three years in the course. This could be housed in a portfolio and this is the suggestion we have made. This portfolio would follow the student and be an evolving and growing series of documents. This portfolio would include all the pertinent information and research the students have discovered that will help them pursue work or further training. We have recommended that in Year 3, the focus would shift to a Job Hunt Toolkit that would further focus this portfolio into a useful tool for employment.

Semiskilled students will not have the luxury of time to create this SVIP. Therefore we suggested that after some preliminary exploration and research, they focus simply on the creation of a Job Hunt Toolkit. The intention is for them to focus more quickly on one area of interest and develop a strategy and plan for their integration into this job market or further training.

COMPETENCY 3 :

Carries out a Sociovocational Integration Plan(SVIP)

Focus of the Competency:

What is a sociovocational integration plan(SVIP)?

A plan that:

- involves all of a person's work-related and social activities.
- is based on work-related and personal experiences
- may consist of lengthy periods of stability, but may also suffer instability
- is a rather complex process that tends to take an increasing amount of time
- is no longer linear in nature (training → job → retirement).
- More like: General education → job → recognition of learning → job → on-the-job training (restructuring of the company) → different job → continuing education and training
- can take on different forms depending on the training needs of each student and opportunities in the community

Students:

- must carry out a SVIP
- can volunteer at the school or elsewhere, visit companies or observe semiskilled workers in a workplace that interests them
- should proceed methodically, and 1) develop an appropriate plan, 2) establish the proper conditions for implementing it, and 3) determine mechanisms for evaluating their results.

First: examine their options, select a field of interest, choose a means of action and determine the steps involved

Secondly: To implement their plan, they will need to select the most useful resources.

Finally, they must learn to take a critical look at their plan, which they will be able to use throughout their working life.

[Summary of MELS Curriculum documents (pages 11, 12 and 13)]

Three Key Features of Competency 3

1. Develops a plan

Teacher's role: make students aware of

- different ways of implementing a SVIP
- different types of work, jobs, work environments
- work available in their environment
- their preferences, aptitudes and motivations and potential resources

Students will ask questions such as the following: Would I like to work part-time? What type of workplace would I be interested in? Do I know anyone who can help? Can I join a community service group? Do I need more information about different trades? Am I actively planning a career? Am I ready to choose a practicum position?

With the teachers help, the student will:

- identify potential practicum positions
- make necessary contacts in the selected workplace
- take into account job requirements and options available as well as what their motivations are
- validate their choices with peers, parents or other people they trust
- possibly modify their initial plan base on new information.

This plan will benefit from frequent reviews and preparation.

2. Implements the plan

Once they have a plan, students must :

- do the things necessary to complete each step
- use the strategies chosen and develop new ones as needed
- refer to their personal experience
- take advice for improvement of the plan
- Adapt their attitudes and behaviours to different situations
- Stay motivated
- Use the necessary tools to achieve their goals
- Be prepared to request help or consult other resources

3. Evaluates the plan

Students should be encouraged to examine their actions and ability to adapt to changes while carrying out their plan.

The students need to :

- Review their methods
- Verify the effectiveness of the strategies they used and the achievement of their objectives
- Discuss their plan with classmates in order to improve their evaluation
- Redefine certain steps as needed
- Plan situations in which they can use the same approach

Evaluation Criteria (what does the teacher need to see):

- Determination of the steps involved in the sociovocational integration plan
- Management of his/her plan
- Relevance of his/her reflections on his/her plan

Rigorous planning:

- Consideration of the different types of sociovocational integration
- Realistic choice of sociovocational integration plan
- Anticipation of steps, constraints and strategies

Appropriate Management of his/her plan

- Commitment to the plan
- Use of appropriate resources and strategies
- Adaptation and adjustment
- Perseverance with all steps involved in implementing the plan

Relevance of his/her reflections on his/her plan

[The student must be provided with feedback on this element, but the element must NOT be considered when determining the student's mark in the report card.]

- Clear explanations regarding choices made: evaluation of steps taken and analysis of strategies used
- Formulation of logical connections between his/her personal characteristics, his/her understanding of the world of work and his/her occupational aspirations
- Ability to learn from others' knowledge and experiences

Learning Targets at the End of the Program:

At the end of the program, students will have developed and implemented a sociovocational integration plan adapted to their personal profile and the opportunities available.

Through observation, exploration and experimentation, students will:

- mobilize the most useful resources for their sociovocational integration.
- plan the steps involved in their plan
- identify potential practicum positions
- communicate with contacts
- take into account the requirements of the job and their own possibilities.
- carry out each step in their plan use the strategies needed to achieve their personal and work-related objectives and develop new ones as needed
- use other resources to overcome difficulties encountered
- evaluate their plan, examine the effectiveness of the means used and make the necessary adjustments
- exercise critical judgment when examining their experiences, which enables them to undertake new challenges and foresee using the same approach in the future.

[Summary of MELS Curriculum documents (pages 11, 12 and 13)]

A very important component of the PJM course would be the creation of a

Career /Personal Growth Portfolio.

For Prework , we see this portfolio as something that would be built over the three years of the course. It would follow the student, being passed to the appropriate teacher for the following year. It would include anything completed or researched during different classroom activities and work experiences. This could take the form of a large binder or box divided into sections such as: Resume, Work Placement, Career Exploration, Who I Am , Interviews, On the Job, Certificates/Letters, Academics.

This could take the form of a traditional portfolio of valued and important work accumulated over the three years. From this portfolio, the student would then weed out and summarize his/her information and research, in order to create a **Job Hunt Toolkit**.

The Job Hunt Toolkit would be what the student would leave with in Year 3. It could take the form of a small accordion folder with sections or a smaller binder with plastic sleeves. We felt that the students would be better served if the information and resources that they created and discovered were easily accessible and organized. The toolkit would do just this. After many activities and research and accumulation of information in Preparation for the Job Market, the students need something tangible and easy to use when looking for work.

For Semiskilled students, Preparation for the Job market is allocated 75 hours of instructional time within this one year pathway. Therefore the focus would be on the creation of a smaller more focussed portfolio, the **Job Hunt Toolkit**.

Digital versions of any or all documents, research or information are also important. If this is possible in the classroom, saving any of these items digitally would be ideal. The student could leave with not only a paper format but also a memory stick (or something like it). Things like a resume could be easily edited, websites could be quickly accessed, etc.

This Job Hunt Toolkit should be reserved for good copies and finished work/research. The students may take more pride in this kit as it has a very tangible and direct use. Some schools have expressed an interest in purchasing a more professional looking portfolio folder for the students to take home. We have suggested a simple clean and inexpensive plastic folder with dividers, but if budget permits, a more formal and expensive folder would lend some weight to the seriousness and importance given to this toolkit.

Portfolio:

- Built over 3 years
- Follows the student and passed to the appropriate teacher for following year
- Does not leave the classroom or travel with the student
- Large binder or box with sections
- Re-usable for incoming students
- All relevant work and research from the course and work placements. Every entry has a date and placed in a section
- Suggested checklist for completion every year

Job Hunt Toolkit:

- Created in Year 3 using the portfolio material from previous years
- Smaller , condensed version (small accordion folder with sections)
- Goes home with student to help apply for work or find work
- Begin in September for both, Year 3 Prework and Semiskilled students , with a continual focus on completion (Prework students on work placement for 600 hours, Semiskilled 375 hours)
- Becomes a safe place to store resume support materials and any important evaluations from work placements
- Important summary and useful tool for employment search or interviews

Portfolio Sections:

These are simply some suggested section titles for the portfolio. Some teachers may use different titles to divide the material or may choose to use more/less sections. We felt that it was important to note that it be organized in some manner for course work and the creation of the Job Hunt Toolkit.

1. Resume

-all resumes, cover letters , reference letters, reference names/numbers/contact information, all resume support information

2. Work Placement

- List of work placements, all evaluations, Job Directory print outs of specific competencies, journals, reflections, pictures

3. Career Exploration

- Any research information, reflections, specific skills and training required , resources for employment

4. Who I Am

-Quiz results: (personality traits, values, interests, skills), experiences, family, aspirations

5. Interviews

-Interview skills, how to/how not to, sample questions

6. On the Job

-Rights and responsibilities, health and safety, conflict resolution, attitudes and behaviours

7. Certificates/Letters

- Awards, certificates, training recognition, letters of appreciation, volunteer recognition

8. Academic

-best work, academic projects, art, report cards

Job Hunt Toolkit Sections:

(Specific examples for each section of the Toolkit can be found in the Appendix.)

1. **Certificate:**

Pework or Semiskilled Training Certificate (include Sample Certificate and sheet stating “ Put your certificate here. It will arrive in the mail to your current address.”). Also include a plastic sheet protector for this certificate.

2. **Resume :**

This is the final, clean, edited, complete, and correct resume. It should include all proper addresses, names, references and **all** work placement information. Suggestions to include: Different resume formats, printed on quality paper, digital format, update reminder sheet, resume printing tips. Sample cover letters could be included.

3. **Work Placement**

Good copies of work placement Evaluations and possibly Work Placement photos

4. **Reference Letters and Reference contact info**

Specific reference coordinates

Reference available on request: Teachers , employer from specific work placements contact info

5. **Achievements, Certifications**

Any certificates or recognition awards that could supplement their resume.

Ex. Babysitting Course , First aid training , hunting licence, etc.

6. **Interview Tips**

Any information summarizing suggestions and tips about Interviews. How to prepare, clothing, language, etc.

Websites and links to video clips for interview tips

7. **Resource Section:**

This section should include any resources or services that the student can access when they are looking for work or support after they leave school.

Examples could be: Job search websites , emploi quebec, Youth employment services for Quebec and Ontario, bus route website, local library branches with internet access, local employment centers, local CLSC, School Board website, contact information for school, etc.

Portfolio Resources

Portfolio for Youth Teacher activities and units: *Centre for Education and Work Manitoba*

<http://www.cewca.org/files/free-materials/youth-portfolio.pdf>

Essential skills Portfolio : *Canadian Govt.*

<http://www.hrsdc.gc.ca/eng/jobs/les/tools/support/portfolio.shtml>

The Essential Skills Portfolio for Youth Development Kit is for youth interested in entering the workplace for the first time. The Kit is built around two frameworks: An Essential Skills Framework and an Occupational Framework.

The Essential Skills Framework is comprised of the nine HRSDC Essential Skills (For more information on the Essential Skills, visit their website at: <http://www15.hrdcdrhc.gc.ca/English/general/default.asp>).

Career Cruising Portfolio

<http://www.careercruising.com>

Students create a username and password for their personal portfolio. All activities and exploration is saved into the portfolio.

Nova Scotia Lifework Portfolio : <http://lifework.ednet.ns.ca/>

Teachers resource Lifework Portfolio:

http://www.ednet.ns.ca/pdfdocs/curriculum/lifework_portfolio_teaching_resource.pdf

New York State Youth Portfolio:

<http://ocfs.ny.gov/main/owd/portfolio/facilitator/facilitatorguide.pdf>

Renew Portfolio for youth:

http://www.iod.unh.edu/RENEW%20Tools/RENEW_YouthPortfolio_103112.pdf

Renew Resources:

http://www.iod.unh.edu/Projects/renew/materials_renew/FacilitatorWorkBookDownload.aspx

European Portfolio: http://www.coe.int/t/dg4/youth/Source/Resources/Portfolio/Portfolio_en.pdf

E-Portfolio How to: <http://eportfolio-youthwork.org/downloads/manual.pdf>

Transition Portfolio (many links from here): <http://lifeafterieps.com/transition-portfolios/>

Transition Portfolio resource (lots of assessments and material) :

http://www.rockingham.k12.va.us/rcps_sped/svrp/Table-of-Contents.htm

Transition Portfolio resources:

<http://www2.spokaneschools.org/studentsupport/specialed/new/transition/default.stm>

Career Portfolio (interview, resume, etc.):

https://www.eduweb.vic.gov.au/edulibrary/public/voced/program/resources/transition_plan/student4.pdf

Manitoba Career Portfolio Guide: http://www.edu.gov.mb.ca/k12/docs/support/c_portfolio/

Portfolio Checklist

This checklist is a list of the suggested content that could be included in the Pework Portfolio Binder during Year 1 and Year 2.

Many other items could and should be added to the Portfolio but this list is meant to highlight the items that will help in creating the Job Hunt Toolkit during Year 3. The focus during Year 3 is meant to be on the Job Hunt Toolkit because of the limited time the students are in school and the allotted time for Preparation for the Job Market.

We felt that a checklist would be helpful for teachers to track the students' exploration and provide a record of completion for topics. This will also help if the student has different teachers from Year 1 to Year 3.

We suggest that this Portfolio and checklist be passed on from teacher to teacher, so that it follows the student and provides some continuity for the students' exploration.

		Year 1 and 2	Year 3 Job Hunt Toolkit
1	Resume	All resumes, cover letters , reference letters, reference names/numbers/contact information, all resume support information	<ol style="list-style-type: none"> 1. Certificate 2. Resume 3. Work Placement 4. Reference Letters and Reference contact info 5. Achievements, Certifications 6. Interview Tips 7. Resource Section
2	Work Placement	List of work placements, all evaluations, Job Directory print outs of specific competencies, journals, reflections, pictures	
4	Career Exploration	Any research information, reflections, specific skills and training required , resources for employment	
3	(Personal Exploration) Who I am	Quiz results: (personality traits, values, interests, skills), experiences, family, aspirations	
5	Interviews	Interview skills, how to/how not to, sample questions	
6	On the Job	Rights and responsibilities, health and safety, conflict resolution, attitudes and behaviours	
7	Certificates/Letters	Awards, certificates, training recognition, letters of appreciation, volunteer recognition	
8	Academic	Best work, academic projects, art, report cards	

Portfolio Checklist

Preparation for the Job Market

Student Name			
Teacher	Y1:	Y2:	Y3:
Section	Year 1	Year 2	Year 3 (Job Hunt Toolkit)
1.Resume	Notes on what a Resume is , it's importance and what to include	Updated Resume	Updated and Finalize Resume
	First Resume		Different resume formats (templates)
			Resume Printing tips
		Notes on what a Cover letter is , it's importance and what to include	Sample cover letters
		Collect any reference letters from work placements or volunteer work	Copies of any reference letters (Section 4)

2. Work Placement	Initial thoughts and dream job assignments	Work placement journals and all reflections	Good copies of work placement evaluations
	Directory of Semiskilled Trades exploration	Organized list of completed work placements with dates and specific information	Summary sheet of all work placements (Y2 and Y3) Should include dates, names and all contact info
	List of potential employers for possible work placements		Work placement photo's
	Example work placement evaluation documents for both competencies . Competency 1: Develops specific competencies associated with one or more semiskilled trades Competency 2 : Adopts attitudes and behaviours required in the workplace	All specific information related to each work placement this year : Directory print out of specific competencies, copies of employer evaluations, pictures, reference information (all contact information).	
3. Career Exploration	Career Cluster exploration and descriptions	Any information collected regarding specific trades/jobs and skills and training needed	Resource Section (Section 7) All resources and services to assist when looking for a job
	Any Career Cruising information		
	All career research	New Research related to different trades or jobs of interest	
	Any work with The Essential Skills in the workplace	Link Essential skills to specific job or trade (work placement experience and related jobs in that workplace)	

4. Personal Exploration Who I am	Surveys and quizzes (personality, interest, learning styles, skills,etc.)	List of Wants/Don't wants in a job (working conditions, number of employees, customer contact,etc.)		
	Projects or assignments related to personal exploration	List of skills/tasks student wants to work on		
	Essential skills checklists			
	List of personal skills (Personal history)	Add to personal skills list (new experiences)		
5. Interviews	Notes on what an Interview is , it's importance and some important tips			Summary of Interview tips Website links to Interview tips(video)
6. On the Job	Any assignments on: 1.Attitudes and behaviours in the workplace 2. Safety in the workplace 3. Young Workers Rights and Responsibilities 4. Conflict Resolution	Reflections on these topics (1-4) using work placement experiences		
		Assignments related to specific job experience (Ex. Safety video)		
7. Certificates/Letters	Collect and copy if needed any items the student has received: Certificates, letters of recognition for volunteer work, training or specific courses	Update any additions and include any research regarding courses or training that may result in certification that will help in their job success (Ex. First Aid, Driver's Licence, etc.)		Original or copies of all certificates and recognition of achievements, training or volunteer work
8.Academic	On-going collection of best work	On-going collection of best work		

Preparation for the Job Market

Curriculum Map

Year 1

Year 1 : Curriculum Map Program Content: Preparation for the Job Market

<i>Subject specific Knowledge targeted in the program</i>	<i>Specific Program content</i>
Personal and Occupational Identity	<ol style="list-style-type: none"> 1. <i>Personal History</i> 2. <i>Current Profile</i> 3. <i>Personal and occupational aspirations</i>
The Job Market	<ol style="list-style-type: none"> 1. <i>Characteristics of the job market</i> 2. <i>Occupational Qualifications</i>
Sociovocational Integration Plan	<i>Development and Implementation of a Sociovocational Integration Plan</i>

The Pre-Work Curriculum document states that “***The teacher chooses from among the proposed content—provided as an example only—those the students will cover, taking into account their skills, needs and degree of autonomy.***”

Therefore teachers must use their judgment regarding what content is best suited to the needs of their students.

These Curriculum maps have separated the course content into what is recommended for and better suited for Year 1, Year 2 and 3 students.

There is no timeline recommended as each teacher should use their best judgement related to the needs of their students.

PW Year 1 PJM

Personal History

TOPIC:	Family History	Academic History	Social History
Essential Question	Who makes up my family and how have they influenced my experiences so far in my life?	How have school experiences positively affected my life?	How have different people influenced what I choose to do for recreational activities?
Program Content	<ol style="list-style-type: none"> 1.Understanding of past experiences 2.Identification of important aspects 3.Awareness of factors that influence him/her 	<ol style="list-style-type: none"> 1.Understanding of past experiences 2.Identification of important aspects 3.Awareness of factors that influence him/her 	<ol style="list-style-type: none"> 1.Understanding of past experiences 2.Identification of important aspects 3.Awareness of factors that influence him/her
Types of Activities and Assessments	<ul style="list-style-type: none"> • Family Tree • Family history timeline • Family interview about an event or family story • Movie review of a family history Ex: Legends of the Fall, any historical drama highlighting a family's history 	<ul style="list-style-type: none"> • Simple timeline of all schools they have attended • Share one or more positive memories related to school (glogster, PowerPoint) • Funny story from your school experience (discussion, record story as a voice file) The funniest day at school was when.... (sentence starters ,short story) • School map to map out personally significant areas of school (using Map Book template) 	<ul style="list-style-type: none"> • Life map – Tribes Learning Community (pg. 271) • Personal picto-map of important places in their life now and in the past • Role models (teacher,relative,celebrity, hero)/ influences chart • Write a letter of thanks to someone who influenced you • Timeline with highlighted influential people or experiences
External Resources	Telling Family stories http://www.mhso.ca/familystories/	<u>My Map Book</u> , Sara Fanelli , 1995	<u>Reaching All by Creating Tribes Learning Communities</u> , Jeanne Gibbs, 2006
Portfolio	Choose 1 map or tree or timeline		Choose 1 map or timeline

PW Year 1 PJM

Personal History

TOPIC:	Work Related History
Essential Question	How do some events and activities in my life relate and connect to my occupational interests?
Program Content	<ol style="list-style-type: none"> 1. Understanding of past experiences 2. Identification of important aspects 3. Awareness of factors that influence him/her
Types of Activities and Assessments	<ul style="list-style-type: none"> • Work Family Tree –documenting different jobs and professions in the family • Examples of skills related to chores, school activities, volunteer, • Procedural writing for a specific task for someone who knows nothing about this task(Ex .directions about how to make a PB and Jam sandwich) • Create a chart that shows occupations linked to specific skills and tasks
External Resources	<p>HRSDC Essential Skills : http://www.hrsdc.gc.ca/eng/jobs/les/profiles/index.shtml</p> <p>Essential Skills from home to work:</p> <p>http://en.copian.ca/library/learning/recognizing/helping_learners/helping_learners.pdf</p> <p>Skills 2000 : http://www.conferenceboard.ca/Libraries/EDUC_PUBLIC/esp2000.sflb</p> <p>Career Cruising- assessments skills and traits</p>
Portfolio	<p>List of skills/work I have obtained (build to resume)</p> <p>Letter from volunteer experience by supervisor (current profile/or work history)</p>

PW Year 1 PJM

Current Profile

TOPIC:	<p style="text-align: center;">Exploration of various aspects of his/her personality:</p> <ul style="list-style-type: none"> • personal characteristics • family and social environment • occupational interests
Essential Question	<p style="text-align: center;">What can I learn about myself that will help me better understand my personal and occupational identity?</p>
Program Content	<ol style="list-style-type: none"> 1. Verifying others' (peers', parents') perceptions of him/her: What qualities, strengths or behaviours do they attribute to me? 2. Questioning his/her level of participation in extracurricular activities at school What am I involved in and why/ why not? 3. Explaining to a friend how he/she reacts to a new task. What am I willing to try or not try (my comfort zone)? 4. Seeking opportunities to evaluate his/her ability to help others Am I generally helpful? Is this important to me? 5. Identifying job opportunities in his/her socioeconomic environment. What is locally available and accessible for work? 6. Exploring his/her preferences by doing an interest test. What did I discover about myself from some interest tests?
Types of Activities and Assessments	<p>Career Cruising - Matchmaker survey (occupations) (matches interests and skills to possible careers and specific jobs)</p> <p><u>(Qualities and characteristics of their own personality style or type)</u></p> <p>Briggs –Meyers Questionnaire</p> <p>4 Colours personality test</p> <p>Colour personal traits- mind map with sentences describing themselves</p> <p>Vark-Learning style activities (Identifying what kind of learner you are and what strategies work best)</p> <p>Student reflection (how do people see me and do I agree/disagree) parent/guardian/teacher/friends</p>

	<p>Job opportunities map-what businesses/services that offer employment that exist in your areas 1e</p> <p>(Definition of area could be : where they live , where the school is located, where work placements are available)</p> <p>List of those you have helped/list times when someone helped you-seek an opportunity to help someone (local service clubs, retirement homes, community involvement, elementary school)</p> <p>Create a How to be Me(book: How to be) 3 things with a verb /1 adjective R</p> <p>Map of yourself-Mind map (Culminating activity related to all aspects of their personality. Brainstorming activity with general branches(sub headings)</p> <p>Different faces/diff places LES</p> <p>POP activity? Here's looking at me-shoebox activity (Decorate outside(personal flavour)with list of ten things that show who you are</p> <p>Wordle: combo of all words from surveys, etc. Words that describe me (2 sentences from each)</p> <p>Opportunities to review extra- curricular activities available/participation within the school</p>
External Resources	<p>Career Folio Binder : Publisher: PCI Education - Personal Qualities p.98</p> <p><u>How to be</u> , Lisa Brown</p> <p>See Resource Section for web links to Personal Interests and Questionnaires</p>
Portfolio	<p>2 'personal inventory' questionnaire results</p> <p>Career Cruising Matchmaker print out , VARK results</p> <p>Optional to include in portfolio</p> <ul style="list-style-type: none"> - Poem , List of show box contents, Mind map of self , Wordle

PW Year 1 PJM

Current Profile

TOPIC:	Consideration of his/her experiences with paid or volunteer work
Essential Question	What have I learned about myself and my interests after having experiences with work (paid or volunteer)?
Program Content	<p>Writing a résumé highlighting his/her experiences with paid or volunteer work</p> <p>Realizing that he/she has developed a real interest in a trade following a summer job</p> <p>Understanding that his/her ability to keep to a work schedule means that he/she can also fulfill his/her obligations at school</p>
Types of Activities and Assessments	<p>Volunteer-Why do people Volunteer? Class discussion/project/interview assignment</p> <p>Time management / Create a weekend schedule. Discuss and develop strategies for agenda/calendar use</p> <p>What Went Well and Even Better If about what they liked /didn't like at a paid or volunteer job</p> <p>Fictional Resume of novel character or any fictional character : Examine character. What skills does he/she have and could be included on a Resume.</p> <p>Discussion: What is a Resume and What goes on a resume</p> <p>Create a basic starter resume. Include all paid/unpaid work</p>
External Resource	Career Folio, PCI: Time Management
Portfolio	- hard and electronic copy of Resume for later updating

PW Year 1 PJM

Personal and occupational aspirations

TOPIC:	Exploration of his/her dreams for the future and visualization of himself/herself in different roles
Essential Question	How can I learn more about my dreams and aspirations by exploring different roles and experiencing different work scenarios?
Program Content	<p>Discussing with peers and imagining his/her life in five years and in ten years</p> <p>Expressing the importance of lasting friendships</p> <p>Working for a day in a plastics moulding factory in order to explore the field</p> <p>Hosting a show on the student radio station</p> <p>Using a band saw in a workshop making a wooden play unit for a daycare centre</p> <p>Exploring and trying out the duties of a butcher's helper, using a tool on a Web site</p> <p>http://www.repertoireppo.qc.ca/</p>
Types of Activities and Assessments	<p>Project: Dream future job and life in 5-10 years</p> <p>Create a collage of some dream jobs</p> <p>Describe what seems to be a <i>dream job</i> and then ...What does it really look like?</p> <p>Ex. Vet: working with puppies/vs euthanasia</p>
External Resources	
Portfolio	Dream job project or assignment showing aspirations from Year 1

PW Year 1 PJM

Characteristics of the job market

TOPIC:	Occupational sectors and associated trades	Jobs
Essential Question	How will knowledge about all types of work help me decide the kinds of things I may like or be good at?	How will understanding what jobs are actually like , benefit my career exploration?
Program Content	Trade sectors/Career Clusters Work Vocabulary Work organization structure (CEO/supervisor) Nature of work (part time, contract,etc.)	Characteristics of the job Working conditions Expectations (skills) Remuneration (how are you paid..benefits, taxed,tips,etc.)
Types of Activities and Assessments	Explore career cruising clusters Vocabulary exploration: Resume, Career, occupation, job, skills, vocational, part time , fulltime seasonal, contract, casual, on call, blue collar, white collar, pink collar, green collar jobs Explore Semiskilled Trade directory	Project on specific job highlighting working conditions, skills and pay. Class presentation. Guest speaker for different natures of work (part time, seasonal, etc.) Compare characteristics of different jobs within a sector (compare / contrast) Research 5 different jobs in 5 different career clusters "What do you do" project : student uses an interview to research working conditions,skills,tasks,pay,etc
External Resources	Career Cruising Career Clusters http://www.careertech.org/career-clusters/glance/careerclusters.html MELS Trade Directory: http://www1.mels.gouv.qc.ca/sections/metiers/index_en.asp	Canadian wages: http://www.workingincanada.gc.ca/wage-outlook_search-eng.do?reportOption=wage Career Cruising : job specifics Heading for Success : English http://www.toutpoureurssir.com/eng/ Working in Quebec: Labour market information http://imt.emploiquebec.net/mtg/inter/noncache/contenu/asp/mtg941_accueil_fran_01.asp?Lang=ANGL
Portfolio	Vocabulary sheets for resume building	Project on specific job

PW Year 1 PJM

Characteristics of the job market

TOPIC:	Changes in the job market	Occupational health and safety (preventive strategies)
Essential Question	Why is it important to understand how the job market changes?	Why is health and safety important to me as an employee?
Program Content	<p>Obsolete jobs Jobs that no longer exist Technological changes Trends across the country (different for each region) Factors that change the job market</p>	<p>Safety on the Job Hazards on the Job Youth worker hazards WHMIS Clothing: dress codes and protective gear</p>
Types of Activities and Assessments	<p>Brainstorm what jobs do not exist anymore because of a changing work world (Ex. Cooper(wooden barrel maker))</p> <p>Students choose a job that exists today but may be soon non-existent. Assignment :Describe job, explain why</p> <p>Choose a region of Quebec and present to class job trends here</p> <p>Create a list of factors that can alter and change the job market</p>	<p>CSST presentation on youth safety Rod Stickman video clips used with Hazards LES fact sheets WHMIS Symbol recognition Changes in dress codes, safety equipment etc. in last 25 years Universal precautions/back care This was no accident Prevent it commercials Youth Workers Awareness program</p>
External Resources	<p>Job trends website : http://www.workingincanada.gc.ca/LMI_bulletin.do http://www.workbc.ca/Documents/Docs/JobTrendTracker_LessonPlan.pdf Heading for Success: http://www.toutpoureussir.com/eng/ Working in Quebec: Labour market information http://imt.emploiquebec.net/mtg/inter/noncache/contenu/asp/mtg941_accueil_fran_01.asp?Lang=ANGL</p>	<p>Young Workers Readiness Lessons/Modules: http://ae.gov.sk.ca/ywrcccourse/certificate/cert_testapp2_e.asp</p> <p>CSST Youth workers http://www.csst.qc.ca/en/youth/Pages/young_people_work.aspx</p> <p>See Safety section of Teachers resources</p>
Portfolio		WHMIS fact sheet

PW Year 1 PJM

Characteristics of the job market

TOPIC :	Working Conditions	Traditionally male and female dominated trades
Essential Question	What role do working conditions play in my interest in a certain type of work?	Does it matter that some jobs are seen as male or female dominated?
Program Content	Varied Conditions: Flexible hours, noisy environment, outdoors, refrigerated environment, etc. Different work environments	Male dominated trades Female dominated trades Historical differences in roles of male/female
Types of Activities and Assessments	Brainstorm list of different work environments and then make a list of jobs that fit into these environments (Chart) Assignment : My favourite/My least favourite working condition or environment . Why? Explain? Journal style.	Look at media to determine male female roles Downton Abbey drama (roles and historical changes) Examine main roles on TV shows, video games, movie characters Research people in reverse roles
External Resources	Labour market info: http://imt.emploiquebec.net/mtg/inter/noncache/contenu/asp/mtg941_accueil_fran_01.asp?Lang=ANGL Career Cruising Career selection/working conditions	Youtube videos “women/men in non-traditional jobs” http://abcnews.go.com/WNT/story?id=129474 http://work.chron.com/careers-male-dominated-10935.html
Portfolio	Journal assignment	

PW Year 1 PJM

Characteristics of the job market

TOPIC:	Exploration of Jobs	Recognition of the importance of technological changes in the job market
Essential Question	How will exploring different types of jobs help my understanding of my own interests and skills?	Why is it important to continue to be aware of technological changes in the job market?
Program Content	Trying out a job for a day Thinking about and discussing a specific work situation experienced in Introduction to the World of Work	Identifying two technological changes and their impact on certain jobs Trying out new technologies or techniques in a workshop
Types of Activities and Assessments	Job shadow for a day Role playing job scenarios Field trip to see jobs in action Youtube bad/good job interviews flashbacks 52 Jobs video One week job project	Compare the last 25 years of work. Different changes (safety, factory machinery, ergonomics, tools (hammer, chainsaw, cash register), extreme climate ,clothing Phone operator vs Computer jobs Old time jobs (video store, blacksmith) future jobs (flying cars, security)
External Resources	http://www.oneweekjob.com/ http://www.oneweekjob.com/documentary/	
Portfolio	Reflections on interviews, job shadowing or field trips	

Occupational Aspirations(Qualifications)

TOPIC:	Training and the types of jobs available
Essential Question	Why is it important to know about training and how it provides opportunities in different types of jobs?
Program Content	<ul style="list-style-type: none"> - Importance of initial qualifications - Practical training - Continuing training
Types of Activities and Assessments	<p>Guest speakers/interviews of people working in a specific area that requires training</p> <p>Discussion of qualifications and training programs that presently exist (Life guard test, trades testing, forklift test, drivers licence, home inspector courses, first aid, construction safety, Fall course)</p> <p>5 jobs that require level1 training ,5 jobs that req. level 2, etc.</p> <p>(exploration of different levels/categories of education, certification, training)</p> <p>Explain University, college, in-house training, certificates (kiosk-presentation related to training needed)</p> <p>Initiative; actions to take: Interview different adults to explore different training/education pathways (not a straight line)</p>
External Resources	<p>Labour Market info:</p> <p>http://imt.emploiquebec.net/mtg/inter/noncache/contenu/asp/mtg941_accueil_fran_01.asp?Lang=ANGL</p>
Portfolio	reflections on interviews

Portfolio Checklist

Preparation for the Job Market

Student Name			
Teacher	Y1:	Y2:	Y3:
Section	Year 1	Year 2	Year 3 (Job Hunt Toolkit)
1.Resume	Notes on what a Resume is , it's importance and what to include	Updated Resume	Updated and Finalize Resume
	First Resume		Different resume formats (templates)
			Resume Printing tips
		Notes on what a Cover letter is , it's importance and what to include	Sample cover letters
		Collect any reference letters from work placements or volunteer work	Copies of any reference letters (Section 4)

2. Work Placement	Initial thoughts and dream job assignments	Work placement journals and all reflections	Good copies of work placement evaluations
	Directory of Semiskilled Trades exploration	Organized list of completed work placements with dates and specific information	Summary sheet of all work placements (Y2 and Y3) Should include dates, names and all contact info
	List of potential employers for possible work placements		Work placement photo's
	Example work placement evaluation documents for both competencies . Competency 1: Develops specific competencies associated with one or more semiskilled trades Competency 2 : Adopts attitudes and behaviours required in the workplace	All specific information related to each work placement this year : Directory print out of specific competencies, copies of employer evaluations, pictures, reference information (all contact information).	
3. Career Exploration	Career Cluster exploration and descriptions	Any information collected regarding specific trades/jobs and skills and training needed	Resource Section (Section 7) All resources and services to assist when looking for a job
	Any Career Cruising information		
	All career research	New Research related to different trades or jobs of interest	
	Any work with The Essential Skills in the workplace	Link Essential skills to specific job or trade (work placement experience and related jobs in that workplace)	

4. Personal Exploration Who I am	Surveys and quizzes (personality, interest, learning styles, skills, etc.)	List of Wants/Don't wants in a job (working conditions, number of employees, customer contact, etc.)		
	Projects or assignments related to personal exploration	List of skills/tasks student wants to work on		
	Essential skills checklists			
	List of personal skills (Personal history)	Add to personal skills list (new experiences)		
5. Interviews	Notes on what an Interview is, its importance and some important tips			Summary of Interview tips Website links to Interview tips(video)
6. On the Job	Any assignments on: 1. Attitudes and behaviours in the workplace 2. Safety in the workplace 3. Young Workers Rights and Responsibilities 4. Conflict Resolution	Reflections on these topics (1-4) using work placement experiences		
		Assignments related to specific job experience (Ex. Safety video)		
7. Certificates/Letters	Collect and copy if needed any items the student has received: Certificates, letters of recognition for volunteer work, training or specific courses	Update any additions and include any research regarding courses or training that may result in certification that will help in their job success (Ex. First Aid, Driver's Licence, etc.)		Original or copies of all certificates and recognition of achievements, training or volunteer work
8. Academic	On-going collection of best work	On-going collection of best work		

Preparation for the Job Market

Curriculum Map

Year 2

Year 2 : Curriculum Map Program Content: Preparation for the Job Market

<i>Subject specific Knowledge targeted in the program</i>	<i>Specific Program content</i>
Personal and Occupational Identity	<ol style="list-style-type: none"> 1. <i>Current Profile</i> 2. <i>Personal and occupational aspirations</i>
The Job Market	<ol style="list-style-type: none"> 1. <i>Characteristics of the job market</i> 2. <i>Impact of paid or volunteer work</i> 3. <i>Occupational Qualifications</i>
Sociovocational Integration Plan	<i>Development, Implementation and Reflection of a Sociovocational Integration Plan</i>

The Pre-Work Curriculum document states that “***The teacher chooses from among the proposed content—provided as an example only—those the students will cover, taking into account their skills, needs and degree of autonomy.***”

Therefore teachers must use their judgment regarding what content is best suited to the needs of their students.

These Curriculum maps have separated the course content into what is recommended for and better suited for Year 1, Year 2 and 3 students.

There is no timeline recommended as each teacher should use their best judgement related to the needs of their students

PW Year 2 PJM

Current Profile

TOPIC:	<p style="text-align: center;">Consideration of his/her experiences with paid or volunteer work</p>
Essential Question	<p style="text-align: center;">Why is it important to continue to review and add to my resume?</p>
Program Content	<p>Resume Cover Letter Different formats and different resumes for different jobs</p>
Types of Activities and Assessments	<p>Resume continuation : summer jobs, volunteer work, work placement</p> <p>Sample resumes linked to potential jobs. Extension role playing/ interview situations that are related to a resume.</p> <p>Create a Cover letter/introduction for 1st work placement , before student goes to placement</p>
External Resources	<p>Writing a Resume: http://www.youth.gc.ca/eng/topics/jobs/resume.shtml</p> <p>Resume Templates: http://jobsearch.about.com/od/sampleresumes/a/sampleresume2.htm</p> <p>Cover Letters: http://www.drexel.edu/scdc/professional-pointers/cover-letters/</p> <p>Cover letter video: http://video.about.com/jobsearch/Cover-Letter-Writing-Tips.htm</p>
Portfolio	<p>Resume work</p> <p>Cover letters</p>

PW Year 2 PJM

Current Profile

TOPIC:	<p style="text-align: center;">Evaluation of his/her level of self-confidence</p>
Essential Question	<p style="text-align: center;">How can self-confidence help me in my life and work?</p>
Program Content	<p>Comparing situations that make him/her feel safe with those that make him/her uncomfortable Reading and summarizing a short text on self-confidence Describing a person he/she sees as having self-confidence Behaviours that demonstrate a healthy level of self-confidence</p>
Types of Activities and Assessments	<p>Reflection related to their independence, self-sufficiency and developing self confidence upon gaining work experience.</p> <p>Compare before and after.</p> <p>List of skills that you can do now that show independence and pride (self-confidence).</p> <p>In teams, listing behaviours that demonstrate a healthy level of self-confidence</p>
External Resources	<p>Self-esteem unit plan: http://eportfolios.ithaca.edu/abuchan1/docs/selfesteem.pdf</p> <p>Lessons on self-esteem: http://www.discoveryeducation.com/teachers/free-lesson-plans/self-esteem.cfm</p> <p>http://www.self-esteem-nase.org/self-esteem-lesson-plan.php</p>
Portfolio	<p>Included in portfolio to be used for resume building</p>

<p>TOPIC:</p>	<p>Awareness of factors that influence him/her</p>
<p>Essential Question</p>	<p>How have certain people influenced my thinking about different types of work and/or work placements?</p>
<p>Program Content</p>	<p>People who played a role in his/her life choices: peers, parents, teachers, nonteaching professionals, music groups, etc.</p> <p>Realizing the importance given to certain comments in choosing a practicum position or casual job</p>
<p>Types of Activities and Assessments</p>	<p>Review any assignments or timelines related to Personal History (Year 1).</p> <p>Relate these influences to the students' ideas and choices concerning types of work and/or the work placement.</p> <p>Journal topic: My work placement: What were/are some of my thoughts about the work environment, co-workers, type of work and if I will enjoy it. Are there people who have influenced my ideas about this kind of work?</p> <p>Class Discussion: Look at career clusters and certain jobs in different sectors and how these jobs are seen or spoken about in society (community). Ex. A Waste Collection worker in some communities may be seen as a dirty, undesirable job whereas in other communities it may be seen as a solid, reliable, well-paying job with the local municipality or local contractor.</p> <p>Journal topic: What is one job that is spoken about unfavourably but I think I might like certain things about it? Explain.</p> <p>In groups, create a chart of Good jobs and Bad jobs and be prepared to debate and defend your choices</p>
<p>External Resources</p>	<p>Discovery Channel Dirty Jobs: http://dsc.discovery.com/tv-shows/dirty-jobs</p>
<p>Portfolio</p>	<p>Journal writing</p>

PW Year 2 PJM

Characteristics of the job market

TOPIC:	Occupational sectors and associated trades	Jobs
Essential Question	How can knowledge of my interests and skills help me focus on certain sectors and areas of work?	How will I be evaluated when I am at my work placement and how are these skills related to expectations in the real work force?
Program Content	Occupational sectors Personal interests Career/job research	Work placement evaluation Expectations in different occupational sectors
Types of Activities and Assessments	<p>Personal career exploration: QLWG Skills for Life series Unit 25 Career Exploration.</p> <p>Examine 5 (or more) jobs within a similar field or sector of work. Which one most interests you and why?</p> <p>Career Cruising (Matchmaker List): Discuss jobs that you may be interested in and others that you definitely do not like.</p>	<p>1st weeks of Year 2 (before work placements): Students see actual work placement evaluation sheets for employers. (Comp. 1 and Comp. 2.) Specific instruction on what they mean. How it plays out in workplace. Fictional person at a job: good and bad examples of job evaluation (Comp.1 and Comp.2). Videos of appropriate and inappropriate behaviour (Attitudes and behaviours) (The Office, Undercover bosses, appropriate clips) Discussion about different sectors and expectations</p> <p>Student personal Top 5 list off of Directory</p>
External Resources	<p>QLWG Unit 25: http://www.learnquebec.ca/en/content/adult_ed/skills_for_life/</p> <p>Web links page 38, 39 of Unit 25</p>	<p>Directory of Semiskilled trades: http://www1.mels.gouv.qc.ca/sections/metiers/index_en.asp</p>
Portfolio	Any Career Exploration work	Top 5 list

PW Year 2 PJM

Characteristics of the job market

TOPIC:	Changes in the job market	Occupational health and safety (preventive strategies)
Essential Question	What are some changes in the job market that are a positive change?	What hazards exist in the workplace and how does knowledge of these hazards help me work safely?
Program Content	Safety in the workplace Workers' rights Choice and freedom to choose Transportation and technology	Workplace Hazards WHMIS
Types of Activities and Assessments	Industrial age working conditions https://irlookingtothepast.wikispaces.com/Working+Conditions+in+Factories+and+the+Changing+Roles+of+Men,+Women,+and+Children+in+The+Workforce Worst jobs in History: http://www.youtube.com/watch?v=CwLq4CVZQA&list=PLC321E5637B629756 After viewing or reading something about work in the past, discuss all aspects of change Create (as a class) a chart (Past 1900,Recent Past 1980, Present)	MELS Hazards LES : https://www4.mels.gouv.qc.ca/sst/admin/ Username: FormationSST Password: Fé3@lo1 WorkSafeBC – young worker safety videos Make your own commercial www.somanyways.ca WHMIS unit of study Work Safety Insurance Board Youth worker info http://www.yworker.com/english/resources.htm
External Resources	Youth worker safety: http://www.yworker.com/english/index.htm	Live Safe, Work Smart lessons and activities: http://www.livesafeworksmart.net/english/special_needs/ Safety Commercials: http://www2.worksafebc.com/Topics/YoungWorker/Safety-Video-Contest.asp
Portfolio		Activity 4 in MELS Hazards LES

PW Year 2 PJM

Characteristics of the job market

TOPIC:	Working Conditions	Traditionally male and female dominated trades
Essential Question	Why do I need to know my rights as a worker?	How can I make sure my choices of career/job are not restricted by gender ?
Program Content	Workers' Rights (working conditions) Communication strategies regarding safety and working conditions	Trades/sectors that are dominated by one gender
Types of Activities and Assessments	Discuss the 3 rights of workers Brainstorm as a class how to communicate these rights to an employer Role playing exercise: Employer discussion about:working unsafe, after hours, unsupervised,etc.	Discuss: Experiences on the job (non-traditional roles, gender neutral language changes chair person, etc.) Interview a person who is working in a sector that is dominated by one gender(construction/nursing) or someone who is working in a job traditionally dominated by the other gender(male elementary teacher).
External Resources	3 Rights: http://www.yworker.com/english/7three.htm Safety Booklet: http://www.hs101.ca/hs_booklet.pdf	Que. Trades gender issues: http://headingforsuccess.com/pages/display/choisir-le-bon-metier
Portfolio	one page list of Workers Rights	Journal: reflections on experiences

PW Year 2 PJM

Characteristics of the job market

TOPIC:	Exploration of Jobs	Recognition of the importance of technological changes in the job market
Essential Question	How can I be more prepared for a job interview?	What role does technology play in my field of interest?
Program Content	Local business information Interview techniques	Different types of technology in the workplace
Types of Activities and Assessments	<p>Student does research to help make contact with possible placement (Helps WP supervisor) Top 3 and Bottom 3: to WP supervisor</p> <p>Sharing work place experiences(journal, class discussions, etc.) Type of work, experience, situations, how you dealt with it, challenges, favourite part, other employees, surprises, environmental issues</p> <p>Presentation (Power point, poster, etc.) about their work placement</p> <p>Role play Interviews: Students interview each other with mock questions</p>	<p>Experience on the job :What technology exists in the work place?(Diagnostic tools for cars,)</p> <p>Research Essential Skills related to technology.</p> <p>Create a chart with many forms of technology in the workplace and then link them to specific jobs. (cash registers, security features, price guns, computer use)</p> <p>Journal topic: Technology in my work placement</p>
External Resources	<p>See Interview Tips section of Teacher Resources Monty Python Silly Interview: http://www.youtube.com/watch?v=zP0sqRMzkwo&app=desktop</p>	<p>HRDC Essential skills (specific jobs computer use): http://www.rhdcc-hrsdc.gc.ca/eng/jobs/les/tools/index.shtml</p>
Portfolio	Interview Tips sheet	

PW Year 2 PJM

Impact

TOPIC:	Impact of paid or volunteer work
Essential Question	What are the advantages of work and how does it impact my life?
Program Content	<p>Contribution to society</p> <p>Self-fulfillment</p> <p>New relationships</p>
Types of Activities And Assessments	<p>Examine and Discuss: Examples of jobs that contribute to society and others personal well-being. What is the impact for those being helped and those helping? (Nursing homes, tow truck driver, plumber,etc.)</p> <p>Brainstorm: Why work(paid or volunteer)? What do you get out of it? (What is Work PP)</p> <p>Create a “We Need You” advertisement for a specific work placement (from Trade Directory)</p> <p>Discuss Work placement advantages: skills,references,experience,foot in the door,specific on the job training,interview skills,resume, creation of a social network,mentors,etc</p>
External Resources	<p>Benefits of a work placement:</p> <p>http://www.thebigchoice.com/Placements/Advice/Benefits_of_a_Work_Placement.html</p>
Portfolio	

PW Year 2 PJM

Occupational Aspirations(Qualifications)

TOPIC:	Training and the types of jobs available
Essential Question	How does training and certification relate to my area of interest?
Program Content	<ul style="list-style-type: none"> - Importance of initial qualifications - Practical training - Continuing training
Types of Activities and Assessments	<p>Using the student Top 5 work placement list , provide qualifications needed for the trades associated and where they can be obtained</p> <p>Career Cruising- research and combine info into CC portfolio</p> <p>Create a model resume of a successful candidate for a specific worker/job</p> <p>List of training and certifications that can expire- research length of validity and how to.</p> <p>How training can benefit your job/career</p> <p>Actions to take:Suggested courses that may give qualifications: Awareness of resources Courses/qualifications available to youth in the region: First aid, babysitting, cadets, fire cadet, swimming, boating, drivers licence, hunters safety, food safety, etc.</p>
External Resources	<p>Training info website</p> <p>http://www.athabascau.ca/courses/educ/310/resources.htm#training_providers</p>
Portfolio	Include any qualifications obtained in or out of school

PW Year 2 PJM

(We felt that this topic needed revisiting as it is only dealt with in Year 1 in Introduction to the World of Work.)

TOPIC:	Attitudes and Behaviours in the Work place
Essential Question	How important is my understanding and ability to observe the expected attitudes and behaviours in the workplace?
Program Content	Expected behaviours, Teamwork, Adaptation, Organizational culture Rights and obligations Different forms of supervision and authority
Types of Activities and Assessments	<p>Reflection on attitudes and behaviours in specific work placements (student input) Role playing, videos scenarios, Discussing desired behaviours with respect to authority figures, coworkers and customers (e.g. forms of address, pleasant disposition, respect, tolerance, courtesy, communication, regular attendance, punctuality, discretion)</p> <p>- In the classroom discussion:</p> <ul style="list-style-type: none"> • observing his/her behaviour with respect to authority (e.g. complying with or disregarding rules, a supervisor's instructions) • observing how he/she relates to others (e.g. with respect, goodwill, courtesy, shyness, hostility) • evaluating his/her attitude with respect to attendance, punctuality, dress code <p>- Identifying recurrent behaviour (e.g. systematically challenging authority or blindly submitting to it) - Finding ways of improving, following the supervisor or employers' comments</p> <p>Case studies related to attitudes and behaviours (reflection on their work placement evaluation and self evaluation) One on one conferences related to self evaluation and employers remarks and evaluation.</p>
External Resources	<p>Work place etiquette Part 1-3: https://www.youtube.com/watch?v=4pvFPHvWRls Soft Skills workbook : http://www.dol.gov/odep/topics/youth/softskills/softskills.pdf Video's soft skills: http://www.youtube.com/watch?v=X0voPIW2pSs&feature=youtu.be</p>
Portfolio	Specific list of expected behaviours and important rules/regulations at each work placement

Portfolio Checklist

Preparation for the Job Market

Student Name			
Teacher	Y1:	Y2:	Y3:
Section	Year 1	Year 2	Year 3 (Job Hunt Toolkit)
1.Resume	Notes on what a Resume is , it's importance and what to include	Updated Resume	Updated and Finalize Resume
	First Resume		Different resume formats (templates)
			Resume Printing tips
		Notes on what a Cover letter is , it's importance and what to include	Sample cover letters
		Collect any reference letters from work placements or volunteer work	Copies of any reference letters (Section 4)

2. Work Placement	Initial thoughts and dream job assignments	Work placement journals and all reflections	Good copies of work placement evaluations
	Directory of Semiskilled Trades exploration	Organized list of completed work placements with dates and specific information	Summary sheet of all work placements (Y2 and Y3) Should include dates, names and all contact info
	List of potential employers for possible work placements		Work placement photo's
	Example work placement evaluation documents for both competencies . Competency 1: Develops specific competencies associated with one or more semiskilled trades Competency 2 : Adopts attitudes and behaviours required in the workplace	All specific information related to each work placement this year : Directory print out of specific competencies, copies of employer evaluations, pictures, reference information (all contact information).	
3. Career Exploration	Career Cluster exploration and descriptions	Any information collected regarding specific trades/jobs and skills and training needed	Resource Section (Section 7) All resources and services to assist when looking for a job
	Any Career Cruising information		
	All career research	New Research related to different trades or jobs of interest	
	Any work with The Essential Skills in the workplace	Link Essential skills to specific job or trade (work placement experience and related jobs in that workplace)	

4. Personal Exploration Who I am	Surveys and quizzes (personality, interest, learning styles, skills,etc.)	List of Wants/Don't wants in a job (working conditions, number of employees, customer contact,etc.)		
	Projects or assignments related to personal exploration	List of skills/tasks student wants to work on		
	Essential skills checklists			
	List of personal skills (Personal history)	Add to personal skills list (new experiences)		
5. Interviews	Notes on what an Interview is , it's importance and some important tips			Summary of Interview tips Website links to Interview tips(video)
6. On the Job	Any assignments on: 1.Attitudes and behaviours in the workplace 2. Safety in the workplace 3. Young Workers Rights and Responsibilities 4. Conflict Resolution	Reflections on these topics (1-4) using work placement experiences		
		Assignments related to specific job experience (Ex. Safety video)		
7. Certificates/Letters	Collect and copy if needed any items the student has received: Certificates, letters of recognition for volunteer work, training or specific courses	Update any additions and include any research regarding courses or training that may result in certification that will help in their job success (Ex. First Aid, Driver's Licence, etc.)		Original or copies of all certificates and recognition of achievements, training or volunteer work
8.Academic	On-going collection of best work	On-going collection of best work		

Preparation for the Job Market

Curriculum Map

Year 3

Year 3 : Curriculum Map Program Content: Preparation for the Job Market

<i>Subject specific Knowledge targeted in the program</i>	<i>Specific Program content</i>
Personal and Occupational Identity	1. <i>Current Profile</i>
The Job Market	1. <i>Occupational Qualifications</i>
Sociovocational Integration Plan	<i>Implementation and Reflection of a Sociovocational Integration Plan</i>

The Pre-Work Curriculum document states that “***The teacher chooses from among the proposed content—provided as an example only—those the students will cover, taking into account their skills, needs and degree of autonomy.***”

Therefore teachers must use their judgment regarding what content is best suited to the needs of their students.

These Curriculum maps have separated the course content into what is recommended for and better suited for Year 1, Year 2 and 3 students.

There is no timeline recommended as each teacher should use their best judgement related to the needs of their students.

PW Year 3 PJM

Current Profile

TOPIC:	Construction of his/her identity in real-life situations
Essential Question	How can new experiences and challenges motivate and empower me?
Program Content	Empowerment Motivation Ability to adapt to change Ability to take risks
Types of Activities and Assessments	<p>In an organized debate, expressing his/her opinion and realizing the influence it can have on other people Debate any topic: Polaris vs Arctic cat / Xbox vs PS3 / Ear buds vs ear phones/ Ford vs Honda</p> <ul style="list-style-type: none"> - Experiencing success and realizing that staying motivated was a key element - Trying a new experience and realizing he/she can handle it - Enrolling in a challenging sport or cultural activity - Stating the strengths and weaknesses he/she observed at work (in the workshop or the workplace) <p>TRIBES and Instructional Intelligence: Fold the line (topics)debate it Discuss and journal : Motivation : what drives you How I survived my WP: review of challenges and experiences ie: work journal, Try a new experience: plan an actual activity or virtual activity (zip lines ,camping, rock climbing)</p>
External Resources	
Portfolio	<p>Work journals</p> <p>Reflections about new experiences activities</p>

PW Year 3 PJM

Occupational Aspirations (Qualifications)

TOPIC:	Training and types of jobs available
Essential Question	How will knowing about the many different types of jobs in my area of interest and the types of qualifications needed help me in my search for work?
Program Content	<p>Required training and certification for trades and specific jobs Related jobs and roles within specific areas of work Courses and certification available</p>
Types of Activities and Assessments	<p>Creating a list of potential training options that are required or would help in gaining employment in the work area of interest. Where are they offered? Costs , prerequisites/ Discuss ways that training is offered on-the- job and employer sponsored training</p> <p>Guest speaker from vocational school that offers training courses</p>
External Resources	<p>What is on the job training: http://www.youtube.com/watch?v=-M1COu6WHKU</p> <p>Federal Govt. Job Bank, On the job training and training for different jobs: http://www.jobsetc.gc.ca/pieces.jsp?category_id=341 On the job training: http://humanresources.about.com/od/new/tp/provide-job-training.htm Old Video: Bad training vs Good training: http://www.youtube.com/watch?v=4b8qk3zpops Que. Food Handling Certificate: http://www.ithq.qc.ca/hygienesalubrite/index_en.php</p>
Portfolio	

PW Year 3 PJM

Job market

TOPIC:	Familiarity with certain characteristics of the job market	<p align="center">Job Hunt Toolkit Creation</p> <p align="center">After Work Placement experience The Job Hunt Toolkit</p> <p>This will be a final package for student to reference when looking for work after the completion of the program. This could be in the form of an accordion folder/document organizer. It can be considered a culmination of all the work in the portfolio into a Job Hunt Toolkit.</p> <p>Please see section devoted to the Portfolio and the Job Hunt Toolkit Checklist. The Appendix also includes example documents and resources for the Toolkit.</p> <p>Checklist Includes these sections:</p> <ol style="list-style-type: none"> 1. Certificate 2. Resume 3. Work Placement 4. Reference letters 5. Achievements and Certificates 6. Interview Tips 7. Resource Section
Essential Question	How will specific knowledge about my career/job interest help me when I search for work?	
Program Content	<ul style="list-style-type: none"> • occupational sectors and associated trades • jobs • working conditions • changes • occupational health and safety (preventive strategies) • traditionally male- and female-dominated trades • Impact (contribution to society, self-fulfillment, new relationships) • Qualifications 	
Types of Activities and Assessments	Specific Job exploration Project that highlights all areas in content.	
External Resources		
Portfolio	Career Exploration Project (section 4) POP Lesson	

Job Hunt Toolkit Sections:

(Specific examples for each section of the Toolkit can be found in the Appendix.)

1. **Certificate:**

Pework or Semiskilled Training Certificate (include Sample Certificate and sheet stating “ Put your certificate here. It will arrive in the mail to your current address.”). Also include a plastic sheet protector for this certificate.

2. **Resume :**

This is the final, clean, edited, complete, and correct resume. It should include all proper addresses, names, references and **all** work placement information. Suggestions to include: Different resume formats, printed on quality paper, digital format, update reminder sheet, resume printing tips. Sample cover letters could be included.

3. **Work Placement**

Good copies of work placement Evaluations and possibly Work Placement photos

4. **Reference Letters and Reference contact info**

Specific reference coordinates

Reference available on request: Teachers , employer from specific work placements contact info

5. **Achievements, Certifications**

Any certificates or recognition awards that could supplement their resume.

Ex. Babysitting Course , First aid training , hunting licence, etc.

6. **Interview Tips**

Any information summarizing suggestions and tips about Interviews. How to prepare, clothing, language, etc.

Websites and links to video clips for interview tips

7. **Resource Section:**

This section should include any resources or services that the student can access when they are looking for work or support after they leave school.

Examples could be: Job search websites , emploi quebec, Youth employment services for Quebec and Ontario, bus route website, local library branches with internet access, local employment centers, local CLSC, School Board website, contact information for school, etc.

PW Year 3 PJM

(We felt that this topic needed revisiting as it is one of the competencies necessary for certification) [Work Skills]

TOPIC:	Attitudes and Behaviours in the Work place
Essential Question	Why is it important for me to make adjustments to adapt to specific work environments?
Program Content	<p>Identification of appropriate and inappropriate attitudes and behaviours in work situations</p> <ul style="list-style-type: none"> - Observation of his/her behaviours and attitudes - Identification of necessary adjustments
Types of Activities and Assessments	<p>Discuss different settings and different work scenarios : different expectations (Fast food vs woodshop vs retail)</p> <p>Create a list of <u>all</u> expected behaviours and expectations at last work placement and describe how important it is for this particular job and why. (Ex. Punctuality, attendance, relations with supervisors, co-workers, and customers, following directions, interest in work, productivity, motivation, initiative, and communication)</p> <p>Journal topic: What areas of the expected attitudes and behaviours do I need to work on at my present work placement?</p> <p>Discuss as a class strategies to support different areas of improvement. (Relations with customers: A smile helps to break the ice and try to focus on addressing the needs of the customer)</p>
External Resources	
Portfolio	

Portfolio Checklist

Preparation for the Job Market

Student Name				
Teacher	Y1:	Y2:	Y3:	
Section	Year 1	Year 2	Year 3 (Job Hunt Toolkit)	
1.Resume	Notes on what a Resume is , it's importance and what to include	Updated Resume	Updated and Finalize Resume	
	First Resume		Different resume formats (templates)	
			Resume Printing tips	
		Notes on what a Cover letter is , it's importance and what to include	Sample cover letters	
		Collect any reference letters from work placements or volunteer work	Copies of any reference letters (Section 4)	

2. Work Placement	Initial thoughts and dream job assignments	Work placement journals and all reflections	Good copies of work placement evaluations
	Directory of Semiskilled Trades exploration	Organized list of completed work placements with dates and specific information	Summary sheet of all work placements (Y2 and Y3) Should include dates, names and all contact info
	List of potential employers for possible work placements		Work placement photo's
	Example work placement evaluation documents for both competencies . Competency 1: Develops specific competencies associated with one or more semiskilled trades Competency 2 : Adopts attitudes and behaviours required in the workplace	All specific information related to each work placement this year : Directory print out of specific competencies, copies of employer evaluations, pictures, reference information (all contact information).	
3. Career Exploration	Career Cluster exploration and descriptions	Any information collected regarding specific trades/jobs and skills and training needed	Resource Section (Section 7) All resources and services to assist when looking for a job
	Any Career Cruising information		
	All career research	New Research related to different trades or jobs of interest	
	Any work with The Essential Skills in the workplace	Link Essential skills to specific job or trade (work placement experience and related jobs in that workplace)	

4. Personal Exploration Who I am	Surveys and quizzes (personality, interest, learning styles, skills,etc.)	List of Wants/Don't wants in a job (working conditions, number of employees, customer contact,etc.)		
	Projects or assignments related to personal exploration	List of skills/tasks student wants to work on		
	Essential skills checklists			
	List of personal skills (Personal history)	Add to personal skills list (new experiences)		
5. Interviews	Notes on what an Interview is , it's importance and some important tips			Summary of Interview tips Website links to Interview tips(video)
6. On the Job	Any assignments on: 1.Attitudes and behaviours in the workplace 2. Safety in the workplace 3. Young Workers Rights and Responsibilities 4. Conflict Resolution	Reflections on these topics (1-4) using work placement experiences		
		Assignments related to specific job experience (Ex. Safety video)		
7. Certificates/Letters	Collect and copy if needed any items the student has received: Certificates, letters of recognition for volunteer work, training or specific courses	Update any additions and include any research regarding courses or training that may result in certification that will help in their job success (Ex. First Aid, Driver's Licence, etc.)		Original or copies of all certificates and recognition of achievements, training or volunteer work
8.Academic	On-going collection of best work	On-going collection of best work		

Sociovocational Integration Plan

This part of the curriculum is not content based but relates directly to the activity of

Competency 3 : *Carries out a Sociovocational Integration Plan.*

The three steps include **Develops, Implements, and Evaluates the plan.**

We suggest that all the activities and exploration of **Personal and Occupational Identity** and **Understanding of the Job Market,** are the necessary tasks that shape the plan.

Because of this understanding, the Portfolio is the manifestation of all the content for the plan.

We feel that it is possible to Develop and Implement the plan in Year 1 and 2, with Year 3 reserved for the Evaluation.

This is a plan that should be constantly changing and is altered as students explore and learn more about themselves and the job market.

PW Year 1 and 2 PJM

Development of a Sociovocational Plan

TOPIC:	Exploring and learning the process of a sociovocational integration plan
Essential Question	How will planning help me develop a work/life plan?
Program Content	<ol style="list-style-type: none"> 1. exploration of possibilities 2. choice of plan 3. information gathering 4. determination of the steps involved
Types of Activities and Assessments	<ul style="list-style-type: none"> -Goal setting activities. Discuss how a plan can be created to succeed. Smart Goal templates (graphic organizer). -Use of calendar or agenda as a tool to plan. -Daily/weekly log or journal related to different themes: Nutrition, physical activity, money spent, transportation, Screen time, etc. (extend the lesson after data ,can discuss or lead in to topics such as ASP and Math etc.) -Similar work log used for work placement tasks - Introduction to the portfolio. Importance. What is a portfolio? Different types. <ul style="list-style-type: none"> - Explain binder (3years) -Create a personal cover page: My Portfolio (personal touch) -Discussion about their concept of table of contents. Introduce sections for Portfolio.
External Resources	
Portfolio	<p>Choice of log/journal Smart Goal organizer Personal Cover page</p>

PW Year 1 and 2 PJM

Implementation of a Sociovocational Plan

TOPIC:	Implementation of a plan
Essential Question	How do all the Preparation for the Job Market activities and explorations fit into the implementation of my plan?
Program Content	<ol style="list-style-type: none"> 1. Contact with people in the field 2. Commitment 3. Use of strategies 4. Action
Types of Activities and Assessments	<p>Meeting with a worker</p> <ul style="list-style-type: none"> - Identifying an experience in which perseverance was a real asset - Preparing to convince someone of his/her plan's potential
External Resources	
Portfolio	

PW Year 3 PJM

Reflection of a Sociovocational Plan

TOPIC:	Recognition of the Impact on himself/herself, others and the future
Essential Question	How can reflection and re-evaluation of my plan change the direction of my plan?
Program Content	<ol style="list-style-type: none"> 1. Earning a living 2. Independence 3. Contributing to society 4. Meeting new people 5. Job related values and beliefs 6. Evolution of a career over time
Types of Activities and Assessments	<p>Reflection Discussion Journal activities</p>
External Resources	
Portfolio	

Semiskilled : Preparation for the Job Market

Semiskilled Student/Pathway
One year pathway (75 hours of instruction)
Student may or may not have had an opportunity to explore careers/job market/personal interests/skills/etc.
Student will need to choose a work placement and work towards attaining the specific competencies associated with one specific job from the Directory of Semiskilled Trades
One year to build resources to assist in entering the work force (resume/interview skills/employment resources). The Job Hunt Toolkit

We determined that the curriculum content and focus for Semiskilled students would need to be much more condensed and specific. We felt that the focus should be : what was essential for their success at their work placement and preparing the students with skills/resources to enter the workforce.

Success at their workplacement:

Early in the school year, students would be given an opportunity to explore who they are (interests/values/skills) and what types of work they would be interested in. Research involving : careers, The Directory of Semiskilled Trades, expected attitudes and behaviours in the workplace, etc.. This would allow some time for reflection **before** going on work placement.

Skills and resources to enter the work force

The focus would be on the creation of a smaller portfolio, called the **Job Hunt Toolkit**. This is a toolkit designed for the storage and display of resources to help them to enter the workforce (resume, work placement evaluations, interview tips, employment resources to search for work, etc.).

This Semiskilled curriculum map has been created with some suggestions.

1. Before any discussion of a specific work placement , the teacher should focus on the students' career and personal exploration. We have suggested some activities and resources but there are MANY activities and great resources suggested in the **Pework curriculum maps (Year 1-3)**. See also the Teacher Resource section.

Teachers should view some of these and determine if they better suit the needs of the students and group.

2. As mentioned, this course is not allotted much time and teachers could use cross curricular support to accomplish some of the goals of this exploration and the creation and completion of the Job Hunt Toolkit. Working as a team, the English and French teachers could support some activities such as Resume writing, research, interview techniques, and language on the job.
3. Once the student has begun the work placement, a focus should be on completing the Job Hunt Toolkit. This is intended as a useful tool for the student to use after leaving school and is searching for work.

Important content to address before the Work placement

TOPIC:	Career Exploration	Personal Exploration
Essential Question	What type of jobs or careers exist and what are they like?	What skills and interests do I have and how can this impact my career/job interests?
Program Content	Trade sectors/Career Clusters Nature of work (part time, contract, etc.) Personal Interests	Exploration of various aspects of his/her personality: <ul style="list-style-type: none"> • personal characteristics • family and social environment • occupational interests
Types of Activities and Assessments	-QLWG Unit 25: Career Exploration -Career Cruising: Career Clusters, exploration -Examine 5 (or more) jobs within a similar field or sector of work. Which one most interests you and why? -Career Cruising (Matchmaker List): Discuss jobs that you may be interested in and others that you definitely do not like.	-QLWG Employment skills Unit 19 -Career Cruising: Interest surveys, values, skills etc. -Questionnaires and quizzes -Who am I activities
External Resources	Tips for Career Exploration: http://www.nextsteps.org/nextsteps/index.php?option=com_content&view=article&id=446&Itemid=32 QLWG: http://www.learnquebec.ca/en/content/adult_ed/skills_for_life/ Career planning, etc.: http://nextsteps.org/nextsteps/index.php?option=com_content&view=article&id=446&Itemid=32	QLWG: http://www.learnquebec.ca/en/content/adult_ed/skills_for_life/ Self Evaluation.: http://nextsteps.org/nextsteps/index.php?option=com_content&view=article&id=446&Itemid=32

TOPIC	Job Market	On the Job	After Work Placement Job Hunt Toolkit
Essential Question	What jobs exist locally (work placement) and is there work in this work sector ?	Why do I need to know about safety and workers rights?	<p>This will be a final package for the student to reference when looking for work after the completion of the program. This could be in the form of an accordion folder/ document organizer.</p> <p>Please see section devoted to the Portfolio and the Job Hunt Toolkit Checklist. The Appendix also includes example documents and resources for the Toolkit.</p> <p>Checklist Includes these sections:</p> <ol style="list-style-type: none"> 1. Certificate 2. Resume 3. Work Placement 4. Reference letters 5. Achievements and Certificates 6. Interview Tips 7. Resource Section <p><i>Please view the Pework curriculum guide for many more similar activities and assessments.</i></p>
Program Content	-Specific work with the Directory of Semiskilled Trades -Local work opportunities	-Safety -Workers' rights -Communication -Rights and Responsibilities	
Types of Activities and Assessments	-Student exploration to present to work placement supervisor or teacher	-QLWG Unit 20: On the Job - Safe Work Student Program	
External Resources	<p>Working in Canada: http://www.workingincanada.gc.ca/home-eng.do?lang=eng Job search website: http://www.cre.qc.ca/index_en.html Job Search Website: resources and websites: http://emploietudiant.qc.ca/index_en.asp</p>	<p>Module workbook for safety: http://www.safemanitoba.com/sites/default/files/uploads/programs_student.pdf</p> <p>QLWG: http://www.learnquebec.ca/en/content/adult_ed/skills_for_life/</p>	

Job Hunt Toolkit Sections:

(Specific examples for each section of the Toolkit can be found in the Appendix.)

1. **Certificate:**

Pework or Semiskilled Training Certificate (include Sample Certificate and sheet stating “ Put your certificate here. It will arrive in the mail to your current address.”). Also include a plastic sheet protector for this certificate.

2. **Resume :**

This is the final, clean, edited, complete, and correct resume. It should include all proper addresses, names, references and **all** work placement information. Suggestions to include: Different resume formats, printed on quality paper, digital format, update reminder sheet, resume printing tips. Sample cover letters could be included.

3. **Work Placement**

Good copies of work placement Evaluations and possibly Work Placement photos

4. **Reference Letters and Reference contact info**

Specific reference coordinates

Reference available on request: Teachers , employer from specific work placements contact info

5. **Achievements, Certifications**

Any certificates or recognition awards that could supplement their resume.

Ex. Babysitting Course , First aid training , hunting licence, etc.

6. **Interview Tips**

Any information summarizing suggestions and tips about Interviews. How to prepare, clothing, language, etc.

Websites and links to video clips for interview tips

7. **Resource Section:**

This section should include any resources or services that the student can access when they are looking for work or support after they leave school.

Examples could be: Job search websites , emploi quebec, Youth employment services for Quebec and Ontario, bus route website, local library branches with internet access, local employment centers, local CLSC, School Board website, contact information for school, etc.

Preparation for the Job Market

Teacher and Student Resources

Websites

Online tools, worksheets, workbooks,
questionnaires, and research websites

Preparation for the Job Market : Websites

1. Directory of Semiskilled Trades (Jobs for student work placements) Specific Job search:

http://www1.mels.gouv.qc.ca/sections/metiers/index_en.asp

Or:

http://www1.mels.gouv.qc.ca/sections/metiers/index_en.asp?page=recherche&action=search&navSeq=1&type=all&cmp1=&cmp2=&cmp3

2. Home page:

<http://www.mels.gouv.qc.ca/en/teachers/references/directory-of-semiskilled-trades/>

3. Curriculum documents : Pework PJM:

http://www.mels.gouv.qc.ca/fileadmin/site_web/documents/publications/EPEPS_ServEns/Programmes/PFE_FPT_PMT_EN_LOW.pdf

Semiskilled PJM:

http://www.mels.gouv.qc.ca/fileadmin/site_web/documents/publications/EPEPS_ServEns/Programmes/PFE_FMS_PMT_EN_LOW.pdf

4. Frameworks for the Evaluation of Learning : Pework

https://www7.mels.gouv.qc.ca/dc/evaluation/pdf/FPT_PMT_preparation.pdf

Semiskilled PJM:

https://www7.mels.gouv.qc.ca/dc/evaluation/pdf/FMS_preparation.pdf

Teachers working with Aboriginal students:

<http://www.aboriginalhr.ca/en/career>

Western Quebec School Board : 1) Access to The WOTP Portal

2) Access to POP Portal for many resources related to career

exploration, activities, etc.

Personal Interests, Values and Skills (Surveys and Questionnaires)

1. Who Am I personality test

http://www.bbc.co.uk/science/humanbody/mind/surveys/whatamlike/static_quiz.shtml

2. Job Skills Assignment

<http://www.learnovation.com/pdf/jobskills.pdf>

3. Values sheet

<http://hrweb.mit.edu/system/files/Value+Clarification+Exercise.pdf>

4. Skills assessment

http://get2work.borderlink.org/work_pdf/63.skills.pdf

5. Online Quizzes :

http://www.personalitytype.com/career_quiz

6. Me and my Life Facilitators guide:

<http://www.brightpart.org/documents/pca/PCA%20Guidelines%20for%20Me%20and%20My%20Life%20Dec%202006.pdf>

7. Me and My Life Student book:

<http://www.brightpart.org/documents/pca/PCA%20Me%20and%20My%20Life.pdf>

<http://www.brightpart.org/documents/pca/PCA%20Me%20and%20My%20Life%20Poster.pdf>

8. Decision Making Worksheet

<https://career.berkeley.edu/Plan/DecisionMakingWorksheet.pdf>

9. Myers – Briggs Personality test:

http://www.personalitypathways.com/type_inventory.html#Inventory

10. 16 Personalities test:

<http://www.16personalities.com/>

11. Learning Styles: VARK questionnaire:

<http://www.vark-learn.com/english/page.asp?p=questionnaire>

Career Exploration

1.Human Resources Skills Development Canada (HRSDC):

The Essential Skills: Many resources. Can order free booklets.

<http://www.rhdcc-hrsdc.gc.ca/eng/jobs/les/tools/index.shtml>

2.Video's for essential Skills

<http://www.hrsdc.gc.ca/eng/jobs/les/video/index.shtml#tab1>

3.Alberta website: job search/job profiles, exploration :

<http://www.nextsteps.org/nextsteps/>

4.Tips for Career Exploration:

http://www.nextsteps.org/nextsteps/index.php?option=com_content&view=article&id=446&Itemid=32

5.Career Zone :

<http://www.cacareerzone.org/text/index.html>

6.Career Cruising:

<http://www.careercruising.com>

7.Vector: Career information and Video:

<http://www.vector.cfee.org/english/index.php>

8.Working in Canada:

<http://www.workingincanada.gc.ca/home-eng.do?lang=eng>

9.Career exploration tool:

<https://www.careerzone.ny.gov/views/careerzone/index.jsf>

10.Job search skills:

<https://www.careerzone.ny.gov/views/careerzone/index.jsf>

11.Online Career tool:

<http://ww2.careerpathsonline.com/>

12. Career Mapping tool:

<http://mappingyourfuture.org/planyourcareer/careership/>

13. Exploration of fields of interest and tools for POP :

<http://repertoireppo.qc.ca/en/>

14. Virtual tours and career info:

<http://www.khake.com/>

15. Career Clusters :

<http://www.careertech.org/career-clusters/glance/careerclusters.html>

16. Trades info careers:

<http://madewiththetrades.com/>

17. Trades in Canada :

<http://www.careersintrades.ca/>

18. Trades :

<http://www.skillswork.com/>

19. Can. Job Bank:

<http://www.jobsetc.gc.ca/eng/>

20. Careers in Canada:

<http://www.canadacareers.ca/>

21. Work exploration:

<http://www.mypathway.ca/node/15>

22. Career Paths Resources:

<http://www.uen.org/Lessonplan/preview?LPid=5518>

23. Career search Activity book:

http://breitlinks.com/careers/career_pdfs/CareerActivitiesBook.pdf

24. Career clusters:

<http://www.careertech.org/career-clusters/glance/careerclusters.html>

25. LEARN Career Development Resources:

http://www.learnquebec.ca/en/content/curriculum/career_dev/

26. Career Book List:

http://www.learnquebec.ca/en/content/curriculum/career_dev/CD_book_list.html

27. Web based Resource List for Careers/POP/Entrepreneurship :

http://www.learnquebec.ca/en/content/curriculum/career_dev/CD_website_resources.html

28. Virtual Career Libraray :

http://www.learnquebec.ca/en/content/curriculum/career_dev/pop/3_virtual_career_library.html

29. Career information database:

<http://www.ides.illinois.gov/page.aspx?module=20&item=1000>

30. Goal Setting/Resume/Interview/Portfolio:

https://www.eduweb.vic.gov.au/edulibrary/public/voced/program/resources/transition_plan/student4.pdf

Job Search

1. Emploi Quebec:

http://emploiuebec.net/index_en.asp

http://emploiuebec.net/individus/index_en.asp

2. Job search Handbook PDF:

http://emploiuebec.net/publications/pdf/00_emp_guide-recherche-emploi_en.pdf

3. Job Bank:

<http://www.jobbank.gc.ca/intro-eng.aspx?lng=1>

4. Fed. Govt. jobs:

<http://jobs-emplois.gc.ca/index-eng.htm>

5. Que. Job Search Website (many resources and websites):

http://emploietudiant.qc.ca/index_en.asp

6. Quebec Work info website:

http://www.mess.gouv.qc.ca/thematiques/emploi/index_en.asp#3

7. Que. Training:

<http://www.inforoutefpt.org/default.aspx#programmes>

8. Que. Vocational and Technical Careers:

<http://headingforsuccess.com/>

9. Que. Job search website:

http://www.cre.qc.ca/index_en.html

10. Jobs data base:

<http://www.eluta.ca/>

11. Job search tool:

<http://www.jobboom.com/en/>

12. Vocational and Technical jobs: Heading for Success : English

<http://www.toutpoureussir.com/eng/>

13. A guide for finding work (resumes, interviews, job seeking preparation) :

<http://alis.alberta.ca/pdf/cshop/jobseekers.pdf>

14. Creative Job Search

<http://amby.com/worksite/cjs/cjsbook/skill4a.htm>

15. Working in Quebec: Labour market information

http://imt.emploiquebec.net/mtg/inter/noncache/contenu/asp/mtg941_accueil_fran_01.asp?Lang=AN

[GL](#)

16. Job trends lesson plan BC (use with Quebec website for job availability info):

http://www.workbc.ca/Documents/Docs/JobTrendTracker_LessonPlan.pdf

17. Job Hunt Tool kits and info for looking for work

<http://www.mhr.gov.bc.ca/PUBLICAT/toolkit/toolkit.pdf>

18. Aboriginal Toolkit:

http://www.aadnc-aandc.gc.ca/DAM/DAM-INTER-HQ/STAGING/texte-text/tk_1100100033661_eng.pdf

<http://www.youthcentral.vic.gov.au/Jobs+&+Careers/Jobseeker+toolkit/>

http://www.cde.state.co.us/cdesped/download/pdf/STW_GetAJobToolkit.pdf

<http://www.hsd.gov.bc.ca/PUBLICAT/toolkit/index.htm>

http://www.edu.gov.mb.ca/k12/docs/support/c_portfolio/full_doc.pdf

Job Market Information**1. Canadian wages:**

http://www.workingincanada.gc.ca/wage-outlook_search-eng.do?reportOption=wage

2. Labour Standards:

<http://www.cnt.gouv.qc.ca/en/home/index.html>

3. Que. Trades gender issues:

<http://headingforsuccess.com/pages/display/choisir-le-bon-metier>

4. Working in Canada :Trends up to date in Canada right now:

http://www.workingincanada.gc.ca/LMI_bulletin.do?cid=3373&AREA=29303&INDUSTRYCD=&EVENTCD

5. Volunteer PDF:

<http://volunteer.ca/content/volunteer-connections-new-strategies-involving-youtha>

6. Worst jobs in History:

<http://www.youtube.com/watch?v=CwLq4CVOzQA&list=PLC321E5637B629756>

7. Male and female dominated industry:

<http://www.catalyst.org/knowledge/women-male-dominated-industries-and-occupations-us-and-canad>

8. Youtube videos “women/men in non-traditional jobs”

<http://abcnews.go.com/WNT/story?id=129474>

<http://work.chron.com/careers-male-dominated-10935.html>

9. Women during the second WW industry:

<https://www.youtube.com/watch?v=-E0KvWve-9g>

10. Women in tough jobs

<https://www.youtube.com/watch?v=kiPQlIXdUCg>

Work Skills

1. Human Resources Dev. Canada:

<http://www.hrsdc.gc.ca/eng/home.shtml>

2. HRDC Essential skills (specific jobs computer use):

<http://www.rhdcc-hrsdc.gc.ca/eng/jobs/les/tools/index.shtml>

3. Employability Skills 2000:

1. <http://www.sd35.bc.ca/schools/acss/Documents/Counselling%20Information/Appendix%20C%20-%20Employability%20Skills%202000.pdf>
2. <http://www.conferenceboard.ca/topics/education/learning-tools/employability-skills.aspx>
3. http://www.conferenceboard.ca/Libraries/EDUC_PUBLIC/esp2000.sflb

4. *Recognizing Life's Work* : Helping Learners Connect their Essential Skills from Home to Work:

http://www.nald.ca/library/learning/recognizing/helping_learners/helping_learners.pdf

5. Essential skills Video:

http://www.youtube.com/watch?feature=player_embedded&v=qe5wuVIWz9c

6. Video's for essential Skills:

<http://www.hrsdc.gc.ca/eng/jobs/les/video/index.shtml#tab1>

7. Skills at Work:

<http://www.aspect.bc.ca/marketplace/skillsatwork>

8. Training info website:

http://www.athabascau.ca/courses/educ/310/resources.htm#training_providers

9. Essential Skills from home to work:

http://en.copian.ca/library/learning/recognizing/helping_learners/helping_learners.pdf

10. Work place etiquette Part 1-3:

<https://www.youtube.com/watch?v=4pvFPHvWRIs>

11. Soft Skills workbook :

<http://www.dol.gov/odep/topics/youth/softskills/softskills.pdf>

12. Video's soft skills:

<http://www.youtube.com/watch?v=X0voPIW2pSs&feature=youtu.be>

Safety

1. CSST website:

http://www.csst.qc.ca/en/Pages/all_english_content.aspx

2. CSST Youth workers:

http://www.csst.qc.ca/en/youth/Pages/young_people_work.aspx

3. Youth Worker Awareness Program (Safety): Many web links, many teacher resources:

<http://www.yworker.com/english/resources.htm>

4. Young Workers Readiness Modules /Lessons and Certificate test, many resources, safety focus:

http://ae.gov.sk.ca/ywrcc-course/certificate/cert_testapp2_e.asp

5. Safety Modules in Workbook format Manitoba:

http://www.safemanitoba.com/sites/default/files/uploads/programs_student.pdf

6. Safety: Video and workbook:

<http://safemanitoba.com/sites/default/files/files/GUIDE-Averageday.pdf>

Video 1: <http://www.youtube.com/watch?v=bqng2rAB4Bw&feature=youtu.be>

Video 2: <http://www.youtube.com/watch?v=8pSlwkJacQ8&feature=youtu.be>

Video 3: <http://www.youtube.com/watch?v=XIVB5bbEdUk&feature=youtu.be>

7.Funny safety videos :

<http://www.youtube.com/watch?v=IG8H6rSOMuU>

8.Safety Young workers Lesson plans ,etc:

<http://www.youngworkers.org/downloads/pdf/TWS-01-GenUnit.pdf>

9.Rod Stickman (stickman videos about safety):

<http://www.whscc.nf.ca/rodstickman.whscc>

10.MELS Hazards LES Web link :

<https://www4.mels.gouv.qc.ca/sst/admin/>

Username: FormationSST

Password: Fé3@lo1

You have to make sure you use an "é" with the accent

11.WHMIS Work Safe BC:

Unit of study: <http://www2.worksafebc.com/topics/whmis/home.asp>

Videos: <http://www2.worksafebc.com/Publications/Multimedia/videos.asp?ReportID=35318>

Student safety Videos: <http://www2.worksafebc.com/Topics/YoungWorker/Safety-Video-Contest.asp>

12.Health and Safety Booklet:

http://www.hs101.ca/hs_booklet.pdf

13.Safety resources for teachers PEI:

<http://www.wcb.pe.ca/Workplace/ResourcesForTeachers>

14.Health and Safety Can :

<http://www.ccohs.ca/youngworkers/>

15. BC Workplace safety interactive video and student activities :

<http://www2.worksafebc.com/youngWorker/course1386/course/course1386.html>

16. BC youth safety website :lots of resources:

<http://www2.worksafebc.com/topics/youngworker/resources-youngworkers.asp>

17. Workplace safety Lessons : Student WorkSafe Planning 10: Lesson Modules:

<http://www2.worksafebc.com/Topics/YoungWorker/Resources-Educators.asp?ReportID=33282>

18. CSST Youth Workers:

http://www.csst.qc.ca/en/youth/Pages/young_people_work.aspx

19. Live Safe, Work Smart lessons and activities:

http://www.livesafeworksmart.net/english/special_needs/

20. Safety Commercials:

<http://www2.worksafebc.com/Topics/YoungWorker/Safety-Video-Contest.asp>

21. WorkSafeBC – young worker safety videos :Make your own commercial

www.somanyways.ca

Attitudes and Behaviours in the Workplace**1. Soft Skills (*Skills to pay the Bills*) workbook for youth with teacher instructions and lesson plans:**

<http://www.dol.gov/odep/topics/youth/softskills/softskills.pdf>

2. Soft Skills Video's :

<http://www.youtube.com/watch?v=X0voPIW2pSs&feature=youtu.be>

3. Gov Website all video's youtube:

<http://www.dol.gov/dol/media/webcast/20121015-softskills/>

4. Workplacement benefits:

http://www.thebigchoice.com/Placements/Advice/Benefits_of_a_Work_Placement.html

5. Workplacement etiquette and conduct :

http://www.thebigchoice.com/Placements/Advice/Work_Place_Etiquette_Conduct.html

Resumes

1. Resumes:

<http://www.drexel.edu/scdc/professional-pointers/resumes/>

2. Resume Templates:

<http://jobsearch.about.com/od/sampleresumes/a/sampleresume2.htm>

3. Resume Tips and Templates:

<http://www.careeronestop.org/resumesinterviews/resumeadvice/sampletemplates.aspx>

4. Writing a Resume:

<http://www.youth.gc.ca/eng/topics/jobs/resume.shtml>

5. How to write a Resume (for youth):

<http://www.youthcentral.vic.gov.au/Jobs+&+Careers/Applying+for+jobs/How+to+write+a+resume/>

6. Reference letters:

<http://www.ualberta.ca/~caps/ReferenceLetters.pdf>

Cover Letters

1. Cover Letters:

<http://www.drexel.edu/scdc/professional-pointers/cover-letters/>

2. Cover letter video:

<http://video.about.com/jobsearch/Cover-Letter-Writing-Tips.htm>

Interviews

1. Interviews:

<http://www.drexel.edu/scdc/professional-pointers/interviewing/>

2. Workplacement Interview:

http://www.thebigchoice.com/Placements/Advice/Interview_Advice.html

3. Interviews Monty Python:

<http://www.youtube.com/watch?v=zP0sqRMzkwo&app=desktop>

4. Interview techniques video :

<http://video.about.com/jobsearch/Preparing-for-a-Job-Interview.htm>

5. Effective Interviewing Video:

<http://video.about.com/jobsearch/Job-Interview-Tips.htm>

6. Video Interview tips HRSDC Canada:

<http://www.hrsdc.gc.ca/eng/jobs/les/video/index.shtml>

Portfolio

1. Portfolio for Youth Teacher activities and units: *Centre for Education and Work Manitoba*

<http://www.cewca.org/files/free-materials/youth-portfolio.pdf>

2. Essential skills Portfolio : *Canadian Govt.*

<http://www.hrsdc.gc.ca/eng/jobs/les/tools/support/portfolio.shtml>

The Essential Skills Portfolio for Youth Development Kit is for youth interested in entering the workplace for the first time. The Kit is built around two frameworks: An Essential Skills Framework and an Occupational Framework.

The Essential Skills Framework is comprised of the nine HRSDC Essential Skills (For more information on the Essential Skills, visit their website at: <http://www15.hrdcdrhc.gc.ca/English/general/default.asp>).

3.Career Cruising Portfolio

<http://www.careercruising.com>

Students create a username and password for their personal portfolio. All activities and exploration is saved into the portfolio.

4.Nova Scotia Lifework Portfolio :

<http://lifework.ednet.ns.ca/>

5.Manitoba Career Portfolio Guide:

http://www.edu.gov.mb.ca/k12/docs/support/c_portfolio/

6.Teachers resource Lifework Portfolio:

http://www.ednet.ns.ca/pdfdocs/curriculum/lifework_portfolio_teaching_resource.pdf

7.New York State Youth Portfolio:

<http://ocfs.ny.gov/main/owd/portfolio/facilitator/facilitatorguide.pdf>

8.Renew Portfolio for youth:

http://www.iod.unh.edu/RENEW%20Tools/RENEW_YouthPortfolio_103112.pdf

9.Renew Resources:

http://www.iod.unh.edu/Projects/renew/materials_renew/FacilitatorWorkBookDownload.aspx

10.European Portfolio:

http://www.coe.int/t/dg4/youth/Source/Resources/Portfolio/Portfolio_en.pdf

11.E-Portfolio How to:

<http://eportfolio-youthwork.org/downloads/manual.pdf>

12.Transition Portfolio (many links from here):

<http://lifeafterieps.com/transition-portfolios/>

13.Transition Portfolio resource (lots of assessments and material) :

http://www.rockingham.k12.va.us/rcps_spед/svrp/Table-of-Contents.htm

14. Transition Portfolio also:

http://www.rockingham.k12.va.us/rcps_sped/svrp/Table-of-Contents.htm#SectionIIGeneralAssessmentIdentifyNeeds

15. Transition Portfolio resources:

<http://www2.spokaneschools.org/studentsupport/specialed/new/transition/default.stm>

16. Career Portfolio (interview, resume, etc.):

https://www.eduweb.vic.gov.au/edulibrary/public/voced/program/resources/transition_plan/student4.pdf

Workbooks**1-QLWG Career Exploration: Unit 25:**

http://www.learnquebec.ca/en/content/adult_ed/skills_for_life/

2-QLWG Employment Skills: Unit 19:

http://www.learnquebec.ca/en/content/adult_ed/skills_for_life/

Video to support Employment Skills booklet QLWG Reads the resume writing ,etc.

http://learnquebec.ca/en/content/adult_ed/skills_for_life/unit19.html

3. QLWG On The Job: Unit 20:

http://www.learnquebec.ca/en/content/adult_ed/skills_for_life/

4. Manitoba Career Portfolio Guide:

http://www.edu.gov.mb.ca/k12/docs/support/c_portfolio/

5. Job search Handbook PDF:

http://emploiquebec.net/publications/pdf/00_emp_guide-recherche-emploi_en.pdf

6. Alberta website: job search/job profiles, exploration :

<http://www.nextsteps.org/nextsteps/>

7. Module workbook for safety:

http://www.safemanitoba.com/sites/default/files/uploads/programs_student.pdf

8. Career ideas booklet:

<http://www.ilworkinfo.com/PDF/cntdact3.pdf>

Youth Resources**1. Government of Canada Youth Services:**

<http://www.youth.gc.ca/eng/home.shtml>

2. Youth Services:

www.youth.gc.ca

3. Youth Employment services:

<http://www1.servicecanada.gc.ca/eng/epb/yi/yep/newprog/skillslink.shtml>

4. Local Employment Center Locator:

http://www.mess.gouv.qc.ca/services-en-ligne/centres-locaux-emploi/localisateur/index_en.asp

5. Financial Assistance :

<http://www.afe.gouv.qc.ca/en/index.asp>

6. Youth in Quebec (French) :

<http://www.espacej.gouv.qc.ca/>

7. Que. Employment and Social :

http://www.mess.gouv.qc.ca/thematiques/emploi/index_en.asp

Sociovocational Integration

http://www.mels.gouv.qc.ca/DFGA/disciplines/inegration_socio/pdf/conseil/41-1072a.pdf

http://www.mels.gouv.qc.ca/DFGA/english/subjects/inegration_socio/cont_conseil.html

http://www.mels.gouv.qc.ca/DFGA/english/subjects/inegration_socio/cont_prog.html

Teacher website lists

Resource List Michigan State:

<http://4h.msue.msu.edu/uploads/files/CareerEdResourceList.pdf>

Career and Work Orientation Website list:

https://www.k12.gov.sk.ca/pls/urldb/udb_gen_ref_pkg.gen_ref_by_subj_detail_form?a_udb_subject_id=96&a_udb_sub_subject_id=325

The following pages are **combined documents** for both **Prework and Semiskilled**.

1) The Curriculum

2) Framework for the Evaluation of Learning

Any differences are highlighted in **Red (text and box)**.

Original MELS documents for *Prework* Curriculum and Frameworks :

http://www.mels.gouv.qc.ca/fileadmin/site_web/documents/publications/EPEPS_ServEns/Programmes/PFE_FPT_PMT_EN_LOW.pdf

https://www7.mels.gouv.qc.ca/dc/evaluation/pdf/FPT_PMT_preparation.pdf

Original MELS documents for *Semiskilled* Curriculum and Frameworks :

http://www.mels.gouv.qc.ca/fileadmin/site_web/documents/publications/EPEPS_ServEns/Programmes/PFE_FM_S_PMT_EN_LOW.pdf

https://www7.mels.gouv.qc.ca/dc/evaluation/pdf/FMS_preparation.pdf



Preparation for the Job Market

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EMPLOYED

Pework Training and Training for a Semiskilled Trade

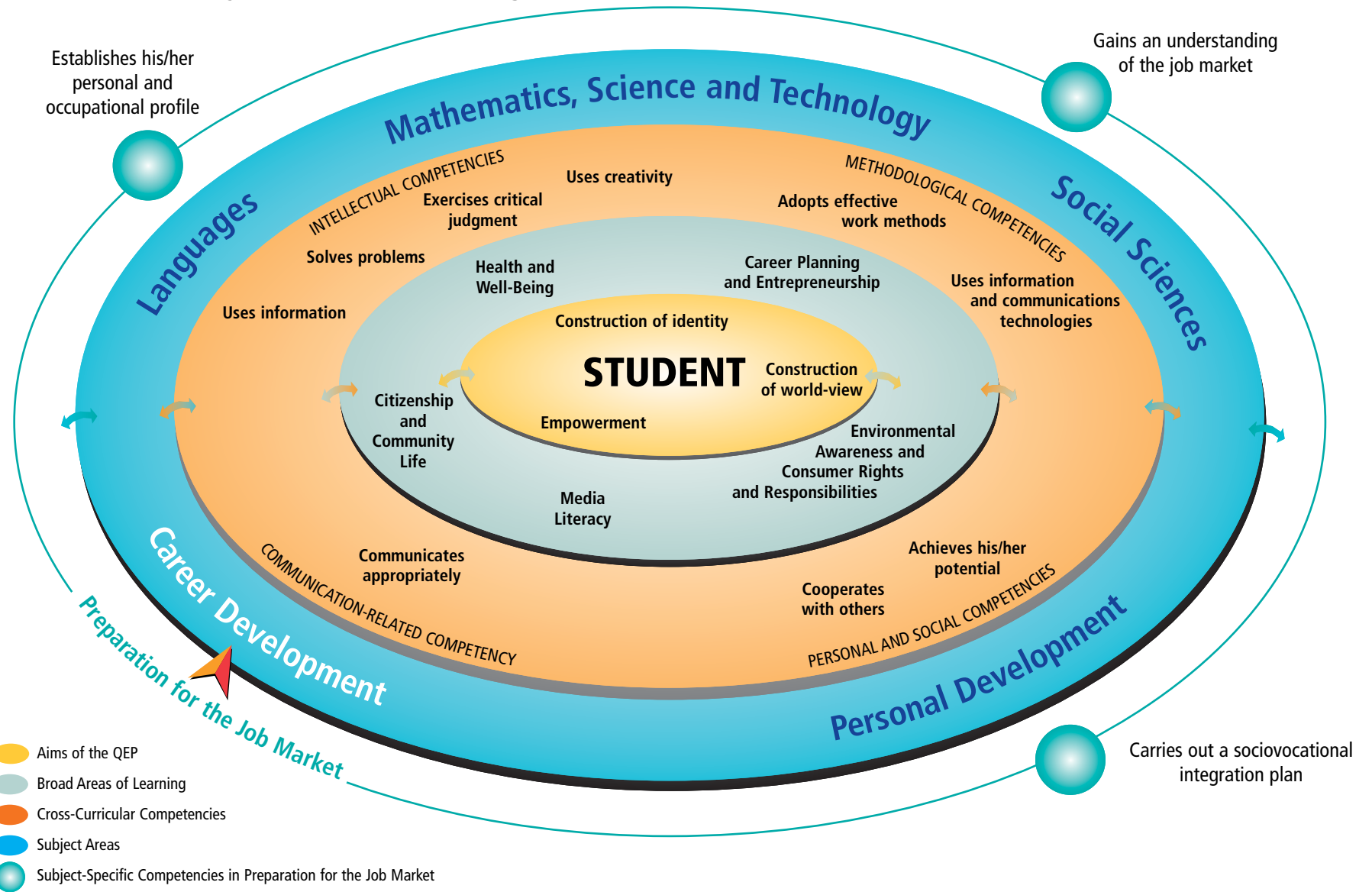
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Preparation for the Job Market

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Making Connections: Preparation for the Job Market and the Other Subjects in Prework Training and Training for a Semiskilled Trade



Introduction to the Program

The aim of any type of education should be to send students on their way toward the adventure of life, allowing them to find their way and build themselves a future.
Albert Jacquard

Prework Training and Training for a Semiskilled Trade, which make up the Work-Oriented Training Path, both prepare students for the job market. The programs are very similar, but differ with regard to the allotted time and the pedagogical context.

The Preparation for the Job Market program  is intended to enable students to make a smooth transition between school and the job market. It gives them an opportunity to prepare for the challenges involved in entering the job market and provides reference points to help them develop and implement a sociovocational integration plan. It also helps them develop strategies for remaining employed in our constantly evolving society.

The program is based on the premise that students must play an active role in their education, and that they are capable of participating in a dynamic educational and vocational integration process. It enables them to continue the planning process begun in previous cycles, within the framework of a guidance-oriented approach. It offers them the opportunity to explore certain employment sectors and to reflect on their experiences in the school workshop and in practicums, which will enable them to learn more about themselves and to establish their occupational profile and job possibilities. They will also learn to recognize the qualities of value to different employers and to gain confidence in their ability to participate.

The Preparation for the Job Market program is intended to enable students to make a smooth transition between school and the job market.

This program offers students the opportunity to explore certain employment sectors and to continue the career planning process within the framework of a guidance-oriented approach.

It is important to make students aware of the dynamic and changing quality of the job market and to help them realize that there are many ways of entering it. They must learn to manage the different steps involved in a personalized planning process, to adapt to change (e.g. technological developments), and to face difficult or unforeseen circumstances likely to occur at work. Consider for example the difficulties experienced by workers when a factory closes and they must find other work. This preparation will help them enter the job market and remain employed.

This program focuses on the following three competencies:

- Establishes his/her personal and occupational profile
- Gains an understanding of the job market
- Carries out a sociovocational integration plan

Making Connections: Preparation for the Job Market and the Other Subjects in Prework Training

The Preparation for the Job Market program is intended to provide students with the tools they need to make enlightened occupational choices, gain an understanding of the job market and make a smooth transition between school and the job market. The competencies developed in the different subjects help students achieve these objectives not only by adding to their store of general knowledge, but also by supporting them in their sociovocational integration and their ability to remain employed.

Students should be encouraged to make connections between their language skills and their ability to establish their personal and occupational profile. For example, reading texts is indispensable for exploring employment sectors, simulating tasks, becoming familiar with the characteristics of different trades and occupations and finding the resources to help them in their sociovocational integration. Their competency in writing will enable them to draw up a list of their achievements, prepare their résumé, write a cover letter, fill out a job application and formulate their practicum project. The

Prework Training

The Autonomy and Social Participation and Work Skills programs provide students with numerous opportunities to analyze their needs and make their own decisions and choices. By participating in community projects, they learn to apply their ability to cooperate with others in different environments and to adapt their attitudes and behaviours to the requirements of a situation. In addition, adopting a healthy, active lifestyle—an objective of the Physical Education and Health program—is particularly helpful in performing well at work. Students also have the opportunity to make connections with their mathematical knowledge. Listing different types of remuneration, calculating net income and evaluating the cost of insurance are some examples of activities that enable them to better define certain realities of the job market.

Training for a Semiskilled Trade

The Preparation for the Job Market program also enables students to make connections with their knowledge of mathematics. Listing different forms of remuneration, calculating net income and evaluating the cost of insurance are all examples of activities that will help students better understand certain realities of the job market. Finally, it is important that students be made aware of the fact that the ability to read French is needed for accessing useful resources in various areas, such as when researching different trades and occupations or finding the information they need to carry out their sociovocational integration plan.

The competencies developed in the different subjects support students in their sociovocational integration.

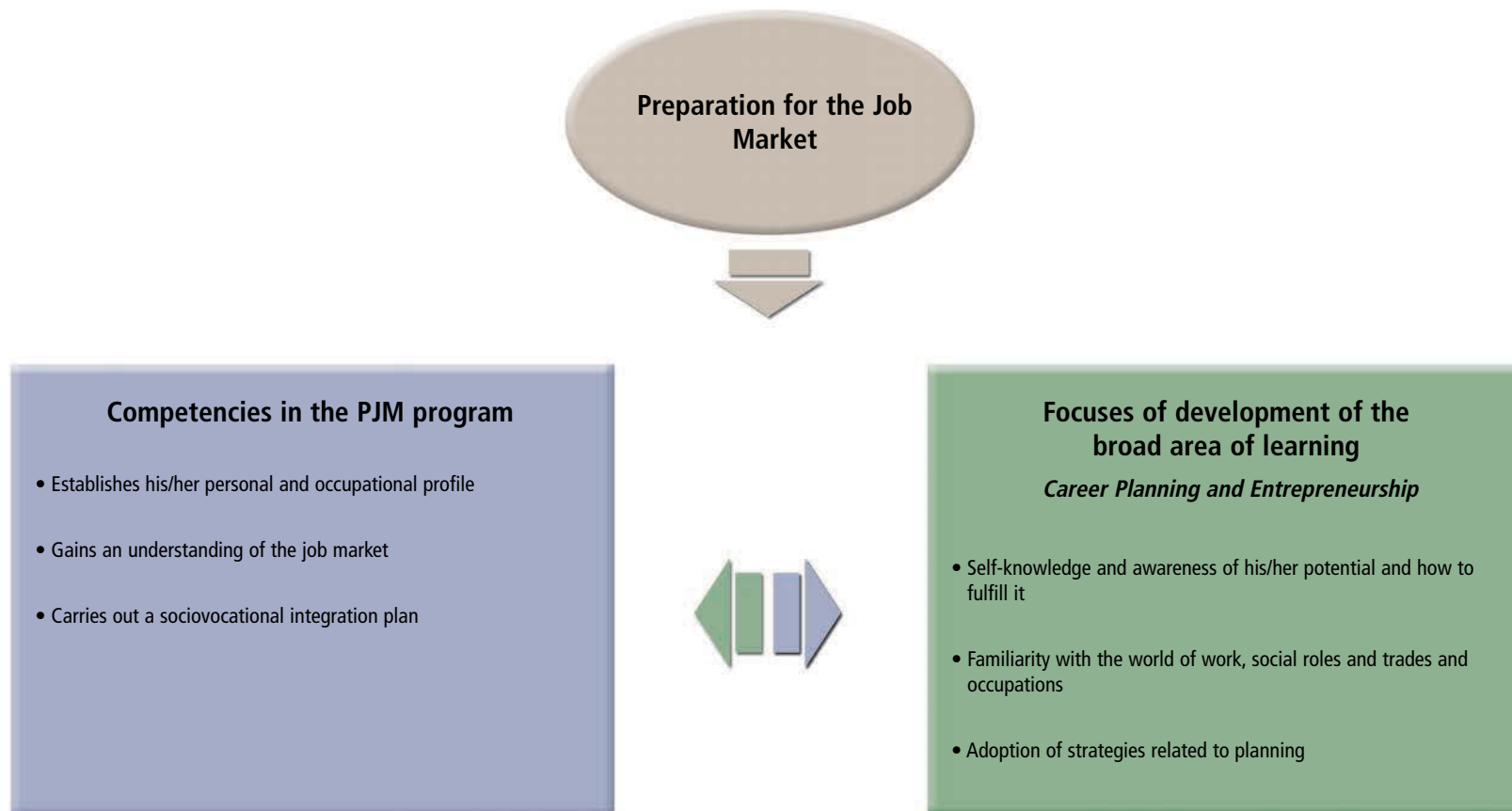
teacher should also encourage them to recognize the importance of their communication skills in creating a network of resource people. Thus they will be able to get help when preparing for a job interview, verifying their understanding of a task and gathering information about the job market and their job search. Information and communications technologies are also essential tools in their search for information.

Connections With the Broad Areas of Learning

The Preparation for the Job Market program is closely related to the broad area of learning Career Planning and Entrepreneurship. The three competencies are related to the three focuses of development, as shown in

the diagram below, and help students achieve the educational aim of the broad area of learning: To enable students to make and carry out plans designed to develop their potential and help them integrate into adult society.

CONNECTIONS BETWEEN THE PREPARATION FOR THE JOB MARKET PROGRAM AND THE BROAD AREA OF LEARNING CAREER PLANNING AND ENTREPRENEURSHIP



Pedagogical Context

Prework

The Preparation for the Job Market program gives students a number of opportunities to take a critical look at the career exploration and work experience acquired through the work-study approach. Thus, they make connections with their interests and become actively involved in a sociovocational orientation process. The teacher should ensure that the students learn more about themselves and gain a more comprehensive and accurate understanding of the job market. He or she should also ensure that the students apply the competencies developed in general education in order to prepare for their sociovocational integration.

Prework

Semiskilled

He or she should also ensure that the students recognize the importance of the competencies developed in general education in facilitating their learning of a semiskilled trade.

The teacher should ensure that the students learn more about themselves and that they gain a more comprehensive and accurate understanding of the job market.

The teacher guides the students, acting as intermediary between the school and the workplace. He or she should help students learn to be open to change, to demonstrate their ability to adapt and to persevere in difficult situations. He or she should also encourage them to rely on their strengths to improve their competencies, and help them develop strategies for dealing with obstacles. The teacher should also play a leadership role in relations with the different partners involved in student training: companies, the school team, families, etc. Lastly, he or she should ensure that the actions of all of these partners are based on a shared objective, i.e. to provide qualifying training for all students.

Before the students begin learning specific competencies associated with a semiskilled trade, the teacher offers them opportunities to explore an occupational area of their choice. This may involve documentary research, spending a day in a workplace, simulations of tasks or a short practicum, and will enable students to select a field that corresponds to their personal and occupational profile. Differentiation of instruction is essential in ensuring success for all students. The level of complexity of the proposed situations must represent a challenge tailored to each student. Teachers should be guided by the consensus reached in the development of the individualized education plan.

Semiskilled
The teacher offers opportunities for students to explore an occupational area of their choice.

Throughout their training, students should become familiar with different information and communications technologies, which are particularly useful for career exploration (e.g. finding practicum positions, volunteering opportunities and training programs). These technologies will enable students to keep their knowledge of certain employment sectors up to date. The teacher may also suggest that students record their questions and reactions in a log and encourage them to use different communication tools—portfolio, Web folio, etc.—to share their discoveries with others.

The consensus reached in the development of the individualized education plan will enable teachers to guide students in their career exploration.

The students will need to use different resources to develop their employability and life skills. For example, they may establish a network of contacts. These people should be easily accessible and be able to provide information about a specific employment sector, a trade or occupation, or the requirements of a practicum or job. They may be people in the students' immediate environment, for example, an uncle who works for a certain company, a friend of the family who owns a business or a neighbour involved in community services, or less familiar people who work in agencies offering employment assistance, integration services, etc. The teacher should ensure that the students understand that these services can help them in the different stages of their sociovocational integration, for example updating their résumé, consulting job offers or planning to return to school. It is important that they be familiar with the different social and community networks that can help them.

Preparation for the Job Market

Prework and Semiskilled

Competencies and Program Content

Identical for both pathways

COMPETENCY 1 Establishes his/her personal and occupational profile

*Take the time you need
to learn more about yourself.
That is a journey in itself.*

Gilles Vigneault

Focus of the Competency

Students enrolled in the Work-Oriented Training Path should be able to recognize their personal resources and learn to use them to prepare for a suitable job and enter the job market. To this end, it is important that they make connections between their potential, affinities, interests and aspirations on the one hand, and their employment options on the other. They must also be familiar with the main qualities and attitudes needed to meet the challenges they will encounter in the job market, such as flexibility, adaptability, mobility, creativity and responsiveness, and to determine where they stand with respect to these qualities and attitudes. Thus they will be able to establish and develop their personal and occupational profile.

Students make connections between their potential, affinities, interests and aspirations on the one hand, and their employment options on the other.

The students' profile will be based on various everyday experiences, as well as on watershed events that provide them with an opportunity to question, among other things, their motivations and reactions. Am I doing this because I like it, because it is a challenge, because I feel it is my duty or because I need the money? Did I go about overcoming difficulties in the right way? Can other people provide insight into my situation?

In order to learn about their employment options, the students must be able to explore tasks associated with different trades. There are different ways of helping them discover their occupational interests: visits to companies and training centres, meetings with a mentor, trying out a job for a day, aptitude tests, etc.

In previous cycles, the students experienced situations that enabled them to learn more about themselves and their aspirations. In the Preparation for the Job Market program, they will improve their introspective skills and develop their employment potential.

The competency *Establishes his/her personal and occupational profile* has three key features: Examines his/her personal characteristics; Reflects on the reasons for his/her achievements; Discovers his/her occupational interests through a variety of activities.

Examines his/her personal characteristics

Students establish a personal profile by examining their character traits, attitudes and behaviours in real-life situations. To learn more about themselves, they must focus on actual situations and pay attention not only to their resources, but also how they mobilize them. Performing tasks in a practicum setting is one of the best ways of achieving this.

Students must pay particular attention to the elements that motivate them, their ways of overcoming the difficulties they encounter and their ability to recognize their strengths and interests. They must learn to see obstacles as an opportunity to move forward and to develop troubleshooting strategies as needed. Finally, they should be encouraged to share their perceptions with people they trust, for example, peers, their parents, a teacher or a guidance professional.

In order to learn about their employment options, the students must be able to explore tasks associated with different trades and occupations.

Reflects on the reasons for his/her achievements

To understand the basis of success, students must examine the factors that contributed to certain of their achievements. To this end, they should be encouraged to reflect on achievements that improved their self-confidence and self-esteem and to examine what motivates them to take on challenges. If, for example, they consider extracurricular activities, they may identify factors other than those they observed in their schoolwork. They can also be encouraged to consider the strategies they used in different situations and to evaluate their effectiveness.

Thus they will develop their introspective skills and be able to prepare for new situations by determining how they could use the skills acquired. This will be a major asset throughout the sociovocational integration process.

Discovers his/her occupational interests through a variety of activities

Occupational interests are related to students' attitudes and penchants for a certain type of activity, task or work situation. In the school workshop or in practicums, students will discover the benefits and requirements of various work situations, as well as employers' expectations. This will give them a better idea of their interests and the reasons why they are attracted to a given field. To this end, the teacher will encourage them to share their discoveries with others and to learn from others' experiences. Thus they will observe that their attitudes may change as they learn more about themselves and the job market and develop occupational competencies. Finally, they will learn about the importance of continuing education and training in the pursuit of their goals.

Key Features of Competency 1

Examines his/her personal characteristics

Recognizes his/her personal resources and how he/she mobilizes them

- Assesses his/her ability to stay motivated
- Understands his/her reaction to difficulties
- States his/her strengths and interests
- Validates his/her perceptions with others

Reflects on the reasons for his/her achievements

Identifies his/her achievements

- Recognizes the characteristics of his/her achievements
- Becomes aware of his/her motivations
- Describes the strategies used and their effectiveness
- Judges the appropriateness of using these strategies in other contexts

Establishes his/her personal and occupational profile

Discovers his/her occupational interests through a variety of activities

Reflects on his/her experiences in the school workshop or in practicums

- Considers the requirements associated with different work situations
- Determines where he/she stands with respect to the qualities valued in the job market
- Shares his/her perceptions with others

Evaluation Criteria

- Appropriateness of his/her reflection on his/her personal profile
- Accurate analysis of his/her achievements
- Coherent connections between his/her personal and occupational characteristics

Learning Targets

At the end of the program, students will be familiar with their personal and work-related resources and how to mobilize them. By performing simulated or actual work tasks, they will have learned more about themselves. They will be able to make an informed judgment on their personal and occupational profile.

In particular, students recognize their main strengths and interests. They identify the factors that motivate them and help them meet challenges. They identify and understand the essential aspects of their achievements at school as well as in extracurricular activities. They describe the strategies used and recognize their effectiveness. On occasion, they judge the appropriateness of these strategies to other work-related activities.

Through frequent discussion, students share their workshop and practicum experiences. They make coherent connections between their personal characteristics and the requirements of the different work-related activities, which enables them to discover their interests.

COMPETENCY 2 Gains an understanding of the job market

And, each day, for he who begins to build the world, the world begins.
Antoine de Saint-Exupéry

Focus of the Competency

Students enrolled in the Work-Oriented Training Path should have a realistic understanding of the job market they will soon be entering. To this end, they should study different sectors of activity, participate in exploration activities and use different means of gathering the appropriate information, which will introduce them to the different employment options available. They should also consider the dynamic and constantly changing nature of the job market.

The students must prepare for certain challenges, such as the restructuring of a company, the closure of a factory and technological change. They must consider the principal aspects of the job market, in particular the work organization, the differences between different work contexts and the role of legal and regulatory provisions. They must also be made aware of the importance of being familiar with their rights and responsibilities and of exercising them respectfully.

In previous cycles, the students had the opportunity to observe workers in the workplace or to acquire some experience with different work-related activities. Now they need to learn more about the characteristics of the job market so that they can take their place in it.

The competency *Gains an understanding of the job market* has three key features: Becomes familiar with the characteristics of the job market; Gathers information about work situations; Envisions himself/herself as a future worker.

Becomes familiar with the characteristics of the job market

To understand the different types of workplaces, students must actively participate in real-life situations. In particular, they must observe the diversity of jobs and types of sociovocational integration, such as volunteer work, full-time work, part-time work, contract work and seasonal work, as well as the diversity of fields of activity: food production, health services, mechanics, carpentry, horticulture, etc. They must also learn about certain factors that can have an impact on work organization, such as the size of the company (large, medium-size or small), work schedules (day, evening, night) and whether or not employees are unionized.

Students should be made aware of the impact of working conditions on their personal and work life. For example, accepting undeclared work can deprive them of access to Commission de la santé et de la sécurité du travail (CSST) programs and prevent them from acquiring seniority or contributing to the Québec Pension Plan. They should also be made aware of the importance of work-family balance. They can learn to develop strategies for preventing industrial accidents and occupational diseases, injuries, burnout, hearing loss and so on. Here again they are encouraged to learn from others' knowledge and experiences and to share their understanding of the world of work.

Students should have a realistic understanding of the job market and its dynamic and constantly changing nature.

Gathers information about work situations

To obtain information about the job market, students must know how to use the appropriate resources. For example, they can visit a documentation centre, consult resource people (e.g. their parents, workers, mentors, guidance counsellors), take virtual tours on the Internet or consult Web sites such as REPÈRES and Inforoute FPT. In addition to gathering information, they must develop an ability to judge the quality and validity of that information.

In order to gather information, students should adopt a variety of methods of exploring the job market. Making connections between their personal characteristics and the characteristics of certain fields will be easier the more information they have. To test their abilities and broaden their occupational interests, they should also be given the opportunity to perform different tasks and experience different work situations: trying a job for a day, practicum in the workplace, workshop in a vocational training centre, etc. Thus they will be able to envision themselves performing certain duties in a specific work environment. Finally, they should share their discoveries with others, which will help them make career decisions.

Envisions himself/herself as a future worker

Understanding the main differences between workplaces helps students determine the most suitable type of job and anticipate their future role. These differences involve the nature of tasks, remuneration, possibilities for initial and continuing training, schedules, required clothing, the technologies used, group insurance, pension plans, vacation and so on. In particular, practicums are a good way of gathering information about a job.

Whatever job they aspire to, students should take into account their personal obligations and responsibilities and make sure they are compatible with the requirements of the job. On this point as on others, they must learn from others' experience, which could help them in difficult situations. They should also understand the importance of being familiar with their employment rights and obligations and respecting those of others.

Key Features of Competency 2

Becomes familiar with the characteristics of the job market

Recognizes the diversity of types of work organization • Understands the importance of the laws and regulations governing work • Becomes aware of the complexity of labour relations • Anticipates the impact of working conditions on his/her personal and work life • Shares his/her understanding with others

Gathers information about work situations

Uses relevant resources • Varies his/her means of exploring the job market • Recognizes requirements associated with work situations • Observes the particular characteristics of different workplaces • Shares his/her discoveries with others

Gains an understanding of the job market

Envisions himself/herself as a future worker

Takes into account the culture of different workplaces • Anticipates his/her role in the work organization • Understands the importance of his/her obligations • Recognizes his/her rights and those of others • Learns from others' experience

Evaluation Criteria

- Understanding of the characteristics of the job market
- Variety of means of exploration
- Relevance of his/her thoughts on his/her future role as a worker

Learning Targets

At the end of the program, students have a relatively clear understanding of the job market. As they will soon enter the job market, they are able to identify its principal aspects and to envision themselves as workers.

Students recognize the different types of work. They understand that there are several types of work organization and fields of activity. They take into account the impact of working conditions on their personal and work life.

In order to gather information about today's job market, students diversify their exploration methods, in particular by observing and experiencing different work situations. They also use relevant resources such as Web sites, local newspapers and resource people. They take a critical look at the quality and validity of the information gathered.

In order to envision themselves as future workers, students share their discoveries and understanding of the world of work with others. Thus they put their learning to good use and become aware of the importance of their rights, responsibilities and obligations with respect to their career choice.

COMPETENCY 3 Carries out a sociovocational integration plan

What is success? It's doing what you want to do with as much momentum as possible.
Anne Hébert

Focus of the Competency

Students enrolled in Preparation for the Job Market must carry out a sociovocational integration plan, which can take different and more or less complex forms depending on the training needs of each student and opportunities in the community. Students can volunteer at the school or elsewhere, visit companies or observe semiskilled workers in a workplace that interests them.

Sociovocational integration involves all of a person's work-related and social activities. It is based on work-related and personal experiences and may consist of lengthy periods of stability, but may also suffer instability. Thus it is a rather complex process that tends to take an increasing amount of time

Sociovocational integration is based on work-related and personal experiences and may consist of lengthy periods of stability, but may also suffer instability.

and that is no longer linear in nature (training → job → retirement). This is true for all age groups and types of jobs. For example, consider the following continuum: general education → job → recognition of learning → job → on-the-job training (restructuring of the company) → different job → continuing education and training.

If they are to achieve sociovocational integration in this program, students must proceed methodically, developing an appropriate plan, establishing the proper conditions for implementing it and determining mechanisms for evaluating their results. They must first examine their

options, select a field of interest, choose a means of action and determine the steps involved. To implement their plan, they will need to select the most useful resources. Finally, they must learn to take a critical look at their plan, which they will be able to use throughout their working life.

The competency *Carries out a sociovocational integration plan* has three key features: Develops a plan; Implements the plan; Evaluates the plan.

Develops a plan

The teacher should encourage students to list ways of implementing a sociovocational integration plan. They should first be made aware that there are different types of work (e.g. volunteer work, paid work) and different types of jobs, and learn about work available in their environment. They must consider their preferences, aptitudes and motivations, as well as the resources they can use. They will ask questions such as the following: Would I like to work part-time? What type of workplace would I be interested in? Do I know anyone who can help? Can I join a community service group? Do I need more information about different trades? Am I actively planning a career? Am I ready to choose a practicum position?

With the teacher's help, students must identify potential practicum positions. They must make the necessary contacts in the selected workplace, taking into account job requirements and their options, as well as their motivations. They can also validate their choices with their peers, their parents or other people they trust. They may have to modify their initial plan based on new information. Their plan's viability will benefit from frequent reviews and adequate preparation.

If they are to achieve sociovocational integration in this program, students must proceed methodically.

Implements the plan

Once they have a plan, the students must take the necessary measures to complete each of the steps. To this end, they must use the strategies chosen and develop new ones as needed. They should be encouraged to refer to their personal experience, to take others' opinions into account to improve their plan, to adapt their attitudes and behaviours to the requirements of the situation and to stay motivated. Finally, they must use the necessary tools to achieve their objectives and be prepared to request help or consult other resources if they encounter difficulties.

It has been observed that student trainees with perseverance are more likely to be offered a job at the end of the practicum. It is therefore important that students persevere in the implementation of their plan. The teacher should also make them aware of the importance of maintaining their personal commitment over a set period of time and of assessing the positive impact of perseverance on their integration. Finally, encouraging them to adapt and adjust their plan as needed should help students stay motivated.

Evaluates the plan

In implementing a personal sociovocational integration plan, the students will see the importance of using a structured approach to achieve their objectives and realize their aspirations. To this end, they should be encouraged to examine their actions and their ability to adapt to changes while carrying out their plan.

In reviewing their methods, the students can verify the effectiveness of the strategies they used and the achievement of their objectives. To this end, they must learn to take advantage of opportunities to discuss their plan with classmates in order to improve their evaluation. The teacher should encourage them to redefine certain steps as needed and to plan situations in which they can use the same approach.

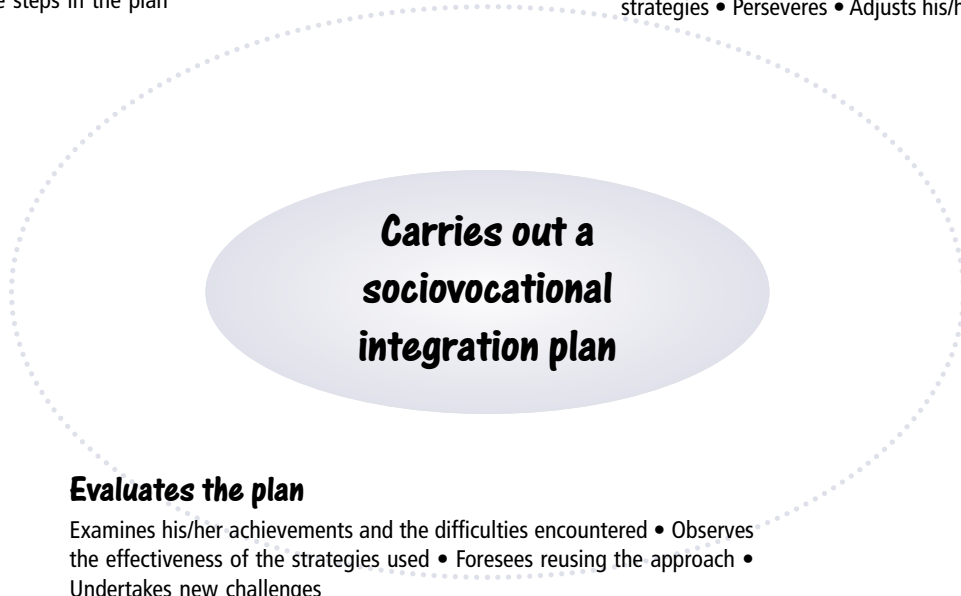
Key Features of Competency 3

Develops a plan

Lists different means of sociovocational integration • Considers practicum options • Chooses a specific sociovocational integration plan • Establishes the steps in the plan

Implements the plan

Takes action • Mobilizes the appropriate resources and strategies • Perseveres • Adjusts his/her plan as needed



Carries out a sociovocational integration plan

Evaluates the plan

Examines his/her achievements and the difficulties encountered • Observes the effectiveness of the strategies used • Foresees reusing the approach • Undertakes new challenges

Evaluation Criteria

- Determination of the steps involved in the sociovocational integration plan
- Management of his/her plan
- Relevance of his/her reflections on his/her plan

Learning Targets

At the end of the program, students will have developed and implemented a sociovocational integration plan adapted to their personal profile and the opportunities available.

Through observation, exploration and experimentation, they mobilize the most useful resources for their sociovocational integration. They plan the steps involved in their plan. They identify potential practicum positions, communicate with contacts and take into account the requirements of the job and their own possibilities. They carry out each step in their plan. In implementing the plan, they use the strategies needed to achieve their personal and work-related objectives and develop new ones as needed. They may also use other resources to overcome difficulties encountered.

They evaluate their plan, examine the effectiveness of the means used and make the necessary adjustments. They exercise critical judgment when examining their experiences, which enables them to undertake new challenges and foresee using the same approach in the future.

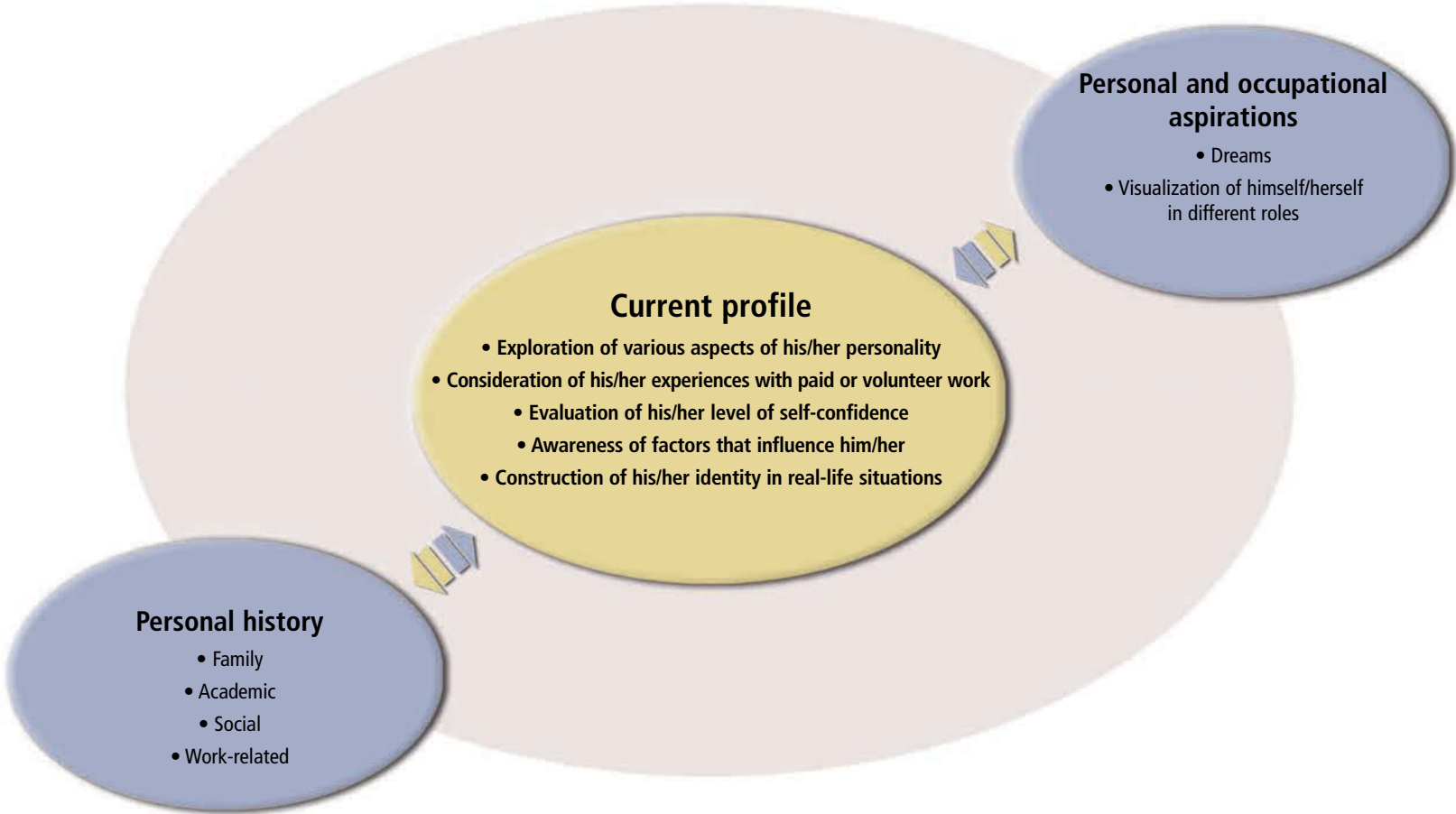
Program Content

Competency development in the Preparation for the Job Market program is based on a set of concepts, processes and possible applications. The program content is divided into three major themes: personal and occupational identity, the job market and the sociovocational integration plan. These themes are associated with the broad area of learning Career Planning and Entrepreneurship and refer to the resources students will need to use when they enter the job market.

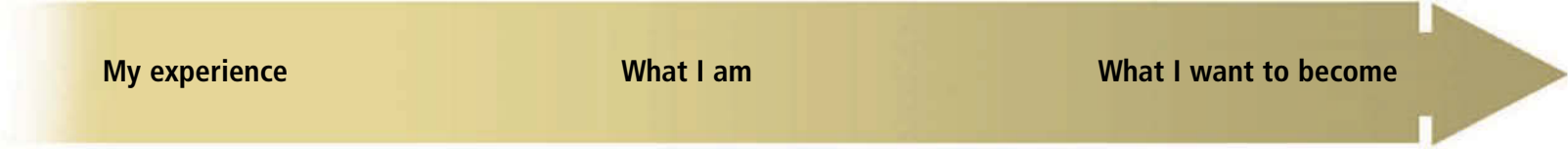
Each theme is illustrated by a diagram and a table including concepts, processes and possible applications. The teacher can vary the learning contexts according to the sociological characteristics of the students' environment.

The program content also includes strategies, attitudes, techniques and tools that will foster students' sociovocational integration and enable them to deal with a constantly changing job market.

PERSONAL AND OCCUPATIONAL IDENTITY



My personal and occupational identity on a time line:



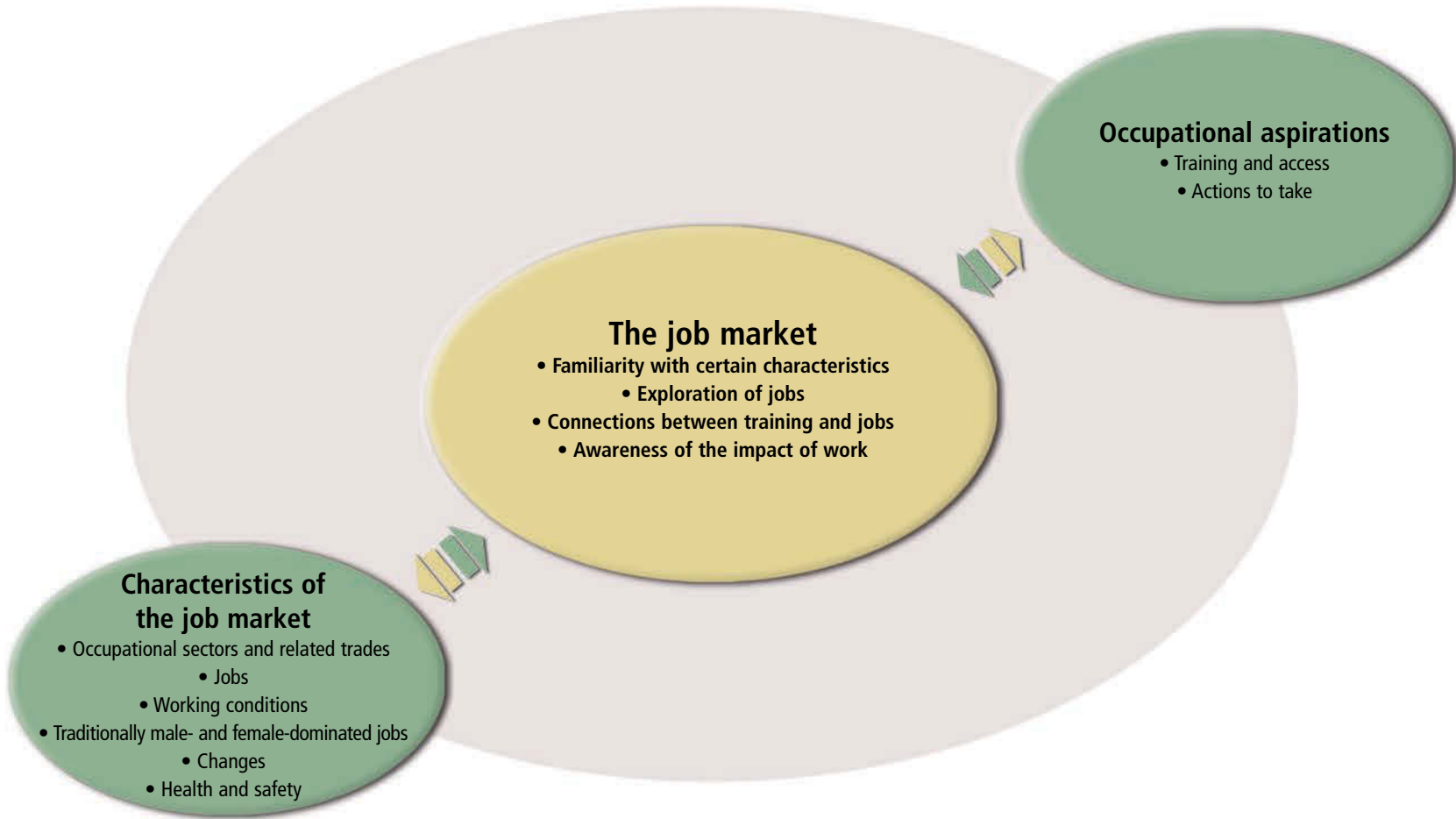
Personal and Occupational Identity		
Concepts	Processes	Possible applications
Personal history	<ul style="list-style-type: none"> – A look at his/her family, academic and social history: <ul style="list-style-type: none"> • understanding of past experiences • identification of important aspects • awareness of factors that influence him/her 	<ul style="list-style-type: none"> – Illustrating the highlights of his/her history on a time line – Relating an experience in his/her early school life and explaining to peers the understanding he/she has of that experience today – Making a list of people who influenced his/her choice of recreational activities
	<ul style="list-style-type: none"> – A look at his/her work-related history: <ul style="list-style-type: none"> • understanding of past experiences • identification of important aspects • awareness of factors that influence him/her 	<ul style="list-style-type: none"> – Relating an event and giving it meaning by making connections with his/her occupational interests. For example: <ul style="list-style-type: none"> • When I was younger, I liked cutting trees in the woods with my grandfather. Today I like being in nature and working outdoors. • While taking care of my sister who was ill, I realized I had the ability to take care of others. • I am interested in mechanics, and when I think about it, my father always did his car repairs himself.
Current profile	<ul style="list-style-type: none"> – Exploration of various aspects of his/her personality: <ul style="list-style-type: none"> • personal characteristics • family and social environment • occupational interests 	<ul style="list-style-type: none"> – Verifying others' (peers', parents') perceptions of him/her: What qualities, strengths or behaviours do they attribute to me? – Questioning his/her level of participation in extracurricular activities at school – Explaining to a friend how he/she reacts to a new task – Seeking opportunities to evaluate his/her ability to help others – Identifying job opportunities in his/her socioeconomic environment – Exploring his/her preferences by doing an interest test

Personal and Occupational Identity (cont.)		
Concepts	Processes	Possible applications
Current profile (cont.)	– Consideration of his/her experiences with paid or volunteer work	<ul style="list-style-type: none"> – Writing a résumé highlighting his/her experiences with paid or volunteer work – Realizing that he/she has developed a real interest in a trade following a summer job – Understanding that his/her ability to keep to a work schedule means that he/she can also fulfill his/her obligations at school
	– Evaluation of his/her level of self-confidence	<ul style="list-style-type: none"> – Comparing situations that make him/her feel safe with those that make him/her uncomfortable – Reading and summarizing a short text on self-confidence – Describing a person he/she sees as having self-confidence – In teams, listing behaviours that demonstrate a healthy level of self-confidence
	– Awareness of factors that influence him/her	<ul style="list-style-type: none"> – Thinking about the people who played a role in his/her life choices: peers, parents, teachers, nonteaching professionals, music groups, etc. – Realizing the importance given to certain comments in choosing a practicum position or casual job
	<ul style="list-style-type: none"> – Construction of his/her identity in real-life situations <ul style="list-style-type: none"> • empowerment • motivation • ability to adapt to change • ability to take risks 	<ul style="list-style-type: none"> – In an organized debate, expressing his/her opinion and realizing the influence it can have on other people – Experiencing success and realizing that staying motivated was a key element – Trying a new experience and realizing he/she can handle it – Enrolling in a challenging sport or cultural activity – Stating the strengths and weaknesses he/she observed at work in the workshop or the workplace

Personal and Occupational Identity (cont.)		
Concepts	Processes	Possible applications
Personal and occupational aspirations	<ul style="list-style-type: none"> – Exploration of his/her dreams for the future and visualization of himself/herself in different roles 	<ul style="list-style-type: none"> – Discussing with peers and imagining his/her life in five years and in ten years – Expressing the importance of lasting friendships – Working for a day in a plastics moulding factory in order to explore the field – Hosting a show on the student radio station – Using a band saw in a workshop making a wooden play unit for a daycare centre – Exploring and trying out the duties of a butcher's helper, using a tool on a Web site.¹

1. <http://www.repertoireppo.qc.ca/>

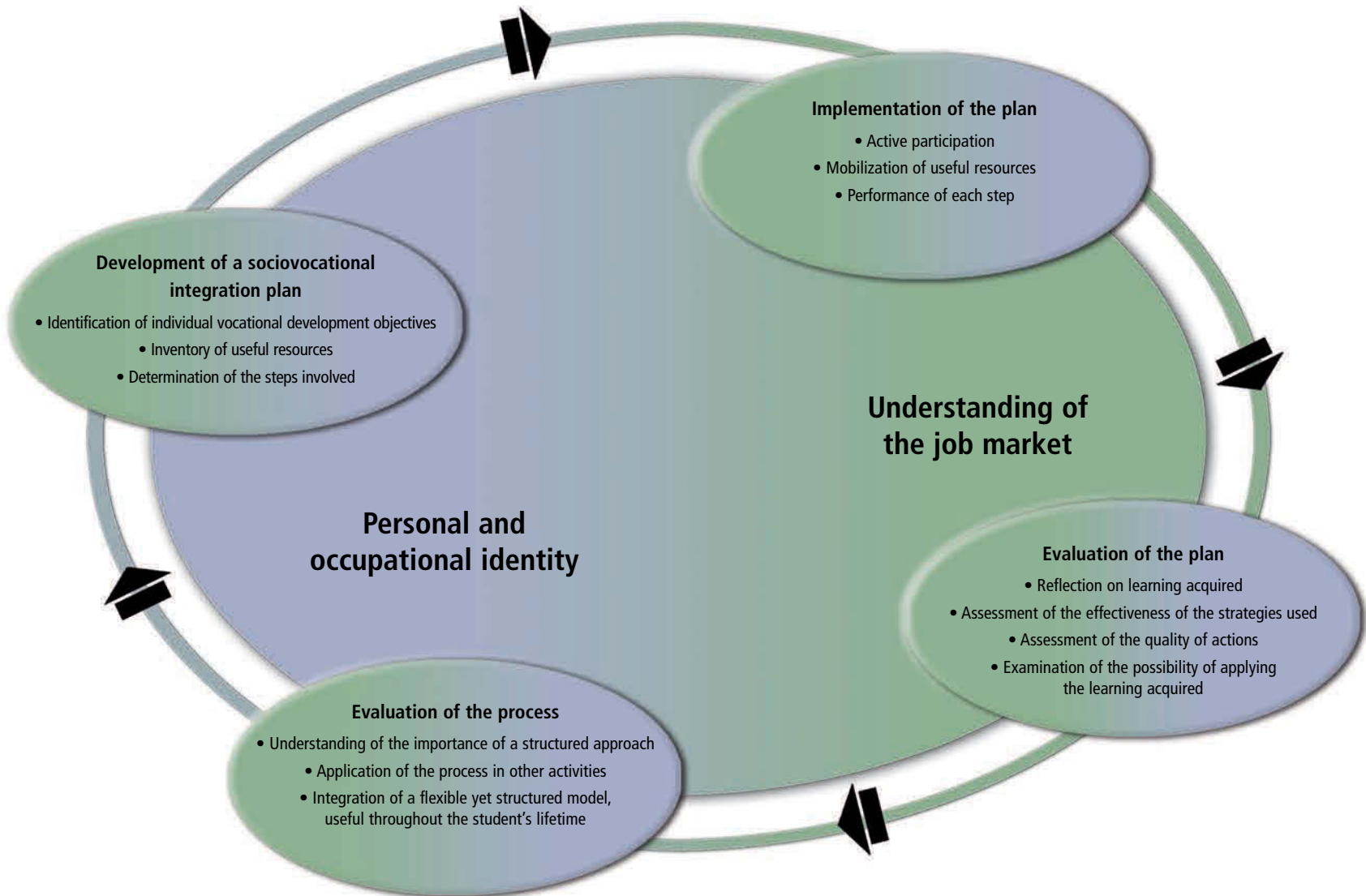
THE JOB MARKET



The Job Market		
Concepts	Processes	Possible applications
Characteristics of the job market	<ul style="list-style-type: none"> – Familiarity with certain characteristics of the job market <ul style="list-style-type: none"> • occupational sectors and associated trades • jobs • working conditions • changes • occupational health and safety (preventive strategies) • traditionally male- and female-dominated trades 	<ul style="list-style-type: none"> – Seeking information about the tasks to be performed in a workshop, practicum or activity. For example: <ul style="list-style-type: none"> • Finding information about the tasks performed by a grocery clerk • Comparing the characteristics of a specific job with those of another job (assistant cook/cook or server/maître d') – Finding out about the working conditions associated with the job, for example: flexible hours, noisy environment, refrigerated environment, outdoor work
	<ul style="list-style-type: none"> – Exploration of jobs 	<ul style="list-style-type: none"> – Trying out a job for a day – Thinking about and discussing a specific work situation experienced in one of the following courses: Introduction to the World of Work, Work Skills or Preparation for a Semiskilled Trade
	<ul style="list-style-type: none"> – Recognition of the importance of technological changes in the job market 	<ul style="list-style-type: none"> – Identifying two technological changes and their impact on certain jobs – Trying out new technologies or techniques in a workshop
Impact	<ul style="list-style-type: none"> – Awareness of the impact of paid or volunteer work: <ul style="list-style-type: none"> • contribution to society • self-fulfillment • new relationships 	<ul style="list-style-type: none"> – Identifying how practising a given trade contributes to personal well-being (e.g. food production, health care, housekeeping) – Making a list of the personal advantages of doing paid or volunteer work (e.g. remuneration, experience acquired, broader social network)

The Job Market (cont.)		
Concepts	Processes	Possible applications
Occupational aspirations	<ul style="list-style-type: none"> – Exploration of connections between the training and the types of jobs available: <ul style="list-style-type: none"> • importance of initial qualifications • practical training • continuing training 	<ul style="list-style-type: none"> – Consulting information documents about qualifying for a given trade – Meeting with a worker to discuss his/her career path – Verifying possible means of qualification
	<ul style="list-style-type: none"> – Initiative: actions to take 	<ul style="list-style-type: none"> – Submitting a résumé to a potential employer – Enrolling in a course in order to qualify for a job

SOCIOVOCATIONAL INTEGRATION PLAN



Sociovocational Integration Plan

Sociovocational Integration Plan		
Concepts	Processes	Possible applications
Development of a sociovocational integration plan	<ul style="list-style-type: none"> – Preparation of a sociovocational integration plan <ul style="list-style-type: none"> • exploration of possibilities • choice of plan • information gathering • determination of the steps involved 	<ul style="list-style-type: none"> – Finding information about trades he/she is interested in (e.g. computer graphics assistant) on educational and vocational Web sites – Visiting companies where people work in different trades and observing the particular characteristics of certain traditionally male- and female-dominated trades – Finding information about applicable health and safety rules (e.g. for unskilled chemical workers) – Discussing with classmates or adults in their environment information gathered about the CSST, WHMIS (Workplace Hazardous Materials Information System) and CCQ (Commission de la construction du Québec) – Drawing up a schedule of actions to take
Implementation of the plan	<ul style="list-style-type: none"> – Implementation <ul style="list-style-type: none"> • contact with people in the field • commitment • use of strategies • action 	<ul style="list-style-type: none"> – Meeting with a worker – Identifying an experience in which perseverance was a real asset – Preparing to convince someone of his/her plan's potential
Reflection	<ul style="list-style-type: none"> – Recognition of the impact on: <ul style="list-style-type: none"> • himself/herself • others • his/her future 	<ul style="list-style-type: none"> – Thinking about the possibility of earning a living, becoming independent, contributing to society, meeting new people, etc. – Discussing job-related values and beliefs – Envisioning himself/herself in a specific workplace and imagining the evolution of his/her career over time

Sociovocational Integration Plan (cont.)

Resources

- Human resources:
 - parents, other family members, peers, friends, teachers, guidance counsellors, other school staff, etc.
- Resources in the public and private sectors:
 - agencies offering employability or employment assistance services, integration and training facilities, including government agencies (CSST, local employment centre, Carrefour jeunesse emploi, etc.) and community agencies
 - businesses: industries, private companies, etc.
- Material resources:
 - Web sites containing information about the education system, trades and occupations, the job market, legal and regulatory provisions, etc.
 - educational and vocational information documents and books
 - *Directory of Semiskilled Trades*, etc.

Strategies, Attitudes, Techniques and Tools

Strategies

<p>Cognitive strategies Strategies used to develop, organize, generalize and structure information</p>	<ul style="list-style-type: none"> – Visualizing or writing down the steps involved in a task – Applying prior knowledge to a new task – Identifying determining factors in a situation – Verifying his/her understanding of the task: <ul style="list-style-type: none"> • asking questions • reformulating instructions • writing down the instructions – Determining the resources needed to perform a task, given the requirements and the context – Anticipating problems
<p>Metacognitive strategies Strategies used to regulate, monitor and evaluate the strategies used</p>	<ul style="list-style-type: none"> – Evaluating his/her performance and his/her ability to meet the need – Reflecting on what he/she learned – Examining his/her work: method, techniques, equipment and strategies used – Reviewing his/her behaviours – Making adjustments as needed during the task – Considering different ways of improving – Considering his/her attitudes and behaviours, evaluating their consequences and making the necessary adjustments – Making connections between the requirements of the task and his/her personal resources, interests and aptitudes
<p>Affective strategies Strategies used to regulate and control emotions, thoughts and attitudes with respect to learning</p>	<ul style="list-style-type: none"> – Staying motivated – Taking risks – Taking the time to learn and allowing himself/herself to make mistakes – Refocusing on the task when he/she is less attentive – Rewarding himself/herself after accomplishing part of the task – Refusing negative thoughts – Finding ways of controlling anxiety

Strategies (cont.)

Resource management strategies

Strategies used to plan, regulate, control and evaluate internal and external resources

- Consulting agencies: employability and employment assistance services, integration and training facilities, etc.
- Using a model to develop a work plan or schedule (time management)
- Adopting a lifestyle conducive to employment
- Identifying available resources (e.g. people, documents, Web sites)
- Asking for help (e.g. from teachers, peers) when necessary and determining the right time to do so
- Asking for opinions: from peers, parents, the teacher, another trusted person, etc.
- Learning from other students' experience

Attitudes and Behaviours That Foster Sociovocational Integration and Job Retention

- Adaptability
- Sense of responsibility
- Concern for health and safety
- Open-mindedness
- Discipline (e.g. punctuality, attendance)
- Thoroughness
- Patience
- Autonomy
- Perseverance
- Vigilance
- Curiosity
- Sense of observation
- Flexibility
- Resourcefulness
- Ability to cooperate
- Self-control

Techniques

- Interview techniques (preparation and participation)
- Job search techniques (paid employment, practicum, volunteer work)

Tools

- Cover letter
- Résumé
- Observation sheets, information-gathering sheets, etc., for workshop, one-day practicum, etc.

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Framework for the Evaluation of Learning

Work-Oriented Training Path

Prework Training and Semiskilled Training

Preparation for the Job Market

Secondary School
Cycle Two

August 2011

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INTRODUCTION

Following the announcement of new orientations regarding the evaluation of student learning by the Minister of Education, Recreation and Sports, the *Basic school regulation for preschool, elementary and secondary education* has been amended to require that, as of July 1, 2011, evaluation be based on the *Framework for the Evaluation of Learning* produced for each program. The annual Directives specify that the evaluation of learning acquired within the context of Prework Training must also be based on the framework produced for each program. These frameworks provide guidelines for the evaluation of learning specific to each subject in the Québec Education Program in order to determine students' results, which will be communicated in the provincial report card.

The role of knowledge in evaluation

Knowledge is at the heart of student learning, since it provides the foundation for all school subjects. Knowledge gives students the means to reflect and to understand the world around them, and its acquisition is the first step in any learning process. Through the knowledge they acquire and through the connections they are able to make among different items of knowledge, students can develop an understanding of simple and complex concepts. In Prework Training, each program sets out the knowledge that teachers must choose from with a view to helping students develop from a personal, social and career development perspective. Knowledge must therefore be acquired, understood, applied and used thoroughly. Evaluation must thus take place throughout the learning process to ensure proficient knowledge.

Organization of the evaluation frameworks

For each subject, the framework defines the criteria on which the student's results must be based. These evaluation criteria are based on the ones in the Québec Education Program.

The framework also specifies the relative weighting assigned to each competency, which makes it possible to determine the subject marks to be recorded in the report card.

Semiskilled:

The framework stipulates the weighting of the competencies that makes it possible to determine the subject marks to be recorded in the report card. Where applicable, it provides direct links to the *Progression of Learning* documents that give additional information on the learning specific to each subject in the Québec Education Program.

The teacher's role in evaluation

Section 19 of the *Education Act* stipulates that teachers are entitled "to select the means of evaluating the progress of students so as to examine and assess continually and periodically the needs and achievement of objectives of every student entrusted to [their] care." It is therefore up to teachers to choose the means of evaluating student learning.

Evaluation of learning in Preparation for the Job Market

Prework

In order to successfully complete the Preparation for the Job Market program, students must satisfy the program requirements with respect to the competencies "Establishes his/her personal and occupational profile," "Gains an understanding of the job market" and "Carries out a sociovocational integration plan." These competencies each have the same weighting in the calculation of the subject mark.

Students who decide to bridge to the Training for a Semiskilled Trade option in the third year of Prework Training must, in accordance with the provisions of the *Basic school regulation*, pass Preparation for the Job Market in order to be awarded a Training Certificate in a Semiskilled Trade.

Semiskilled

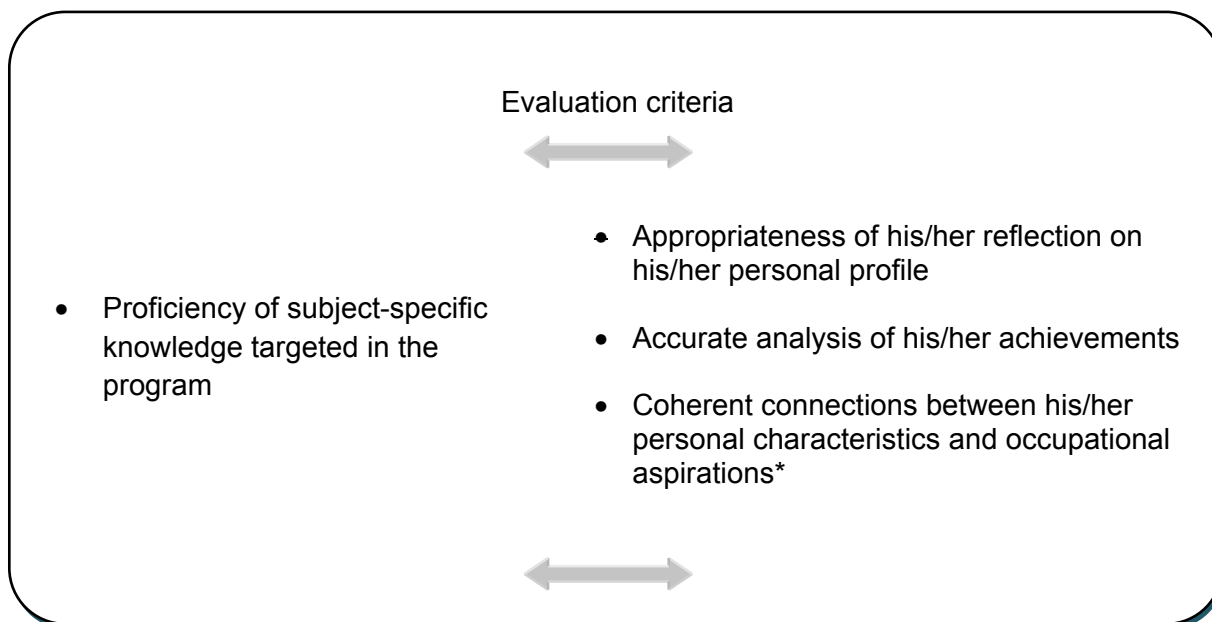
Students must successfully complete the Preparation for the Job Market program in order to be awarded a Training Certificate in a Semiskilled Trade. A pass mark of 60% demonstrates that students have developed sufficient proficiency in the competencies "Establishes his/her personal and occupational profile," "Gains an understanding of the job market" and "Carries out a sociovocational integration plan."

Establishes his/her personal and occupational profile

Equivalent weighting
in the calculation of
the subject mark

SST:
33%

Evaluation of Learning



Knowledge will be evaluated at specific times chosen by the teacher, who will determine the importance of the various dimensions to be evaluated in calculating the student's mark.

* The student must be provided with feedback on this element, but the element must not be considered when determining the student's mark in the report card.

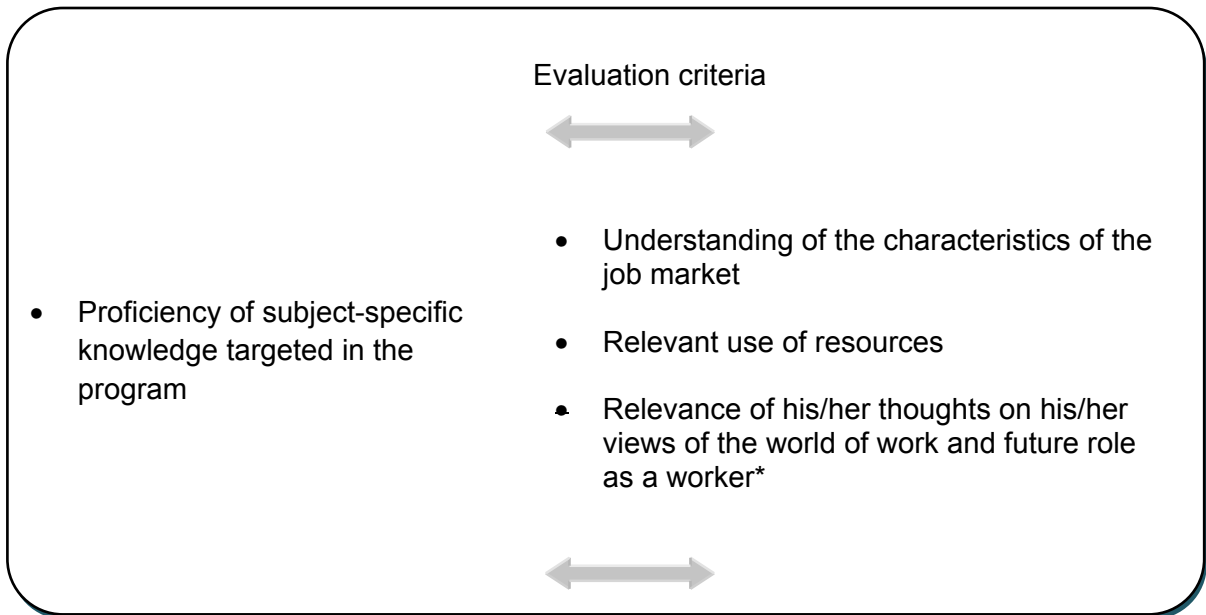
←→ **This arrow** indicates that the evaluation of learning involves a process of going back and forth between the acquisition of subject-specific knowledge and the understanding, application and use of this knowledge. Evaluation must thus take place throughout the learning process to ensure proficient knowledge.

Gains an understanding of the job market

Equivalent weighting
in the calculation of
the subject mark

SST:
33%

Evaluation of Learning



Knowledge will be evaluated at specific times chosen by the teacher, who will determine the importance of the various dimensions to be evaluated in calculating the student's mark.

* The student must be provided with feedback on this element, but the element must not be considered when determining the student's mark in the report card.

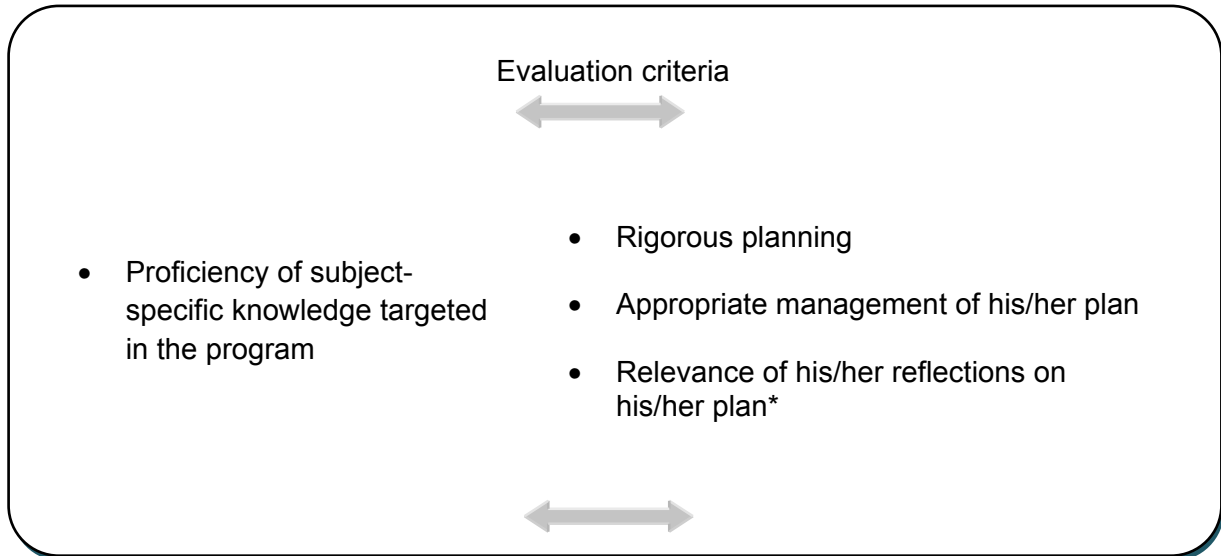
←→ **This arrow** indicates that the evaluation of learning involves a process of going back and forth between the acquisition of subject-specific knowledge and the understanding, application and use of this knowledge. Evaluation must thus take place throughout the learning process to ensure proficient knowledge.

Carries out a sociovocational integration plan

Equivalent weighting
in the calculation of
the subject mark

SST:
34%

Evaluation of Learning



Knowledge will be evaluated at specific times chosen by the teacher, who will determine the importance of the various dimensions to be evaluated in calculating the student's mark.

* The student must be provided with feedback on this element, but the element must not be considered when determining the student's mark in the report card.

↔ **This arrow** indicates that the evaluation of learning involves a process of going back and forth between the acquisition of subject-specific knowledge and the understanding, application and use of this knowledge. Evaluation must thus take place throughout the learning process to ensure proficient knowledge.

Appendix 1

Information Clarifying the Criteria

Appropriateness of his/her reflection on his/her personal profile

- Recognition of his/her personal characteristics and of the contribution of his/her experiences (self-confidence, influences, interests, ambitions, resources, ability to adapt, etc.)
- Recognition of the factors that motivate him/her (source of motivation and ability to stay motivated)

Accurate analysis of his/her achievements

- Identification of the factors that helped him/her achieve success
- Recognition of the effectiveness of the strategies used*

Coherent connections between his/her personal characteristics and occupational aspirations*

- Formulation of logical connections between:
 - his/her interests and the characteristics of different work situations and workplaces
 - his/her personal resources and the qualities valued in the job market
 - his/her personal characteristics and occupational aspirations
 - training and access to jobs

* The student must be provided with feedback on this element, but the element must not be considered when determining the student's mark in the report card.

Appendix 2

Information Clarifying the Criteria

Understanding of the characteristics of the job market

- Consideration of the constantly changing nature of the job market
- Consideration of work organization:
 - existence of certain laws and regulations governing work
 - existence of certain requirements associated with work situations

Relevant use of resources

- Type of resources
- Diversity of means used
- Relevance of information gathered

Relevance of his/her thoughts on his/her views of the world of work and future role as a worker*

- Formulation of logical connections between his/her view of the culture in a given workplace, his/her role as a worker as well as his/her rights and responsibilities

* The student must be provided with feedback on this element, but the element must not be considered when determining the student's mark in the report card.

Appendix 3

Information Clarifying the Criteria

Rigorous planning

- Consideration of the different types of sociovocational integration
- Realistic choice of sociovocational integration plan
- Anticipation of steps, constraints and strategies

Appropriate management of his/her plan

- Commitment to the plan
- Use of appropriate resources and strategies
- Adaptation and adjustment
- Perseverance with all steps involved in implementing the plan

Relevance of his/her reflections on his/her plan*

- Clear explanations regarding choices made:
 - evaluation of steps taken
 - analysis of strategies used
- Formulation of logical connections between his/her personal characteristics, his/her understanding of the world of work and his/her occupational aspirations
- Ability to learn from others' knowledge and experiences

* The student must be provided with feedback on this element, but the element must not be considered when determining the student's mark in the report card.

A Framework Summary Sheet

The following documents are a summary of the information found in the

MELS *Frameworks for the Evaluation of Learning* .

These were created by Steve Greig,
WQSB Special Education Consultant(WOTP),
Oct. 2011.

Each summary includes

- a) competencies to be reported on
- b) the relative importance of the competencies (weighting)
- c) how the student may demonstrate understanding or application of the specific skill or knowledge

Pre-Work Training Program: Preparation for the Job Market

This subject has three competencies which are weighted equally.

C1: Establishes his/her personal and occupational profile

C2: Gains an understanding of the job market

C3: Carries out a sociovocational integration plan


Evaluation criteria :

C1: Establishes his/her personal and occupational profile

<i>Subject specific Knowledge targeted in the program</i>		<i>The understanding, application and use of this knowledge</i>	<i>What the student demonstrates (evidence of learning)</i>
Proficiency of subject-specific knowledge targeted in the program		<i>Appropriateness of his/her reflection on his/her personal profile</i>	Recognition of his/her personal characteristics and of the contribution of his/her experiences (self-confidence, influences, interests, ambitions, resources, ability to adapt, etc.)
			Recognition of the factors that motivate him/her (source of motivation and ability to stay motivated)
The student must be provided with feedback on this element, but the element must NOT be considered when determining the student's mark in the report card.		<i>Accurate analysis of his/her achievements</i>	Identification of the factors that helped him/her achieve success
			Recognition of the effectiveness of the strategies used
		Coherent connections between his/her personal characteristics and occupational aspirations	Formulation of logical connections between: <ul style="list-style-type: none"> - his/her interests and the characteristics of different work situations and workplaces - his/her personal resources and the qualities valued in the job market - his/her personal characteristics and occupational aspirations - training and access to jobs

Evaluation criteria :

C2: Gains an understanding of the job market

<i>Subject specific Knowledge targeted in the program</i>		<i>The understanding, application and use of this knowledge</i>	<i>What the student demonstrates (evidence of learning)</i>
Proficiency of subject-specific knowledge targeted in the program		<i>Understanding of the characteristics of the job market</i>	Consideration of the constantly changing nature of the job market Consideration of work organization: – existence of certain laws and regulations governing work – existence of certain requirements associated with work situations
		<i>Relevant use of resources</i>	Type of resources
		Diversity of means used	Relevance of information gathered
The student must be provided with feedback on this element, but the element must NOT be considered when determining the student's mark in the report card.		Relevance of his/her thoughts on his/her views of the world of work and future role as a worker	Formulation of logical connections between his/her view of the culture in a given workplace, his/her role as a worker as well as his/her rights and responsibilities

Evaluation criteria :

C3: Carries out a sociovocational integration plan

<i>Subject specific Knowledge targeted in the program</i>		<i>The understanding, application and use of this knowledge</i>	<i>What the student demonstrates (evidence of learning)</i>		
Proficiency of subject-specific knowledge targeted in the program		<i>Rigorous planning</i>	Consideration of the different types of sociovocational integration Realistic choice of sociovocational integration plan Anticipation of steps, constraints and strategies		
		<i>Appropriate management of his/her plan</i>	Commitment to the plan Use of appropriate resources and strategies Adaptation and adjustment Perseverance with all steps involved in implementing the plan		
		The student must be provided with feedback on this element, but the element must NOT be considered when determining the student's mark in the report card.		Relevance of his/her reflections on his/her plan	Clear explanations regarding choices made: – evaluation of steps taken – analysis of strategies used
					Formulation of logical connections between his/her personal characteristics, his/her understanding of the world of work and his/her occupational aspirations
					Ability to learn from others' knowledge and experiences

Job Hunt Toolkit Examples

These pages are examples of material that could be used and included in each section of the Job Hunt Toolkit.

1. Certificate
2. Resume
3. Work Placement
4. Reference Letters
5. Interview Tips
6. Resources

Most of these are simply examples and we encourage teachers to further explore these important topics with their students and make the learning meaningful and personalized.

PUT YOUR CERTIFICATE

HERE

IT WILL ARRIVE IN THE MAIL TO YOUR CURRENT
ADDRESS.

Ministère de l'Éducation, du Loisir et du Sport Certificat

Nous soussignés attestons que

SPÉCIMEN

a satisfait en 2008 aux conditions prescrites par la loi et les règlements.
En foi de quoi, nous lui délivrons le présent

CERTIFICAT DE FORMATION À UN MÉTIER SEMI-SPÉCIALISÉ

Commis de vente

Fait à Québec, le 12 août 2008

Diplôme : 999999999

Code permanent : AAAA9999999

Code de l'organisme : 999999



Le sous-ministre,

La ministre,

Québec 

Ministère de l'Éducation, du Loisir et du Sport

Certificat

1687303

Nous soussignés attestons que

EX GAUX

a satisfait en 2007 aux conditions prescrites par la loi et les règlements.
En foi de quoi, nous lui délivrons le présent certificat de :

CERTIFICAT FORMATION PRÉPARATOIRE AU TRAVAIL

Fait à Québec, le 9 octobre 2007

Diplôme : 0002380974

Code permanent : GAUE03628601

Code de l'organisme : 732156


Le sous-ministre,

La ministre,



Michelle...

Michelle...

Québec 

DIRECTION DE LA SANCTION
DES ETUDES
675, BOULEVARD RENE-LEVESQUE EST
AILÉ RENE-LEVESQUE, 4E ETAGE
QUEBEC (QUEBEC)
G1R 6C8

EX GAUX
1497 AVENUE DES ERABLES
CHARLESBOURG QC
G1S 8T2

Employment Guide

Welcome to the Employment Guide!

Our Employment Guide provides you with valuable advice for all stages of your work search. From developing a job search plan, to writing a resume and cover letter, to preparing for that important interview, through to your first day on the job, our Employment Guide will lead you step-by-step along the way.

Click on a topic to the left to get started!

About the Employment Guide

The Employment Guide was developed in partnership with University of Waterloo (uWaterloo) Centre for Career Action, and contains elements of uWaterloo's Career Development eManual.

The eManual is a comprehensive, 6 step exercise and activity guide that will prompt you to evaluate your professional skills, interests, values and personal characteristics, as well as your employment and lifestyle goals in order to map out a career path that is right for you.

Find out more about what uWaterloo's Career Development eManual (<http://emanual.uwaterloo.ca/register/default.aspx?Origin=cc>) can do for you, and how to subscribe.

Resumes

What is a Resume?

Advertised Positions Content & Presentation

A resume is a brief summary of your experiences (such as work, volunteer, and extracurricular activities), educational background, and relevant skills that highlights your qualifications for jobs, internships, specialized programs, or positions.

The purpose of a resume is to get an interview. A resume is like an advertisement: it must attract attention, create interest, and generate action on the part of the reader. A good resume will lead an employer to invite you to discuss, at an interview, how your background and personality fit the organization.

The resume tells a potential employer what you have done, what you can do, who you are, and what you know. It also states what kind of work you seek. The resume must provide enough information to allow the employer to evaluate your qualifications and to convince the employer to invite you for an interview.

Advertised Positions Content & Presentation

Content & Presentation

What is a Resume? Major Sections **Content**

Design your resume to match the position you seek: convey the skills and traits you would bring to the job. Be sure to demonstrate:

- Your relevant skills, knowledge, and experience
- Your personality (to ensure your compatibility with the work environment)
- Your general interests
- Your ability to set and achieve goals

Employers get a sense of your personality through your accomplishments, how you write, and the type of activities or interests in which you are involved.

Write in a positive tone when describing your education, experience, skills, and qualities. Don't be shy! If you don't believe in yourself, how will a potential employer believe in you?

Nevertheless, the resume must be an honest depiction of your experience and abilities. Don't lie or stretch the truth. Any misrepresentation will come back to haunt you—if not at the interview, then on the job.

There is no ideal resume suitable to all job seekers. Your goal should be to create a document that reveals your strengths through both your content and your writing style. Be enthusiastic, confident, and focused.

Style & Appearance

Your resume should make a favorable first impression: include well-organized material, use an easy-to-read font (such as Times New Roman or Courier, 11 or 12 point size), check grammar and spelling, and provide up-to-date information.

Since the average employer takes less than one minute to scan a resume, your resume must be brief: typically no longer than two pages.

Be consistent in all design, text, and punctuation decisions. Include plenty of white space and minimize the use of graphics and highlighting techniques (bold, italics, capital letters) so that your resume does not look too busy.

Print your resume on high quality white or light neutral paper, and do not handwrite corrections or use whiteout.

Daryl Functional

200 My Road
Kitchener, ON A1A 1A1
daryl_functional@email.ca

Home: (555) 111-1111
Cell: (555) 222-2222
www.mywebsite.careercruising.com

Skills Summary

- » Nature enthusiast with more than five years' experience in outdoor activities
- » Highly skilled in kayaking, hiking, rock and mountain climbing, canoeing, sport fishing, hunting
- » Experienced in leading well-organized wilderness excursions and search and rescue operations
- » Trained in Emergency Level First Aid and CPR (Level C)
- » Able to work in any season and in all weather conditions; physically fit
- » Highly reliable with solid interpersonal and communication skills

Education

Sept. 20xx -
Present

University of Waterloo
Candidate for Bachelor of Science, Honours Kinesiology
Waterloo, Ontario

» Relevant Assignments:

Sport Injury Assignments, Sports Injury Management Lab, Sept. – Dec. 20xx

- » Practised taping and splinting supports; heating and icing injuries; stretching; and fitting protective equipment
- » Received grade of 93%

Effects of Video Game Usage on Teenage Obesity, Sociology of Physical Activity, March 20xx

- » Analyzed student survey responses collected at university arcade over two month span
- » Researched using professional journals to uncover common gaming misconceptions

» Relevant Courses: Ergonomics in Industry (injury evaluation and assessment techniques), Sport Injury Management Lab, Muscle Physiology in Exercise and Work, Sociology of Physical Activity

Outdoor Guide Experience

- » Managed all aspects of four-person, seven-day expedition in Algonquin Park, including planning route, gathering equipment, and notifying groups about location and necessary supplies
- » Ensured expedition team was hydrated and that safety kit was always accessible

- » Guided team successfully along marked and unmarked paths and offered motivation and support to exhausted group members
- » Set up camp at end of day and planned route for next day
- » Demonstrated know-how in finding kindling, starting fire, and cooking
- » Located two lost hikers; accurately mapped search area, followed witness accounts, and patrolled route as ground search and rescue volunteer

Work Experience

Outdoor Guide (volunteer), Algonquin Park, Whitney, ON, Summer 20xx

Ground Search and Rescue (volunteer), City of Milton, Milton, ON, Summers 20xx-20xx

Landscaper (part-time), ABC Landscapes Inc., Ajax, ON, Summers 20xx-20xx

Secretary, Athletic Council (volunteer), Milton High School, Milton, ON, Sept. 20xx-June 20xx

Activities & Interests

- » Emergency Level First Aid and CPR (Level C), St. John Ambulance, Mississauga, ON, June 20xx
- » Enjoy meeting new people, travelling to remote international regions, and swimming

Pre-Work: Work Placement Progress Report

Student: Ken Reid	A	The student meets the requirements set for him/her very well.	
Trade: 8767 Ski Lift Attendant	B	The student meets the requirements set for him/her.	
Start Date: Jan.14,2013	C	The student partially meets the requirements set for him/her.	
End Date: Mar.14,2013	D	The student does not meet the requirements set for him/her.	
Employer: Vorlage Ski Hill	Total Evaluation		
Coordinator: Steve Greig			Competency 1
		Competency 2	A

Competency 1:

Develops specific competencies associated with one or more Semi-specialized trades.

Specific Competencies Attained:	Evaluation
826701 - Open and close lifts	B
826702 - Control access to lifts	A
826703 - Assist clients in getting on surface lifts or chairlifts	C
826704 - Assist clients in getting on gondola lifts	NE
826705 - Assist clients in getting off chairlifts	NE
826706 - Assist clients in going back down by chairlift	NE
826707 - Maintain loading and unloading areas	A
826708 - Monitor the slopes	D

Strengths:

Ken loves being around the ski hill and he is a natural when it comes to working the lifts. He has been around a ski hill most his life so he is very comfortable with the clients and the chairs. His supervisor has commented that he has impressed him with his quickness and problem solving. He has rescued a few young children before they were hurt.

Areas of Improvement:

Ken is a very fast skier and because of this he cannot monitor the slopes properly. His supervisor has stated that at the speed he skis down the run , there is no way he can even see other skiers, let alone monitor risky behaviour.

Competency 2: Adopts attitudes and behaviours required in the workplace.

Key Feature	A	B	C	D	
Student recognizes expected attitudes and behaviours.	Student consistently takes the company culture into account.	Student usually takes the company culture into account.	Student sometimes takes the company culture into account.	Student rarely takes the company culture into account.	A
	Student consistently understands the consequences of attitudes and behaviours in the workplace.	Student usually understands the consequences of attitudes and behaviours in the workplace.	Student sometimes understands the consequences of attitudes and behaviours in the workplace.	Student rarely understands the consequences of attitudes and behaviours in the workplace.	
	Student consistently adopts appropriate attitudes and behaviours.	Student usually adopts appropriate attitudes and behaviours.	Student sometimes adopts appropriate attitudes and behaviours.	Student rarely adopts appropriate attitudes and behaviours.	
Student adapts to the workplace.	Student consistently considers the main characteristics of the workplace, its nature and its function.	Student usually considers the main characteristics of the workplace, its nature and its function.	Student sometimes considers the main characteristics of the workplace, its nature and its function.	Student rarely considers the main characteristics of the workplace, its nature and its function.	B
	Student is consistently open-minded and flexible.	Student is usually open-minded and flexible.	Student is sometimes open-minded and flexible.	Student is rarely open-minded and flexible.	
	Student consistently overcomes difficulties by adopting the appropriate behaviours.	Student usually overcomes difficulties by adopting the appropriate behaviours.	Student sometimes overcomes difficulties by adopting the appropriate behaviours.	Student rarely overcomes difficulties by adopting the appropriate behaviours.	
Student reflects on his/her attitudes and behaviours in the workplace.	Student consistently considers the consequences of his/her attitudes and behaviour. Student consistently shares his/her reflections.	Student usually considers the consequences of his/her attitudes and behaviour. Student usually shares his/her reflections.	Student sometimes considers the consequences of his/her attitudes and behaviour. Student sometimes shares his/her reflections.	Student rarely considers the consequences of his/her attitudes and behaviour. Student rarely shares his/her reflections.	A
	Student consistently determines areas requiring improvement.	Student usually determines areas requiring improvement.	Student sometimes determines areas requiring improvement.	Student rarely determines areas requiring improvement.	



Employer's Report on Student Achievements

School Name: _____

Student Name:	Evaluation Date:
Employer:	Phone:
Workplace Supervisor:	
Student Placement Title:	
Placement Supervisor:	Phone:

The following tasks are usually performed by workers in similar workplaces. Please indicate the level of independence with which they are performed in your workplace by _____

Employer Evaluation					School use only Requirements set for the student			
JOB TASK	Outstanding	Acceptable	Weak	Unacceptable	Meets requirements very well	Meets requirements	Partially meets requirements	Does not meet requirements

Use NE for tasks not evaluated	A	B	C	D
<i>814201 - Maintain the living quarters of animals</i>				

- Tasks :**
- Clean (pick up excrement, remove shavings or litter if necessary, wash the walls, floors and fencing of interior or exterior enclosures, or wash the cages, replace shavings or litter if necessary, wash the troughs and feeders, etc.) and disinfect cages and enclosures for dogs, cats and other small pets.
 - Clean (remove paper or absorbent material from the bottom of cages, wash the cages and scrape the bars, replace the paper or material, wash the troughs and feeders, etc.) and disinfect the bird cages. ⚙️
 - Clean (remove debris from the bottom of the cages, wash the bottom of the cages, replace grass or any other material, wash the troughs and feeders, etc.) and disinfect the vivariums. ⚙️
 - Put away equipment and cleaning product.

	Outstanding	Acceptable	Weak	Unacceptable	A	B	C	D
814202- Maintain public areas								
Tasks ⓘ <ul style="list-style-type: none"> Sweep and wash walkways, entrances, etc. Make sure the outside areas are clean. Sweep and wash the training rooms. ⚙️ Do minor repairs (replace hooks, bars, heating lamps, bulbs, etc.). ⚙️ Help reorganize the living quarters. ⚙️ Put away equipment and cleaning products 								
814203 - Attend to the basic needs of dogs, cats or other small mammals								
Tasks ⓘ <ul style="list-style-type: none"> Feed the animals (read the diet, measure the food and distribute it). Make sure water is available (fill the troughs, bottles, etc.). Provide animals with routine hygienic care (brush or comb dogs and cats and wash them, clip their nails, handle rodents, etc.). ⚙️ Ensure the well-being of animals (walk dogs or bring them outside to play, give toys to dogs and cats, give chew sticks to rodents, etc.). Identify signs of physical discomfort or behavioural problems (despondency, limping, aggressiveness, etc.), and notify the person in charge. 								
54 - Handle products								
Tasks ⓘ <ul style="list-style-type: none"> Unload trucks. Use lifting and handling equipment (hand truck, cart, etc.). Unpack products. Rotate stock: check expiry dates and remove expired products. Put away products. 								

Optional Competencies:

Use NE for tasks not evaluated	O	A	W	U	A	B	C	D
814204 - Attend to the basic needs of birds or reptiles								

Tasks ⓘ

- Feed the birds or reptiles (read the diet, measure the grains or feed, and distribute it, etc.).
- Make sure water is available (fill the water containers or bottles).
- Identify signs of physical discomfort (excessive moulting, tremors, spots, loss of appetite, etc.) and notify the person in charge.

814205 - Attend to the basic needs of fish								
---	--	--	--	--	--	--	--	--

Tasks ⓘ

- Feed the fish (read the diet; measure granules, flakes or feed; and distribute the food to the fish).
- Clean aquariums (vacuum, scrape the glass, replace filters and foam blocks, wash stones, remove and replace dead plants, etc.).
- Remove sick or dead fish. ⚙️
- Under supervision, provide the fish with certain care such as administering medicine or adding solutions to the water, etc. ⚙️
- Detect any other problems (white spots, erratic swimming, etc.), and notify the person in charge.

40 - Receive products								
------------------------------	--	--	--	--	--	--	--	--

Tasks ⓘ

- Check the quality of the products received.
- Compare the quantities received against invoices and purchase orders.
- Fill out administrative forms and forward them to the appropriate department or person.
- Record information for inventory purposes.
- Prepare pallets and place them in their designated area. ⚙️
- Unload trucks.

	O	A	W	U	A	B	C	D
81 - Display merchandise								

Tasks ⓘ <ul style="list-style-type: none"> Retrieve boxes and merchandise to be displayed. ⚙ Assemble and disassemble islands, displays, shelves, etc. ⚙ Clean shelves, islands, displays, etc. Affix prices to products, shelves and displays. Attach detector or antitheft devices. ⚙ Place products on islands, displays, shelves, etc. Remove expired or damaged merchandise. Stack the merchandise. ⚙ Prepare bulk merchandise. ⚙ Set up or remove decorations. ⚙ Notify the person in charge when inventories are low 								
---	--	--	--	--	--	--	--	--

814206 - Serve customers in a pet shop, training school, animal shelter, kennel, etc.								
--	--	--	--	--	--	--	--	--

Tasks ⓘ <ul style="list-style-type: none"> Greet customers. Interpret customers' requests. Provide general information on taking care of animals and notify customers of the professional services offered. Direct customers toward the product requested. Handle animals or birds and place them in a box or container for transport. Wrap or bag merchandise and hand it to the customer. ⚙ Inspect the merchandise when a customer returns or exchanges it. ⚙ Help customers place purchases in their cars. ⚙ Detect various problems (shoplifting, etc.) and notify the person in charge 								
--	--	--	--	--	--	--	--	--

814207 - Help veterinarians and animal health technicians								
--	--	--	--	--	--	--	--	--

Tasks ⓘ <ul style="list-style-type: none"> Wash the examination table, disinfect the materials and put away products. Help immobilize animals. Help the specialist apply a bandage or perform a nonsurgical procedure. ⚙ Put away materials and products 								
---	--	--	--	--	--	--	--	--

Student's Name: _____



Student's Practicum Training Plan- Pre-Work Pathway

Pre-Work Placements:

Competencies to be developed:

C-1: Develops specific competencies associated with one or more semiskilled trades

- Thorough preparation
- Effective strategies
- Relevant reflections on his/her work methods and experience

C-2: Adopts attitudes and behaviours required in the workplace

- Accurate choice of attitudes and behaviours
- Degree of adaptability to the workplace
- Relevant reflections on the attitudes and behaviours adopted in the workplace

** Practical training is only during the final 2 years of the 3 year program. The student must be competent at all seven (7) job specific competencies at level 1 in one or more of their job placements.*

C-1: Specific Competencies and Tasks

Example: Butcher's Helper

SC-1: _____

Student's Name: _____

Pre-Work Job Placement #1:

Trade: _____

Conditions:

Duration (hours): _____

Days: _____

Work Schedule: _____

Start date: _____

End date: _____

Specific Competencies and Tasks:

SC-1: _____

SC-2: _____

SC-3: _____

Student's Name: _____

Pre-Work Job Placement #2:

Trade: _____

Conditions:

Duration (hours): _____

Days: _____

Work Schedule: _____

Start date: _____

End date: _____

Specific Competencies and Tasks:

SC-1: _____

SC-2: _____

SC-3: _____

Student's Name: _____

Pre-Work Job Placement #3:

Trade: _____

Conditions:

Duration (hours): _____

Days: _____

Work Schedule: _____

Start date: _____

End date: _____

Specific Competencies and Tasks:

SC-1: _____

SC-2: _____

SC-3: _____

Letters of Recommendation

Requesting References

If you're interviewing for a new job, expect to have your references checked prior to getting an offer. Having good references can be the clincher to getting that new job. Plan ahead and compile a list of references and some letters of recommendations now, so you're prepared when a prospective employer requests them.

Whom to ask for references ~

Who should you ask to provide references? On the average, employers check three references for each candidate, so have at least that many ready to vouch for you. It's important to know your references, to select the right people, and to get their permission to use them. You need responsive people that can confirm that you worked there, your title, your reason for leaving and other details. It's also very important to have a good idea of what they are going to say about your background and your performance. It's perfectly acceptable to use references other than your employer. Business acquaintances, professors/academic advisors, customers, and vendors can all make good references. If you volunteer consider using leaders or other members of the organization as personal references.

When leaving a position you should ask for a letter of recommendation from your manager. As time passes and people move on, it's easy to lose track of previous employers, so with letters in hand, in advance, you'll have written documentation of your credentials to give to prospective employers. If you haven't done so already, it's never too late to go back and ask for letters from previous employers to include in your personal files.

How to ask for a letter of recommendation ~

Don't ask "Could you write a letter of reference for me?" Just about anyone can write a letter. The problem can be what they are going to write about. Rather, ask "Do you feel you know my work well enough to write me a good recommendation letter?" or "Do you feel you could give me a good reference?" That way, your reference writer has an easy out if they are not comfortable writing a letter and you can be assured that those who say "yes" will be enthusiastic about your performance and will write a positive letter. Offer to provide an updated copy of your resume and information on your skills and experiences so the reference writer has current information to work with.

In addition to references, you may be asked for contact information concerning your supervisor. However, prospective employers should get your permission before contacting your current supervisor to avoid jeopardizing your current position.

Sample Letter of Recommendation.

XYZ Engineering

123 XYZ Way • New York City • NY • 12345
(123) 555-0000 • Fax (123) 555-0001

February 1, 2000

To Whom it May Concern:

I've been Michael Smith's manager at XYZ Engineering for almost four years. It was my pleasure to promote Michael to mechanical engineer II last year, because he consistently meets and often exceeds his job requirements.

Michael is an enthusiastic, dedicated employee with reliable work habits. He often does not need guidance or supervision, but willingly accepts it when offered. He is consistently successful in improving his skills, and he works hard to do so.

Michael is always willing to pitch in to help the team, and he gets the job done right the first time. He is efficient in planning projects, punctual in meeting deadlines, and conscientiously adheres to company standards and guidelines.

You'd be hard pressed to find an employee more dedicated than Michael, and I recommend him as a rock-solid addition to your engineering staff. If you'd like more information, I'd be happy to provide it. Please call the phone number above and ask for me by name.

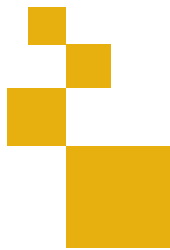
Sincerely,

[Signature]

John Doe
Manager, Mechanical Engineering

SECTION 4

THE SELECTION PROCESS: COMING OUT ON TOP



When you are called to meet with an employer, take advantage of the opportunity to **highlight the skills and strengths that make you the right person** for the job that you want.

For an employer, the selection process involves studying the information provided by applicants (résumé, letter, job-application form, etc.) in order to determine which applicants meet the requirements.

The selection process may unfold in various ways, including

- An interview;
- A simulated work situation;
- Written tests;
- A situation simulation exercise;
- An oral presentation; and/or
- Personality or aptitude tests.

The interview itself remains the most commonly used selection activity, regardless of the position to be filled.

THERE ARE VARIOUS FORMS OF INTERVIEWS, INCLUDING

- **The single interview:** the decision concerning whether or not to hire the applicant is based on one interview only.
- **Consecutive interviews:** a series of increasingly intensive interviews, perhaps beginning with a private placement agency and concluding with the prospective employer.
- **The selection-committee interview with several people present:** some committee members may take notes concerning non-verbal elements as well as your answers, while others take turns asking questions. All committee members will have a say concerning who to hire.
- **Telephone interview:** an economical way for employers to have a first contact with an applicant and obtain certain specific information.

- **Situation simulation:** interview involving an evaluation of the applicant's skills in solving hypothetical problems related to the job being offered and his or her reactions in situations of stress.
- **The group interview:** generally used to screen for supervisory or management positions. Several applicants are invited to the same interview and are presented with a problem or situation for which they have to find a solution. With this type of interview, it is possible to verify certain aptitudes in the area of leadership or team work.

PREPARE FOR YOUR INTERVIEW

WHEN AN EMPLOYER CALLS YOU TO SCHEDULE AN INTERVIEW

- Carefully note the date, time and place.
- Try to find out how many people will be present at the interview.
- Ask if there will be a written exam or exercise and find out what specific types of tests will be used (i.e., intelligence, knowledge, aptitude, personality, interest-related, physical-aptitude, letter-writing tests, etc.).

A FEW DAYS BEFORE THE INTERVIEW

- Select appropriate clothing. Try to find out how company employees dress and opt for the same dress code.
- Make sure you know how to get there and how long the trip takes. You may even want to make the trip once beforehand.
- Consult employment websites to prepare for tests and examinations.
- Find out more about the company and the job offered. That way, you'll be more at ease during the interview. Ask yourself questions and come up with the answers.

WHAT YOU SHOULD KNOW	WHERE TO FIND THE INFORMATION
<p>What are the employer's or company's activities?</p> <p>Who are the clients?</p>	<ul style="list-style-type: none"> - Ask your friends, relatives, and acquaintances about the company and visit its website.
<p>What skills is the employer looking for?</p> <p>What duties and responsibilities will you have?</p>	<ul style="list-style-type: none"> - Review your job-search notes. - Reread the job offer. - For more information on the trade or occupation, consult LMI Online at emploiquebec.gouv.qc.ca.

- Anticipate the employer's questions and be prepared. You will come across better if you are able to respond well to questions. Memorize your résumé so you can clearly describe your education, work experience, and skills. You will be asked a number of precise questions. Here are a few examples:

- **Why did you leave your previous jobs?**

If you resigned or were fired, avoid mentioning details that could make you look bad. Don't criticize your former employers. Explain what you are looking for in a new job.

- **Why do you want to work for our company?**

Show that you have carefully selected this company and have the employee profile they are looking for.

- **What are your strong points?**

Mention your qualities as they relate to the job offered. Prepare examples that illustrate these strengths. (See the strong points you have established in Section 1.)

- **What are your weak points?**

Talk about your difficulties and the aspects of your personality that need improving, and explain what you are doing to correct them.

- **Can you work under pressure?**

Be truthful. You may be put to the test. If you have no problem working under pressure, mention that pressure motivates you. However, you should specify that, nevertheless, you prefer to plan ahead.

- **Why should we hire you over another candidate?**

Talk about your skills to convince the employer that you are the right person for the job. (See the strong points you have established in Section 1.)

- **What salary are you expecting to make?**

Avoid bringing up the question of salary and working conditions at the first interview. However, if the employer broaches the subject, have a response ready. To find out more about working conditions and salaries, consult LMI Online at emploiquebec.gouv.qc.ca.

You could also answer, "I am aware that the pay scale for this kind of position ranges from \$___ to \$___, and, naturally, I would like to be as high as possible on that scale." This is a positive response that leaves room for negotiation.

- Simulate interviews with your friends. Don't recite answers by rote. Try instead to memorize the main points you want to bring up.

- Prepare what you should bring along to the interview:

- Your résumé and cover letter. Prepare copies for each person present at the interview.
- A copy of your diplomas and portfolio, if appropriate.
- List of references.
- Paper and a pencil to note the names of people present, the date and time of any subsequent interview, and any other pertinent information.

THE INTERVIEW: YOUR TURN TO SHINE

AT THE INTERVIEW

- Make a good impression. Avoid wearing loud jewellery, piercings, and strong perfume. Take off your hat.
- Be on time. You should even arrive five or ten minutes early.
- Turn off your cell phone.
- Remain calm and self-confident.
- Say "hello" to all the people present at the interview. Introduce yourself and offer a firm handshake and a sincere smile. Address all those present as Mr. or Ms. and avoid chewing gum.
- Let the employer or committee members lead the interview. Look them in the eye and answer questions in a firm voice. Take the time to think through your answers.
- Be enthusiastic. Give positive answers by stressing your strengths and skills.
- Listen to questions carefully and, if necessary, ask the employer to repeat them or to be more specific.
- Ask questions. Toward the end of the interview, it is quite likely that you will be asked if you have any questions. Take this opportunity to show your interest in the company and the job offered. Here are a few examples of questions you may wish to ask:
 - What has led your company to hire at this time?
 - How many people work here?
 - What is the next step?
- Thank the person who conducted the interview for having taken the time to meet with you, and shake his or her hand as you leave. You can also leave your business card.

FOLLOW UP ON YOUR INTERVIEW

TAKE THE TIME TO EVALUATE THE INTERVIEW

The interview is over. You deserve a break, but don't put away your job-search folder just yet. This is the time to assess the interview. Sit down and go over it in your mind.

- What kind of impression did you make on the employer?
- What were the strong points of the interview?
- Did you have trouble answering any questions?
- Were you able to highlight your strengths?
- Did you forget anything?
- What's the next step?
- Did you learn anything new or important about the employer?

FOLLOWING UP

It is important to follow up on the interview. If the employer mentioned which day he or she would call, be at home that day to take the call. If you haven't heard back from the employer, call back at the end of the day to follow up.

If the employer didn't specify the day, wait two weeks, then call the employer to find out when you can expect a response. You can also send a thank you letter or email. Such an initiative can help you stand out from the other applicants.

If the employer or a company representative calls to offer you the job, be enthusiastic, thank him or her and mention how much you look forward to joining the team.

Now is the time to ask for details on working conditions:

- When do I start?
- Where and at what time should I come on the first day?
- What is the name of the person I should ask for?
- Do I need to bring any special work material or clothing?
- What will my duties and work schedule be?
- What will my salary be?

If you didn't get the job, try to find out why. You may wish to reassess and improve your approach.

Notes from Career Cruising :

<https://www2.careercruising.com/employment/guide-introduction>

Purpose of an Interview

An interview is a mutual exchange of information between an employer and you, as a candidate for a position. The primary objectives are to:

- Supplement resume information
- Show that you understand your strengths and weaknesses and have a sense of direction
- Enable the employer to evaluate your personality and attitudes in terms of the demands of the organization and the position
- Allow you to gain information about the organization and the job that is not available through other sources
- Give you and the employer an opportunity to discuss the desirability of further contact or an offer of employment

First Impressions

First impressions matter whether they be online or in person. Consider conducting a web search on yourself to see what employers could access when pre-screening candidates. Some employers are also registering on social networking sites to collect information on potential candidates. Thoroughly check all sites and blogs where you are listed to ensure that the information contained is professional.

Your success or failure in an interview can depend on your appearance and the interviewer's first impression of you. Research indicates that, on average, an interviewer decides to hire in just 5½ minutes. If the first impression is not positive, it will be difficult to change the interviewer's mind during the rest of the interview.

Be punctual. Arrive ten minutes early to allow yourself time to collect your thoughts. Take the opportunity to observe the work environment. Keep your eyes and ears open.

Look professional—neat, clean, and well groomed. Select proper clothing for the type of organization interviewing you. If in doubt, be conservative. It is also advisable to keep fashion accessories to a minimum, to avoid wearing strong scents, and to turn off devices such as cell phones and electronic organizers.

Greet each person with respect and professionalism. When you shake hands, make eye contact and smile. Handshakes should be firm but not aggressive; try to match the grip of the interviewer. It is good etiquette to wait to sit down until the interviewer invites you to do so.

Don't worry about being a little nervous during the interview; being nervous is normal and expected. Remember, the interviewer wants to hire you if you have the right qualifications and interest in the position. Many interviewers will begin the interview with some "small talk" to help you relax. This may seem irrelevant to the position, but you are still being evaluated; be sure to demonstrate a positive attitude.

Know Yourself

To impress an employer, you should be well prepared and understand the value of what you have to offer. To demonstrate effectively your suitability for the position and your value to the organization, you must know yourself. Review your portfolio, cover letter, and resume. Be prepared to give examples to substantiate all claims in your resume. In addition to determining your level of proficiency, some interviewers want to see how you have grown over time in areas related to their position(s) (for example, interpersonal and work skills, motivation). Others will want you to talk about your mistakes and what lessons you learned from them.

Know the Company/Organization

You must be familiar with the position and the organization so that you can demonstrate your interest in and fit for the job. Refer to the research notes you made as you reviewed print and online materials, spoke with people about the position, and prepared your resume and cover letter.

A commonly asked interview question is: "What do you know about our company?" If you are unable to answer this question effectively, employers will see this as a sign of disinterest.

Interview Questions

In This Section

- [Behavior-Based Questions](#)
- [Answering Behavior-Based Questions: W5 Model](#)
- [Situational/Hypothetical Questions](#)
- [Skill-Testing Questions](#)
- [Problem-Solving Questions](#)
- [Classic Questions](#)
- [Answering Classic Questions - PAWS Model](#)

The next phase of the interview consists of the interviewer asking you questions to try to determine your fit. Having knowledge of potential questions helps you to prepare points to include in your answers. Think about why a question is being asked. What does the employer really want to know?

Behavior-based and situational/hypothetical questions are increasing in popularity because they are considered to be more valid predictors of on-the-job performance.

Behavior-Based Questions

Behavior-based interviews are designed to elicit information about how you have performed in the past because past behavior is a good indicator of how you will function in the future. Interviewers develop their questions around the traits and skills they consider necessary for succeeding in a position or organization.

These questions usually begin with phrases such as:

- Tell me about a time...
- Describe a situation in which...
- Recall an instance when...
- Give me an example of...

Some applicants find the format of these questions difficult to understand and have trouble responding. However, if you have done your research and prepared for the interview, you will have work, academic, and life experiences

ready to share. You can prepare for behavior-based questions by recalling specific actions that demonstrate your accomplishments, abilities, and fit for the position.

Be certain to tell the truth, get to the point, stay focused, turn negatives into positives, and be consistent with your responses.

Common behavior-based interview themes include:

- Working effectively under pressure
- Handling a difficult situation with a co-worker
- Applying good judgment and logic in solving a problem
- Thinking creatively
- Completing a project on time
- Persuading team members to do things your way
- Writing a report or proposal that was well received
- Anticipating potential problems and developing preventative measures
- Making an important decision with limited facts and information
- Making a quick decision during the absence of a supervisor
- Making an unpopular decision
- Adapting to a difficult situation
- Being tolerant of a different opinion
- Using your political savvy to promote a program or idea that you really believed in
- Dealing with an upset client or customer
- Delegating a project effectively
- Explaining complex information to a client, colleague, or peer
- Surmounting a major obstacle
- Prioritizing the elements of a complicated project

By analyzing the questions asked of you, you will discover further details about the position. Does the interviewer seem to be emphasizing certain skills, knowledge, personality traits, and attitudes? That insight can help you tailor your answers more easily to the employer's position.

Answering Behavior-Based Questions: W5 Model

The W5 model is a useful method for answering a behavior-based question. The answer should take approximately 90 seconds (the length of a typical attention span).

70 seconds - Identify the skill/knowledge/ability and give an example of how you applied or developed it by explaining:

- What, Who, When, Where, Why, and How
- What the successful outcome was

20 seconds - Re-state the skill and outline the benefits transferable to the interviewer's organization

For example, in response to the query "What experience do you have organizing projects?" you determine that the qualification being evaluated is organizational skills. Your statement could be, "I have developed excellent organizational skills by working on two major projects. The one I would like to tell you about ended successfully six months ago."

Every statement you make must be true! Don't lie or embellish. Ideally, the illustration you choose to confirm your statement should be a project that required similar competency to the typical project the prospective employer wants you to organize. If you do not have a similar experience to relate, try to choose a relevant story from your academic, extracurricular, or volunteer activities.

Choose words that will help the employer visualize you in the experience. Whenever possible, include positive feedback from supervisors, colleagues, professors, and others to reinforce your accomplishment. Humor can be an effective tool, if used appropriately, because it helps the interviewer remember you.

The next step is the one that most candidates forget. Tell the interviewer what specific benefits or competitive advantage you can bring to the position because of the experience you have just described. For example, "As part of the team, I would be able to coordinate...." Avoid generic statements such as "All organizations need people with leadership ability."

Situational/Hypothetical Questions

An interviewer will use situational/hypothetical questions to establish how you would react to and handle real-life situations on the job. For situational/hypothetical questions, candidates must have a good understanding of the job and its requirements.

Here are some examples of this type of question:

- If you had met your project deadlines and your direct supervisor was unavailable, describe how you would remain busy.
- You are the manager of a small marketing team, and one individual is continually late for work and taking extended breaks. How would you approach the issue?
- During construction, a contractor unexpectedly finds a very large object in one of the trenches where he is about to dig. He requests that you tell him how to proceed. How would you deal with this situation?
- You plan a workshop to teach newcomers to the country how to use word processing software. Unfortunately, only four people have registered and you are required to have a class of ten. It is five days before the class is scheduled to begin. What do you do?
- You have a conflict with someone who is senior to you and is not your supervisor. Describe how you would handle it.

Skill-Testing Questions

Potential employers often require proof that you have the practical skills and savvy to successfully do the job. Skill-testing questions can be hands-on (for example, programming on a computer or solving a complex math problem) and are more common in technical, scientific, and industrial or manufacturing fields.

The following are examples of skill-testing questions:

- What is the difference between server-side and client-side scripting?
- Provide a brief description of a diode
- Explain the theory of elasticity
- What is a comma splice?

If you know the answer, great! If not, don't fake it. Instead, indicate your interest and desire to learn. If possible, indicate something else that may compensate for this lack of knowledge (for example, "I'm not familiar with that programming language but I do have experience with...")

Problem-Solving Questions

When answering problem-solving questions, you want to demonstrate your abilities to process information quickly, think logically, and problem solve creatively. Employers place emphasis on the thought process rather than on the conclusion.

Examples of problem-solving questions include:

- Why is a manhole cover round?
- How many automobiles are there in Los Angeles?
- Estimate the size of the DVD rental market in Tokyo, Japan
- How would you project the future rate of PC game purchases in the US?
- Describe how you would extract caffeine from coffee beans

The key is not to worry about getting the "right" answer, but rather to demonstrate your logical thought process for solving the problem. The following five-step process is appropriate for handling most problem-solving questions:

1. Listen carefully to what is being asked
2. Ask clarifying questions to determine exactly what the interviewer is looking for
3. Respond by first explaining how you'd gather the data necessary to make an informed decision
4. Discuss how you'd use that data to generate options
5. Based on the data you've gathered, the available options, and your understanding of the position, explain how you'd make an appropriate decision or recommendation

Keep in mind, there is no right answer, only your answer.

Classic Questions

In addition to asking the other types of questions, many employers rely on a series of standard questions, and you should prepare for them:

- Tell me about yourself
- What are your short-term goals? What about in two and five years? How are you preparing to achieve them?
- What is your vision or mission statement?
- What do you think you will be looking for in the job following this position?
- Why do you feel you will be successful in this work?
- What other types of work are you looking for in addition to this role?
- What supervisory or leadership roles have you had?
- For you, what are some advantages and disadvantages of working in a team environment?
- What have been your most satisfying/disappointing experiences?
- What did you like/dislike about your last job?
- What motivates you to do a good job?
- What are your strengths/weaknesses?
- What kinds of problems do you handle best?
- How do you reduce stress and try to achieve balance in your life?
- How did you handle a request to do something contrary to your moral code or business ethics?
- What was the result the last time you tried to sell your idea to others?
- Why did you apply to our organization and what do you know about us?
- What do you think are advantages/disadvantages of joining our organization?
- What is the most important thing you are looking for in an employer?
- What were some of the common characteristics of your past supervisors?
- What characteristics do you think a person needs to work effectively in our company/department?
- What courses did you like best/least? Why?
- What did you learn or gain from your part-time/summer/internship/co-op experiences?

- What are your plans for further studies?
- Why are your grades low?
- How do you spend your spare time?
- If I asked your friends to describe you, what would they say?
- What frustrates you the most?
- When did you last have a disagreement with someone at work, and what was the outcome?
- What could you do to increase your effectiveness?
- What was the toughest decision you have had to make in the last year? Why was it difficult?
- Why haven't you found a job yet?
- How will you be successful in the job, given your lack of experience in _____ (a skill area such as sales, fundraising, bookkeeping)?
- Why should I hire you?

Use information that the employer volunteers about the position and organization to your advantage when responding. Listen for verbal cues and hints (what is said, how it is said) and customize your responses accordingly, but be honest. For example, if you are excellent at multi-tasking and skilled at meeting tight deadlines, share this information if the interviewer just stated that the work environment is very fast paced.

Listen carefully to the question and how it is phrased. If it can be interpreted in more than one way, and if you are unsure what the interviewer really wants to discuss, ask for clarification.

Answering Classic Questions - PAWS Model

The PAWS model is a useful method for answering classic questions such as "Tell me about yourself." The answer should take approximately 90 seconds (the length of a typical attention span).

When an employer asks this question, the employer is looking for those aspects of your life that are relevant to the job, such as how you became interested in the field, related experience, and courses taken.

The "PAWS" acronym stands for Profile, Academic, Work, and Skills. Include all or as many of the four (in any order) to reinforce your fit for the job. As with any interview response, limit your answer to a maximum of ninety seconds.

Here are some examples of what to discuss in each of the four areas:

Profile: Mention how you became interested in this field and perhaps point out any relevant community involvement, extracurricular activities, memberships, and personal interests that further demonstrate your commitment to the field

Academic: Talk about your educational background (degrees/diplomas/certifications) and other related training and professional development initiatives/courses that you participated in

Work: Highlight paid or unpaid experience related to the job

Skills: Refer to specific technical skills that relate to the position or field (programming C++, knowledge of GIS) and relevant transferable skills (time management, problem-solving skills)

Resources

Quebec

Name	Description	Contact info
Emploi Quebec	Quebec resources with many links and good resources	http://emploiquebec.net/index_en.asp
Job Search Website	Resources and websites aimed at youth in Quebec	http://emploietudiant.gc.ca/index_en.asp
Job search Handbook PDF	Great handbook with job searching tips and advice	http://emploiquebec.net/publications/pdf/00_emp_guide-recherche-emploi_en.pdf
Heading for Success Vocational jobs	On-line inventory on vocational interests. Students receive an electronic report on possible trades for them	http://www.headingforsuccess.com
InfoRoute	MELS' vocational education's website on programs, trades, organizations and publications as well as information and resources on entrepreneurship.	http://www.inforoutefpt.org/default.aspx?langue=en

Canada

Name	Description	Contact info
Youth Services	Youth-related topics such as jobs, education, money management, and skills development.	http://www.youth.gc.ca/eng/home.shtml
Human Resources Dev. Canada	Labour market information and links to Essential skills needed in the work place	http://www.hrsdc.gc.ca/eng/home.shtml
Job Bank	Job postings and information on wages/salaries, the skills, education and training you need and forecasts for jobs in demand—all in one place.	http://www.jobbank.gc.ca/intro-eng.aspx?lng=1
Working in Canada	Portal with many direct links to jobs in Canada	http://www.workingincanada.gc.ca/home-eng.do?lang=eng
Job Bank Website	This is a website for students' career exploration process as well as job seeking skills	http://www.jobsetc.gc.ca/eng/

Local

Name	Description	Contact info
Local Employment Center Locator	Locate the employment center near you	http://www.mess.gouv.qc.ca/services-en-ligne/centres-locaux-emploi/localisateur/index_en.asp
Outaouais Employment centers	Locations and phone numbers for Employment centers that assist with work search	http://www.mess.gouv.qc.ca/services-en-ligne/centres-locaux-emploi/localisateur/resultats_en.asp?codeRegionale=07&idEtabli=R07
School Board Website	Access to contact information about Prework or Semiskilled program	http://cswq.wqsb.qc.ca/default.htm
CLSC Gatineau	Health Services	http://www.csssgatineau.qc.ca/en/our_services/

Useful Contact information

Name and position	Contact information (email/phone number)
John Jonson - teacher responsible for work placements	jjonson@schoolboard.ca 613-333-8888

FIND OUT MORE ABOUT THE LABOUR MARKET

To be successful in your job search, you need to be well informed about the labour market in the region where you wish to work. This will make it easier to find out about the trades and occupations you may have a chance at.

EMPLOI-QUÉBEC'S ONLINE SERVICES

The Emploi-Québec website, at emploi.quebec.gouv.qc.ca, provides two essential tools offering job market information:

- **LMI Online** (Labour Market Information Online)
- **Online Placement**

LMI Online includes information on

- Job duties, salaries, and prospects for over 500 trades and professions;
- The education or training required for a given trade or occupation as well as the conditions for access (certificate, membership in a professional order, etc.);
- The sectors of activity for these trades and occupations;
- The trades and occupations most in demand in every region of Québec;
- Employer requirements;
- Firms and businesses in a given region: contact information, size, sector of activity, etc. (business directory); and
- Investment projects for a given region, especially so that you can have a glimpse at the economic activity and its effect on job prospects.

Online Placement lets you

- Consult job offers in the regions where you wish to work;
- Learn employers' workforce needs and requirements; and
- Get a better idea of who and how many people have applied for the same sort of job as you.

In a nutshell, LMI Online and Online Placement help you understand the context of a given job as well as the working conditions corresponding to it. This way you will know which skills to highlight both in your offer of service (for instance, in your résumé and cover letter) and during your entire job search, including the selection process (for instance, during an interview).

OTHER LABOUR-MARKET INFORMATION SOURCES

People you know, the media and the Internet are also sources of information about the labour market to be used for your job search. In addition, your CLE provides access to a variety of other sources.

For labour-market information, you can use a computer at an Internet café, at most municipal libraries, or at the CLE nearest you.

SECTION 2

SEEKING OUT JOBS



You're looking for work, but you don't know **how to find job offers?**

FIND JOB LEADS

You can

- Consult **job offers that are posted**;
- Discover **job offers that employers haven't posted** because they don't want people to know they're recruiting (the hidden market); and
- Identify **situations that may provide job opportunities** even before the employers begin the recruiting process.

JOBS THAT ARE POSTED

Employers looking for staff use a number of methods to advertise their job offers and attract the best possible candidates. This is why you have to use many different sources in your search.

CONSULT NEWSPAPERS AND MAGAZINES

- Read the offers published in the "Careers", "Help Wanted" or "Classified Ad" sections of national, regional and local newspapers.
- Leaf through specialized magazines as well as the publications of various professional or employer associations. You might find some offers there.

VISIT VARIOUS WEBSITES

- By consulting websites on careers, job searches, and staff recruiting, you can search for job offers based on a variety of criteria. These include
 - The Emploi-Québec website, at **emploiquebec.gouv.qc.ca**, which provides access to job offers appearing on Online Placement. You can also create "Job Alert" requests free of charge, and receive, by email, job offers corresponding to the criteria you have selected.
 - The Placement étudiant website, at **emploietudiant.qc.ca**, posts job offers and internships for students. These offers come from private firms and businesses, municipalities and the Québec public service.
 - The federal government's Job Bank, at **jobbank.gc.ca**, lets you consult job possibilities throughout Canada.
- Here are sites offering jobs in the public service:
 - The Québec public service website, at **carrieres.gouv.qc.ca**, provides the information you need to start a career in the Québec civil service.
 - The Federal Public Service Commission website, at **jobs-emplois.gc.ca**, offers the same services, but at the Canadian federal government level for the entire country.
 - Municipal sites, which can be found by using a search engine, offer similar services for jobs at the municipal level.
- Websites linked to employers, employer groups and employment sectors include
 - The websites of firms and businesses that interest you, which sometimes post job offers that you can apply for directly.
 - The websites of sectoral committees, which provide headings linked to professions from the sector, and in certain cases, job offers as well. You will find a list of sectoral committees on the Emploi-Québec website.
 - The websites of professional associations, which provide information concerning trades and occupations, and lists of employers linked to them, as well as job offers.

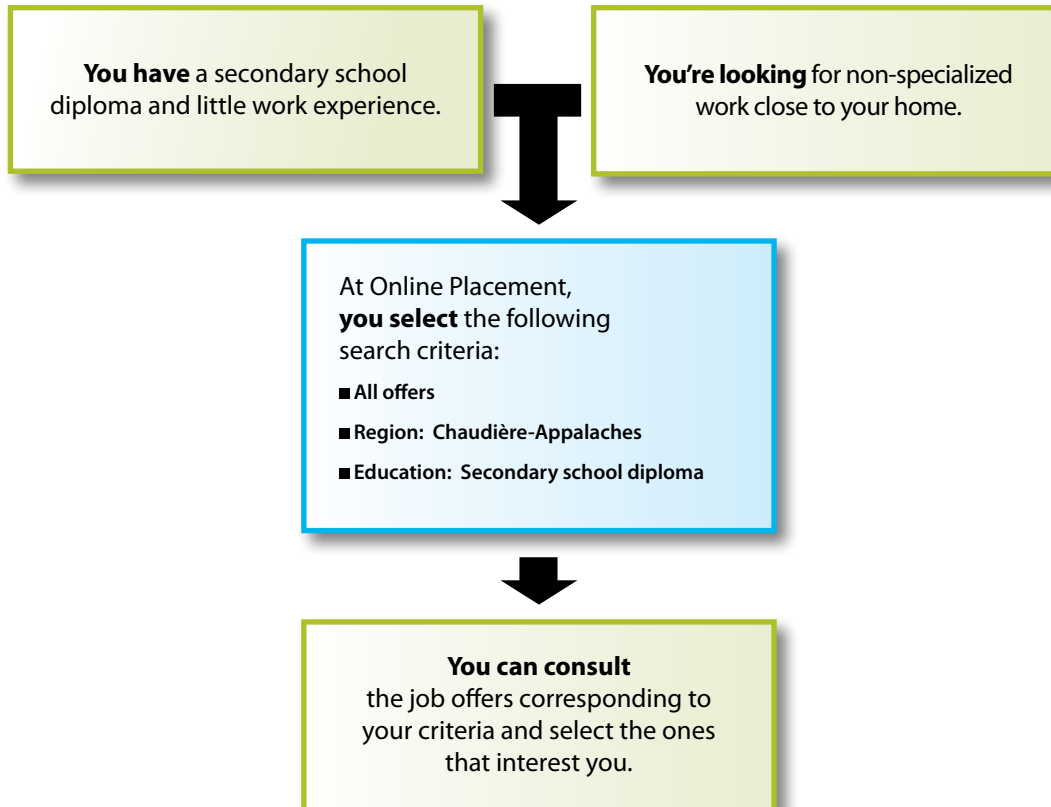
To find the job offers posted, you should consult a vast array of information sources. Newspapers and websites are not the only means at your disposal. You can also take the following initiatives:

- Visit job exhibits and fairs. There you'll meet a lot of employers who are looking for staff. To find out when these events are held in your region, contact your CLE or visit the home page of the website **emploiquebec.gouv.qc.ca**.
- Pay special attention to help-wanted postings in employers' premises, stores and shops, and public spaces (libraries, arenas, community centres, etc.).
- If you're a student or have just completed your studies, check whether your school has a placement service.

You can find more websites concerning various subjects, including job searches and training, by visiting the multiservice room at the local employment centre in your region.

Most job-search websites, including Online Placement, offer a wide choice of criteria for conducting your job searches. It's up to you to determine your needs and objectives.

EXAMPLE



Similarly, if you're looking for a specific job, you can search by **job title** (for example, plumber or secretary), or use **keywords** corresponding to a particular or specialized skill (for example, bilingual or Excel). For a job in a specific field or work environment, such as the field of sports and recreation, or a hospital environment, you can search by **group of employers** or **field of the job**.

Online Placement provides a number of ways to direct you toward the jobs that suit you best.

At your CLE or at emploiquebec.gouv.qc.ca, you can consult user guides for help with your job-search surfing and with posting your applications. The multiservice-room staff can also help you use the computer tools at your disposal.

NON-POSTED JOB OFFERS

A high percentage of jobs are not advertised for all to see. This underlines how important it is to leave the beaten path so as to discover the job offers that employers have not posted.

- Tell everyone you know and all those who you happen to meet.
 - Tell your friends and family that you're looking for work. Describe the type of job that interests you and ask them to let you know as soon as they hear of any job possibilities.
 - Also tell the people around you, such as neighbours, your friends' spouses and parents, the people you see at your own or your children's activities, etc.
 - Take advantage of certain activities being held in your community to establish contacts with new people by learning about their work environments.
 - Contact your former employers, colleagues, teachers, and classmates.
 - Take advantage of the possibilities offered by the online social or professional networks that you belong to (Facebook, LinkedIn, Twitter, etc.).
- Take the initiative to push your application.
 - Learn about the latest openings by contacting various placement agencies. Many employers deal with such agencies rather than placing help wanted ads in newspapers. Check whether there are registration fees.
 - Telephone the employers that interest you to offer your services and learn about the jobs being offered.
 - Visit the employers in person. You can make a good impression by showing that you have initiative and that you really want to work for their business or firm.
- There are other ways to uncover hard-to-find jobs.
 - Go to the "Find a business" section of the LMI Online website and draw up a list of firms and businesses that are likely to offer the sorts of jobs that would suit you.
 - Look in the phone book. The firms and businesses of your region are listed according to their activities, products, and services.

SITUATIONS THAT COULD PRESENT JOB OPPORTUNITIES

- Take note of the possibilities offered by people who intend to go on maternity or sabbatical leave, those who have stopped working due to an accident or illness and those who are planning their retirement.
- Keep your ears open for news items announcing company openings or major investments that could lead to the recruiting of additional staff. The LMI Online website provides information concerning upcoming investment projects in your region.

Your CLE can help you with your job search. CLEs are equipped with a multiservice room where you will find

- Labour-market information and useful documentation for planning and conducting your job search;
- Computers for consulting job offers and offers of service;
- Bulletin boards where you can find job postings, practical job-search tips, and professional-development courses; and
- Staff who will answer your questions and help you with your search.

FOLLOW UP ON YOUR INITIATIVES

Following up on your initiatives enables you to carefully structure all the stages of your job search so as to avoid forgetting anything. The information you record will also be invaluable at the end of the process when it comes time to evaluate your various searches.

Use the sheet on the next page to take notes concerning your job-search initiatives. Before that, you can make several photocopies so you'll have more room to record information.

Here's an example of how to complete it.

EMPLOYER	PERSON CONTACTED	MEANS OF COMMUNICATION	TO DO	FOLLOW-UP
Name: <i>Concorde Inc.</i> Address: <i>5650 boul. Viau</i> website: <i>www.concorde.net</i>	Name and title: <i>Pauline Giroux, Director</i> Reason for contact: <i>Propose résumé</i> Date of first contact: <i>November 15</i>	Telephone number: <i>418-768-5550</i> Fax: <i>418-768-5553</i> Email: <i>p.giroux@concorde.ca</i> Visit:	Send résumé to: <i>Pauline Giroux (November 16)</i> Interview on:	Call back on: <i>November 20</i>
RESULT	<i>I am waiting for an interview. They are supposed to call back on November 20.</i>			

JOB SEARCH AND FOLLOW-UP WORKSHEET

EMPLOYER	PERSON CONTACTED	MEANS OF COMMUNICATION	TO DO	FOLLOW-UP
Name:	Name and title:	Telephone number:	Send résumé to:	Call back on:
Address:	Reason for contact:	Fax:	Interview on:	
website:	Date of first contact:	Email:		
		Visit:		
RESULT				

EMPLOYER	PERSON CONTACTED	MEANS OF COMMUNICATION	TO DO	FOLLOW-UP
Name:	Name and title:	Telephone number:	Send résumé to:	Call back on:
Address:	Reason for contact:	Fax:	Interview on:	
website:	Date of first contact:	Email:		
		Visit:		
RESULT				

SocioVocational Integration Notes:

SocioVocational Integration aims to achieve a balance between individual development and the expectations of society.

SocioVocational Integration :

- 1) involves every dimension of the students: physical, emotional, social, spiritual, and intellectual
- 2) Enables students to learn to learn.
- 3) Permits students to become familiar with and to make use of the social, political, and economic environment.
- 4) Is an ongoing, permanent process.
- 5) Involves successful integration into the educational and work environments.

If there is one sphere of activity that concerns all aspects of the person, it is work.

To achieve lasting results, sociovocational integration services must take into account the various components of the personality: values, interests, aptitudes, experience, skills, etc. The students' spiritual values, aspirations, creativity, intuition, and so on must be considered as well.

The social dimension (family, friends, cultural origin, relationships, etc.) also plays a role.

Education must target the whole person, including personal, career and social experience and goals.

This means that the sociovocational integration process is both intrapersonal and interpersonal (Limoges 1989).

Traditionally, orientation is seen as an intrapersonal act, whereas in fact, this step should enable people to define themselves in terms of their interests, aptitudes, experiential learning, and values (Pelletier 1984; Lecompte 1987).

Sociovocational Integration Services program ☐ DFGA ☐ January 2002

A procedure of this sort is only useful if it aims to achieve something concrete in space and time. For example, every effort at introspection should be accompanied by an interpersonal act, in order to allow the students both to confirm their own perceptions and to begin concretizing the results of this reflection. ☐

The principle of combining every intrapersonal procedure with a corresponding interpersonal procedure is also germane in the field of career development, where self-exploration enables students to make the most of their potential.

Sociovocational integration services aim to educate the whole person instead of just preparing people for their role as future workers.

Sociovocational integration enables students to learn to learn.

Learning to learn means learning to see the relationships between things, to see life as an ongoing learning experience. It also means knowing one's own personal way of learning and problem solving.

Helping adult students learn to learn involves giving them tools for growth and self-discovery that they can use throughout their lives for purposes of personal and vocational development.

Along these lines, sociovocational integration services aim to help students acquire and integrate knowledge and skills that will enable them, in a variety of contexts, to find and apply personal solutions and achieve a better quality of life through sociovocational integration.

Learning to learn also means learning to become. As students integrate new information or master a new skill, they are changed. To this end, the students are encouraged to be autonomous and alert, to use their critical judgement, to raise questions, to seek the meaning of their experiences, and to try to go beyond their limits.

Thus, learning involves changing oneself, and the student may be seen as a system in interaction with the environment. Deriving information from the environment, the students integrate and use it, transforming it in the process, and organizing or reorganizing it in order to achieve a certain coherence. Their vision of the world steadily broadens as it incorporates new information.

The approach used in sociovocational integration services is based on the abilities of the students and the personal process of transmission and transformation of knowledge. This is education of the whole person. 1. Jacques Limoges. *L'orientation et les groupes dans une optique carriérologique* (Montréal: Fides, 1989), p. 51.

Sociovocational integration permits students to become familiar with and to make use of the social, political, and economic environment

In this period of change, it is important to develop forms of mutual help and to bolster the natural network of relationships (family, friends, relatives) and its links with the immediate environment and beyond.

Likewise, the students should be encouraged to interact with the broader social, political, and economic environment, including the community, other employment assistance services, society in general, and other cultures.

Sociovocational integration services stress the value of making full use of the resources of the community and the importance of a realistic assessment of conditions in the environment, while at the same time encouraging students to explore local and regional training and employment possibilities.

The students cease to be passive and isolated and become active, involved members of their social, political, and economic milieu, aware of their ties with others and capable of seeking help when they need it.

Sociovocational integration is an ongoing, permanent process.

Our way of life is dominated by the ephemeral. The job market and businesses change constantly. People too are changing. Sociovocational integration services will help adult students recognize that sociovocational integration is an ongoing process: throughout their career, they will have many opportunities to rethink their choice of occupation.

Sociovocational integration involves successful integration into the educational and work environments

Thus, the principal role of sociovocational integration services is to help people translate what they are as individuals into what they want to be as workers. There can be no question of pushing people to take just any job, simply to be employed that would cause disappointment, anger and discouragement.

Sociovocational integration can only be considered a success when people choose an occupation that suits their interests, abilities, and needs.

The dimensions of the *four-leaf clover*

The following summary will acquaint readers with the basic principles underlying the *four-leaf clover* model and allow them to understand their activities in terms of the model. According to Limoges (1986), in the short-term, vocational integration is essentially a strategy allowing people to change their status from non-worker to worker. This job search strategy will succeed if the job seeker understands and uses correctly the four dimensions of the *four-leaf clover*: the social, political, and economic environment (SPEE), the self, the location and the method. The essence of the model is the interaction of its four dimensions (see Figure 1). Finally, whereas in the models usually employed in orientation services self-knowledge precedes knowledge of the environment, that order is reversed in the present model.

The dimension of the social, political, and economic environment (SPEE)

The dimension of the social, political, and economic environment (SPEE) constitutes the point of entry into the interactive system. This dimension concerns the complex social, political, and economic situation at the time of vocational integration. It involves three types of information: facts, concepts, and principles. The facts are about schools, occupations, the economic situation, the supply of labour in various sectors, subsidies, etc. Concepts are used to define the values characteristic of the SPEE, such as mobility, flexibility, appearance, and versatility. Finally, principles help us understand the education system and know the requirements of the world of work.

The dimension of the self

This dimension is shaped by the previous one: it is under the pressure of the SPEE that people ask themselves questions like .Who wants to enter the job market?. and What do you want to enter?. This dimension involves learning about one's occupational profile, which consists of one's interests, aptitudes, values, experience, etc. The students see themselves as potential job seekers and workers, bearing in mind their own characteristics and those of their SPEE. For example, if the occupation that interests a student most has a labour surplus, that student will have to explore other possibilities.

Place as a dimension

The place should not be confused with the workplace. The dimension of the self and the students' specific occupational choices determine the workplace, whereas the place, although it is related to the workplace, includes everywhere the students might find jobs. The places most used by job seekers are employment centres or the classified ads in the newspapers, which represent only about 10 to 15 percent of the jobs available. Limoges encourages job seekers to take advantage of unadvertised job openings.

Thus, for example, a practicum in the workplace, information communicated by an individual, a network of contacts, a visit to explore a workplace or a stint as a volunteer all may provide useful leads. In short, the dimension of place concerns the question .Where should I seek work? and the places chosen should be appropriate for the self and the SPEE.

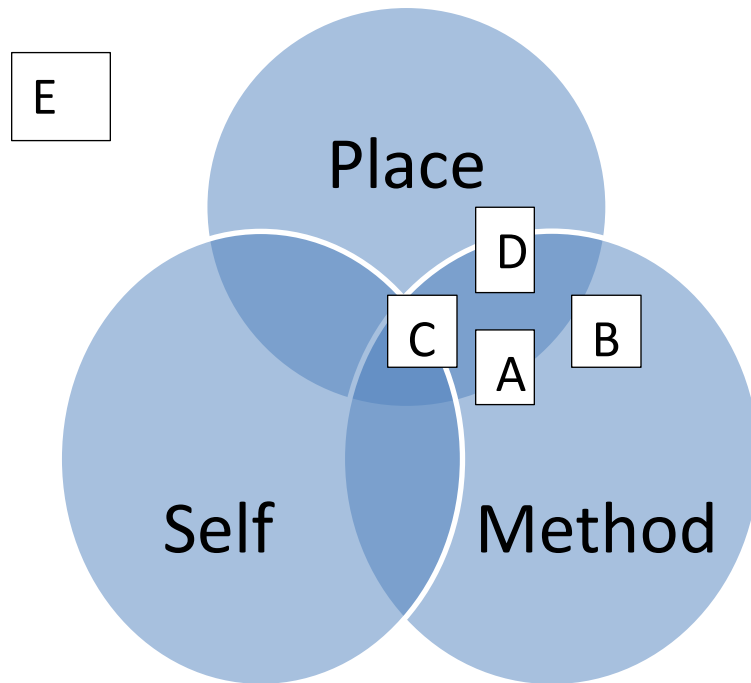
The dimension of method

The dimension of method provides an answer to the questions .How should I enter the job market?. and .How should I seek work?. This dimension is a logical extension of the previous ones, for, unlike job-search techniques that are presented as isolated entities capable of guaranteeing integration into the job market, the dimension of method takes into consideration the individual, the time and the places where the job seeker is looking for work. Thus job seekers find methods that reflect them and are related to the place and time of their job-search. This original approach to job search techniques is more stimulating and less limiting for its users because it leaves room for individual input. This dimension also opens a door to the environment where the job seeker is most employable.

Levels of employability

The four dimensions of the *four-leaf clover* define five positions relative to vocational integration. Each position corresponds to a specific level of employability and is situated on a continuum from E to A, where A represents optimal employability (see Figure 1). People at point A know themselves well as potential workers, have selected a place where they will look for jobs and know what method to use. They are ready to interact with the environment and to integrate into it. At point B, people are almost ready: they know themselves well and know where to look for work, but they have not yet found their job search method, which is a key ingredient of successful vocational integration. People at point C are less ready, for although they know themselves, they do not know where to look for a job and as a result, they cannot have an effective method. Position D includes people who have mastered only the dimension of the self, and are thus not ready to seek work. Finally, point E describes the situation of those people who are totally unprepared to look for work or have been unemployed for a very long time. These people do not see themselves as potential workers and are thus outside the .vocational space, and untouched by the issues of school and work. They need to get back into vocational shape. Each of these positions corresponds to different needs and to different types of measures for vocational integration.

The dimensions of the four-leaf clover



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http://www.mels.gouv.qc.ca/DFGA/disciplines/integration_socio/pdf/programme/41-1074a.pdf