Preparation for the Job Market

Competency 1: Establishes his/her personal and occupational profile

<u>Key Features:</u>

i. Examines his/her personal characteristics
ii. Reflects on the reasons for his/her achievements
iii. Discovers his/her occupational interests through a variety of activities

<u>Learning Targets</u>

Students will be able to:

- Become familiar with their personal and work-related resources.
- Mobilize personal and work-related resources.
- Make an informed judgement on their personal and occupational profile.
- Recognize their main strengths and interests.
- Identify factors that motivate them and help them meet challenges.
- Identify and understand the essential aspects of their achievement at school and extracurricular activities.
- Describe what strategies they use and recognize why they are effective.
- Judge the appropriateness of these strategies to other work-related activities.
- Share their workshop and practicum experience.
- Make connections between their personal characteristics and the requirements of different work-related activities to discover their interests.

<u>Evaluation Criteria:</u>

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

Competency 2: Gains an understanding of the job market

<u>Key Features:</u>

i.   Becomes familiar with the characteristics of the job market
ii. Gathers information about work situations
iii. Envisions himself/herself as a future worker

<u>Learning Targets</u>
Students will be able to:
- ☐ Gain a clear understanding of the job market.
- ☐ Identify the job market's principle aspects.
- ☐ Recognize the different types of work (types of work organizations and fields of activity.
- ☐ Consider the impact of working conditions on their personal and work life.
- ☐ Diversify their exploration methods:
    - o Observing different work situations
    - o Experiencing different work situations
    - o Use relevant websites, local newspapers and resource people
- ☐ Critically look at the quality and validity of the information gathered.
- ☐ Envision themselves as workers
    - o Share their discoveries and understanding of the world of work with others.
    - o Gain awareness of their rights, responsibilities and obligations with respect to their career choice.

<u>Evaluation Criteria</u>
- ☐ Understanding of the characteristics of the job market.
- ☐ Variety of means of exploration.
- ☐ Relevance of his/her thoughts on his/her future as a worker.

Competency 3: Carries out a sociovocational integration plan

<u>Key Features:</u>

   i.   Develops a plan
   ii.   Implements the plan
  iii.   Evaluates the plan

<u>Learning Targets</u>

Students will be able to:

- Develop and implement a sociovocational integration plan adapted to their personal profile and the opportunities available.
- Mobilize the most useful resources for their sociovocational integration (through observation, exploration and experimentation).
- Plan steps involved in their plan.
- Identify potential practicum positions.
- Communicate with contacts.
- Consider the requirements of the job and their own possibilities.
- Carry out each step in their plan.
- Use strategies needed to achieve 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 judgement when examining their experiences.

<u>Evaluation Criteria:</u>

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

Program Content

Concepts	Processes
Personal and Occupational Identity	
Personal History	∗ A look at his/her family, academic and social history: - understanding of past experiences - identification of important aspects - awareness of factors that influence him/her ∗ A look at his/her work-related history - understanding of past experiences - identification of important aspects - awareness of factors that influence him/her

Current Profile	∗ Exploration of various aspects of his/her personality:
	  - personal characteristics
	  - family and social environment
	  - occupational interests
	∗ Consideration of his/her experiences with paid or volunteer work
	∗ Evaluation of higher level of self-confidence
	∗ Awareness of factors that influence him/her
	∗ Construction of his/her identity in real-life situations
	  - empowerment
	  - motivation
	  - ability to adapt to change
	  - ability to take risks

Personal and Occupational Aspirations	∗ Exploration of his/her dreams for the future and visualization of himself/herself in different roles- family and social environment occupational interests

The Job Market	
Characteristics of the Job Market	* Familiarity with certain characteristics of the job market - occupational sectors and associated trades - jobs - working conditions - changes - occupational health and safety (preventive strategies) - traditionally male- and female-dominated trades * Exploration of jobs * Recognition of the importance of technological changes in the job market
Impact	* Awareness of the impact of paid or volunteer work - contribution to society - self-fulfillment - new relationships
Occupational Aspirations	* Exploration of connections between the training and the types of jobs available: - importance of initial qualifications - practical training - continuing training * Initiative: actions to take
Sociovocational Integration Plan	
Development of a Sociovocational Integration Plan	* Preparation of a sociovocational integration plan - exploration of possibilities - choice of plan - information gathering - determination of the steps involved
Implementation of the Plan	* Implementation - contact with people in the field

	- commitment - use of strategies - action
Reflection	∗ Recognition of the impact on: - himself/herself - others - his/her future
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	Explanations

Cognitive Strategies
- helps student process, organize, generalize and structure information**.**
	* 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:
	  - asking questions
	  - reformulating instructions
	  - taking notes when instructions are given
	* Determining the resources needed to perform a task, based on the requirements and the context
	* Anticipating problems

Metacognitive strategies **-** help students monitor, control and evaluate the strategies used.	* Evaluating his/her work and comparing it to the requirements of the task * Reflecting on what he/she learned * Examining his/her work: methods, 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 his/her personal resources, interests and aptitudes and the requirements of the task
Affective strategies -help students regulate and control	* Engaging in positive self-talk * Taking risks

their emotions, thoughts or attitudes toward learning.	* Taking the time to learn and allowing himself/herself to make mistakes * Focusing on the task when he/she is less attentive * Rewarding himself/herself after accomplishing part of the task * Fighting negative thoughts * Adopting ways of controlling his/her anxiety
Resource management strategies - help students plan, monitor, control and evaluate internal and external resources.	* Using a model to develop a work plan or schedule (time management) * Creating conditions in his/her life that are conducive to work * Being familiar with the available resources (e.g. people, documents, Web sites) * Asking for help (e.g. from teachers, classmates) when necessary and determining the best time to do so * Asking for the opinions of peers, parents, the teacher or another meaningful person in his/her life * 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 - Resume - Observation sheets, information- gathering sheets, etc., for workshop, one-day practicum, etc.

(Summarized by: J. McKay, 2020)