

## Program Content

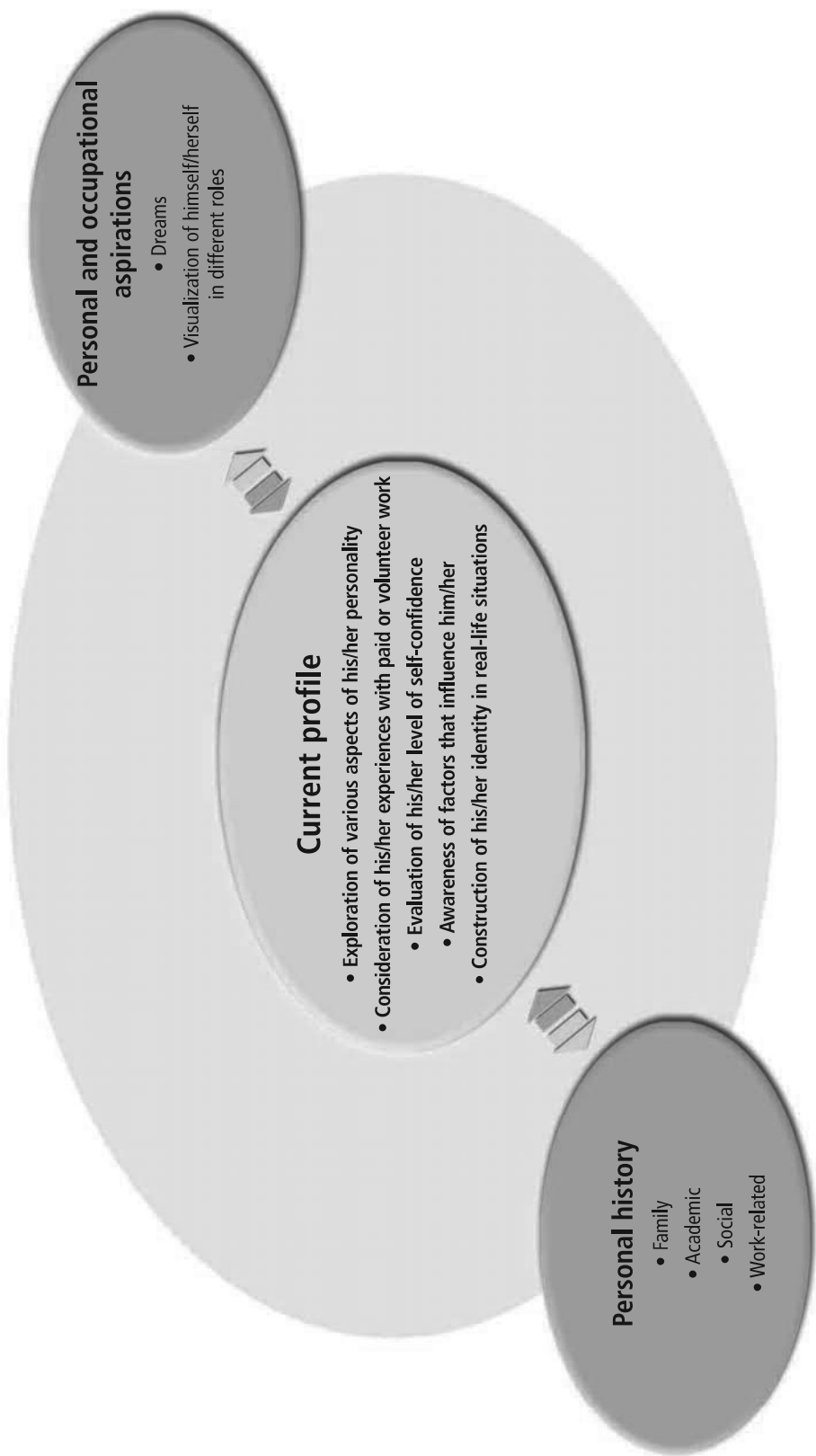
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Competency development in the Preparation for the Job Market program is based on a set of concepts, processes and possible applications. The program content is divided into three major themes: personal and occupational identity, the job market and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

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

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

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

## THE JOB MARKET



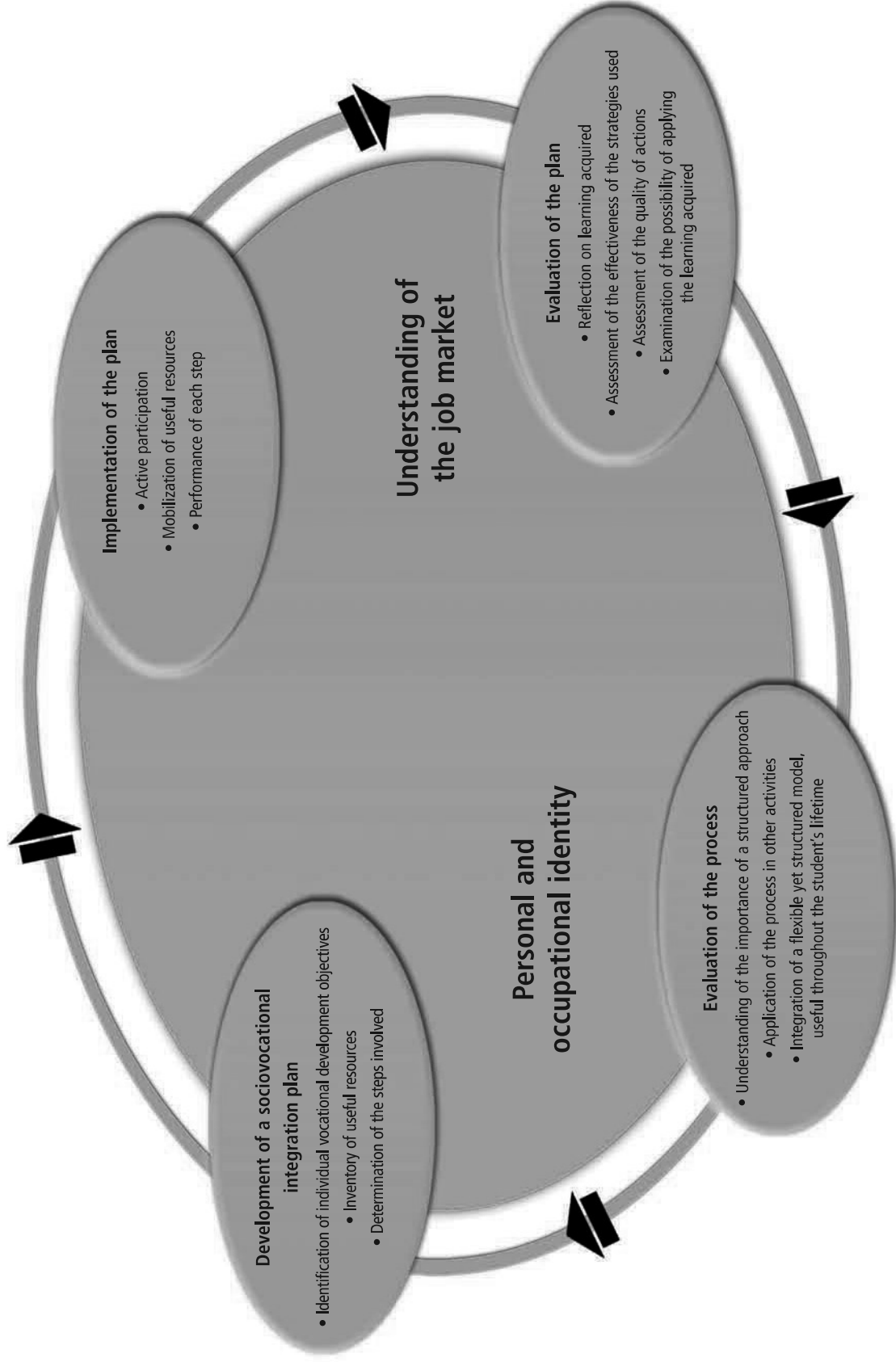
The Job Market		
Concepts	Processes	Possible applications
<p><b>Characteristics of the job market</b></p> <ul style="list-style-type: none"> <li>– Familiarity with certain characteristics of the job market               <ul style="list-style-type: none"> <li>• occupational sectors and associated trades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

## The Job Market (cont.)

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



## SOCIOVOCATIONAL INTEGRATION PLAN



## Sociovocational Integration Plan

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

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

**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.