

# Preparation for the Job Market

## Competency 1: Establishes his/her personal and occupational profile

### Key Features:

- 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

### Learning Targets

*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.

### Evaluation Criteria:

- 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

### Key Features:

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

### Learning Targets

*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:
  - Observing different work situations
  - Experiencing different work situations
  - Use relevant websites, local newspapers and resource people
- Critically look at the quality and validity of the information gathered.
- Envision themselves as workers
  - Share their discoveries and understanding of the world of work with others.
  - Gain awareness of their rights, responsibilities and obligations with respect to their career choice.

### Evaluation Criteria

- 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

#### Key Features:

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

#### Learning Targets

*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.

#### 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.

## Program Content

Concepts	Processes
<i>Personal and Occupational Identity</i>	
Personal History	<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>
Current Profile	<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> <li>* Consideration of his/her experiences with paid or volunteer work</li> <li>* Evaluation of higher 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>
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- family and social environment occupational interests</li> </ul>

<i>The Job Market</i>	
Characteristics of the Job Market	<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> <li>* Exploration of jobs</li> <li>* Recognition of the importance of technological changes in the job market</li> </ul>
Impact	<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>
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>
<i>Sociovocational Integration Plan</i>	
Development of a Sociovocational Integration Plan	<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>
Implementation of the Plan	<ul style="list-style-type: none"> <li>* Implementation                             <ul style="list-style-type: none"> <li>- contact with people in the field</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>- commitment</li> <li>- use of strategies</li> <li>- action</li> </ul>
Reflection	<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>
Resources	<ul style="list-style-type: none"> <li>* Human resources: <ul style="list-style-type: none"> <li>-parents, other family members, peers, friends, teachers, guidance counsellors, other school staff, etc.</li> </ul> </li> <li>* Resources in the public and private sectors: <ul style="list-style-type: none"> <li>- 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</li> <li>- businesses: industries, private companies, etc.</li> </ul> </li> <li>* Material resources: <ul style="list-style-type: none"> <li>- Web sites containing information about the education system, trades and occupations, the job market, legal and regulatory provisions, etc.</li> <li>- educational and vocational information documents and books</li> <li>- Directory of Semiskilled Trades, etc.</li> </ul> </li> </ul>

<b>Strategies</b>	<b>Explanations</b>
<p><b>Cognitive Strategies</b> - helps student process, 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>- taking notes when instructions are given</li> </ul> </li> <li>* Determining the resources needed to perform a task, based on the requirements and the context</li> <li>* Anticipating problems</li> </ul>
<p><b>Metacognitive strategies</b> - help students monitor, control and evaluate the strategies used.</p>	<ul style="list-style-type: none"> <li>* Evaluating his/her work and comparing it to the requirements of the task</li> <li>* Reflecting on what he/she learned</li> <li>* Examining his/her work: methods, 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 his/her personal resources, interests and aptitudes and the requirements of the task</li> </ul>
<p><b>Affective strategies</b> -help students regulate and control</p>	<ul style="list-style-type: none"> <li>* Engaging in positive self-talk</li> <li>* Taking risks</li> </ul>

<p>their emotions, thoughts or attitudes toward learning.</p>	<ul style="list-style-type: none"> <li>* Taking the time to learn and allowing himself/herself to make mistakes</li> <li>* Focusing on the task when he/she is less attentive</li> <li>* Rewarding himself/herself after accomplishing part of the task</li> <li>* Fighting negative thoughts</li> <li>* Adopting ways of controlling his/her anxiety</li> </ul>
<p><b>Resource management strategies</b> - help students plan, monitor, control and evaluate internal and external resources.</p>	<ul style="list-style-type: none"> <li>* Using a model to develop a work plan or schedule (time management)</li> <li>* Creating conditions in his/her life that are conducive to work</li> <li>* Being familiar with the available resources (e.g. people, documents, Web sites)</li> <li>* Asking for help (e.g. from teachers, classmates) when necessary and determining the best time to do so</li> <li>* Asking for the opinions of peers, parents, the teacher or another meaningful person in his/her life</li> <li>* Learning from other students' experience</li> </ul>



<b>Attitudes and Behaviours That Foster Sociovocational Integration and Job Retention</b>
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| <ul style="list-style-type: none"><li>- Adaptability</li><li>- Sense of responsibility</li><li>- Concern for health and safety</li><li>- Open-mindedness</li><li>- Discipline (e.g. punctuality, attendance)</li><li>- Thoroughness</li><li>- Patience</li><li>- Autonomy</li><li>- Perseverance</li><li>- Vigilance</li><li>- Curiosity</li><li>- Sense of observation</li><li>- Flexibility</li><li>- Resourcefulness</li><li>- Ability to cooperate</li><li>- Self-control</li></ul> |
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<b>Techniques</b>
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| <ul style="list-style-type: none"><li>- Interview techniques (preparation and participation)</li><li>- Job search techniques (paid employment, practicum, volunteer work)</li></ul> |
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<b>Tools</b>
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| <ul style="list-style-type: none"><li>- Cover letter</li><li>- Resume</li><li>- Observation sheets, information- gathering sheets, etc., for workshop, one-day practicum, etc.</li></ul> |
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(Summarized by: J. McKay, 2020)