



Work Skills

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

Key Features:

- i. Recognizes work methods
- ii. Performs required tasks
- iii. Reflects on his/her methods

Learning Targets

Students will be able to:

- Use strategies to improve how they learn.
- Use strategies to improve their performance in practicums.
- Show concern for the quality of the product or service provided.
- Examine each task related the specific competency associated with the chosen trade, clearly understand the sequence of operations involved and identify the methods and techniques appropriate to each work situation.
- Considers legal and regulatory provisions related to each situation and the conditions for performing the different tasks, using different methods.
- Make effective used of performance strategies.
- Observe the characteristics of the workplace and model themselves on good workers.
- Pay attention to instructions and explanations.
- Ensure they understand the tasks they are to perform.
- Share reflections with supervisors and peers to evaluate how they perform tasks.
- Identify achievements and difficulties and envision ways of improving their performance.

Evaluation Criteria:

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

Competency 2: Adopts attitudes and behaviours required in the workplace

Key Features:

- i. Recognizes expected attitudes and behaviours
- ii. Adapts to the workplace
- iii. Reflects on his/her attitudes and behaviours in the workplace

Learning Targets

Students will be able to:

- Anticipate the impact of certain behaviours and attitudes on the successful completion of their practicums.
- Identifying the appropriate attitudes and behaviours in different work situations.
- Demonstrate self-discipline.
- Consider the general characteristics of the workplace, its nature and function, considering the specific requirements imposed by the workplace, as well as other elements that may affect their behaviour.
- Demonstrate an ability to deal responsibly with unforeseeable situations and take suitable measures.
- Demonstrate that they are open-minded and flexible.
- Show concern for establishing interpersonal relationships.
- Improve their employability skills by demonstrating appropriate attitudes and behaviours.
- Reflect appropriately on their attitudes and behaviours.
- Identify attitudes and behaviours to retain, improve or develop and envision ways of making the desired change.

Evaluation Criteria:

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

Program Content:

Learning Process Phases-



Preparation
<ul style="list-style-type: none"> * Determining students' choice of practicum based on their personal and occupational profile (acquired and developed during Preparation for the Job Market and Introduction to the World of Work). * Focus on training needs, envision different ways of meeting them, increase motivation and alleviate fears about undertaking a practicum.
<p>The student must:</p> <ul style="list-style-type: none"> - take advantage of their work-related and volunteering experience - define their interests - recognize their aptitudes and potential - validate their perceptions by consulting people they trust - identify the important elements to consider (e.g. employment sector, nature of tasks, distance and transportation options, specific requirements) - identify the knowledge they need to perform the tasks - envision expected attitudes and behaviours - anticipate the resources they can use - determine their first and second choice of practicum - review the preparation phase
<p>Strategies:</p> <ul style="list-style-type: none"> - Learning about the different employment sectors: <ul style="list-style-type: none"> * talking to workers, parents, school staff, friends, classmates, etc. * consulting different resources: the Directory of Semiskilled Trades, Inforoute de la formation professionnelle, Emploi-Québec, REPÈRES, etc. * determining the employment sectors that correspond to their interests, aptitudes and training plan - Identifying possible practicum positions: <ul style="list-style-type: none"> * consulting the bank of practicum positions provided by the teacher * consulting directories in local employment centres, Carrefours jeunesse-emploi, chambers of commerce, etc. * locating potential practicum positions in their surroundings

- Consulting a complementary educational services staff member, in particular, a guidance counsellor
- Envisioning ways of managing stress
- Making contact with different workplaces in order to make an informed choice
- Applying for a practicum position

Performance

- * Focus on development of specific competencies.
- * Focus on adoption of attitudes and behaviours expected in the workplace.

The student must:

- become familiar with the work context and organization, the culture of the work environment, appropriate behaviours, etc.
- make sure they understand the tasks to be performed: ask questions, pay attention to instructions and reformulate them as needed
- become familiar with the supervisory structure, communication methods, facilities and work tools
- follow instructions, respect deadlines and do their best
- during the practicum, check with their supervisor or work colleagues that they are meeting requirements and expectations, and make any necessary adjustments
- review the performance phase

Strategies:

Observing the characteristics of the workplace

- * Modelling themselves on good workers
- * Listening and being open to instructions and explanations
- * Verifying how to perform the required tasks
- * Breaking down the task into steps if necessary
- * Repeating certain tasks to facilitate the acquisition of automatic responses
- * Bearing the expected outcomes in mind
- * Accepting that they will not understand everything and asking questions as needed
- * Taking every opportunity to learn
- * Paying attention to the terminology associated with the employment sector and using it appropriately
- * Reformulating the supervisor's instructions to make sure they understand
- * Using a problem-solving process as needed
- * Finding ways of remembering the applicable health and safety rules (e.g. taking notes, paying attention to pictographs)
- * Consulting their workplace or school supervisor when faced with a problem

Integration

- * Reflect on practicum, critically look at the quality of their adaptation and training in the workplace.
- * Identify strengths and areas that need improvement, determine strategies.
- * Reflect on if this is the employment sector for them.

The student must:

- evaluate the quality of their adaptation and performance in the workplace
- take a critical look at different work methods and uses of resources
- take stock of their discoveries and determine how they enrich their personal and occupational profile
- consider their attitudes and behaviours, evaluate their consequences and make any necessary adjustments
- consider the effectiveness of the strategies used to overcome difficulties, especially in unforeseen circumstances
- consider different ways of improving their performance
- anticipate applying their competencies in other contexts
- reflect on the integration phase

Strategies:

- Basing their reflections on facts rather than impressions
- Discussing their experiences in the workplace with classmates:
 - * support received
 - * working climate
 - * availability of resources
 - * requirements
 - * positive and negative aspects
 - * stressful situations
 - * leisure-school-work balance
- Discussing different aspects of their competency development with their practicum supervisors at school and in the workplace
 - * practical aspects of their integration into the workplace
 - * adaptation to the new environment
 - * achievements
 - * attitudes and behaviours
 - * difficulties encountered
 - * means used to improve their performance
 - * more complex tasks to come
- Asking classmates and supervisors for suggestions on how to make improvements

Attitudes and Behaviours that Foster Job Retention

- Sense of responsibility
- Respect for life and the environment
- Self-discipline (e.g. observance of schedules, politeness, courtesy, honesty, appropriate attire)
- Autonomy
- Team spirit and mutual assistance
- Reliability
- Thoroughness
- Constancy
- Attentiveness and open-mindedness
- Curiosity
- Sense of initiative (within occupational limits)
- Self-control
- Desire to learn and improve their skills
- Desire to establish harmonious interpersonal relationships

There are various resources for this information.

Documents and other resources:

- * Directory of Semiskilled Trades
- * Guide to Organizing Practicums in the Workplace
- * Other resources- other tools that are useful to students in supporting competency development.

(Summarized by: J. McKay, 2020)