



# Preparation for a Semiskilled Trade

**Competency 1: Develops the specific competencies associated with a semiskilled trade.**

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

- 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: information and communications technologies, documents on trades and occupations (e.g. brochures, books), a list of companies, checklists, procedural guides, sample work schedules, directions, etc.

(Summarized by: J. McKay, 2020)