

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"> * A look at his/her family, academic and social history: <ul style="list-style-type: none"> - understanding of past experiences - identification of important aspects - awareness of factors that influence him/her * A look at his/her work-related history <ul style="list-style-type: none"> - understanding of past experiences - identification of important aspects - awareness of factors that influence him/her
Current Profile	<ul style="list-style-type: none"> * Exploration of various aspects of his/her personality: <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - empowerment - motivation - ability to adapt to change - ability to take risks
Personal and Occupational Aspirations	<ul style="list-style-type: none"> * Exploration of his/her dreams for the future and visualization of himself/herself in different roles- family and social environment occupational interests

<i>The Job Market</i>	
Characteristics of the Job Market	<ul style="list-style-type: none"> * Familiarity with certain characteristics of the job market <ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> * Awareness of the impact of paid or volunteer work <ul style="list-style-type: none"> - contribution to society - self-fulfillment - new relationships
Occupational Aspirations	<ul style="list-style-type: none"> * Exploration of connections between the training and the types of jobs available: <ul style="list-style-type: none"> - importance of initial qualifications - practical training - continuing training * Initiative: actions to take
<i>Sociovocational Integration Plan</i>	
Development of a Sociovocational Integration Plan	<ul style="list-style-type: none"> * Preparation of a sociovocational integration plan <ul style="list-style-type: none"> - exploration of possibilities - choice of plan - information gathering - determination of the steps involved
Implementation of the Plan	<ul style="list-style-type: none"> * Implementation <ul style="list-style-type: none"> - contact with people in the field

	<ul style="list-style-type: none"> - commitment - use of strategies - action
Reflection	<ul style="list-style-type: none"> * Recognition of the impact on: <ul style="list-style-type: none"> - himself/herself - others - his/her future
Resources	<ul style="list-style-type: none"> * Human resources: <ul style="list-style-type: none"> -parents, other family members, peers, friends, teachers, guidance counsellors, other school staff, etc. * Resources in the public and private sectors: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - 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
<p>Cognitive Strategies - helps student process, organize, generalize and structure information.</p>	<ul style="list-style-type: none"> * 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: <ul style="list-style-type: none"> - 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
<p>Metacognitive strategies - help students monitor, control and evaluate the strategies used.</p>	<ul style="list-style-type: none"> * 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
<p>Affective strategies -help students regulate and control</p>	<ul style="list-style-type: none"> * Engaging in positive self-talk * Taking risks

<p>their emotions, thoughts or attitudes toward learning.</p>	<ul style="list-style-type: none"> * 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
<p>Resource management strategies - help students plan, monitor, control and evaluate internal and external resources.</p>	<ul style="list-style-type: none"> * 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)