

PROGRAM OF STUDY

SOCIOVOCATIONAL INTEGRATION

Subject Area: Career Development

Adult General Education



Qu bec

Québec

PROGRAM OF STUDY

SOCIOVOCATIONAL INTEGRATION

Subject Area: Career Development

Adult General Education



Read

This document was produced by the Ministère de l'Éducation et de l'Enseignement supérieur.

Coordination and content

Direction de l'éducation des adultes et de la formation continue
Secteur de l'éducation préscolaire et de l'enseignement primaire et secondaire

English translation

Direction des services à la communauté anglophone – Services langagiers

Title of original document: *PROGRAMME D'ÉTUDES, Intégration socioprofessionnelle, Formation générale des adultes*

For additional information, contact:

Direction de l'éducation des adultes et de la formation continue
Ministère de l'Éducation et de l'Enseignement supérieur
1035, rue De La Chevrotière, 17^e étage
Québec (Québec) G1R 5A5
Telephone: 418-643-9754

An electronic version of this document is available on the Web site of the Ministère de l'Éducation et de l'Enseignement supérieur at: **www.education.gouv.qc.ca**.

© Gouvernement du Québec
Ministère de l'Éducation et de l'Enseignement supérieur, 2018

ISBN 978-2-550-65182-6 (PDF)
(French edition: ISBN 978-2-550-65181-9)

Legal deposit – Bibliothèque et Archives nationales du Québec, 2018



Foreword

Sociovocational Integration Services have been part of the *Basic adult general education regulation* since 1994.¹ As part of the reform of adult general education, these services are now supported by a program whose structure reflects the orientations of the programs of study in Common Core Basic Education. To this end, the Sociovocational Integration program is aimed at developing competencies that are useful in dealing with real-life situations.

Although it has the same general goals as *Sociovocational Integration Services*, the Sociovocational Integration program constitutes a renewed effort to meet the training needs and address the social realities of adults who wish to enter and remain in the labour market.

This program reflects a view of vocational development that encourages adults to take charge of their own learning so that they can develop the competencies they will need to meet the challenges associated with the new realities of the world of work.

The first part of this document provides information that is essential for understanding the basis of the Sociovocational Integration program. The second part outlines the general orientations of this program of study and provides a description of the operational competencies, the dimensions of employability and the principles underlying program implementation. Lastly, the third part provides a description of each course in this program.

¹ *Basic school regulation respecting educational services for adults in vocational education*, Section 15, 1994; *Basic adult general education regulation*, Section 10, 1997.

Table of Contents

Foreword	1
PART ONE	3
The Sociovocational Integration Program	3
Chapter 1 Foundations of the Program	5
Meeting the Challenges	5
International stakes.....	5
A Québec-wide reform	5
A Renewed Program.....	6
A Competency-Based Approach Focused on Real-Life Situations.....	6
Links Between the Program and the Broad Area of Learning <i>World of Work</i>	7
The four employability dimensions	7
Links Between the Program and the Subject Area <i>Working Life</i>	8
Dealing With Real-Life Situations and the Operational Competencies	8
PART TWO	11
Content of the Sociovocational Integration Program.....	11
Chapter 2 General Orientations	13
The Goal of the Sociovocational Integration Program	13
Contribution of the Program to the Orientations of the <i>Government Policy on Adult Education and Continuing Education and Training</i>	13
Cultural awareness	13
Quality of language	14
Citizenship.....	14
Integration of information and communications technologies	14
Chapter 3 Operational Competencies.....	15
Communicates	15
Cooperates	15
Acts methodically	16

Thinks logically.....	16
Uses creativity.....	17
Exercises critical and ethical judgment.....	17
Chapter 4 Employability Dimensions and the Courses in the Program	19
Dimension: <i>Career decision making</i>	20
Dimension: <i>Employment integration and maintenance</i>	21
Dimension: <i>Skills/qualifications</i>	23
Dimension: <i>Job search</i>	24
Summary of the Courses in the Program	25
Chapter 5 Implementation of the Sociovocational Integration Program.....	27
Course Structure and Description of the Main Sections	27
Attitudes	29
Andragogical Context	31
Emphasis on learning and the integration of knowledge.....	31
Teachers and learners in interaction	31
Development of competencies and dealing with work-related situations.....	32
Motivation and differentiation	32
Work-study programs.....	32
Evaluation and supervision to promote adult learners' success	33
Qualities of a learning situation.....	34
Steps in the teaching-learning process.....	34
Connections between the course structure and planning a learning situation.....	37
The <i>Directory of Semiskilled Trades</i>	37
PART THREE – Chapter 6	39
Description of the Courses in the Sociovocational Integration Program.....	39
SVI-3015-2 Choosing a Type of Work.....	41
SVI-3016-3 Choosing an Occupation	61
SVI-3017-2 Reconciling Work and Personal Life	81

SVI-3018-4 Managing Interactions in the Workplace	101
SVI-3019-3 Time Management in the Workplace	121
SVI-3020-3 Taking Initiative at Work	141
SVI-3033-1 Managing Conflicts in the Workplace	161
SVI-3021-4; SVI-3022-4 Training for an Unskilled Occupation.....	183
SVI-3023-5; SVI-3024-5; SVI-3025-5 Training for a Semiskilled Occupation.....	199
SVI-3032-4 Vocational Upgrading	215
SVI-3029-2 Job Search Tools.....	231
SVI-3030-4 Job Prospects and Sources of Employment	249
SVI-3031-3 Job Interviews.....	269
SVI-3034-1 Job Search Challenges	289
Bibliography	309

PART ONE

The Sociovocational Integration Program



Chapter 1

Foundations of the Program

Meeting the Challenges

International stakes

In many countries throughout the world, the globalization of markets, the transformation of the workplace, demographic change and the proliferation of information and communications technologies are requiring people to develop new competencies and to constantly update their existing ones. The emergence of the knowledge society has created a context in which everyone has to find a place and continue to grow. Knowledge has an unparalleled importance in the organization of today's society, and access to it is a determining factor for every person's future socioeconomic status.

One of the major concerns addressed by the *Hamburg Declaration on Adult Learning* (1997) was improving the social, economic and cultural conditions of adults. Faced with the necessity of upgrading adults' competencies to meet the new needs of the 21st century, Canada and the other participating countries made a commitment to ensure ongoing access to knowledge for all individuals within a context of personal development, social integration and adaptation. In Québec, as in many of the member countries of the Organisation for Economic Co-operation and Development (OECD), the general context described above was the incentive for the renewal of the adult education curriculum.

A Québec-wide reform

In 1997, the Ministère de l'Éducation du Québec undertook a reform and began developing a new curriculum. A government policy was adopted in this regard.² In developing new programs for adult general education, the Ministère sought to achieve three main objectives: to foster success for the greatest number of students, to increase the graduation rate of the population and to promote the principle of lifelong learning.

The Ministère expressed its intention to ensure better access to continuing education for all adults and to eliminate obstacles to student retention. Continuing education is understood as lifelong learning based on the provision of diversified and enhanced educational services and adequate support services responsive to the needs of adult learners. The measures included in the Ministère's plan of action,³ which was published in 2002, address the following challenges:

- to stimulate a demand for training
- to inform, counsel and support the adult learner
- to offer services adapted to the adult's particular situation
- to promote collaboration with partners of the Ministère

² Québec. Ministère de l'Éducation, *Government Policy on Adult Education and Continuing Education and Training* (Québec: Ministère de l'Éducation, 2002).

³ Québec. Ministère de l'Éducation, *Action Plan for Adult Education and Continuing Education and Training* (Québec: Ministère de l'Éducation, 2002).

A Renewed Program

The Sociovocational Integration program is a response to the need to diversify the training offered to adults who wish to enter the labour market and remain employed. These people need to develop their employability in order to be able to meet the challenges related to the new realities of the labour market.

This program of study is the result of the work carried out as part of the reform of adult general education and of Common Core Basic Education in particular.⁴ It has therefore been designed according to a competency-based approach that focuses on real-life situations and its organization reflects the three essential principles that underpin the Ministère's programs of study: 1) it is related to a specific subject area; 2) it contributes to the educational aim of a broad area of learning; and 3) it promotes the development of operational competencies.⁵

A Competency-Based Approach Focused on Real-Life Situations

In this program of study, competency is defined as the “capacity to act, to succeed, and to progress, based on the mobilization and effective use of an integrated set of resources to handle a class of real-life situations.”⁶ This definition suggests that competency is always related to one or more real-life situations and resources to be mobilized. Adults who do not have sufficient resources to deal

competently with real-life situations must construct knowledge and therefore need training.

Even though since 1997 the content of the courses in the Sociovocational Integration program has been developed in accordance with the competency-based approach, this version of the program is different from the previous one because of its focus on work-related situations. Training needs are now defined according to an analysis of the real-life situations and problems experienced by adults. Entering the labour market, working in a team, dealing with a work overload, working under pressure and applying for an unlisted job are all examples of actual situations adults may face.

An analysis of these situations has made it possible to identify the difficulties adults have experienced and to define the training needs of the adults for whom this program was designed. The issues and challenges that are common to a number of work-related situations were used to determine the “classes of situations.”

⁴ In this regard, the *Common Core Basic Education Program* document has been a valuable resource in describing the foundations of the Sociovocational Integration program (Chapter 1) and certain aspects of its implementation (Chapter 5). The description of the operational competencies (Chapter 3) is an adaptation of the third chapter of the *Common Core Basic Education Program*.

⁵ In the youth sector, these are called “cross-curricular” competencies.

⁶ Québec. Ministère de l'Éducation, du Loisir et du Sport, Direction de la formation générale des adultes, *Theoretical Framework: Basic General Education Curriculum*, (Québec: Ministère de l'Éducation, du Loisir et du Sport, 2005) p. 26.

Links Between the Program and the Broad Area of Learning *World of Work*

Owing to the real-life situations with which it deals, the Sociovocational Integration program contributes primarily to achieving the educational aim of the broad area of learning *World of Work*.⁷ This broad area of learning groups together the classes of work-related situations associated with the training and career plan, entry into the labour market and job maintenance. This program attempts to achieve the following educational aim: to help adult learners carry out a career plan.⁸

The four employability dimensions

The Sociovocational Integration program was designed on the basis of the four employability dimensions⁹ that served as a reference for analyzing adults' real-life situations. Each dimension focuses on specific aspects of occupational life. The situations associated with a dimension include specific and relatively well-defined problems involving learning needs and can be grouped in a coherent whole. Each dimension comprises several classes of situations that include related problems. The courses in the program of study deal with certain classes of situations and thereby constitute a response to the learning needs that arise.

The four employability dimensions are: *Career decision making*, *Employment integration and maintenance*, *Skills/qualifications* and *Job search*.

⁷ The broad areas of learning are an inventory of the learning needs addressed by Common Core Basic Education. They cover the real-life situations of the learners and the challenges associated with them. These situations are grouped in classes of situations related to different aspects of contemporary life: family, work, economic, social, community, political or cultural life. Each broad area of learning also has an educational aim related to personal or social expectations and to issues associated with the classes of situations concerned.

The broad areas of learning in Common Core Basic Education are the following:

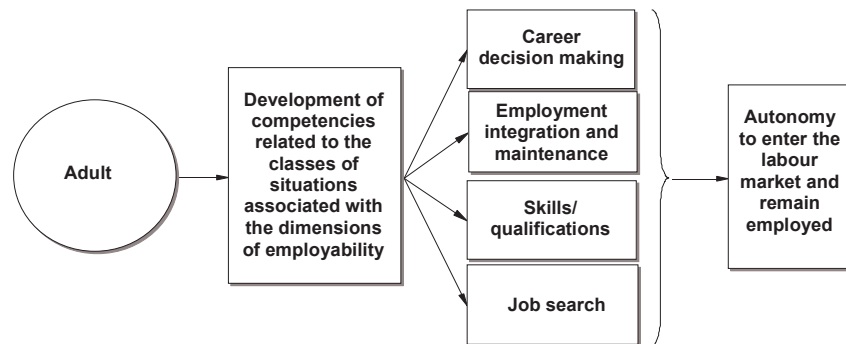
- *Health and Well-Being*
- *Environmental and Consumer Awareness*
- *Citizenship*
- *World of Work*

⁸ In Common Core Basic Education, two programs of study address the learning needs expressed by this educational aim: the *Introduction to the World of Work* program enables adults to discover the principles, laws, rules and requirements that apply to the world of work, and the *Career Choice* program aims to provide adult learners with a structured framework that will enable them to explore and formulate a training plan for a chosen occupation.

⁹ These employability dimensions were developed by an expert advisory committee from Human Resources Development Canada (HRDC) to define the needs of its client group and to provide a tool that makes it possible to communicate in a common language with its internal and external partners. These dimensions are also used by Emploi-Québec in the services it provides for individuals who wish to enter the labour market and remain employed.

Adult learners who are able to deal competently with the classes of situations associated with each of these dimensions are considered to have achieved the degree of autonomy needed to enter the labour market and remain employed.

The four employability dimensions



Links Between the Program and the Subject Area *Working Life*

The knowledge deemed essential for adult learning is derived from the problems and challenges in adult learners' real-life situations. In the Sociovocational Integration program, the knowledge deemed essential for adult learning is related to the *Working Life* subject area.¹⁰

¹⁰ This subject area is consistent with the orientations of the *Government Policy on Adult Education and Continuing Education and Training*. As training is intended for adults, who are generally of working age and who usually have some labour market experience, this program must be distinguished from the one designed for the youth sector. Many adults must enter the labour market. Working or actively contributing to the economy is also a major source of empowerment and enables adults to fulfill their potential.

This broad area of learning is aimed at preparing adult learners to play an active and fulfilling role in the world of work by focusing on their social role as producers of goods and services. The essential knowledge covered in the courses comes from the following disciplines and fields: career studies, economics, education, demography, guidance, psychology and sociology. For the most part, the Sociovocational Integration program covers the essential knowledge in the fields of career studies and psychology.

Dealing With Real-Life Situations and the Operational Competencies

In order to respect the commitment of the member countries of the OECD to increase opportunities for people in different spheres of life, to improve living conditions in society and to promote the development of competencies as the means to achieve these goals, as mentioned in the DeSeCo Project, the Ministère de l'Éducation, du Loisir et du Sport decided to give top priority to key competencies, that is, competencies that contribute to general success in life and to the functioning of society.¹¹ In the Sociovocational Integration program, this general know-how is designated as "operational competencies."¹² These competencies are considered resources for dealing with real-life situations in an appropriate manner.

¹¹ Organisation for Economic Co-operation and Development, *Definition and Selection of Competencies (DeSeCo): Theoretical and Analytical Foundations* (OECD, 2002).

¹² In the youth sector, these groups of actions are called cross-curricular competencies. The cross-curricular competencies may be intellectual, methodological, personal and social, or communication-related. They are generic in nature and their description is standardized across all subject areas.

Dealing with any particular situation involves most, if not all, of the operational competencies. In each course, however, only those competencies that are most significant for the class or classes of situations concerned are included.

The role of an operational competency varies from one course to another. The focus of each competency is formulated differently in each course on the basis of the characteristics of the real-life situations addressed in the course.

The Sociovocational Integration program deals with the following operational competencies:¹³

- *Communicates*
- *Cooperates*
- *Acts methodically*
- *Thinks logically*
- *Uses creativity*
- *Exercises critical and ethical judgment*

¹³ A description of each operational competency is given in Chapter 3.

PART TWO

Content of the Sociovocational Integration Program



Chapter 2

General Orientations

The Goal of the Sociovocational Integration Program

The goal of the Sociovocational Integration program is to enable adults to deal competently with real-life situations that will make it easier for them to enter the labour market and remain employed, or continue their studies, as applicable.

This program is intended for all adult learners who plan to get and keep a job. Some adults have little education, whereas others have little work experience. They sometimes need to develop a concrete and realistic career plan or to acquire the social and vocational aptitudes needed to get and keep a job. They may also wish to acquire skills specific to an occupation or learn to plan and organize their job search efforts.

It is therefore a good idea to consider that the Sociovocational Integration program could be of interest to a wide range of adults (e.g. young adults, newly arrived immigrants, heads of single-parent families, people who are subject to judicial control, work accident victims, people aged 45 years or over).

Contribution of the Program to the Orientations of the *Government Policy on Adult Education and Continuing Education and Training*

This program of study addresses the orientations of the *Government Policy on Adult Education and Continuing Education and Training* by promoting cultural awareness, improvement in the quality of language, the exercise of citizenship rights and responsibilities, and the integration of information and communications technologies.

Cultural awareness

The Sociovocational Integration program helps foster cultural awareness by encouraging adults to take charge of their own learning and develop their vocational profile throughout their active life. It allows them to identify their personal and occupational resources and limitations and to establish objectives for change in a context of ongoing improvement. The development of the sociovocational aptitudes required to get and keep a job contributes to raising the adult learners' cultural awareness by fostering an open mind with respect to contemporary ideas and a better understanding of socioeconomic trends.

Quality of language

The Sociovocational Integration program contributes to improving the quality of language as it helps adults develop their written and oral communication skills. For example, when they go to a job interview, adults learn to observe rules and social conventions, to convey clear and concise information and to use proper English. Such documents as résumés or letters of interest should be properly written.

Citizenship

In our society, work is a major indicator of social integration. For many, it is a source of self-worth and self-esteem, and provides them with a sense of belonging to society. To this day, having a job is still one of the fundamental factors that help people feel as though they are full-fledged citizens.

The Sociovocational Integration program helps adults exercise their citizenship since it prepares them to play an active role in society. Adults who enter and remain in the labour market increase their ability to change the conditions that affect their own lives and their environment.

Integration of information and communications technologies

The Sociovocational Integration program incorporates the use of information and communications technologies as they are useful for quickly and efficiently accessing a plethora of information and communicating with different stakeholders in the world of work. Information and communications technologies make it easier to:

- find information and compile data on different types of work, job openings, job search tools, job prospects, sources of employment, etc.
- access academic and career information software and the different online banks to find information on unskilled and semiskilled occupations and the occupational skills specific to a specialty
- standardize the presentation of such documents as résumés, letters of interest and business cards
- use reliable and quick methods to offer one's services and follow up with prospective employers

Chapter 3

Operational Competencies

Communicates

This competency is defined as the capacity to understand others and to make oneself understood when dealing with a given situation. The competency *Communicates* is not limited to sending and receiving oral or written messages; it also includes communicating through gestures, images and symbols. In dealing with certain situations, whether through communications technologies or otherwise, it is important for adults to be able to express themselves clearly and decode the linguistic and emotional meaning of the messages they receive. They need to perceive, recognize and comprehend the feelings expressed by others, while at the same time maintaining an appropriate emotional distance from them. The competency *Communicates* plays a significant role in dealing appropriately with many real-life situations, particularly those that concern personal and cultural identity and self-expression. It requires attention to rules, codes and the communicative context.

Here are some examples of actions associated with the operational competency *Communicates* as they apply to the Sociovocational Integration program:

- observes social rules and conventions
- adapts his/her language to the audience and to the situation
- observes the rules of written communication
- observes the rules for presenting documents
- conveys information that is complete, relevant, clear and concise
- uses effective interview techniques

Cooperates

This competency refers to the capacity to collaborate with others in dealing with situations. Some situations require participants to work toward a common goal, either in the same or in different roles. Each person's work must therefore contribute to the group's work. Adult learners are expected to interact cooperatively with their peers in many situations in which tasks, expertise or responsibilities must be shared. This competency plays a crucial role in managing conflicts in personal life and solving problems in groups. Collaborative and supportive attitudes are developed in learning situations and may also be used in other contexts.

Here are some examples of actions associated with the operational competency *Cooperates* as they apply to the Sociovocational Integration program:

- observes the company hierarchy
- considers the characteristics of the work team
- considers each person's resources and limitations

Acts methodically

This competency involves the capacity to systematically develop, choose and use techniques and methods appropriate for dealing with situations. The competency *Acts methodically* may be used in most situations that require adult learners to construct, select or plan methods for dealing more effectively with situations. By analyzing the task to be accomplished, they determine a series of actions to attain their goal; they adapt their strategies before, during and after their action, and regulate the process by choosing better methods. The exercise of this competency is crucial for all activities requiring management (e.g. managing time, tasks and materials). The competency *Acts methodically* plays a significant role in dealing with real-life situations and is not restricted to an academic context.

Here are some examples of actions associated with the operational competency *Acts methodically* as they apply to the Sociovocational Integration program:

- sets up a routine for recurring tasks
- analyzes his/her use of time before committing to new tasks
- adheres to his/her priorities
- pays attention to details and to the finishing touches needed to turn out a product or provide a service
- checks the results of his/her work
- regularly tidies up and cleans his/her work area
- regularly updates his/her job search activity calendar

Thinks logically

Thinks logically refers to the capacity to establish a rationale for thought and action in dealing with situations. This competency is essential for clarifying a problem by rigorously analyzing the facts and dimensions of a situation; finding solutions based on the understanding of principles and cause-effect relationships; determining short-, medium- and long-term consequences; planning pertinent and coherent action based on sound reasoning; and using material resources rationally. This competency is helpful in dealing with situations that require adult learners to justify their choices.

Here are some examples of actions associated with the operational competency *Thinks logically* as they apply to the Sociovocational Integration program:

- compares the characteristics of different types of work with his/her subjective and objective factors
- identifies the advantages and disadvantages of different occupations with respect to himself/herself and the people around him/her
- makes appropriate improvements to his/her action plan
- presents the relevant items of information in his/her résumé in the appropriate sections of a job application form
- chooses the appropriate type of letter

Uses creativity

This competency refers to the capacity to deviate from habits and routines when dealing with everyday real-life situations. In dealing with situations, people need to find innovative solutions to problems, using the resources at their disposal, approach problems from a new angle and use imagination to explore new dimensions of issues. The educational purpose goes beyond simply dealing with certain situations effectively. Rather, adult learners should take risks, learn to function more flexibly and use a trial-and-error approach. The competency *Uses creativity* plays a significant role in handling many situations.

Here are some examples of actions associated with the operational competency *Uses creativity* as they apply to the Sociovocational Integration program:

- anticipates the tasks to be carried out
- meets challenges
- uses new work methods to increase his/her efficiency

Exercises critical and ethical judgment

This competency involves the capacity to question and assess personal and social problems according to rules and principles of sound judgment. Adult learners have to take positions based on the exercise of judgment, putting aside stereotypes, prejudices, subjective beliefs and intuition. A critical examination of the validity, coherence and values underlying their own and others' attitudes and ways of thinking and acting, whether individual or collective, is crucial for functioning in a multicultural context. Critical and ethical judgment is used in complex situations that require adult learners to justify their choices and take actions that have an impact on themselves, the people close to them or society in general.

Here are some examples of actions associated with the operational competency *Exercises critical judgment* as they apply to the Sociovocational Integration program:

- uses questionnaires and occupational self-assessment forms appropriately
- assesses his/her strengths and limitations
- justifies the change he/she wants to make
- distinguishes between facts and opinion
- distinguishes between his/her perceptions and those of his/her superiors and colleagues
- fulfills the obligations and observes the limitations associated with his/her role and responsibilities

Chapter 4

Employability Dimensions and the Courses in the Program

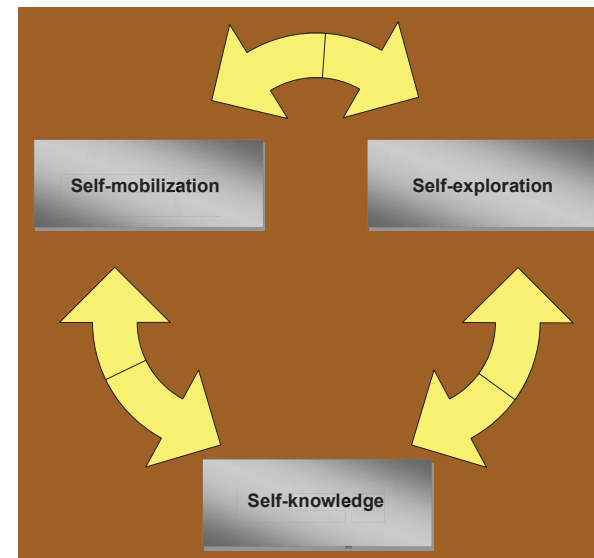
This program of study is based on four employability dimensions. Each dimension refers to classes of work-related situations and is developed in courses that deal with issues related to a specific class of situations.

The courses that deal with the dimensions *Career decision making*, *Employment integration and maintenance* and *Skills/qualifications* use an approach in which measures to support adults' vocational development are seen as part of the process of helping them deal with change. This integrative approach is based on factors that are common¹⁴ to different interventions intended to provide people with effective help in solving the problems they encounter throughout their working lives.

The courses that deal with these three dimensions are structured in a way that engages adults in a process of self-adjustment that fosters creative adaptation to personal and work-related changes occurring throughout their sociovocational education. This adaptation is based on objectives that could meet adults' needs and help them make adjustments to their behaviour so that they can deal competently with work-related situations.

To help adults through the self-adjustment process and thus give them greater autonomy with respect to their own learning, the courses that deal with the dimensions *Career decision making*, *Employment integration and maintenance* and *Skills/qualifications* have been

developed according to a problem-solving process consisting of three phases: self-exploration, self-knowledge and self-mobilization.



Self-exploration is the phase of the problem-solving process during which people come to know themselves better by identifying and gathering information that can be used to develop their self-image, while comparing their perceptions with reality.

Self-knowledge is the phase of the problem-solving process during which people clarify their personal and work-related situation, reassess who they are and organize all the information they have about themselves and their environment.

¹⁴ These factors are common to personal counselling approaches (Hubble, Duncan and Miller, 2003; Roth and Fonagy, 2005). These factors, which were adapted to career counselling by Savard and Lecomte (2008), are the following: working relationship and

alliance, the interpersonal influence process, the inferential process, the change process, self-protection mechanisms and the problem-solving process.

Self-mobilization is the phase of the problem-solving process during which people take action that reflects their own understanding of themselves by making work-related commitments and efforts using an action plan consistent with subjective and objective factors they have identified.

Although these three phases of the problem-solving process reflect a certain gradual progression from self-exploration to self-mobilization, they are nevertheless interrelated. This explains why adults may have to go back and forth among these three phases depending on the nature and complexity of the work-related situations involved.

Dimension: *Career decision making*

Since the world of work is evolving constantly and rapidly, adults may have to make work-related choices more than once in their lives. Entering the labour market, returning to work following a resignation or a prolonged absence, or changing careers because of a labour shortage in their field are examples of real-life situations that require adults to draw up a career plan.¹⁵ Training is required to deal with certain problems experienced by adults and to help them choose an occupation, and can focus on the following: determining areas of interest, aptitudes, values, personal qualities, needs and motives for entering the labour market; outlining their work experience; evaluating their physical condition, job mobility, availability for work and financial situation; developing a knowledge of the requirements of entrepreneurship, paid work and volunteer work; using literature on trades and occupations; defining an occupational goal.

¹⁵ Although the term used for this employability dimension is identical to the one used in the Career Choice program of study in Common Core Basic Education, the courses associated with this dimension in this program are fundamentally different. The courses for Common Core Basic Education encourage adults to discover and identify their training needs and to persevere by defining their educational goals at the beginning of

In the courses relating to the dimension *Career decision making*, **self-exploration** involves determining subjective and objective factors. During this phase, adults explore their subjective factors by appropriately using the questionnaires and relevant occupational self-assessment forms. They evaluate their resources and limitations with respect to objective factors. They explore different occupations by taking into account both subjective and objective factors.

Self-knowledge is achieved by comparing subjective factors with the objective factors related to occupations. During this phase, adults compare the characteristics of the occupations they have explored with their subjective and objective factors in order to achieve a better understanding of themselves with respect to their vocational plan. They take into account the advantages and disadvantages of the occupations for themselves and those around them, with a view to establishing a vocational goal.

Self-mobilization involves establishing a work-related goal with respect to an occupation. Adults validate this goal by justifying to what extent it is feasible and meaningful on a personal and occupational level and by anticipating the amount of time needed to achieve it. They develop an action plan that will enable them to achieve their goal and plan follow-up measures.

The dimension *Career decision making* helps adult learners choose a type of work and an occupation suited to their personal and occupational characteristics. The following two courses are related to this dimension: *Choosing a Type of Work* and *Choosing an Occupation*.

training. Instead, the courses associated with this dimension in this program of study encourage adults to choose a type of work and an occupation that are suited to their personal and occupational characteristics with a view to entering the labour market in the short or medium term.

- *Choosing a Type of Work* (duration: 50 hours)

This course focuses on the class of situations *Choosing a type of work*. Dealing with this class of situations enables adults to determine the factors to be considered in choosing a type of work and drawing up a career plan related to the type of work they have chosen.

- *Choosing an Occupation* (duration: 75 hours)

This course focuses on the class of situations *Choosing an occupation*. Dealing with this class of situations enables adults to determine the factors to be considered in choosing an occupation, exploring different occupations and drawing up a career plan related to their chosen occupation.

Dimension: *Employment integration and maintenance*

Sociovocational aptitudes are essential to be able to perform well at work, regardless of the occupation involved. These aptitudes are developed through life experiences and help adults acquire the vocational skills specific to an occupation. They allow adults to do a job and to adapt to the changes that occur in a workplace. In order to get and keep a job, adults must be able to work alone or in a team, to deal with urgent work and a work overload, to learn new work tasks, to carry out work tasks without supervision, etc. Training is required to deal with certain problems experienced by adults and to help them get and keep a job, and can focus on the following: identifying and clarifying problems related to the organization of daily activities; setting priorities on a personal and occupational level; observing basic social codes when interacting with superiors and colleagues; applying emotional control techniques; observing the work schedule; planning how they will use their time; developing initiative at work; managing conflicts in the workplace.

In the courses relating to the dimension *Employment integration and maintenance*, **self-exploration** involves identifying one's strengths and limitations. During this phase, adults explore their strengths and limitations by referring to their work-related experiences. In order to more precisely identify their strengths and limitations, they use an appropriate self-evaluation grid and take the company's expectations into account.

Self-knowledge involves clarifying one's strengths and limitations. During this phase, adults clarify their strengths and limitations by distinguishing between fact and opinion, and between their perceptions and those of their superiors and colleagues, in order to achieve a better understanding of themselves with respect to sociovocational integration.

Lastly, **self-mobilization** involves determining what one wants to change and developing an action plan. During this phase, adults determine what they want to change with respect to their sociovocational integration. They explain to what extent this change is feasible and meaningful on a personal and occupational level, and estimate the time required to make this change. They develop an action plan in order to achieve their goal and plan follow-up measures.

Adults implement their action plan in work-related situations. They then reassess their strengths and limitations by repeating the three phases of the problem-solving process, namely self-exploration, self-knowledge and self-mobilization.

The dimension *Employment integration and maintenance* helps adults develop the sociovocational aptitudes needed to get and keep a job. The following five courses are related to this dimension: *Reconciling Work and Personal Life*, *Managing Interactions in the Workplace*, *Time Management in the Workplace*, *Taking Initiative at Work* and *Managing Conflicts in the Workplace*.

- *Reconciling Work and Personal Life* (duration: 50 hours)

This course focuses on the class of situations *Managing daily activities*. Dealing with this class of situations enables adults to organize their daily activities by taking into account the requirements of their occupational life and the priorities of their personal life. It also encourages them to regularly review how they organize their daily activities.

- *Managing Interactions in the Workplace* (duration: 100 hours)

This course focuses on the class of situations *Managing interactions at work*. Dealing with this class of situations enables adults to interact appropriately with their superiors and colleagues and to manage their interactions in the workplace.

- *Time Management in the Workplace* (duration: 75 hours)

This course focuses on the class of situations *Managing his/her time at work*. Dealing with this class of situations enables adults to meet the requirements of punctuality and regular work attendance, to organize their time and to monitor how they manage their time at work.

- *Taking Initiative at Work* (duration: 75 hours)

This course focuses on the class of situations *Taking initiative at work*. Dealing with this class of situations enables adults to carry out work tasks with a minimum of supervision, to offer their help to superiors and colleagues, and to consider different factors in taking initiative at work.

- *Managing Conflicts in the Workplace* (duration: 25 hours)

This course focuses on the class of situations *Managing conflicts in the workplace*. Dealing with this class of situations helps the adult learner to resolve conflicts in the workplace and review his or her management of conflicts at work.

Dimension: *Skills/qualifications*

In order to deal competently with work-related situations specific to their occupation, adults must learn different work methods and techniques. In addition, they would do well to upgrade their vocational skills throughout their working life in order to adapt to the many changes and rapid developments in technology. In the context of the Sociovocational Integration program, vocational skills are developed for an unskilled or semiskilled occupation or to upgrade vocational skills related to an occupational specialty. Training is required to deal with certain problems experienced by adults with respect to vocational skills and can focus on the following: using the work methods and techniques associated with producing quality goods and providing quality services; using the tools and equipment needed to carry out work tasks; applying occupational health and safety rules; setting a vocational development goal.

In the courses relating to the dimension *Skills/qualifications*, the characteristics of the three phases of the problem-solving process (self-exploration, self-knowledge and self-mobilization) are similar to those for the dimension *Employment integration and maintenance*.

The dimension *Skills/qualifications* helps adults develop the vocational skills specific to an occupation. The following three courses are related to this dimension: *Training for an Unskilled Occupation*, *Training for a Semiskilled Occupation* and *Vocational Upgrading*.

- *Training for an Unskilled Occupation* (duration: 200 hours)

This course focuses on the class of situations *Working in an unskilled occupation*. Dealing with this class of situations enables adults to carry out tasks that are specific to an unskilled occupation and to follow up on the performance of their work tasks.

- *Training for a Semiskilled Occupation* (duration: 375 hours)

This course focuses on the class of situations *Working in a semiskilled occupation*. Dealing with this class of situations enables adults to carry out tasks that are specific to a semiskilled occupation and to follow up on the performance of their work tasks.

- *Vocational Upgrading* (duration: 100 hours)

This course focuses on the class of situations *Working in one's occupational specialty*. Dealing with this class of situations enables adults to determine their occupational training needs and to implement their vocational development plan.

Dimension: *Job search*

This employability dimension focuses on the steps involved in looking for a job efficiently and autonomously. This dimension concerns adults who have designed a concrete and realistic vocational plan and who have the sociovocational aptitudes and vocational skills needed to find and keep a job. Applying for an unposted job, answering a job offer in the newspaper or a job bank, looking for a part-time job or going for a job interview in a small company are examples of real-life situations that require adults to use different job search strategies. Training is required to deal with certain job search problems experienced by adults and can focus on the following: knowledge of the rules for writing and presenting a résumé, a business card, a letter of interest; targeting potential employers; creating a network of personal and work-related contacts; the different methods of offering their services and following up with employers; promoting themselves in a telephone conversation or a job interview; following up on job search efforts; establishing a job search development goal.

The dimension *Job search* helps adults use job search strategies adapted to their personal characteristics and to the characteristics of the job in question. The following four courses are related to this dimension: *Job Search Tools*, *Job Prospects and Sources of Employment*, *Job Interviews* and *Job Search Challenges*.

- *Job Search Tools* (duration: 50 hours)

This course focuses on the class of situations *Developing personalized job search tools*. Dealing with this class of situations enables adults to put together a personal job search folder, write letters and fill out job application forms.

- *Job Prospects and Sources of Employment* (duration: 100 hours)

This course focuses on the class of situations *Making the most of job prospects and sources of employment*. Dealing with this class of situations enables adults to target potential employers, offer their services and follow up on their offer of services.

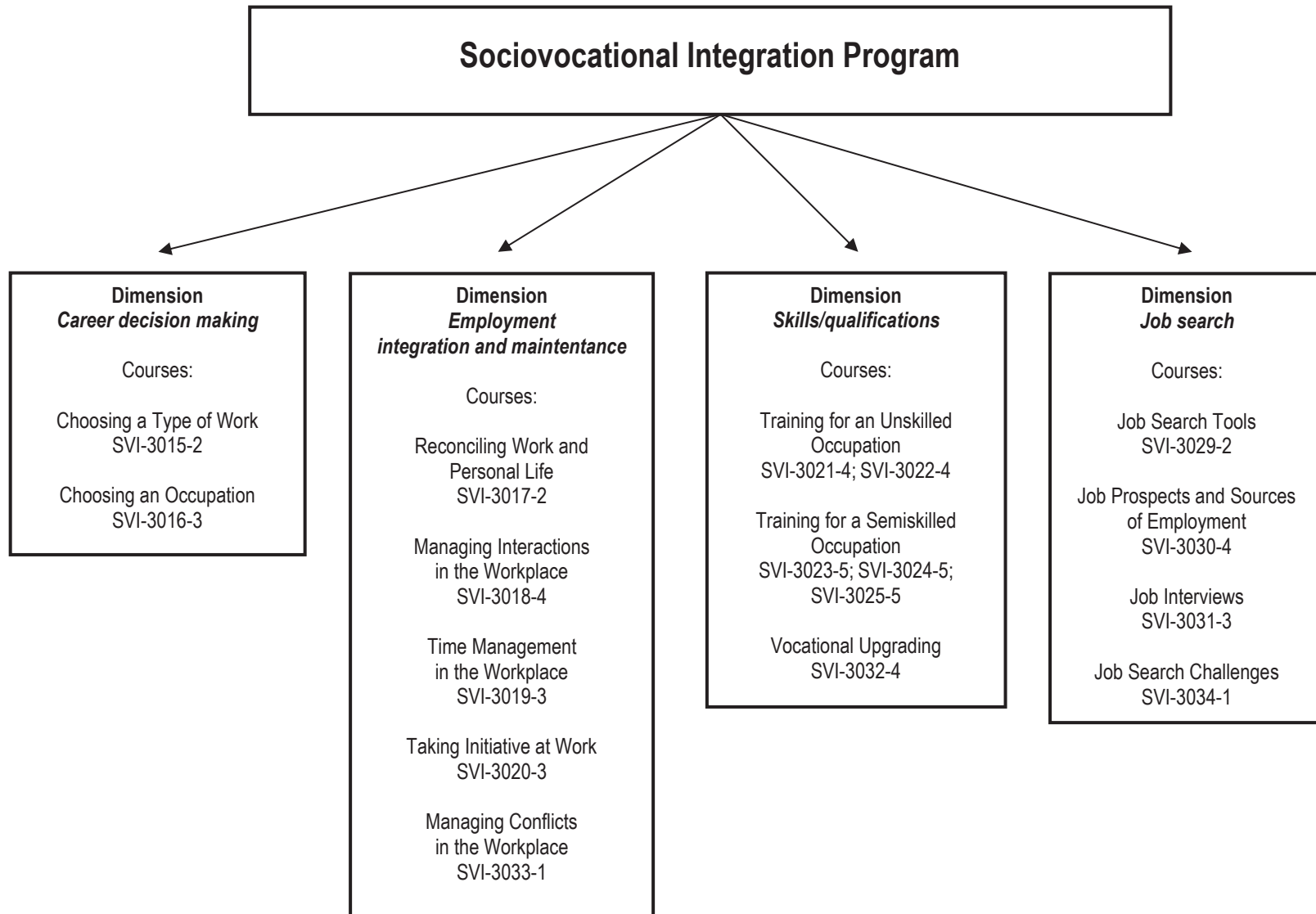
- *Job Interviews* (duration: 75 hours)

This course focuses on the class of situations *Job interviews*. Dealing with this class of situations enables adults to prepare, go through and evaluate an individual or group job interview.

- *Job Search Challenges* (duration: 25 hours)

This course focuses on the class of situations *Upgrading a job search*. Dealing with this class of situations helps the adult learner to draw up and implement a job search development plan.

Summary of the Courses in the Program



Chapter 5

Implementation of the Sociovocational Integration Program

Course Structure and Description of the Main Sections

A course is an organized whole that describes and links various resources that contribute to dealing competently with one or more classes of situations. It provides indications on how to design appropriate learning activities that target the development of competency to deal effectively with real-life work-related situations. This information also provides useful guidelines for the evaluation of learning in general, regardless of whether the adult learners are enrolled in a school, distance learning, etc.

The course:

- specifies the class of situations addressed
- provides examples of the real-life situations in the class concerned
- provides categories of actions and examples of actions that indicate how the situations in the class are competently handled
- presents the compulsory elements and end-of-course outcomes
- specifies the focus of the operational competencies the course helps to develop
- presents the essential knowledge for dealing with the class of situations addressed
- indicates the attitudes that are useful in dealing effectively with these situations
- suggests pertinent additional (social and material) resources

Introduction to the course: This section specifies the goal of the course in terms of how the situations are to be dealt with.

Class of situations: This section specifies the scope of the class of situations in the course. A class of situations groups together real-life situations pertinent to the course on the basis of shared challenges or characteristics. This section describes the scope of the class of situations and its importance in the sociovocational integration process. The situations included in a class do not constitute an exhaustive list and are presented simply as examples. They are provided to help teachers create learning situations that are meaningful to adult learners.

Categories of actions: The categories of actions group together actions that are appropriate for dealing with a variety of situations in the same class. The examples of actions illustrate their pertinence in a variety of contexts. They are not learning activities, although teachers may draw on them. They are provided to help teachers contextualize knowledge in learning activities related to the real-life situations. The examples of actions alone are not sufficient for pedagogical purposes in the classroom; they must always be associated with a real-life situation and how that situation is dealt with.

Compulsory elements: The compulsory elements of a course are those the teacher must take into consideration when designing learning situations. They are presented in the form of a diagram and are included in the end-of-course outcomes. These prescriptive elements are:

- the class of situations
- the categories of actions

- the operational competencies
- the essential knowledge

The end-of-course evaluation covers how adult learners deal with real-life situations in terms of these four elements.

End-of-course outcomes: The end-of-course outcomes describe how, by the end of the course, adult learners should deal with the real-life situations, using the prescribed elements. They concern how the situations are to be dealt with and the nature and scope of the resources required to deal competently with these situations.

Evaluation criteria: These criteria are based on the categories of actions in the course. The outcomes provide a detailed description of the requirements associated with each of these criteria.

Operational competencies: This section describes the specific contribution of this type of competency to the class of situations addressed in the course. Each competency consists of a general statement and its contribution to dealing with the real-life situations examined in the course is described by specific actions. Each of these competencies develops as a result of being used across a wide variety of situations and courses.

Essential knowledge: The essential knowledge is presented in a table and is associated with a class of situations. There are three types of essential knowledge: concepts, techniques and methods. The essential knowledge is organized in categories that are significant for teaching purposes as well as for dealing with the situations concerned.

Attitudes: These are provided as suggestions only and are included because they help adults become more competent in dealing with the work-related situations in the course. Certain elements of essential knowledge can be used to develop these attitudes, which also help adult learners become more proficient in exercising the operational

competencies. In each course in the program, their development is associated with the essential knowledge and operational competencies targeted.

Complementary resources: These are also provided as suggestions only. They consist of material and social resources that may be consulted during learning situations.

Attitudes

The development of appropriate attitudes is an essential aspect of dealing with real-life situations related to adults' sociovocational integration. An attitude is an internal disposition, determined by life experiences, that prompts adults to view a situation in terms of their values and guides their actions. Thus, certain attitudes, when considered appropriate, have an empowering effect and naturally lead to success, whereas inappropriate attitudes should be modified in an observable and lasting manner in order to produce the desired outcomes. Because attitudes encompass the psychological, affective and even ethical aspects of adults' behaviour, they cannot be easily evaluated objectively in a course. Nevertheless, the development of appropriate attitudes is an important aspect of training that adults cannot ignore. This is why it is crucial to show adults the links that exist between appropriate attitudes and the construction or use of certain elements of essential knowledge. The attitudes that adults are encouraged to develop can also help them become more proficient in exercising the operational competencies.

The attitudes related to dealing with the real-life situations in the Sociovocational Integration program of study are the following:

- honesty
- thoroughness
- open-mindedness
- sense of responsibility
- respect
- self-confidence
- meticulousness
- perseverance

Honesty

This attitude helps adults to be objective and true to themselves, and may be developed more particularly in the courses *Choosing a Type of Work* and *Choosing an Occupation*.

Thoroughness

An attitude of thoroughness enables adults to employ the suggested procedure, steps, methods or work techniques. This attitude can be addressed more specifically in the following courses: *Choosing a Type of Work*, *Choosing an Occupation*, *Training for an Unskilled Occupation*, *Training for a Semiskilled Occupation* and *Job Interviews*.

Open-mindedness

Adults who are open-minded consider different viewpoints and question their usual way of doing things. This attitude is conducive to wide-ranging investigation and helps adults discover new outlooks. This attitude may be developed more particularly in the courses *Choosing an Occupation*, *Reconciling Work and Personal Life*, *Managing Interactions in the Workplace*, *Time Management in the Workplace*, *Taking Initiative at Work*, *Training for an Unskilled Occupation*, *Training for a Semiskilled Occupation*, *Vocational Upgrading* and *Job Interviews*.

Sense of responsibility

Adults who are responsible keep their commitments and assume the consequences of their decisions. This attitude may be developed more particularly in the courses *Reconciling Work and Personal Life*, *Time Management in the Workplace*, *Taking Initiative at Work* and *Vocational Upgrading*.

Respect

Respectful adults accept ways of thinking and acting that are different from theirs. They show an interest in the opinions of others and are able to accept different viewpoints. This attitude may be developed more particularly in the course *Managing Interactions in the Workplace*.

Self-confidence

Adults who are self-confident believe in their own potential and are proactive. Confident adults overcome their fears and make the most of their talents and strengths. This attitude may be developed more particularly in the courses *Taking Initiative at Work*, *Job Prospects and Sources of Employment* and *Job Interviews*.

Meticulousness

Meticulousness indicates a concern for the quality of the work to be done. Adults who have this attitude pay attention to detail and make sure they provide information that is accurate, relevant and complete. This attitude may be developed more particularly in the course *Job Search Tools*.

Perseverance

Adults who persevere persist in their search despite the obstacles and difficulties they encounter. This attitude may be developed more particularly in the course *Job Prospects and Sources of Employment*.

Andragogical Context

Emphasis on learning and the integration of knowledge

In compliance with the orientations of the report *Reaffirming the Mission of Our Schools* (1997), the curriculum reform in adult education is based on a new paradigm that emphasizes the active role of learners in their own learning. Cognitivism,¹⁶ constructivism¹⁷ and social constructivism¹⁸ provide conceptions of learning that are consistent with this orientation. In general, these three approaches provide a better definition and understanding of how knowledge is constructed and integrated through the cognitive and metacognitive activities of the learner.

Learning is thus conceived as an active and constructive process that involves both making connections with prior knowledge and constructing and adapting new knowledge (categories of actions, operational competencies and essential knowledge). In learning situations, adult learners construct and use knowledge as an appropriate resource in dealing with real-life situations. The relationship of the teacher to the learners involves guiding them in their construction of knowledge, rather than simply transmitting knowledge to them.

A competency is exercised and develops in a situation, that is, it emerges in the process of dealing with situations effectively and is based on the construction of knowledge considered as resources. The

competency becomes increasingly refined as new knowledge is constructed and mobilized appropriately in situations.

Learners construct their knowledge in social situations and contexts, which have an impact on their personal constructions; all personal knowledge reflects the social aspects of situations and their contexts. This is why emphasis should be placed on the social nature of adults' interactions with their environment; even though these interactions may appear to be particular to the individual, they are social in origin and bear the imprint of social conventions.

Teachers and learners in interaction

If the role of teachers is to facilitate learning, then it is their responsibility to create the conditions that promote the construction of knowledge and the development of competencies that are related to their field of expertise and that adult learners need in their real-life situations. To put adults in learning situations is to involve them in a dynamic and evolving process of construction, adaptation, exploration and reflection on the progress of their own learning.¹⁹ The roles of the teacher and the learner are thus complementary.

¹⁶ Cognitivism postulates that people learn by processing and organizing information provided by their environment. Learning is considered an active and constructive process.

¹⁷ The constructivist perspective holds that people develop intelligence and construct knowledge in action and in situations, by reflecting on their action and its results. They apprehend new situations in terms of what they already know and modify their knowledge in order to better adapt to them.

¹⁸ Social constructivism is an offshoot of constructivism and emphasizes social interaction in learning. According to this approach, learners construct their knowledge in social situations and contexts, which have an impact on their personal constructions.

¹⁹ Philippe Jonnaert and Cécile Vander Borght, *Créer des conditions d'apprentissage. Un cadre de référence socioconstructiviste pour une formation didactique des enseignants* (Paris, Brussels: De Boeck University, 1999, 2003), 33.

Teachers play a crucial role in adult learners' construction of resources by creating contextualized learning situations. These learning situations allow learners to use resources and competencies they already possess in dealing with the complex elements of the situation and to adapt these resources and competencies to the situation.

Development of competencies and dealing with work-related situations

Adult learners develop their competencies by using their resources in learning situations designed by the teacher. The elements of the situation require them to act in order to construct new knowledge or refine their existing knowledge and thereby raise their level of competency.

In learning situations, the actions that learners undertake are based on active involvement:

- Involvement in a situation requires adult learners to use the resources and competencies already at their disposal. By doing so, they give meaning to the situation and begin the process of constructing new knowledge. Otherwise, the situation would be meaningless to them. It is through action and reflection on their action that adult learners define themselves as persons in situations and realize their potential.
- Acting in a situation also involves adapting one's existing resources and competencies to the new situation. By making these adjustments, which may be more or less significant, adult learners transform and improve their resources.
- Acting in a situation also involves the construction of new resources or competencies that help learners better adapt to the situation.

Motivation and differentiation

It is important for adult learners to persevere in their educational endeavours, and motivation plays a crucial role in this regard. Learners' motivation is enhanced when they are engaged in tasks that meet their needs and that are stimulating and reasonably broad in scope; hence the importance in adult education of focusing on authentic real-life situations, not only in the programs of study but also in the courses and learning activities. The competency-based approach and the real-life situational problems are fundamental factors in sustaining this motivation.

Small group leadership, counselling, projects, visits to companies, field research, interviews, situational problems and case studies are teaching-learning methods that make it possible to address the different needs of the adults targeted by the Sociovocational Integration program.

Work-study programs

Alternating between work and school puts adult learners in contact with the practical realities of the world of work. This approach makes it possible to diversify training locations and methods and requires a genuine partnership between the educational institution and the company. Thus, training in a school setting prepares adults for on-the-job training. Conversely, experience in the workplace exposes them to practical, real-life situations that enable them to understand concepts that might otherwise seem too abstract, and this promotes competency development.

Work-study programs give adults the chance to explore work situations related to the four employability dimensions addressed in the program of study. Workplace practicums allow them to learn about certain occupations and become aware of the related competencies. These programs also help them develop the sociovocational aptitudes needed to get and keep a job and the vocational skills specific to a given job or occupation. Work-study programs provide adults with an invaluable opportunity to make work-related contacts that could help them get hired.

Evaluation and supervision to promote adult learners' success

The different methods of evaluating learning adhere to the orientations of the *Government Policy on Adult Education and Continuing Education and Training* (2002) and the *Policy on the Evaluation of Learning* (2003). Evaluation in all its forms must respect the fundamental values of justice, fairness and equality. It is carried out throughout the learning process: at the very beginning (for diagnostic purposes or for recognition of prior learning), during learning, that is, throughout the course of the adult's education, and at the end of the learning process, for certification purposes.

Evaluation during learning aims to maximize the interaction between the teaching and learning processes. The end-of-course outcomes specify the learning requirements and adults must be gradually prepared to meet them. It is therefore necessary to verify how learners mobilize and adapt the knowledge they construct when they deal with various situations. Formative evaluation is a means of monitoring learners' progress toward the goal of a course.

The evaluation methods and tools used to pass judgment can take different forms: logbooks, notebooks, activity sheets, portfolios, digital portfolios, etc. Among other things, these materials help adults take stock of their workplace experience.

Observation sheets are used to record specific information about an action, a product or a process. They provide a list of observable elements and instructions on how to record the related information.

As the case may be, the evaluation of a process takes into account all the elements adults must control and that help them take action, turn out a product or provide a service (e.g. steps, techniques, methods, rules, equipment, materials, organization).

Some of the expected work is evaluated if it has certain distinct qualities that provide the teacher with a basis for making an observation or passing judgment about the adult learners' ability to deal competently with work-related situations.

Although adults are encouraged to participate actively in their evaluation, it is up to the training centre and its teachers to assess the adults' ability to deal with these work-related situations within the prescribed time frames. The information gathered during the learning process enables adults and the teacher to take action involving regulation specifically aimed at helping adults achieve success. Regulation focuses on the course's compulsory elements of learning and their gradual assimilation by adult learners. As adults work in conjunction with the teacher to achieve success, they take more responsibility for their own learning, become more committed to the training plan and strengthen their resolve to persevere.

Qualities of a learning situation²⁰

In a competency-based approach, learning situations are the framework for dealing with real-life situations and for constructing the knowledge required to do so. Learning situations can also be used in ongoing and end-of-course evaluation. Each learning situation comprises several activities.

A learning situation is complex, contextualized and meaningful, and it requires adult learners to process information in order to solve specific problems:

- A complex situation involves one or more categories of actions needed to deal with the class of situations in the course. It allows adult learners to develop and draw upon new knowledge.
- A contextualized situation involves an authentic context, namely one that could exist outside the classroom in the world of work.
- A meaningful situation consists of elements that enable adults to see connections between what they have learned and how they can use this in the future. This aspect has the most impact on the adults' commitment to the learning process.

Creating a learning situation requires teachers to consider the elements of the course associated with the various aspects of the situation. A learning situation must be consistent with the *class of situations* in the course. The learning situation must refer to the categories of actions, operational competencies and essential knowledge relevant to the course, and help adults learn about the connections among these compulsory elements.

Steps in the teaching-learning process²¹

To help adults make progress in developing competencies, the

learning situations consist of three steps: 1) planning learning; 2) actual learning; and 3) integrating and reinvesting learning. These steps highlight the principles of the education reform insofar as they encourage adults to be active, to reflect on their learning and to interact with their peers when the learning context is suitable.

The following tables provide examples of the teacher's interventions and examples of action taken by adults at each step in the teaching-learning process. It is important to emphasize that these interventions and actions are merely examples since it is impossible to accurately predict what adults or the teacher will do in a learning situation.

²⁰ Adapted from an excerpt of Rosée Morrisette's work *Accompagner la construction des savoirs* (Montréal: Les Éditions de la Chenelière inc., 2002), 85.

²¹ *Ibid.*, p. 62.

1. Planning learning

This step serves to motivate adults by presenting a learning situation that they could encounter in their working lives. They are encouraged to draw upon their prior knowledge as it relates to this situation.

In planning learning,

the teacher:

- presents a meaningful learning situation, namely one that could occur in the workplace
- helps adults visualize the problem to be solved or the challenge to be met and specifies the conditions under which the work will be carried out
- makes sure that the adults are able to solve the problem or meet the challenge in question

adult learners:

- recognize the significance of this learning situation
- examine all of the information related to the problem to be solved or the challenge to be met
- develop a sense of competence with respect to the problem to be solved or the challenge to be met (determine what they feel they are capable of doing, indicate the difficulties they expect to find and identify relevant strategies and available resources)

2. Actual learning

Adults are required to gradually construct new knowledge by using different learning strategies that can be suggested by the teacher and then develop their own strategies. At this step, adults are at the heart of the action.

During actual learning,

the teacher:

- observes, guides and motivates the adults
- asks the adults questions about the strategies they are using (e.g. cognitive, metacognitive, affective) and works with them to make sure that they are effective
- provides the adults with feedback on the effectiveness of their approach and strategies, the extent of their commitment and their level of competence
- provides the adults with the necessary information by giving presentations or explanations or, if needed, by using any other instructional method

adult learners:

- meet the challenge or solve the problem according to plan
- process the information gathered based on the challenge to be met or the problem to be solved
- regularly evaluate their strategies, the extent of their commitment and the effectiveness of their approach

3. Integrating and reinvesting learning

In this step, adult learners review the learning situations they have completed, examine what they did well and what they found difficult, apply their new knowledge to other learning situations and make adjustments to their learning process by taking into account what they did well.

In integrating and reinvesting learning,

the teacher:

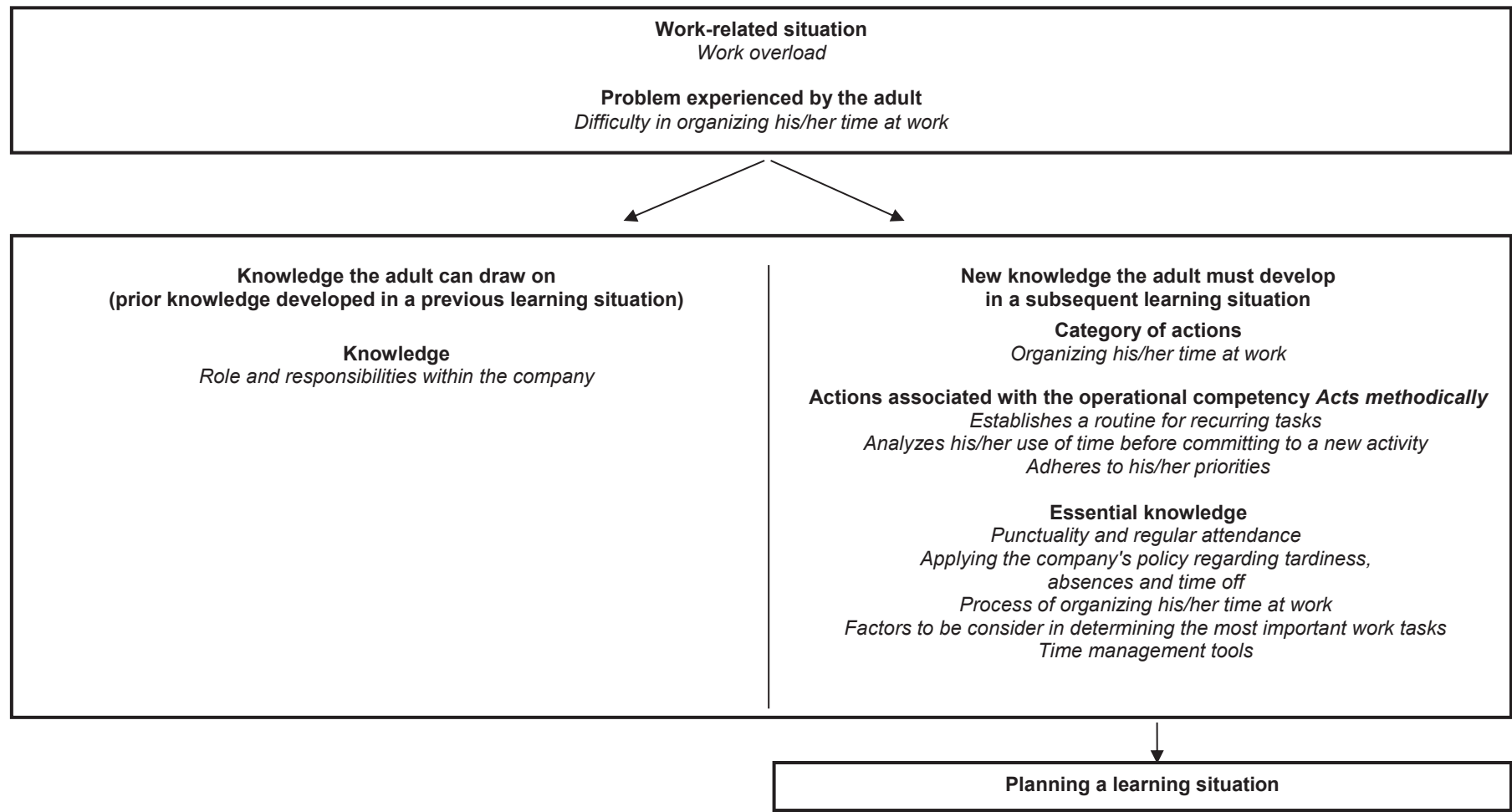
- asks adult learners to determine what they have learned and how they have learned it
- gives them feedback on the extent of their commitment to the learning situation and recognizes the progress they have made
- helps them determine in which real-life situations they can apply their new knowledge
- determines with them what else they must do and the types of support they need in order to continue learning

adult learners:

- determine what they have learned and how they have learned it
- gauge the progress they have made by making connections between their newly acquired knowledge and prior knowledge
- anticipate in which real-life situations they can apply their new knowledge
- determine whether they need to delve further into certain areas or to reinforce them in order to continue learning

Connections between the course structure and planning a learning situation

To develop learning situations, the teacher determines the problems experienced by adults with respect to the class of situations addressed in the course. He/she takes into account what the adults already know (knowledge that they can draw on) and what they must learn (new knowledge that adults must develop) so that the training will be adapted to their needs. The following diagram illustrates the process involved in planning learning situations based on a work-related situation associated with the course *Time Management in the Workplace*.



The *Directory of Semiskilled Trades*

Using the *Directory of Semiskilled Trades*²² is necessary in drawing up a training plan for adults who wish to develop competencies in relation to the employability dimension *Skills/qualifications* and, more specifically, the courses *Training for an Unskilled Occupation*²³ and *Training for a Semiskilled Occupation*. Each description form in the Directory comprises a set of elements defining the semiskilled trade in question. All of the trades are presented in the same way: title of

the semiskilled trade, its field of application, other titles of the trade and specific competencies, including performance criteria and a list of tasks.

²² Québec, Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche, *Directory of Semiskilled Trades*, <http://www.meesr.gouv.qc.ca/sections/metiers/>, updated periodically.

²³ In this program of study, an unskilled occupation involves certain competencies of one or more semiskilled occupations.

PART THREE - Chapter 6

Description of the Courses in the Sociovocational Integration Program



SVI-3015-2

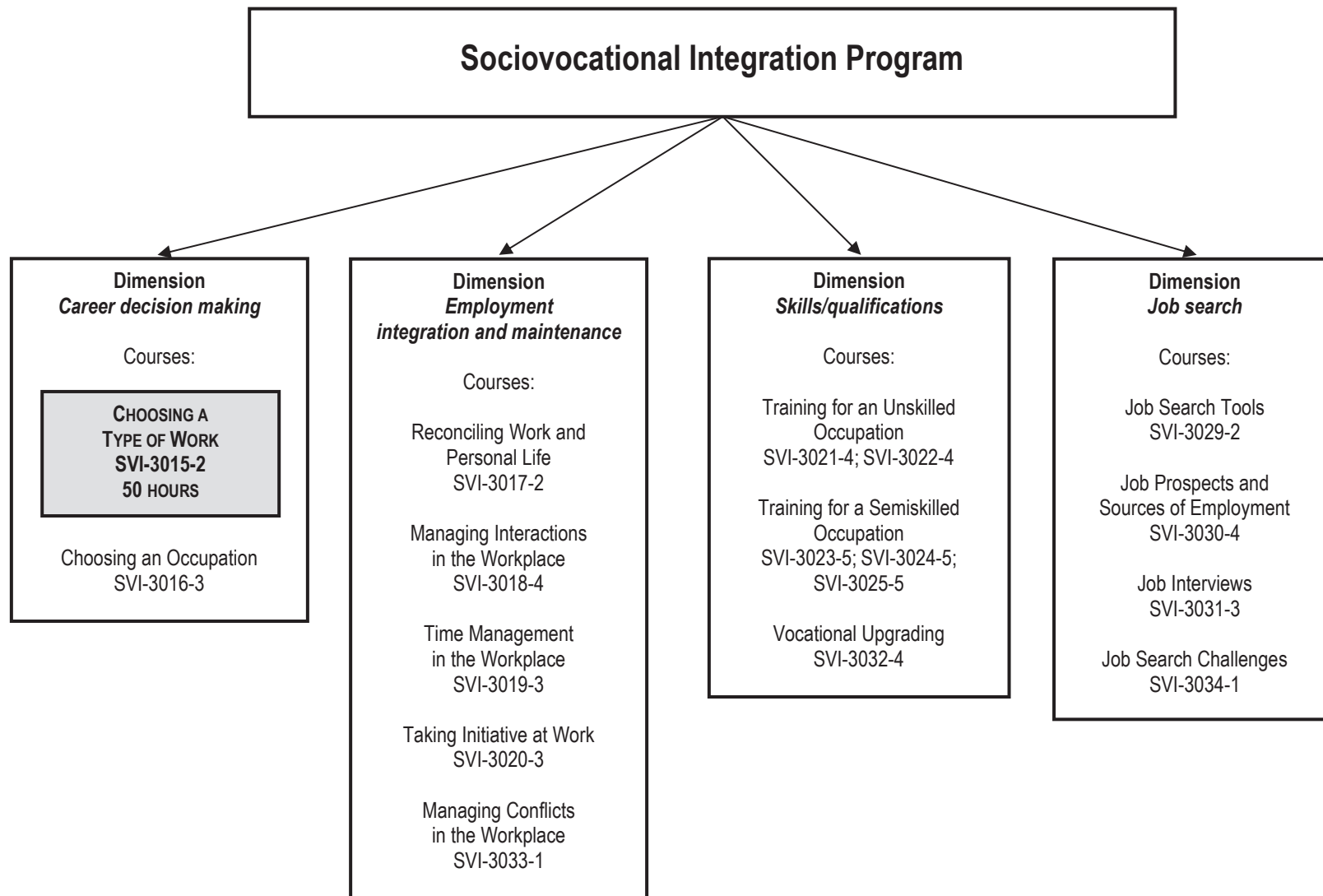
Choosing a Type of Work

Secondary Cycle Two



Sociovocational Integration Program

Situating the Course *Choosing a Type of Work*



Introduction to the Course *Choosing a Type of Work*

The objective of the course *Choosing a Type of Work* is to enable adults to deal competently with real-life situations that involve choosing a type of work.

By the end of this course, adults will be able to determine the subjective and objective factors they must consider in choosing a type of work and drawing up a career plan that will help them choose a type of work.*

** Adults with specific career counselling needs who must take a test, for example, or have their test results interpreted should call on the services of a resource person specialized in this area.*

Dealing With Work-Related Situations

Dealing effectively with work-related situations is based on actions. These actions are grouped into categories and draw on a set of resources that include operational competencies and essential knowledge. During the learning process, adults are expected to construct knowledge related to these resources in order to be able to deal appropriately with their real-life situations.

The class of situations, categories of actions, operational competencies and essential knowledge constitute the compulsory elements of the course. Details on these elements may be found under the appropriate headings.



Class of Situations

This course focuses on the class of situations *Choosing a type of work*.

Losing a job, entering the labour market or returning to work after an extended absence are examples of real-life work-related situations that may require adults to think about the type of work they would like to do. They can choose to work for themselves, become an employee or do volunteer work. Choosing a type of work has a major impact on their personal and occupational life. Before choosing one of the possible options, they should analyze their personal situation to determine what types of work would suit them best.

The table below provides examples of work-related situations associated with this class of situations. These examples can be used to develop learning situations. Furthermore, since these real-life situations are numerous and unpredictable, the teacher can refer to any pertinent real-life situation that is related to the class and adapted to the needs of adults.

Class of Situations	Examples of Real-Life Situations
Choosing a type of work	• Entering the labour market • Returning to work after quitting one or more jobs • Returning to work after an extended absence • Returning to work after a period of retirement • Returning to work as a self-employed worker • Returning to work as a volunteer

Categories of Actions

The *categories of actions* are groups of actions that are appropriate for dealing with the real-life situations in the course. The *examples of actions* listed in the table below illustrate the scope of the categories and serve as a guide in conducting the learning activities.

Categories of Actions	Examples of Actions
Determining factors to be considered in choosing a type of work	- Completes an occupational self-assessment form to define his/her motivation with respect to paid work - Consults his/her spouse to determine the amount of time he/she can devote to work - Explores different transportation options that make it possible to work in the immediate area or within the region - Assesses whether he/she is physically and psychologically able to return to work on a full-time basis - Consults a friend for help in determining his/her personal qualities
Drawing up a career plan that will help him/her choose a type of work	- Compares the values prevalent in the volunteer sector with his/her personal and work-related values - Considers the advantages and disadvantages of paid work with respect to his/her work-related needs and motivation - Sets a career goal related to entrepreneurship - Develops an action plan to find paid work

Compulsory Elements and End-of-Course Outcomes

The teacher must take the compulsory elements into account when designing learning situations.

Class of Situations

Choosing a type of work

Categories of Actions

- Determining factors to be considered in choosing a type of work
- Drawing up a career plan that will help him/her choose a type of work

Operational Competencies

Exercises critical and ethical judgment

- Uses questionnaires and occupational self-assessment forms appropriately
- Assesses his/her strengths and limitations
- Justifies the choices he/she makes to achieve a career goal

Thinks logically

- Compares the characteristics of different types of work with subjective and objective factors
- Identifies the advantages and disadvantages of different types of work in relation to himself/herself and those around him/her
- Makes appropriate improvements to his/her action plan

Essential Knowledge²⁴

- | | |
|---|--|
| <ul style="list-style-type: none"> • Identification of subjective factors to be considered in choosing a type of work • Identification of objective factors to be considered in choosing a type of work • Legal forms of work • Characteristics of entrepreneurship • Characteristics of paid work | <ul style="list-style-type: none"> • Characteristics of volunteer work • Career goal as it relates to choosing a type of work • Action plan for choosing a type of work |
|---|--|

²⁴ All of the compulsory essential knowledge is outlined under the heading *Essential Knowledge*.

The end-of-course outcomes describe how adults should use the compulsory elements to deal with the real-life situations addressed in the course.

End-of-Course Outcomes

In order to deal with the class of situations *Choosing a type of work*, adults determine the factors to be considered in choosing a type of work and draw up a career plan to help them choose a type of work.

When determining the factors to be considered in choosing a type of work, adults use questionnaires and occupational self-assessment forms appropriately. They identify subjective factors such as the areas of interest and aptitudes they wish to draw on in choosing a type of work as well as their values, personal qualities, needs and motivation. They outline their training and experience. They assess their strengths and limitations in dealing with objective factors such as their physical and psychological condition, their financial and family situation, their availability for work, their job mobility as well as the work materials and tools they have.

When drawing up a career plan to help them choose a type of work, adults consider the characteristics of entrepreneurship, paid work and volunteer work, and compare them with the subjective and objective factors they have identified. They identify the advantages and disadvantages of these types of work in relation to themselves and those around them, and set a career goal as it relates to choosing a type of work. This goal consists of a clearly and precisely stated primary choice and a secondary choice. They explain the extent to which their choices are feasible and meaningful on a personal and occupational level and estimate the time required to achieve their goal. They draw up an action plan for choosing a type of work. This plan includes the means of achieving their career goal, the internal and external resources they can rely on, deadlines, pitfalls and obstacles they may encounter and alternative solutions. Adults come up with ways of following up on their action plan and, if necessary, make the appropriate improvements.

Evaluation Criteria

- Determines the relevant factors to be considered in choosing a type of work
- Draws up a realistic career plan for choosing a type of work

Operational Competencies

The contribution of each operational competency is described in terms of the actions that are appropriate for dealing with the real-life situations in this course. These operational competencies are addressed in other courses and therefore all of the courses taken together contribute to their development.

In this course, only the following operational competencies are addressed: *Exercises critical and ethical judgment* and *Thinks logically*.

Contribution of the Operational Competency *Exercises critical and ethical judgment*

This competency involves the capacity to question and assess the personal and social problems encountered in work-related situations according to the rules and principles of sound judgment.

When determining the factors to be considered in choosing a type of work, adults use questionnaires and occupational self-assessment forms appropriately and assess their own strengths and limitations.

When drawing up a career plan to help them choose a type of work, adults justify the choices they make to achieve their career goal.

Contribution of the Operational Competency *Thinks logically*

This competency involves the capacity to think and act logically in dealing with work-related situations.

When drawing up a career plan to help them choose a type of work, adults compare the characteristics of different types of work with the subjective and objective factors they have defined. They identify the advantages and disadvantages of these types of work in relation to themselves and those around them. They make appropriate improvements to their action plan.

Essential Knowledge

Essential knowledge is organized into categories. All of the knowledge mentioned under this heading is compulsory, except for the information in parentheses that serves to clarify or define the scope of the knowledge in question.

Identification of subjective factors to be considered in choosing a type of work

- Areas of interest
- Aptitudes
- Values
- Personal qualities
- Needs and motivation
- Training
- Experience (employment, volunteering, leisure activities)

Identification of objective factors to be considered in choosing a type of work

- Physical and psychological condition
- Financial situation
- Family situation
- Availability for work
- Job mobility
- Work materials and tools

Legal forms of work

- Entrepreneurship
- Paid work
- Volunteer work

Characteristics of entrepreneurship

- Entrepreneurial values
- Needs and motivation of a typical entrepreneur
- Working conditions
- Requirements of entrepreneurship

Characteristics of paid work

- Values associated with paid work
- Needs and motivation of a paid worker
- Working conditions
- Requirements of paid work

Characteristics of volunteer work

- Values associated with volunteer work
- Needs and motivation of a volunteer
- Working conditions
- Requirements of volunteer work

Career goal as it relates to choosing a type of work

- First choice and second choice
- Clearly and precisely stated choice that is feasible and meaningful on a personal and occupational level and that can be achieved within a specific time frame

Essential Knowledge (*cont.*)

Action plan for choosing a type of work

- Means of achieving a career goal
- Internal and external resources
- Schedules
- Possible pitfalls and obstacles
- Alternative solutions
- Follow-up measures

Attitudes

The development of certain attitudes, particularly those described in the table below, is facilitated by drawing on certain elements of essential knowledge. These attitudes also help adult learners to better exercise the operational competencies and make it easier to deal with the class of situations in question. The attitudes in and of themselves are not evaluated; however, their development is an important aspect of the learning process.

Honesty	Thoroughness
Adults who are honest with themselves are objective and true to themselves in determining the factors to be considered when choosing a type of work. Connections between honesty and certain elements of essential knowledge This attitude can be addressed more specifically in learning situations that involve the following elements of essential knowledge: • Identification of subjective factors to be considered in choosing a type of work • Identification of objective factors to be considered in choosing a type of work Connections between honesty and the operational competency <i>Exercises critical and ethical judgment</i> This attitude can be addressed more specifically in learning situations that involve the development of this operational competency, notably with respect to the following actions: • Uses questionnaires and occupational self-assessment forms appropriately • Assesses his/her strengths and limitations	Adults who are thorough are able to use the suggested procedure and methods in drawing up a career plan for choosing a type of work. Connections between thoroughness and certain elements of essential knowledge This attitude can be addressed more specifically in learning situations that involve the following elements of essential knowledge: • Career goal as it relates to choosing a type of work • Action plan for choosing a type of work Connections between thoroughness and the operational competency <i>Thinks logically</i> This attitude can be addressed more specifically in learning situations that involve the development of this operational competency, notably with respect to the following actions: • Compares the characteristics of different types of work with subjective and objective factors • Identifies the advantages and disadvantages of different types of work in relation to himself/herself and those around him/her • Makes appropriate improvements to his/her action plan

Complementary Resources

The following resources are provided as suggestions only and consist of references that may be consulted in learning situations.

Social Resources	Material Resources
• Guest speakers (entrepreneurs, paid workers or volunteers)	• Questionnaires and occupational self-assessment forms • Print and electronic documents on different types of work (magazines, books, Web sites, etc.)

Learning Situation

The following learning situation is provided as an example to show teachers how the principles of the education reform can be applied in the classroom.

It is authentic in the sense that it addresses a real-life situation (taken from the class of situations in the course) that adults may find themselves in. It is sufficiently open and comprehensive to allow adult learners to explore several important aspects related to dealing with this real-life situation.

The examples of actions presented in the course help the teacher to identify those actions that an adult would take to deal with the real-life situation. The teacher can then refer to these examples in order to develop appropriate learning activities.

The learning situation is organized in terms of the three steps of the teaching-learning process, which are as follows:

- planning learning
- actual learning
- integrating and reinvesting learning

These steps highlight the principles of the education reform insofar as they encourage adults to be active, to reflect on their learning and to interact with their peers when the learning context is suitable. They include learning activities and may also include evaluation activities intended to support adults in the learning process.

These activities help learners to construct knowledge related to the compulsory elements of the course that are targeted by the learning situation concerned: one or more categories of actions, essential knowledge and the actions of the operational competencies associated with the categories of actions.

The example provided also refers to certain teaching strategies—instructional methods and techniques—that can be selected according to the learners, the context and the learning environment. Certain learning strategies may also be suggested, as well as a variety of material and social resources.

Example of a Learning Situation

Title: Something to be proud of!

Problem addressed in the learning situation:

- Identifying subjective factors to be considered in choosing a type of work

Instructional methods:

- Exercises in pairs
- Individual project
- Oral presentation
- Class discussion

Expected work:

- Term-matching exercise
- Identification of the subjective factors to be considered in choosing a type of work
- Oral presentation

Approximate time allotted: 13 hours 30 minutes for a class of 14 adults

- Presentation of the learning situation and instructions: 30 minutes
- Term-matching exercise: 45 minutes
- Individual work sessions: 5 hours
- Oral presentation: 30 minutes per adult
- Class discussion: 15 minutes

Example of a Learning Situation (cont.)

Planning learning

- The teacher presents the learning situation:

Extracurricular, social, recreational or volunteer activities all provide opportunities for personal fulfillment. They also make it possible to develop areas of interest, aptitudes, personal qualities, etc. Over the next few days, you will be required to describe an achievement of which you are particularly proud. You will then each be asked to present this achievement to the class.

- The teacher specifies the steps involved in meeting the challenge and works with the adults in establishing a schedule for the presentations. The teacher must also make sure that all the adults are motivated and that they fully understand what they are being asked to do.

Actual learning

- In teams of two, the adults carry out an exercise that involves matching the terms *areas of interest, aptitudes, values, personal qualities, needs and motivation* with their respective definitions. They are also asked to give two or three concrete examples to illustrate the different terms. The teams then compare the results of their work. If necessary, the teacher clarifies the terms studied.
- Each adult describes an achievement of which he/she is particularly proud.
- The adults begin by preparing their oral presentations. They then identify the resources they believe they drew on with regard to this

achievement (areas of interest, aptitudes, values, personal qualities, needs and motivation).

- Each adult gives his/her presentation to the class according to the schedule. At the end of the presentation, the teacher asks each class member to answer the following question in writing: *In your opinion, what resources were developed or used by the adult with regard to his/her achievement (areas of interest, aptitudes, values, personal qualities, needs and motivation)?**
- The class members are asked to submit their answers to the adult concerned, who then compares his/her own answers with those of his/her classmates. He/she identifies the resources that he/she deems most relevant and incorporates them into his/her occupational profile under the heading: *Subjective factors to be considered in choosing a type of work.*

Integrating and reinvesting learning

Class discussion:

What did you learn about your work-related resources? What difficulties did you experience in identifying your own resources? What difficulty did you experience in identifying your classmates' resources? Was it important to consider other people's opinion in determining your own resources?

**The teacher could provide the adults with examples of areas of interest, aptitudes, values, personal qualities, needs and motivation to give them a more complete list of possibilities and thereby make it easier for them to identify their resources.*

Elements of the Course Addressed by the Learning Situation

Class of Situations	
Choosing a type of work	
Learning Situation	
<i>Something to be proud of!</i>	
Category of Actions	
Determining factors to be considered in choosing a type of work	
Operational Competency	Essential Knowledge
Exercises critical and ethical judgment Assesses his/her strengths and limitations	Identification of subjective factors to be considered in choosing a type of work - Areas of interest - Aptitudes - Values - Personal qualities - Needs and motivation
Attitude	Complementary Resources
Honesty	Lists of areas of interest, aptitudes, values, personal qualities, needs and motivation

SVI-3016-3

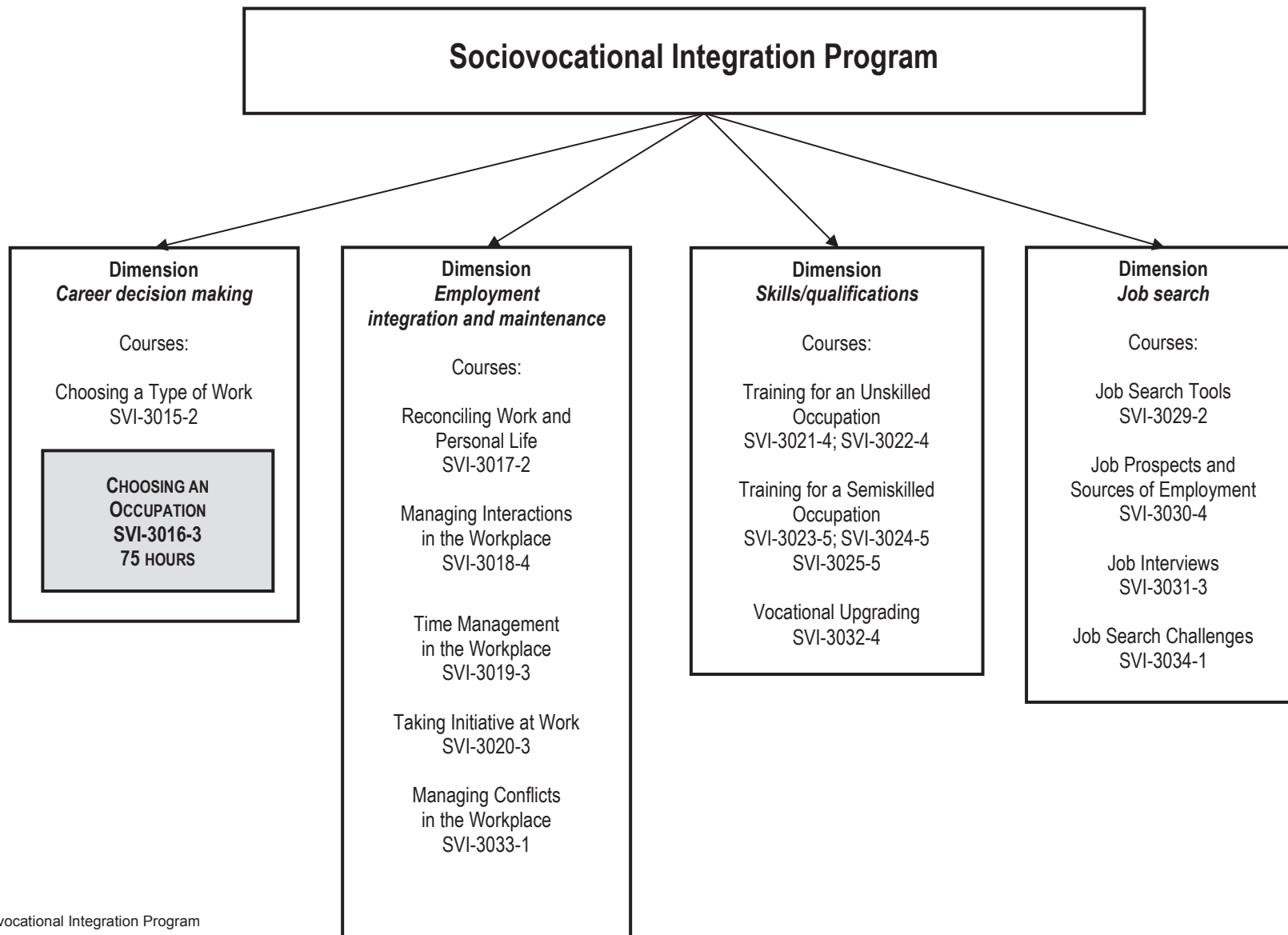
Choosing an Occupation

Secondary Cycle Two



Sociovocational Integration Program

Situating the Course *Choosing an Occupation*



Introduction to the Course *Choosing an Occupation*

The objective of the course *Choosing an Occupation* is to enable adults to deal competently with real-life situations that involve choosing an occupation.

At the end of this course, adults will be able to determine the factors they must consider in choosing an occupation, exploring occupations and drawing up a career plan that will help them choose an occupation.*

** Adults with specific career counselling needs who must take a test, for example, or have their test results interpreted should call on the services of a resource person specialized in this area.*

Dealing With Work-Related Situations

Dealing effectively with work-related situations is based on actions. These actions are grouped into categories and draw on a set of resources that include operational competencies and essential knowledge. During the learning process, adults are expected to construct knowledge related to these resources in order to be able to deal appropriately with their real-life situations.

The class of situations, categories of actions, operational competencies and essential knowledge constitute the compulsory elements of the course. Details on these elements may be found under the appropriate headings.



Class of Situations

This course focuses on the class of situations *Choosing an occupation*.

Adults who wish to enter the labour market and remain employed are well advised to take the time to reflect so that they have a clear idea of the occupation they wish to work in and can identify the resources they will need in this regard. They embark on a process of exploration that will enable them to compare their personal characteristics with those of the occupations they may find appealing. An informed career choice leads to a sound decision, which in turn ensures that adults will be more interested in their work and more likely to want to keep their job.

The table below provides examples of work-related situations associated with this class of situations. These examples can be used to develop learning situations. Furthermore, since these situations are numerous and unpredictable, the teacher can refer to any pertinent real-life situation that is related to the class and adapted to adults' needs.

Class of Situations	Examples of Real-Life Situations
Choosing an occupation	• Orientation for the purpose of entering the labour market • Reorientation after losing a job • Reorientation owing to a job shortage in his/her field • Reorientation following an accident or illness • Reorientation because of dissatisfaction with an existing job • Entering the labour market on a nonvoluntary basis

Categories of Actions

The *categories of actions* are groups of actions that are appropriate for dealing with the real-life situations in the course. The *examples of actions* listed in the table below illustrate the scope of the categories and serve as a guide in conducting the learning activities.

Categories of Actions	Examples of Actions
Determining factors to be considered in choosing an occupation	- Identifies his/her main areas of interest by referring to a recognized classification system - Identifies the aptitudes he/she has developed during family activities - Consults family members to assess his/her job mobility - Completes a questionnaire to identify the values he/she deems most important in the workplace - Determines the economic benefits of working
Exploring occupations	- Lists occupations in light of his/her areas of interest - Lists occupations in light of his/her level of education - Looks for information on the occupation of warehouse clerk, using academic and vocational information software - Observes someone doing secretarial work - Interviews someone who works as an orderly
Drawing up a career plan that will help him/her choose an occupation	- Compares the job skills of a grocery store clerk with his/her own job skills - Assesses the advantages and disadvantages of working as a janitor in light of the subjective and objective factors he/she has identified - Sets a career goal related to the occupation of delivery driver - Draws up an action plan for becoming a customer service clerk

Compulsory Elements and End-of-Course Outcomes

The teacher must take the compulsory elements into account when designing learning situations.

Class of Situations

Choosing an occupation

Categories of Actions

- Determining factors to be considered in choosing an occupation
- Exploring occupations
- Drawing up a career plan that will help him/her choose an occupation

Operational Competencies

Exercises critical and ethical judgment

- Uses questionnaires and occupational self-assessment forms appropriately
- Assesses his/her strengths and limitations
- Checks the accuracy of the information gathered
- Justifies the choices he/she makes to achieve a career goal

Thinks logically

- Compares the characteristics of the occupations explored with subjective and objective factors
- Identifies the advantages and disadvantages of occupations in relation to himself/herself and to those around him/her
- Makes appropriate improvements to his/her action plan

Essential Knowledge²⁵

- | | |
|---|---|
| <ul style="list-style-type: none"> • Identification of subjective factors to be considered in choosing an occupation • Identification of objective factors to be considered in choosing an occupation • Doing documentary research | <ul style="list-style-type: none"> • Doing field research • Information to be gathered about the different occupations • Career goal as it relates to choosing an occupation • Action plan for choosing an occupation |
|---|---|

²⁵ All of the compulsory essential knowledge is outlined under the heading *Essential Knowledge*.

The end-of-course outcomes describe how adults should use the compulsory elements to deal with the real-life situations addressed in the course.

End-of-Course Outcomes

In order to deal with the real-life situations in the class of situations *Choosing an Occupation*, adults determine the factors to be considered in choosing an occupation, explore occupations and draw up a career plan to help them choose an occupation.

When determining the factors to be considered in choosing an occupation, adults use questionnaires and occupational self-assessment forms appropriately. They identify subjective factors such as the areas of interest and aptitudes they wish to draw on when working in an occupation as well as their values, personal qualities, needs and motivation. They outline their training and experience. They assess their strengths and limitations in dealing with objective factors such as their physical and psychological condition, their financial and family situation, their availability for work, their job mobility as well as the work materials and tools they have.

When exploring occupations, adults do documentary research in which they identify the occupations they will explore given the subjective and objective factors they have identified. They use research tools appropriately and make a note of relevant information. They do field research to check the accuracy of the information they have gathered about one or more occupations that are of particular interest to them. Depending on their needs, they interview a resource person or observe someone on the job and make a note of the relevant information.

When drawing up a career plan to help them choose an occupation, adults compare the characteristics of the occupation they have explored with the subjective and objective factors they have identified. They identify the advantages and disadvantages of these occupations in relation to themselves and those around them, and set a career goal as it relates to choosing an occupation. This goal consists of a clearly and precisely stated primary choice as well a number of secondary choices. They explain the extent to which their choices are feasible and meaningful on a personal and occupational level and estimate the time required to achieve their goal. They draw up an action plan for choosing an occupation. This plan includes the means of achieving their career goal, the internal and external resources they can rely on, deadlines, pitfalls and obstacles they may encounter, and alternative solutions. Adults come up with ways of following up on their action plan and, if necessary, make the appropriate improvements.

Evaluation Criteria

- Determines the relevant factors to be considered in choosing an occupation
- Explores occupations methodically
- Draws up a realistic career plan for choosing an occupation

Operational Competencies

The contribution of each operational competency is described in terms of the actions that are appropriate for dealing with the real-life situations in this course. These operational competencies are addressed in other courses and therefore all of the courses taken together contribute to their development.

In this course, only the following operational competencies are addressed: *Exercises critical and ethical judgment* and *Thinks logically*.

Contribution of the operational competency *Exercises critical and ethical judgment*

This competency involves the capacity to question and assess the personal and social problems encountered in work-related situations according to the rules and principles of sound judgment.

When determining the factors to be considered in choosing an occupation, adults use questionnaires and occupational self-assessment forms appropriately and assess their resources and limitations.

When exploring occupations, adults check the accuracy of the information they have gathered.

When drawing up a career plan to help them choose an occupation, adults justify the choices they make to achieve their career goal.

Contribution of the operational competency *Thinks logically*

This competency involves the capacity to think and act logically in dealing with work-related situations.

When drawing up a career plan to help them choose an occupation, adults compare the characteristics of the occupations they have explored with the subjective and objective factors they have defined. They identify the advantages and disadvantages of these occupations in relation to themselves and those around them. They make appropriate improvements to their action plan.

Essential Knowledge

Essential knowledge is organized into categories. All of the knowledge mentioned under this heading is compulsory, except for the information in parentheses that serves to clarify or define the scope of the knowledge in question.

Identification of subjective factors to be considered in choosing an occupation

- Areas of interest
- Aptitudes
- Values
- Personal qualities
- Needs and motivation
- Training
- Experience (employment, volunteering, leisure activities)

Identification of objective factors to be considered in choosing an occupation

- Physical and psychological condition
- Financial situation
- Family situation
- Availability for work
- Job mobility
- Work materials and tools

Doing documentary research

- Identifying occupations to be explored
- Using appropriate research tools
- Making a note of relevant information

Doing field research

- Identifying occupations to be explored
- Interviewing a resource person or observing a worker on the job
- Making a note of relevant information

Information to be gathered about the different occupations

- Duties
- Field of application
- Materials used
- Working conditions
- Areas of interest
- Personality style
- Aptitudes
- Physical ability
- Training
- Categories of employers
- Job outlook
- Related occupations

Career goal as it relates to choosing an occupation

- First choice and second choice
- Clearly and precisely stated choice that is feasible and meaningful on a personal and occupational level and that can be achieved within a specific time frame

Action plan for choosing an occupation

- Means of achieving a career goal
- Internal and external resources
- Schedules
- Possible pitfalls and obstacles
- Alternative solutions
- Follow-up measures

Attitudes

The development of certain attitudes, particularly those described in the table below, is facilitated by drawing on certain elements of essential knowledge. These attitudes also help adult learners to better exercise the operational competencies and make it easier to deal with the class of situations in question. The attitudes in and of themselves are not evaluated; however, their development is an important aspect of the learning process.

Honesty	Open-mindedness	Thoroughness
Adults who are honest with themselves are objective and true to themselves in determining the factors to be considered when choosing an occupation. Connections between honesty and certain elements of essential knowledge This attitude can be addressed more specifically in learning situations that involve the following elements of essential knowledge: • Identification of subjective factors to be considered in choosing an occupation • Identification of objective factors to be considered in choosing an occupation Connections between honesty and the operational competency <i>Exercises critical and ethical judgment</i> This attitude can be addressed more specifically in learning situations that involve the development of this operational competency, notably with respect to the following actions: • Uses questionnaires and occupational self-assessment forms appropriately • Assesses his/her strengths and limitations	Adults who are open-minded consider different viewpoints and question their usual way of doing things. This attitude makes them more likely to thoroughly investigate and discover new outlooks when exploring occupations. Connections between open-mindedness and certain elements of essential knowledge This attitude can be addressed more specifically in learning situations that involve the following elements of essential knowledge: • Doing documentary research • Doing field research • Information to be gathered about the different occupations Connections between open-mindedness and the operational competency <i>Exercises critical and ethical judgment</i> This attitude can be addressed more specifically in learning situations that involve the development of this operational competency, notably with respect to the following actions: • Checks the accuracy of the information gathered	Adults who are thorough are able to use the suggested procedure and methods in drawing up a career plan for choosing an occupation. Connections between thoroughness and certain elements of essential knowledge This attitude can be addressed more specifically in learning situations that involve the following elements of essential knowledge: • Career goal as it relates to choosing an occupation • Action plan for choosing an occupation Connections between thoroughness and the operational competency <i>Thinks logically</i> This attitude can be addressed more specifically in learning situations that involve the development of this operational competency, notably with respect to the following actions: • Compares the characteristics of the occupations explored with subjective and objective factors • Identifies the advantages and disadvantages of occupations in relation to himself/herself and those around him/her • Makes appropriate improvements to his/her action plan

Complementary Resources

The following resources are provided as suggestions only and consist of references that may be consulted in learning situations.

Social Resources	Material Resources
• Network of personal and work-related contacts • Private sector companies • Government agencies • Community organizations	• Questionnaires and occupational self-assessment forms • Print and electronic documents about occupations (<i>Holland Typology, Repères, National Occupational Classification, Emploi-Québec LMI online</i>, etc.) • Questionnaires and charts for gathering information on occupations • Tape recorder

Learning Situation

The following learning situation is provided as an example to show teachers how the principles of the education reform can be applied in the classroom.

It is authentic in the sense that it addresses a real-life situation (taken from the class of situations in the course) that adults may find themselves in. It is sufficiently open and comprehensive to allow adult learners to explore several important aspects related to dealing with this real-life situation.

The examples of actions presented in the course help the teacher to identify those actions that an adult would take to deal with the real-life situation. The teacher can then refer to these examples in order to develop appropriate learning activities.

The learning situation is organized in terms of the three steps of the teaching-learning process, which are as follows:

- planning learning
- actual learning
- integrating and reinvesting learning

These steps highlight the principles of the education reform insofar as they encourage adults to be active, to reflect on their learning and to interact with their peers when the learning context is suitable. They include learning activities and may also include evaluation activities intended to support adults in the learning process.

These activities help learners to construct knowledge related to the compulsory elements of the course that are targeted by the learning situation concerned: one or more categories of actions, essential knowledge and the actions of the operational competencies associated with the categories of actions.

The example provided also refers to certain teaching strategies—instructional methods and techniques—that can be selected according to the learners, the context and the learning environment. Certain learning strategies may also be suggested, as well as a variety of material and social resources.

Example of a Learning Situation

Title: Interview with an experienced worker

Problem addressed in the learning situation:

- Checking the accuracy of the information gathered about an occupation

Instructional methods:

- Presentation
- Individual work session
- Research in the field
- Oral presentation
- Class discussion

Expected work:

- Interview questionnaire
- Interview report
- Oral presentation

Approximate time allotted: 8 hours 15 minutes for a class of 14 adults

- Presentation of the learning situation and instructions: 30 minutes
- Finding the worker and making an appointment: 1 hour
- Developing an interview questionnaire: 1 hour 30 minutes
- Doing the interview: 1 hour 30 minutes
- Oral presentation: 15 minutes per adult
- Class discussion: 15 minutes

Example of a Learning Situation (*cont.*)

Planning learning

- The teacher asks the adult learners to interview a worker to check the accuracy of the information they gathered in doing their documentary research on an occupation of particular interest to them. After the teacher outlines the steps involved in conducting the interview, reviews the rules of common courtesy and provides instructions on how to record the conversation, he/she ensures that the adults understand what they are being asked to do and that they are motivated to carry out the activity.

Actual learning

- The adults identify an occupation they wish to explore in greater detail, contact a worker who can provide them with pertinent information and set a date and time for the interview.
- The teacher reviews the type of information to be gathered regarding occupations by presenting a glossary of the terms used in an occupational specification. He/she then asks the adults to go over the specifications for the occupation²⁶ they wish to further explore and to become familiar with the information regarding:
 - duties
 - field of application
 - materials used
 - working conditions
 - areas of interest
 - personality type

- aptitudes
- physical ability
- training
- categories of employers
- job outlook
- related occupations

- The teacher asks the adults to indicate the information that should be checked in the field. He/she then provides them with a list of questions that could be asked of an experienced worker and has them select questions so that they can draw up their own set of interview questions.
- The adults submit their interview questions to the teacher and, together, they review each question to clarify its meaning and make any necessary corrections.
- The adults conduct the interview by referring to their set of questions and record the relevant information. They identify the information they were unable to obtain during the interview and the information that was corroborated by the interviewee.
- The adults present their interview report to the class. Each presentation is followed by a question period.

²⁶ The adults printed out these specifications when they did documentary research for another learning situation.

Integrating and reinvesting learning

Class discussion:

What did you learn about the occupation you explored? Were you able to learn everything you wanted to know about the occupation? Was it difficult to record information while conducting the interview? Was the interview a good way of checking the accuracy of the information you gathered in doing your documentary research? How did it help you validate and supplement the information you already had regarding the occupation? Explain.

Elements of the Course Addressed by the Learning Situation

Class of Situations		
Choosing an occupation		
Learning Situation		
Interview with an experienced worker		
Category of Actions	Operational Competency	
Exploring occupations	Exercises critical and ethical judgment Checks the accuracy of the information gathered	
Essential Knowledge		
Doing field research - Identifying occupations to be explored - Interviewing a resource person or observing a worker on the job - Making a note of relevant information	Information to be gathered about the different occupations - Duties - Field of application - Materials used - Working conditions - Areas of interest - Personality style	- Aptitudes - Physical ability - Training - Categories of employers - Job outlook - Related occupations
Attitude	Complementary Resources	
Open-mindedness	- Network of personal and work-related contacts - Chart for gathering information on occupations - Tape recorder	

SVI-3017-2

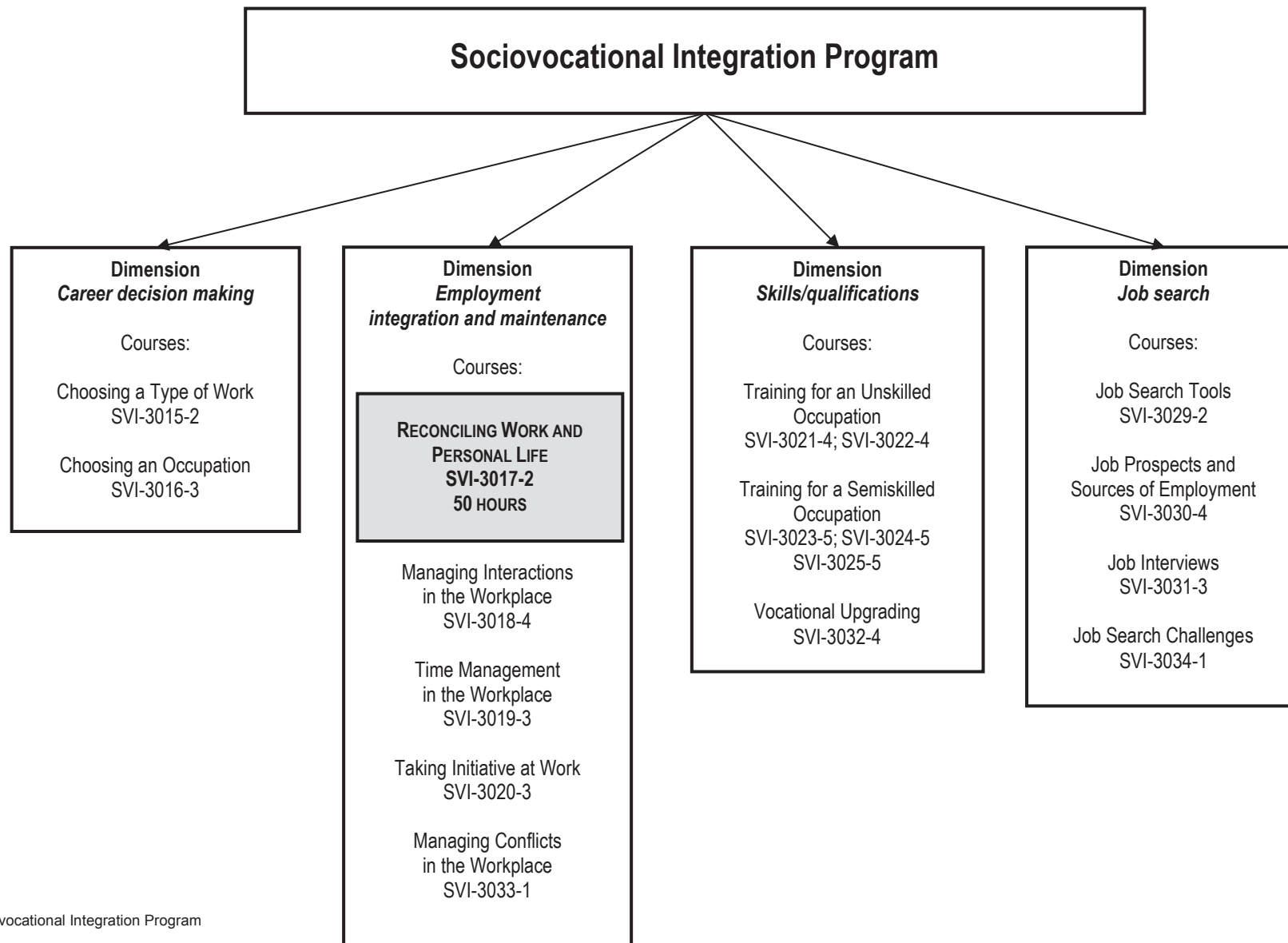
Reconciling Work and Personal Life

Secondary Cycle Two



Sociovocational Integration Program

Situating the Course *Reconciling Work and Personal Life*



Introduction to the Course *Reconciling Work and Personal Life*

The objective of the course *Reconciling Work and Personal Life* is to enable adults to deal competently with situations that involve managing daily activities.

By the end of this course, adults will be able to organize their daily activities by taking into account work-related requirements and the priorities of their personal life. They will also be able to review how they organize their daily activities so as to make any necessary adjustments.

Dealing With Work-Related Situations

Dealing effectively with work-related situations is based on actions. These actions are grouped into categories and draw on a set of resources that include operational competencies and essential knowledge. During the learning process, adults are expected to construct knowledge related to these resources in order to be able to deal appropriately with their real-life situations.

The class of situations, categories of actions, operational competencies and essential knowledge constitute the compulsory elements of the course. Details on these elements may be found under the appropriate headings.



Class of Situations

This course focuses on the class of situations *Managing daily activities*.

Many adults find it challenging to reconcile their work and personal life. Certain work-related situations, such as starting a new job or changing one's work schedule, involve making adjustments to the way we organize our daily activities. Daily activities require time and energy; many things have to be done, and difficult decisions sometimes have to be made. To be able to carry out daily activities while maintaining a physical and psychological balance, adults should be well organized in their personal and work lives.

The table below provides examples of work-related situations associated with this class of situations. These examples can be used to develop learning situations. Furthermore, since these situations are numerous and unpredictable, the teacher can refer to any pertinent real-life situation that is related to the class and adapted to adults' needs.

Class of Situations	Examples of Real-Life Situations
Managing daily activities	• Changing a work schedule • Changing workplaces • Taking on new responsibilities at work • Starting a full-time job • Starting a part-time job • Starting a job with flexible hours • Working overtime

Categories of Actions

The *categories of actions* are groups of actions that are appropriate for dealing with the real-life situations in the course. The *examples of actions* listed in the table below illustrate the scope of the categories and serve as a guide in conducting the learning activities.

Categories of Actions	Examples of Actions
Organizing daily activities	- Completes a questionnaire to determine his/her most important needs and values - Calculates the number of hours devoted to social activities - Consults his/her spouse before cutting out family activities - Shares household tasks with his/her spouse - Plans how he/she will get to work - Makes a medical appointment for his/her child - Plans weekly sports activities
Reviewing how daily activities are organized	- Determines the extent to which his/her participation in a social activity is consistent with his/her needs and values - Tries to understand why he/she is behind in his/her work - Identifies ways of increasing sleep hours - Develops an action plan to manage stress more effectively

Compulsory Elements and End-of-Course Outcomes

The teacher must take the compulsory elements into account when designing learning situations.

Class of Situations

Managing daily activities

Categories of Actions

- Organizing daily activities
- Reviewing how daily activities are organized

Operational Competencies

Acts methodically

- Establishes a routine
- Analyzes his/her use of time before committing to a new activity
- Adheres to his/her priorities

Exercises critical and ethical judgment

- Identifies his/her strengths and limitations
- Distinguishes between fact and opinion
- Distinguishes between his/her perceptions and those of the people around him/her
- Justifies the change he/she wants to make

Essential Knowledge²⁷

- Process of organizing daily activities
- Types of daily activities
- Factors to be considered in determining his/her most important daily activities
- Factors to be considered in planning how he/she will get around

- Time management tools
- Observance of basic principles related to healthy lifestyle habits and stress management
- Change he/she wants to make in the way daily activities are organized
- Action plan for organizing daily activities

²⁷ All of the compulsory essential knowledge is outlined under the heading *Essential Knowledge*.

The end-of-course outcomes describe how adults should use the compulsory elements to deal with the real-life situations addressed in the course.

End-of-Course Outcomes

To deal with real-life situations in the class of situations *Managing daily activities*, adults organize their daily activities and review how they have done so.

When organizing their daily activities, adults make a list of those that are consistent with their values, needs and personal motivation. They determine the social, economic or other activities they deem most important by taking into account different factors such as the requirements associated with these activities, the time and energy they have, their financial situation, their values, needs and personal motivation, as well as the needs of those around them. They plan their use of time on a daily, weekly or monthly basis using a time management tool such as a day planner, a to-do list or a schedule. They consider the possibility of sharing tasks and responsibilities with others. They plan how they will get around by considering different factors such as the route, distance, time, available means of transportation and related costs. They observe basic principles related to healthy lifestyle habits and stress management, and establish a routine for meals, sleep, physical activities and relaxation. They review their use of time to deal with any contingencies. Before committing to a new activity, they analyze their use of time and make sure that their daily activities reflect the priorities they have established.

When reviewing how they have organized their daily activities, adults assess their strengths and limitations when it comes to organizational skills. They distinguish between fact and opinion, and between their perceptions and those of the people around them. They set a clear and precise goal with respect to a change they want to make. They explain the extent to which this change is feasible and meaningful on a personal and occupational level, and estimate the time required to make this change. They draw up an action plan for achieving their goal. This plan will include the means for succeeding in this regard, the internal and external resources they can rely on, deadlines, pitfalls and obstacles they may encounter, alternative solutions and follow-up measures.

Evaluation Criteria

- Organizes daily activities methodically
- Systematically reviews how daily activities are organized

Operational Competencies

The contribution of each operational competency is described in terms of the actions that are appropriate for dealing with the real-life situations in this course. These operational competencies are addressed in other courses and therefore all of the courses taken together contribute to their development.

In this course, only the following operational competencies are addressed: *Acts methodically* and *Exercises critical and ethical judgment*.

Contribution of the operational competency *Acts methodically*

This competency involves the capacity to systematically develop, choose and use appropriate techniques for dealing with work-related situations.

When organizing their daily activities, adults establish a routine. Before committing to a new activity, they examine their use of time and make sure their daily activities reflect the priorities they have identified.

Contribution of the operational competency *Exercises critical and ethical judgment*

This competency involves the capacity to question and assess the personal and social problems encountered in work-related situations according to the rules and principles of sound judgment.

When reviewing how they have organized their daily activities, adults assess their strengths and limitations, they distinguish between fact and opinion, and between their perceptions and those of the people around them. They justify the change they want to make in the way that they organize their activities.

Essential Knowledge

Essential knowledge is organized into categories. All of the knowledge mentioned under this heading is compulsory, except for the information in parentheses that serves to clarify or define the scope of the knowledge in question.

Process of organizing daily activities

- List of activities that are consistent with his/her values, needs and personal motivation
- Determining the most important activities
- Planning how time is to be used on a daily, weekly or monthly basis
- Sharing tasks and responsibilities with those around them
- Reviewing use of time to deal with contingencies

Types of daily activities

- Social activities
- Economic or work-related activities
- Family and household activities
- Sports activities
- Personal development or growth activities

Factors to be considered in determining his/her most important daily activities

- Requirements associated with these activities
- Time available
- Amount of energy
- Financial situation
- Values
- Needs and personal motivation
- Needs of those around him/her

Factors to be considered in planning how he/she will get around

- Route
- Distance
- Time
- Available means of transportation (public transit, carpooling, car, bicycle, walking)
- Cost of means of transportation

Time management tools

- Day planner
- To-do list
- Schedule

Observance of basic principles related to healthy lifestyle habits and stress management

- Diet
- Sleep
- Physical activities
- Relaxation

Change he/she wants to make in the way daily activities are organized

- Determining the change he/she wants to make
- Clearly and precisely stated change that is feasible and meaningful on a personal and occupational level and that can be made within a specific time frame

Essential Knowledge (*cont.*)

Action plan for organizing daily activities

- Means for achieving desired change
- Internal and external resources
- Deadlines
- Possible pitfalls and obstacles
- Alternative solutions
- Follow-up measures (periodic review, logbook, discussions with a mentor, etc.)

Attitudes

The development of certain attitudes, particularly those described in the table below, is facilitated by drawing on certain elements of essential knowledge. These attitudes also help adult learners to better exercise the operational competencies and make it easier to deal with the class of situations in question. The attitudes in and of themselves are not evaluated; however, their development is an important aspect of the learning process.

Sense of responsibility	Open-mindedness
Adults who are responsible keep their commitments and assume the consequences of their decisions in organizing their daily activities. Connections between a sense of responsibility and certain elements of essential knowledge This attitude can be addressed more specifically in learning situations that involve the following elements of essential knowledge: • Process of organizing daily activities • Factors to be considered in determining his/her most important daily activities • Factors to be considered in planning how he/she will get around • Observance of basic principles related to healthy lifestyle habits and stress management Connections between a sense of responsibility and the operational competency <i>Acts methodically</i> This attitude can be addressed more specifically in learning situations that involve the development of this operational competency, notably with respect to the following actions: • Establishes a routine • Analyzes his/her use of time before committing to a new activity • Adheres to his/her priorities	Adults who are open-minded consider different viewpoints and question their usual way of doing things. They consider a wider variety of new ways of organizing their daily activities. Connections between open-mindedness and certain elements of essential knowledge This attitude can be addressed more specifically in learning situations that involve the following elements of essential knowledge: • Change he/she wants to make in the way daily activities are organized • Action plan for organizing daily activities Connections between open-mindedness and the operational competency <i>Exercises critical and ethical judgment</i> This attitude can be addressed more specifically in learning situations that involve the development of this operational competency, notably with respect to the following actions: • Identifies his/her strengths and limitations • Distinguishes between fact and opinion • Distinguishes between his/her perceptions and those of the people around him/her

Complementary Resources

The following resources are provided as suggestions only and consist of references that may be consulted in learning situations.

Social Resources	Material Resources
• Family, friends and acquaintances • Community organizations (guest speakers)	• Print and electronic documents about how to reconcile work and personal life (magazines, books, Web sites, etc.) • Questionnaires and occupational self-assessment forms on needs and values • Time management tools (day planner, to-do list, schedule) • Tool for managing personal finances

Learning Situation

The following learning situation is provided as an example to show teachers how the principles of the education reform can be applied in the classroom.

It is authentic in the sense that it addresses a real-life situation (taken from the class of situations in the course) that adults may find themselves in. It is sufficiently open and comprehensive to allow adult learners to explore several important aspects related to dealing with this real-life situation.

The examples of actions presented in the course help the teacher to identify those actions that an adult would take to deal with the real-life situation. The teacher can then refer to these examples in order to develop appropriate learning activities.

The learning situation is organized in terms of the three steps of the teaching-learning process, which are as follows:

- planning learning
- actual learning
- integrating and reinvesting learning

These steps highlight the principles of the education reform insofar as they encourage adults to be active, to reflect on their learning and to interact with their peers when the learning context is suitable. They include learning activities and may also include evaluation activities intended to support adults in the learning process.

These activities help learners to construct knowledge related to the compulsory elements of the course that are targeted by the learning situation concerned: one or more categories of actions, essential knowledge and the actions of the operational competencies associated with the categories of actions.

The example provided also refers to certain teaching strategies—instructional methods and techniques—that can be selected according to the learners, the context and the learning environment. Certain learning strategies may also be suggested, as well as a variety of material and social resources.

Example of a Learning Situation

Title: A question of balance**Problem addressed in the learning situation:**

- Determining daily activities consistent with his/her values, needs and levels of motivation

Instructional methods:

- Quiz
- Presentation
- Role-playing
- Individual work session
- Class discussion

Expected work:

- Completing a work-life balance quiz
- Role-play
- Completing a questionnaire on personal values
- Completing a schedule showing his/her use of time
- Completing a work sheet on the most important activities in daily life

Approximate time allotted: 10 hours

- Work-life balance quiz: 30 minutes
- Definition of terms and class discussion: 30 minutes
- Presentation on fundamental needs: 30 minutes
- Preparing and carrying out role-play activities: 3 hours
- Questionnaire on personal values: 1 hour
- Determining the most important activities in daily life: 4 hours
- Class discussion: 30 minutes

Example of a Learning Situation (*cont.*)

Planning learning

- The teacher asks the adults to complete a quiz²⁸ to determine the extent to which their work and personal life are in balance.
- After the adults have completed the quiz, have a class discussion. The teacher asks the following questions: *Are you surprised by your results? Do you feel you need to change the way you organize your daily activities?* He/she then presents the learning situation:
 - *Determine the daily activities that reflect your values, needs and motivation.*

The teacher makes sure that all the adults are motivated to complete this activity.

Actual learning

- The adults look for the definition of the terms *values*, *needs* and *motivation* and give concrete examples of each. They then share the results of their research. If necessary, the teacher clarifies the terms examined.
- The teacher gives a presentation on fundamental needs based on the work of Yves St-Arnaud.²⁹
 - Typology of needs
 - Hierarchy of needs
- The teacher asks the adults to form teams and tells them that they will be participating in a role-play activity on fundamental needs as defined by St-Arnaud.
- He/she points out that each need corresponds to five personality styles (pleasure-seeking and health-conscious; mindful of financial and physical security; sociable; active; and reflective). Referring to a written description, each team³⁰ must illustrate the characteristics of a style. Once the presentations are over, the adults are asked to identify their own style as it relates to their fundamental needs.
- The adults complete a questionnaire on personal values. They then indicate the six values they consider the most important and the six values they consider the least important, and answer the following questions: *Do you devote time to the activities that reflect the values you consider the most important? Do you devote time to the activities that reflect the values you consider the least important? Describe one or more current or potential activities that reflect the values you consider the most important.*

²⁸ This type of quiz can be found on the Web sites of mental health associations or organizations such as the Canadian Mental Health Association.

²⁹ Yves St-Arnaud, *S'actualiser par des choix éclairés et une action efficace* (Montréal: Gaétan Morin, 1996).

³⁰ If there are not enough adults to form five teams, the teacher could ask a team to present more than one style.

- The teacher gives a brief presentation in order to define the different types of daily activities (social, economic or work-related, family and household, sports, personal development or growth activities) and asks the adults to give concrete examples of each. He/she then asks the adults to list, in order of importance, the different types of daily activities that are consistent with the needs and values they consider the most important.
- The adults list the activities they usually carry out during the week. They do this by completing a timetable, calculating the number of hours devoted to different types of activities and arranging them by order of importance in terms of the number of hours devoted to each.
- The adults then examine the differences between the daily activities that are consistent with their needs and values (what they consider important) and the list of activities usually carried out during the week (what they actually do). Referring to a worksheet they completed to determine their most important activities, they review their priorities by considering different factors: the requirements associated with these activities, the time and energy they have, their financial situation, their values, needs and personal motivation, and the needs of those around them. Before cutting out the activities they deem less important, they assess the impact on themselves, those around them and their work life.

Integrating and reinvesting learning

- The adults form teams of two and present their work to each other. Together, they answer the following questions:
 - *Was it difficult to determine the daily activities that you consider the most important?*
 - *Are some factors more important than others?*
 - *Do you think that your new priorities will be consistent with your needs and values?*
 - *Do you think you were able to successfully carry out the assigned task?*
 - *What did you find the most satisfying?*
 - *Describe what you have learned.*

Elements of the Course Addressed by the Learning Situation

Class of Situations	
Managing daily activities	
Learning Situation	
<i>A question of balance</i>	
Category of Actions	Operational Competency
Organizing daily activities	Acts methodically Analyzes his/her use of time before committing to a new activity
Essential Knowledge	
Process of organizing daily activities - List of activities that are consistent with his/her values, needs and personal motivation - Determining the most important activities Types of daily activities - Social activities - Economic or work-related activities - Family and household activities - Sports activities - Personal development or growth activities	Factors to be considered in determining the most important daily activities - Requirements associated with these activities - Time available - Amount of energy - Financial situation - Values - Needs and personal motivation - Needs of those around him/her
Attitude	Complementary Resources
Sense of responsibility	- Time management tools - Questionnaires and occupational self-assessment forms on needs and values

SVI-3018-4

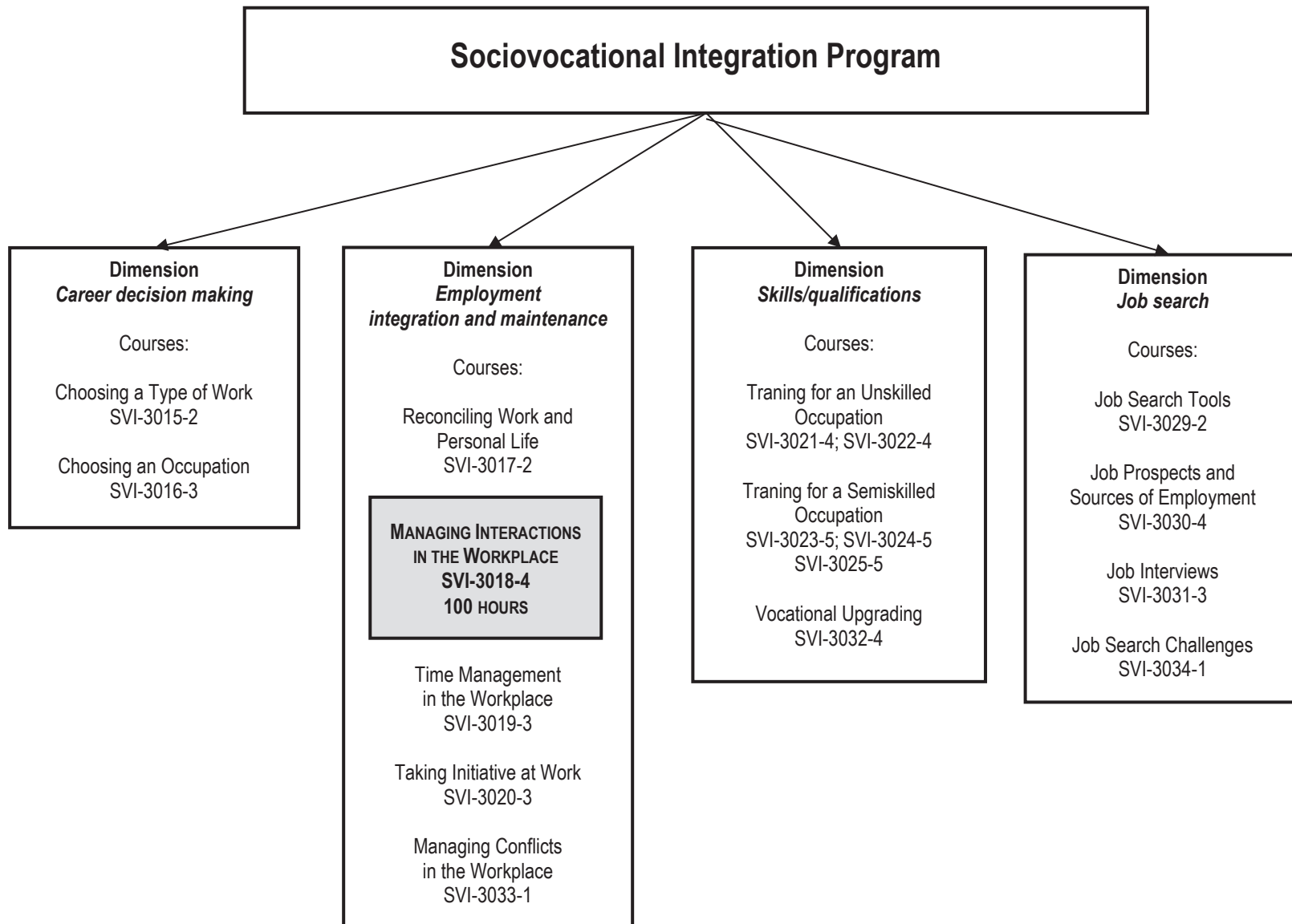
Managing Interactions in the Workplace

Secondary Cycle Two



Sociovocational Integration Program

Situating the Course *Managing Interactions in the Workplace*



Introduction to the Course Managing Interactions in the Workplace

The objective of the course *Managing Interactions in the Workplace* is to enable adults to deal competently with real-life situations that involve communicating with superiors and colleagues.

By the end of this course, adults will be able to interact appropriately with superiors and colleagues and regulate their interactions at work.

Dealing With Work-Related Situations

Dealing effectively with work-related situations is based on actions. These actions are grouped into categories and draw on a set of resources that include operational competencies and essential knowledge. During the learning process, adults are expected to construct knowledge related to these resources in order to be able to deal appropriately with their real-life situations.

The class of situations, categories of actions, operational competencies and essential knowledge constitute the compulsory elements of the course. Details on these elements may be found under the appropriate headings.



Class of Situations

This course focuses on the class of situations *Managing interactions at work*.

The quality of adults’ interactions in the workplace has a considerable influence on how satisfied they are at work and plays a key role in their ability to get and keep a job. Adults are required to interact with their superiors and colleagues in numerous work-related situations. Their ability to manage their interactions effectively contributes to a healthy working atmosphere and helps them carry out their duties.

The table below provides examples of work-related situations associated with this class of situations. These examples can be used to develop learning situations. Furthermore, since these situations are numerous and unpredictable, the teacher can refer to any pertinent real-life situation that is related to the class and adapted to adults’ needs.

Class of Situations	Examples of Real-Life Situations
Managing interactions at work	• Being part of a work team • Participating in a work meeting • Participating in a performance assessment meeting • Carrying out teamwork • Work conflicts

Categories of Actions

The *categories of actions* are groups of actions that are appropriate for dealing with the real-life situations in the course. The *examples of actions* listed in the table below illustrate the scope of the categories and serve as a guide in conducting the learning activities.

Categories of Actions	Examples of Actions
Interactions at work	- Asks a superior for time off - Provides constructive criticism about how a work tool is used - Expresses his/her opinion on a new work method - Receives work instructions from his/her superior - Receives criticism on the quality of his/her work
Regulating his/her interactions at work	- Consults his/her superior about his/her expectations of teamwork - Asks a colleague for feedback on how he/she is doing within the team - Evaluates his/her way of using communication techniques in the workplace - Develops an action plan for improving how well he/she receives criticism

Compulsory Elements and End-of-Course Outcomes

The teacher must take the compulsory elements into account when designing learning situations.

Class of Situations

Managing interactions at work

Categories of Actions

- Interactions at work
- Regulating his/her interactions at work

Operational Competencies

Cooperates

- Takes the characteristics of the work team into account
- Takes each person's resources and limitations into account
- Observes the company hierarchy

Exercises critical and ethical judgment

- Identifies his/her strengths and limitations using an assessment form
- Distinguishes between fact and opinion
- Distinguishes between his/her perceptions and those of his/her superiors and colleagues
- Justifies the change he/she wants to make

Essential Knowledge³¹

- | | |
|--|--|
| • Communication techniques specific to the sender of the message | • Emotional control techniques |
| • Communication techniques specific to the receiver of the message | • Characteristics of a work team |
| • Factors that influence communication | • Company's expectations in terms of interactions |
| • Main forms of communication | • Change he/she wants to make in terms of interactions at work |
| • Observance of basic social codes | • Action plan regarding interactions at work |

³¹ All of the compulsory essential knowledge is outlined under the heading *Essential Knowledge*.

The end-of-course outcomes describe how adults should use the compulsory elements to deal with the real-life situations addressed in the course.

End-of-Course Outcomes

To deal with the real-life situations in the class of situations *Managing interactions at work*, adults interact with their superiors and colleagues and manage their own interactions at work.

To interact in an appropriate manner with their superiors and colleagues, adults use techniques that promote effective communication. They consider the factors that influence communication in the workplace and choose an appropriate form of communication. They observe the basic social codes (e.g. dressing appropriately, practising good personal hygiene, following the basic rules of courtesy, and ensuring confidentiality). They control their emotions at work, taking particular care not to act impulsively. At all times, they take into account the characteristics of the work team, as well as the resources and limitations of each person and observe the company hierarchy.

To manage their interactions in the workplace, adults assess their strengths and limitations using an assessment form and by taking into account the company's expectations regarding interactions. They distinguish between fact and opinion, and between their perceptions and those of their superiors and colleagues. They set a clear and precise goal with respect to a change they want to make. They explain the extent to which this change is feasible and meaningful on a personal and occupational level, and estimate the time required to make this change. They draw up an action plan for achieving their goal. This plan will include the means for succeeding in this regard, the internal and external resources they can rely on, deadlines, pitfalls and obstacles they may encounter, alternative solutions and follow-up measures.

Evaluation Criteria

- Interacts appropriately in the workplace
- Manages his/her interactions at work

Operational Competencies

The contribution of each operational competency is described in terms of the actions that are appropriate for dealing with the real-life situations in this course. These operational competencies are addressed in other courses and therefore all of the courses taken together contribute to their development.

In this course, only the following operational competencies are addressed: *Cooperates* and *Exercises critical and ethical judgment*.

Contribution of the operational competency *Cooperates*

This competency refers to the capacity to collaborate with others in dealing with work-related situations.	When interacting with superiors and colleagues, adults take into account the characteristics of the work team and the resources and limitations of each person, and observe the company hierarchy.
---	---

Contribution of the operational competency *Exercises critical and ethical judgment*

This competency involves the capacity to question and assess the personal and social problems encountered in work-related situations according to the rules and principles of sound judgment.	When managing their interactions at work, adults assess their strengths and limitations using an assessment form. They distinguish between fact and opinion, and between their perceptions and those of their superiors and colleagues. They justify the change they want to make in the way that they interact at work.
--	---

Essential Knowledge

Essential knowledge is organized into categories. All of the knowledge mentioned under this heading is compulsory, except for the information in parentheses that serves to clarify or define the scope of the knowledge in question.

Communication techniques specific to the sender of the message

- Clear and concise message
- Ideas presented in an organized manner
- Ensuring the message has been understood
- Use of "I" statements
- Consistency between body language and verbal message

Communication techniques specific to the receiver of the message

- Empathy
- Eye contact
- Mirroring
- Reformulation
- Questions

Factors that influence communication

- Physical environment
- Time available, deadlines
- Individual and cultural differences
- The audience's status and role
- Workplace culture

Main forms of communication

- Verbal communication (face-to-face meeting, telephone conversation)
- Nonverbal communication (posture, facial expressions, gestures, etc.)
- Written communication (reports, letters, e-mail)

Observance of basic social codes

- Dress code
- Personal hygiene
- Courtesy
- Confidentiality

Emotional control techniques

- Types of emotion (impatience, frustration, anger, joy, etc.)
- Identification of the emotion
- Clarification of needs underlying the emotion
- Expression of needs by taking the situation into account
- Control of impulsive reactions

Characteristics of a work team

- Common goal
- Interactions between team members
- Types of leadership
- Roles and responsibilities of team members
- Levels of participation (content, climate and procedures)

Essential Knowledge (*cont.*)

Company's expectations in terms of interactions

- Formal expectations (official rules)
- Informal expectations (unofficial rules)

Change he/she wants to make in terms of interactions at work

- Determining the change he/she wants to make
- Clearly and precisely stated change that is feasible and meaningful on a personal and professional level and that can be made within a specific time frame

Action plan regarding interactions at work

- Means for achieving desired change
- Internal and external resources
- Deadlines
- Possible pitfalls and obstacles
- Alternative solutions
- Follow-up measures (periodic review, logbook, discussions with a mentor, etc.)

Attitudes

The development of certain attitudes, particularly those described in the table below, is facilitated by drawing on certain elements of essential knowledge. These attitudes also help adult learners to better exercise the operational competencies and make it easier to deal with the class of situations in question. The attitudes in and of themselves are not evaluated; however, their development is an important aspect of the learning process.

Respect	Open-mindedness
Adults who are respectful are open to ways of thinking and acting that are different from their own. They show an interest in other people's opinions and are able to consider points of view that are different from theirs when interacting at work. Connections between respect and certain elements of essential knowledge This attitude can be addressed more specifically in learning situations that involve the following elements of essential knowledge: • Communication techniques specific to the sender of the message • Communication techniques specific to the receiver of the message • Factors that influence communication • Main forms of communication • Observance of basic social codes • Emotional control techniques • Characteristics of a work team Connections between respect and the operational competency <i>Cooperates</i> This attitude can be addressed more specifically in learning situations that involve the development of this operational competency, notably with respect to the following actions: • Takes the characteristics of the work team into account • Takes each person's resources and limitations into account • Observes the company hierarchy	Adults who are open-minded consider different viewpoints and question their usual way of doing things. This attitude makes them more likely to thoroughly investigate and discover new outlooks in considering different factors when managing their interactions at work. Connections between open-mindedness and certain elements of essential knowledge This attitude can be addressed more specifically in learning situations that involve the following elements of essential knowledge: • Company's expectations in terms of interactions • Change he/she wants to make in terms of interactions at work • Action plan regarding interactions at work Connections between open-mindedness and the operational competency <i>Exercises critical and ethical judgment</i> This attitude can be addressed more specifically in learning situations that involve the development of this operational competency, notably with respect to the following actions: • Identifies his/her strengths and limitations using an assessment form • Distinguishes between fact and opinion • Distinguishes between his/her perceptions and those of his/her superiors and colleagues

Complementary Resources

The following resources are provided as suggestions only and consist of references that may be consulted in learning situations.

Social Resources	Material Resources
• Superiors • Colleagues • Practicum supervisors • Private sector companies • Government agencies • Community organizations	• Assessment form regarding interactions at work • Print and electronic documents on workplace communication (magazines, books, Web sites, etc.)

Learning Situation

The following learning situation is provided as an example to show teachers how the principles of the education reform can be applied in the classroom.

It is authentic in the sense that it addresses a real-life situation (taken from the class of situations in the course) that adults may find themselves in. It is sufficiently open and comprehensive to allow adult learners to explore several important aspects related to dealing with this real-life situation.

The examples of actions presented in the course help the teacher to identify those actions that an adult would take to deal with the real-life situation. The teacher can then refer to these examples in order to develop appropriate learning activities.

The learning situation is organized in terms of the three steps of the teaching-learning process, which are as follows:

- planning learning
- actual learning
- integrating and reinvesting learning

These steps highlight the principles of the education reform insofar as they encourage adults to be active, to reflect on their learning and to interact with their peers when the learning context is suitable. They include learning activities and may also include evaluation activities intended to support adults in the learning process.

These activities help learners to construct knowledge related to the compulsory elements of the course that are targeted by the learning situation concerned: one or more categories of actions, essential knowledge and the actions of the operational competencies associated with the categories of actions.

The example provided also refers to certain teaching strategies—instructional methods and techniques—that can be selected according to the learners, the context and the learning environment. Certain learning strategies may also be suggested, as well as a variety of material and social resources.

Example of a Learning Situation

Title: *Making a request, providing criticism or expressing a positive opinion*

Problem addressed in the learning situation:

- Making a request, providing criticism or expressing a positive opinion when communicating with superiors or colleagues

Instructional methods:

- Interactive presentation
- Exercises in pairs
- Role-playing
- Class discussion

Expected work:

- Description of the situation
- Providing examples to illustrate the different points in the assessment form on the quality of workplace interactions
- Participating in a role-playing activity
- Completing an assessment form on the quality of workplace interactions

Approximate time allotted: 11 hours for a class of 14 adults

- Presentation of the learning situation and instructions: 15 minutes
- Description of the situation: 30 minutes
- Interactive presentation on communication: 45 minutes
- Exercise in pairs: 2 hours
- Preparing and participating in the role-play activity and evaluating the quality of workplace interactions: 30 minutes per adult
- Class discussion: 30 minutes

Example of a Learning Situation (*cont.*)

Planning learning

- The teacher asks the adults to participate in a role-play activity based on a work-related situation that involves communicating with superiors and colleagues. He/she asks the adults to provide a detailed description of the work-related situation in which they had difficulty interacting with others. They could also anticipate a work-related situation in which they might experience difficulty interacting with others. In writing, each adult must indicate the following:
 - the situation in question, i.e. the circumstances of the interaction (e.g. joining a work team, participating in a work or a performance assessment meeting, carrying out team work, work conflict)
 - his/her role in the situation described (employer or colleague)
 - subject of the interaction (e.g. request for time off, scheduling change, decreased workload, criticism regarding completed work or behaviour at work)

Actual learning

- The teacher leads an interactive presentation on the communication techniques used by the sender of the message, the attitudes that foster communication and the factors that influence communication in the workplace.
- The teacher hands out a chart for assessing the quality of workplace interactions. He/she asks them to form teams of two and to find an example and a counter-example that illustrate each point on the chart. He/she encourages the adults to use a dictionary if they feel the need to clarify some of the terms used in the chart.

The chart includes the following points:

- Observance of communication techniques used by the sender of the message:
 - Clear and concise message
 - Ideas presented in an organized manner
 - Ensuring the message has been understood
 - Use of "I" statements
 - Consistency between body language and verbal message
- Consideration of the factors that influence communication:
 - Physical environment
 - Time available, deadlines
 - Individual and cultural differences
 - The audience's status and role
 - Workplace culture
 - Company's expectations in terms of interactions
- The teacher then has the adults reconvene and asks them to provide two or three examples for each of the points in the assessment form. If necessary, he/she provides additional information and clarifies the concepts discussed.

- The teacher provides instructions on how to participate in the role-playing activity and on how to observe others' participation. Point out that the adults must participate in all the role-playing activities, acting as either the employer or the colleague, taking into account the situation imagined by the adult. The teacher addresses the different factors that influence communication and points out the difficulty involved in the situation (being reluctant to grant a request, reacting negatively to criticism, etc.). In addition, some situations may require the participation of several adults.
- As the protagonist in a role-play activity, the adult briefly presents the situation to the class and participates in the role-play. He/she then analyzes the quality of his/her interactions using the assessment form presented in the previous activity.
- As the observer in the role-play activity, the adult assesses how well another adult interacts and provides his/her evaluation.
- After each role-play activity, the teacher does a detailed evaluation of how well the adult interacted and shares this information with the adult in question in front of the class so that all may benefit from this feedback.
- The adult compares his/her own evaluation with that of the observer and that of the teacher. He/she indicates and clarifies the difficulties he/she experienced in the role-play activity.

Integrating and reinvesting learning

Class discussion:

What did you learn from this role-play activity? What are the advantages of adopting techniques and attitudes that foster good communication? Are there contexts in which communication can be particularly difficult? What difficulties did you experience when you were evaluated on how well you interacted at work? What did you learn from your experience as an observer? How will your experience of this learning situation help you improve your ability to interact at work?

Elements of the Course Addressed by the Learning Situation

Class of Situations	
Managing interactions at work	
Learning Situation	
<i>Making a request, providing criticism or expressing a positive opinion</i>	
Categories of Actions	Operational Competency
- Interactions at work - Regulating his/her interactions at work	Exercises critical and ethical judgment - Identifies his/her strengths and limitations using an assessment form - Distinguishes between fact and opinion - Distinguishes between his/her perceptions and those of his/her superiors and colleagues
Essential Knowledge	
Communication techniques specific to the sender of the message - Clear and concise message - Ideas presented in an organized manner - Ensuring the message has been understood - Use of "I" statements - Consistency between body language and verbal message	Factors that influence communication - Physical environment - Time available, deadlines - Individual and cultural differences - The audience's status and role - Workplace culture - Company's expectations in terms of interactions
Attitudes	Complementary Resource
- Respect - Open-mindedness	Assessment form regarding interactions at work

SVI-3019-3

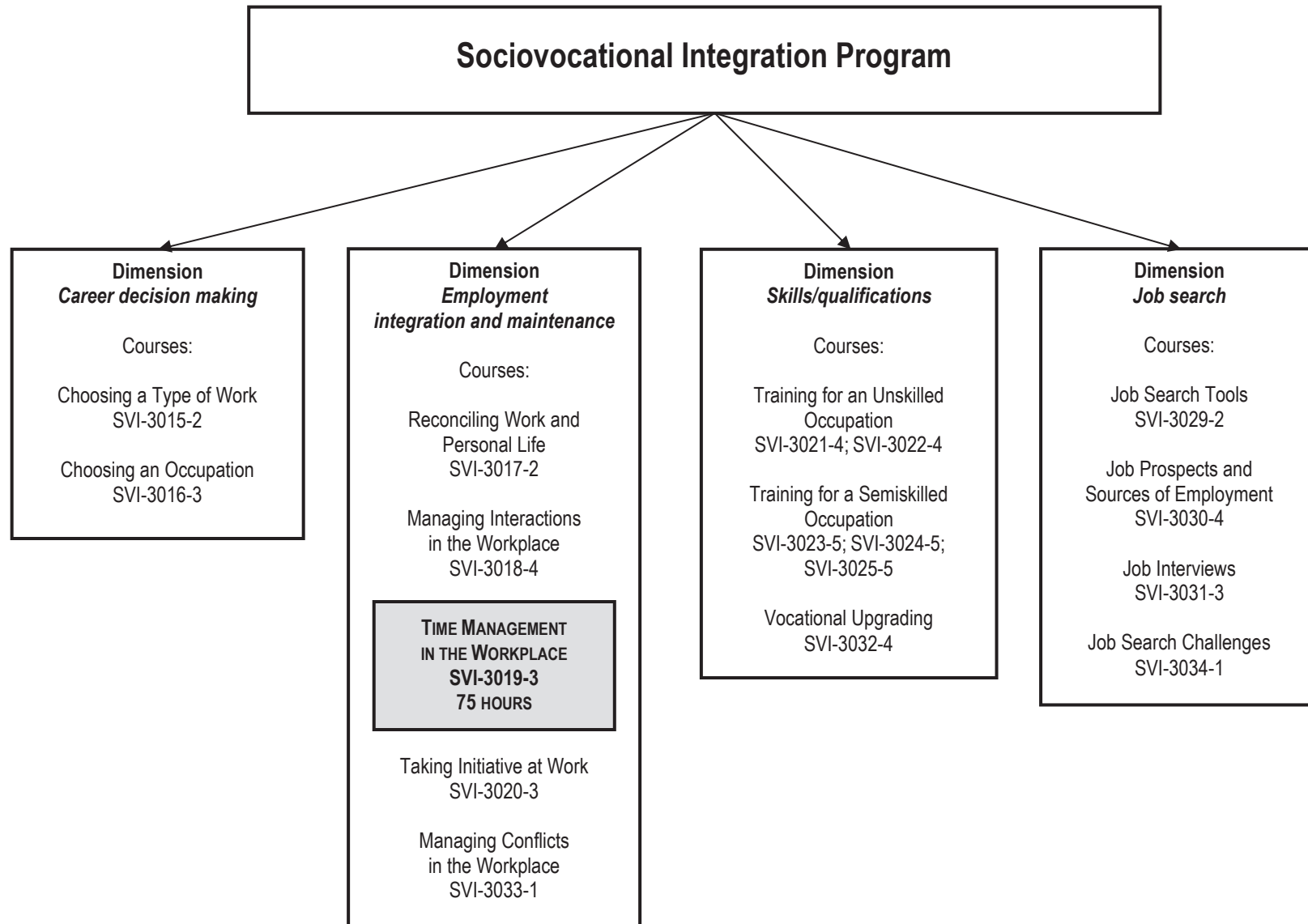
Time Management in the Workplace

Secondary Cycle Two



Sociovocational Integration Program

Situating the Course *Time Management in the Workplace*



Introduction to the Course *Time Management in the Workplace*

The objective of the course *Time Management in the Workplace* is to enable adults to deal competently with real-life situations in which their ability to effectively manage their time will allow them to meet specific performance or productivity requirements.

By the end of this course, adults will be able to meet the requirements of punctual and regular work attendance, to organize their work time and to review the way they manage this time.

Dealing With Work-Related Situations

Dealing effectively with work-related situations is based on actions. These actions are grouped into categories and draw on a set of resources that include operational competencies and essential knowledge. During the learning process, adults are expected to construct knowledge related to these resources in order to be able to deal appropriately with their real-life situations.

The class of situations, categories of actions, operational competencies and essential knowledge constitute the compulsory elements of the course. Details on these elements may be found under the appropriate headings.



Class of Situations

This course focuses on the class of situations *Managing his/her time at work*.

Adults who are employed sometimes find that they have to deal with a work overload or a rush job. Regardless of their occupation, being able to manage their time effectively will help ensure good performance. Good time management will help adults organize their time in a satisfactory and productive manner and, by this very fact, meet company expectations with regard to the amount of work to be done and production deadlines.

The table below provides examples of work-related situations associated with this class of situations. These examples can be used to develop learning situations. Furthermore, since these situations are numerous and unpredictable, the teacher can refer to any pertinent real-life situation that is related to the class and adapted to adults' needs.

Class of Situations	Examples of Real-Life Situations
Managing his/her time at work	• Carrying out a rush job • Work overload • Making changes to a work schedule • Carrying out unexpected work • Making changes to work teams • Reviewing production deadlines

Categories of Actions

The *categories of actions* are groups of actions that are appropriate for dealing with the real-life situations in the course. The *examples of actions* listed in the table below illustrate the scope of the categories and serve as a guide in conducting the learning activities.

Categories of Actions	Examples of Actions
Meeting the requirements of punctual and regular attendance at work	- Shows up for work at the appointed time - Adheres to the schedule of a staff training session - Informs his/her superior when absent because of illness - Consults his/her superior before taking a vacation day
Organizing his/her time at work	- Draws up a list of tasks to be carried out before shipping a product - Estimates the amount of time needed to stock the counters - Completes a checklist to determine the most important work tasks - In his/her day planner, sets aside a period of time to maintain work tools and equipment - Adjusts his/her use of time in light of an urgent request from his/her superior
Reviewing the way he/she manages his/her time at work	- Consults his/her superior about his/her expectations regarding the amount of work to be done - Assesses his/her performance with respect to the weekly work plan - Meets with his/her superior to go over an action plan for improving his/her ability to meet production deadlines

Compulsory Elements and End-of-Course Outcomes

The teacher must take the compulsory elements into account when designing learning situations.

Class of Situations

Managing his/her time at work

Categories of Actions

- Meeting the requirements of punctual and regular attendance at work
- Organizing his/her time at work
- Reviewing the way he/she manages his/her time at work

Operational Competencies

Acts methodically

- Establishes a routine for recurring tasks
- Analyzes his/her use of time before committing to a new activity
- Adheres to his/her priorities

Exercises critical and ethical judgment

- Identifies his/her strengths and limitations using an assessment form
- Distinguishes between fact and opinion
- Distinguishes between his/her perceptions and those of his/her superiors and colleagues
- Justifies the change he/she wants to make

Essential Knowledge³²

- | | |
|--|---|
| <ul style="list-style-type: none"> • Punctuality and regular attendance • Applying the company's policy regarding tardiness, absences and time off • Process of organizing his/her time at work • Role and responsibilities within the company | <ul style="list-style-type: none"> • Factors to be considered in determining the most important work tasks • Time management tools • Company's expectations concerning time management • Change he/she wants to make in terms of managing his/her time at work • Action plan regarding time management at work |
|--|---|

³² All of the compulsory essential knowledge is outlined under the heading *Essential Knowledge*.

The end-of-course outcomes describe how adults should use the compulsory elements to deal with the real-life situations addressed in the course.

End-of-Course Outcomes

To deal with the real-life situations in the class of situations *Managing his/her time at work*, adults meet the requirements of punctual and regular work attendance, organize their work time and review the way they manage this time.

To meet the requirements of punctual and regular work attendance, adults observe their work schedule: time of arrival and time of departure, time allotted for health breaks and meals, time set aside for meetings and appointments. They maintain a work pace that is consistent with the company's expectations. They apply the company's policy regarding tardiness, absences and time off.

When organizing their work time, adults draw up a list of work tasks to be carried out by taking into account his/her role and responsibilities within the company and estimate the time needed to carry them out. They determine which tasks are the most important by considering different factors: requirements, importance and urgency of the tasks and available time. They identify and group together tasks that can be carried out at the same time, in the same place and using the same materials. They plan their use of time on a daily, weekly or monthly basis, taking into account days off, personal appointments and appointments for family members by using a time management tool such as a day planner, a list of tasks or a schedule. They consider the possibility of sharing tasks and responsibilities with colleagues. They set up a routine for recurring tasks such as tidying up and maintaining their work area. They review their use of time by taking contingencies into account. Before committing to new tasks, they examine their use of time and make sure they adhere to their priorities.

When reviewing the way they manage their work time, adults assess their strengths and limitations using an assessment form and by taking into account the company's expectations regarding time management. They distinguish between fact and opinion, and between their perceptions and those of their superiors and colleagues. They set a clear and precise goal with respect to a change they want to make. They explain the extent to which this change is feasible and meaningful on a personal and occupational level, and estimate the time required to make this change. They draw up an action plan for achieving their goal. This plan will include the means for succeeding in this regard, the internal and external resources they can rely on, deadlines, pitfalls and obstacles they may encounter, alternative solutions and follow-up measures.

Evaluation Criteria

- Meets the requirements of punctual and regular work attendance
- Methodically organizes his/her work time
- Carefully reviews the way he/she manages his/her work time

Operational Competencies

The contribution of each operational competency is described in terms of the actions that are appropriate for dealing with the real-life situations in this course. These operational competencies are addressed in other courses and therefore all of the courses taken together contribute to their development.

In this course, only the following operational competencies are addressed: *Acts methodically* and *Exercises critical and ethical judgment*.

Contribution of the operational competency *Acts methodically*

This competency involves the capacity to systematically develop, choose and use appropriate techniques for dealing with work-related situations.

When organizing their time at work, adults establish a routine for carrying out recurring tasks. Before committing to a new activity, they examine their use of time and make sure they adhere to their priorities.

Contribution of the operational competency *Exercises critical and ethical judgment*

This competency involves the capacity to question and assess the personal and social problems encountered in work-related situations according to the rules and principles of sound judgment.

When reviewing how they have managed their work time, adults assess their strengths and limitations using an assessment form, they distinguish between fact and opinion, and between their perceptions and those of their superiors and colleagues. They justify the change they want to make in the way they manage their time.

Essential Knowledge

Essential knowledge is organized into categories. All of the knowledge mentioned under this heading is compulsory, except for the information in parentheses that serves to clarify or define the scope of the knowledge in question.

Punctuality and regular attendance

- Observance of work schedule: time of arrival and time of departure, health breaks, meals, meetings, appointments
- Maintaining a work pace that is consistent with the company's expectations

Applying the company's policy regarding tardiness, absences and time off

- Rules and procedures
- Workers' rights
- Workers' obligations

Process of organizing his/her time at work

- List of work tasks to be carried out
- Estimating the time needed to carry out work tasks
- Determining the most important tasks
- Grouping tasks (according to time, place and materials required)
- Planning time on a daily, weekly or monthly basis (work tasks, appointments, time off)
- Sharing tasks and responsibilities with colleagues
- Reviewing use of time by taking contingencies into account

Role and responsibilities within the company

- Task description
- Company hierarchy

Factors to be considered in determining the most important work tasks

- Task requirements
- Importance of tasks
- Urgency of tasks
- Available time

Time management tools

- Day planner
- List of tasks
- Schedule

Company's expectations concerning time management

- Formal expectations (official rules)
- Informal expectations (unofficial rules)

Change he/she wants to make in terms of managing his/her time at work

- Clearly and precisely stated change that is feasible and meaningful on a personal and occupational level and that can be made within a specific time frame

Essential Knowledge (*cont.*)

Action plan regarding time management at work

- Ways of making the desired change
- Internal and external resources
- Schedules
- Possible pitfalls and obstacles
- Alternative solutions
- Follow-up measures (periodic review, logbook, discussions with a mentor, etc.)

Attitudes

The development of certain attitudes, particularly those described in the table below, is facilitated by drawing on certain elements of essential knowledge. These attitudes also help adult learners to better exercise the operational competencies and make it easier to deal with the class of situations in question. The attitudes in and of themselves are not evaluated; however, their development is an important aspect of the learning process.

Sense of responsibility	Open-mindedness
Adults who are responsible observe their commitments and assume the consequences of their decisions regarding punctual and regular work attendance, and the organization of work time. Connections between a sense of responsibility and certain elements of essential knowledge This attitude can be addressed more specifically in learning situations that involve the following elements of essential knowledge: • Punctuality and regular attendance • Applying the company's policy regarding tardiness, absences and time off • Process of organizing his/her time at work • Role and responsibilities within the company • Factors to be considered in determining the most important work tasks • Company's expectations concerning time management. Connections between sense of responsibility and the operational competency <i>Acts methodically</i> This attitude can be addressed more specifically in learning situations that involve the development of this operational competency, notably with respect to the following actions: • Establishes a routine for recurring tasks • Analyzes his/her use of time before committing to a new activity • Adheres to his/her priorities	Adults who are open-minded consider different viewpoints and question their usual way of doing things. This attitude makes them more likely to thoroughly investigate and discover new outlooks in considering different factors when managing their time at work. Connections between open-mindedness and certain elements of essential knowledge This attitude can be addressed more specifically in learning situations that involve the following elements of essential knowledge: • Change he/she wants to make in terms of managing his/her time at work • Action plan regarding time management at work Connections between open-mindedness and the operational competency <i>Exercises critical and ethical judgment</i>: This attitude can be addressed more specifically in learning situations that involve the development of this operational competency, notably with respect to the following actions: • Identifies his/her strengths and limitations using an assessment form • Distinguishes between fact and opinion • Distinguishes between his/her perceptions and those of his/her superiors and colleagues

Complementary Resources

The following resources are provided as suggestions only and consist of references that may be consulted in learning situations.

Social Resources	Material Resources
• Superiors • Colleagues • Practicum supervisors • Private sector companies • Government agencies • Community organizations	• Time management tools (day planner, list of tasks, schedule) • Assessment chart for managing work time • Company's policy regarding tardiness, absences and time off • Print and electronic documents on managing time at work (magazines, books, Web sites, etc.)

Learning Situation

The following learning situation is provided as an example to show teachers how the principles of the education reform can be applied in the classroom.

It is authentic in the sense that it addresses a real-life situation (taken from the class of situations in the course) that adults may find themselves in. It is sufficiently open and comprehensive to allow adult learners to explore several important aspects related to dealing with this real-life situation.

The examples of actions presented in the course help the teacher to identify those actions that an adult would take to deal with the real-life situation. The teacher can then refer to these examples in order to develop appropriate learning activities.

The learning situation is organized in terms of the three steps of the teaching-learning process, which are as follows:

- planning learning
- actual learning
- integrating and reinvesting learning

These steps highlight the principles of the education reform insofar as they encourage adults to be active, to reflect on their learning and to interact with their peers when the learning context is suitable. They include learning activities and may also include evaluation activities intended to support adults in the learning process.

These activities help learners to construct knowledge related to the compulsory elements of the course that are targeted by the learning situation concerned: one or more categories of actions, essential knowledge and the actions of the operational competencies associated with the categories of actions.

The example provided also refers to certain teaching strategies—instructional methods and techniques—that can be selected according to the learners, the context and the learning environment. Certain learning strategies may also be suggested, as well as a variety of material and social resources.

Example of a Learning Situation

Title: Getting down to work!**Problem addressed in the learning situation:**

- Organizing his/her time at work

Instructional methods:

- Interactive presentation
- Guided practice in pairs
- Class discussion

Expected work:

- Completed checklist for determining the most important work tasks
- Using a day planner to plan their use of time

Approximate time allotted: 5 hours

- Presentation of the situational problem and interactive presentation: 1 hour
- Guided practice in pairs: 2 hours
- Discussion between the pairs: 45 minutes
- Presentation of the correction key: 45 minutes
- Class discussion: 30 minutes

Example of a Learning Situation (cont.)

Planning learning

- The teacher informs the adult learners that this learning situation involves managing time at work, has them form teams of two and then presents the situational problem:³³

Back from two weeks' vacation, you go to your work area and find a list of tasks to do on your desk. You notice that you are far behind in your work, since no one replaced you while you were away. You try not to get discouraged and decide to take the bull by the horns. Your challenge is to organize your time as effectively as possible.

The teacher presents the conditions that apply to this situational problem: *You must take into account the process for effectively organizing your work time and use the appropriate documents to do so.* The teacher must also make sure the adults have understood what they are being asked to do and that they are motivated to carry out the activity.

Actual learning

- The teacher leads an interactive presentation on documents that are useful for effectively organizing one's time.

The following documents will be presented to the adults:

- the work schedule
- the description of their roles and responsibilities within the company
- the list of tasks to be carried out, which include filling out order forms, meeting production deadlines, ensuring stock rotation, putting away equipment and cleaning work areas

- the checklist for determining the most important work tasks, which includes the factors to be considered (task requirements, importance of tasks, urgency of tasks, available time)
- the list of actions related to the operational competency *Acts methodically* as they pertain to the organization of work time
- a day planner
- The teacher guides and supervises the adults as they learn about the process for organizing their work time:
 - Referring to the list of tasks to be carried out, the adults estimate the time they need to carry out each task.
 - The adults determine the most important tasks using the chart designed for this purpose.
 - The adults consider the possibility of sharing tasks and responsibilities with their colleagues.
 - The adults plan their use of time on a daily, weekly or monthly basis by referring to the relevant documents.
 - The adults are asked to adjust their use of time by taking into account unforeseen tasks assigned by the teacher during the activity.
- The teacher asks the pairs to compare their checklist for determining important tasks and their time use plan, and to discuss the successes and difficulties they experienced in the process of organizing their work time.

³³ If possible, the teacher could relate the situational-problem to the adult learner's occupation.

- The teacher presents the correction key for the activity and reminds the adult learners of the important points to keep in mind in order to organize their time as effectively as possible.

Integrating and reinvesting learning

Class discussion:

Were you able to adhere to your work schedule? Did you find it difficult to determine which tasks were the most important? Which method do you feel is the most effective in this regard? What difficulties did you encounter when sharing tasks and responsibilities? Were some of the documents particularly useful in planning your time? What did you learn from this activity? What is the most meaningful thing you learned? How do you think you will apply what you have learned in a future job?

Elements of the Course Addressed by the Learning Situation

Class of Situations		
Managing his/her time at work		
Learning Situation		
Getting down to work!		
Category of Actions	Operational Competency	
Organization of his/her time at work	Acts methodically - Establishes a routine for recurring tasks - Adheres to his/her priorities	
Essential Knowledge		
Punctuality and regular attendance - Observance of work schedule: time of arrival and time of departure, health breaks, meals, meetings, appointments Process of organizing his/her time at work - List of work tasks to be carried out - Estimating the time needed to carry out work tasks - Determining the most important tasks - Grouping tasks (according to time, place and materials required) - Planning time on a daily, weekly or monthly basis (work tasks, appointments, time off) - Sharing tasks and responsibilities with colleagues - Reviewing use of time by taking contingencies into account	Role and responsibilities within the company - Task description - Company hierarchy	Time management tools - Day planner - List of tasks - Schedule
	Factors to be considered in determining the most important work tasks - Task requirements - Importance of tasks - Urgency of tasks - Available time	
Attitude	Complementary Resource	
Sense of responsibility	Day planner	

SVI-3020-3

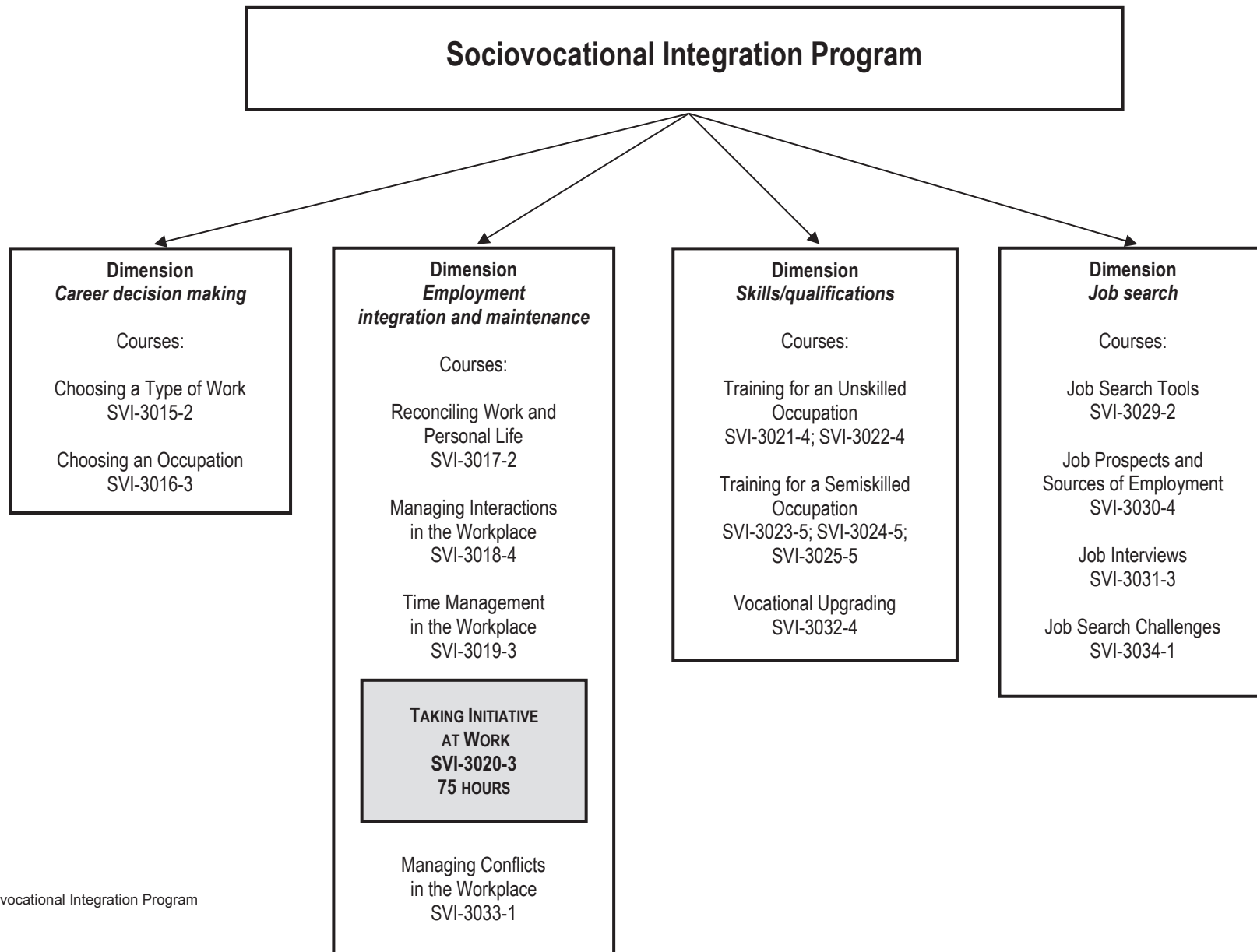
Taking Initiative at Work

Secondary Cycle Two



Sociovocational Integration Program

Situating the Course *Taking Initiative at Work*



Introduction to the Course *Taking Initiative at Work*

The objective of the course *Taking Initiative at Work* is to enable adults to deal competently with real-life situations that involve taking initiative at work.

By the end of this course, adults will be able to carry out tasks with a minimum of supervision, to offer their help to superiors or colleagues and to consider different factors in taking initiative at work.

Dealing With Work-Related Situations

Dealing effectively with work-related situations is based on actions. These actions are grouped into categories and draw on a set of resources that include operational competencies and essential knowledge. During the learning process, adults are expected to construct knowledge related to these resources in order to be able to deal appropriately with their real-life situations.

The class of situations, categories of actions, operational competencies and essential knowledge constitute the compulsory elements of the course. Details on these elements may be found under the appropriate headings.



Class of Situations

This course focuses on the class of situations *Taking initiative at work*.

Taking initiative at work involves being autonomous, using one's judgment and making decisions in carrying out duties or completing an assignment. If people are to succeed in finding and keeping a job, it is essential that they be able to meet the company's expectations with regard to personal initiative at work. When they carry out unsupervised work or new work tasks, adults are encouraged to use their judgment and to make decisions by taking into account their role and responsibilities within the company. They anticipate the nature and scope of the required work tasks and carry them out with a minimum of supervision.

The table below provides examples of work-related situations associated with this class of situations. These examples can be used to develop learning situations. Furthermore, since these situations are numerous and unpredictable, the teacher can refer to any pertinent real-life situation that is related to the class and adapted to adults' needs.

Class of Situations	Examples of Real-Life Situations
Taking initiative at work	- Working alone - Working without supervision - New work tasks - Unexpected work - Working in teams

Categories of Actions

The *categories of actions* are groups of actions that are appropriate for dealing with the real-life situations in the course. The *examples of actions* listed in the table below illustrate the scope of the categories and serve as a guide in conducting the learning activities.

Categories of Actions	Examples of Actions
Carrying out work tasks with a minimum of supervision	- Cleans the workshop without being told to do so by his/her superior - Consults a user's manual when using a fax - Uses a new work method to clean the inside of a car - Takes responsibility for opening the boutique - Asks for a new work tool for assembling furniture
Offering his/her help to superiors or colleagues	- Helps a colleague tidy up his/her work area - Informs his/her superior that he/she is available to work when needed - Helps a colleague package merchandise so that he/she can meet his/her production deadlines - Helps a colleague move heavy materials
Considering different factors in taking initiative at work	- Consults his/her superior to find out his/her expectations with respect to workers taking initiative in cases of equipment breakdowns - Makes sure his/her superior is satisfied with the use of a new work method - Develops an action plan for improving his/her ability to anticipate tasks to be carried out

Compulsory Elements and End-of-Course Outcomes

The teacher must take the compulsory elements into account when designing learning situations.

Class of Situations

Taking initiative at work

Categories of Actions

- Carrying out work tasks with a minimum of supervision
- Offering his/her help to superiors or colleagues
- Considering different factors in taking initiative at work

Operational Competencies

Uses creativity

- Anticipates the tasks to be carried out
- Meets challenges
- Uses new work methods to improve his/her efficiency

Exercises critical and ethical judgment

- Fulfills the obligations and observes the limitations associated with his/her role and responsibilities
- Identifies his/her strengths and limitations using an assessment form
- Distinguishes between fact and opinion
- Distinguishes between his/her perceptions and those of his/her superiors and colleagues
- Justifies the change he/she wants to make

Essential Knowledge³⁴

- Taking initiative at work
- Role and responsibilities within the company
- Ways of developing his/her sense of initiative at work
- Company's expectations regarding personal initiative at work
- Change he/she wants to make with respect to taking initiative at work
- Action plan for taking initiative at work

³⁴ All of the compulsory essential knowledge is outlined under the heading *Essential Knowledge*.

The end-of-course outcomes describe how adults should use the compulsory elements to deal with the real-life situations addressed in the course.

End-of-Course Outcomes

To deal with the real-life situations in the class of situations *Taking initiative at work*, adults carry out their tasks with a minimum of supervision, offer their help to superiors and colleagues, and consider different factors in taking initiative at work.

When carrying out work with a minimum of supervision, adults use different means for developing their sense of initiative at work. They make a point of being actively involved in their work in order to gain experience. They anticipate the tasks to be carried out by taking into account their role and responsibilities within the company. They carry out their work without waiting for instructions or support from their superiors or colleagues. They use the available resources to solve different problems and ask for help from their superiors or colleagues when necessary. They take on challenges, making sure that they have the skills to deal with the gradual increase in the level of difficulty involved. They adopt new work methods to help them increase their efficiency and examine them in order to determine what works and what should be done to avoid making the same mistakes again.

In offering their help to superiors and colleagues, they fulfill the obligations and observe the limitations associated with their role and responsibilities within the company.

When considering different factors in taking initiative at work, adults assess their strengths and limitations using an assessment form and by taking into account the company's expectations regarding personal initiative. They distinguish between fact and opinion, and between their perceptions and those of their superiors and colleagues. They set a clear and precise goal with respect to a change they want to make. They explain the extent to which this change is feasible and meaningful on a personal and occupational level, and estimate the time required to make this change. They draw up an action plan for achieving their goal. This plan will include the means for succeeding in this regard, the internal and external resources they can rely on, deadlines, pitfalls and obstacles they may encounter, alternative solutions and follow-up measures.

Evaluation Criteria

- Carries out work tasks with a minimum of supervision
- Is realistic in offering his/her help to superiors or colleagues
- Carefully considers different factors in taking initiative at work

Operational Competencies

The contribution of each operational competency is described in terms of the actions that are appropriate for dealing with the real-life situations in this course. These operational competencies are addressed in other courses and therefore all of the courses taken together contribute to their development.

In this course, only the following operational competencies are addressed: *Uses creativity* and *Exercises critical and ethical judgment*.

Contribution of the operational competency *Uses creativity*

This competency involves the capacity to deviate from habits and routines when dealing with work-related situations.

In carrying out work tasks with a minimum of supervision, adults anticipate the tasks to be carried out. They meet challenges and use new work methods in order to improve their efficiency.

Contribution of the operational competency *Exercises critical and ethical judgment*

This competency involves the capacity to question and assess the personal and social problems encountered in work-related situations according to the rules and principles of sound judgment.

In offering their help to superiors or colleagues, adults observe their duties and limitations associated with their role and responsibilities.

In considering different factors when taking initiative at work, adults identify their strengths and limitations by using an assessment form. They distinguish between fact and opinion, and between their perceptions and those of their superiors and colleagues. They justify the change they want to make in terms of taking initiative at work.

Essential Knowledge

Essential knowledge is organized into categories. All of the knowledge mentioned under this heading is compulsory, except for the information in parentheses that serves to clarify or define the scope of the knowledge in question.

Taking initiative at work

- Nature of the initiative (autonomy, judgment, decision making, ability to anticipate)
- Conditions associated with taking initiative (permission, risks, consequences)
- Advantages for the worker
- Advantages for the company

Role and responsibilities within the company

- Job description
- Company hierarchy

Ways of developing his/her sense of initiative at work

- Being actively involved in acquiring experience
- Carrying out his/her work without waiting for instructions from his/her superiors or the support of his/her colleagues
- Using available resources to solve different problems
- Asking for help when necessary
- Gradually increasing the level of difficulty of his/her tasks
- Examining new work methods to determine what works and what should be done to avoid making the same mistakes again

Company's expectations regarding personal initiative at work

- Formal expectations (official rules)
- Informal expectations (unofficial rules)

Change he/she wants to make with respect to taking initiative at work

- Determining the change he/she wants to make
- Clearly and precisely stating change that is feasible and meaningful on a personal and occupational level and that can be made within a specific time frame

Action plan for taking initiative at work

- Ways of making the desired change
- Internal and external resources
- Schedules
- Possible pitfalls and obstacles
- Alternative solutions
- Follow-up measures (periodic review, logbook, discussions with a mentor, etc.)

Attitudes

The development of certain attitudes, particularly those described in the table below, is facilitated by drawing on certain elements of essential knowledge. These attitudes also help adult learners to better exercise the operational competencies and make it easier to deal with the class of situations in question. The attitudes in and of themselves are not evaluated; however, their development is an important aspect of the learning process.

Self-confidence	Sense of responsibility	Open-mindedness
Adults who are self-confident believe in their own potential and are proactive. Confident adults overcome their fears and make better use of their talents and strengths in carrying out work tasks. Connections between self-confidence and certain elements of essential knowledge This attitude can be addressed more specifically in learning situations that involve the following element of essential knowledge: - Ways of developing his/her sense of initiative at work Connections between self-confidence and the operational competency <i>Uses creativity</i> This attitude can be addressed more specifically in learning situations that involve the development of this operational competency, notably with respect to the following actions: - Anticipates the tasks to be carried out - Meets challenges - Uses new work methods to improve his/her efficiency	Adults who are responsible keep their commitments and assume the consequences of their decisions when offering their help to superiors or colleagues. Connections between a sense of responsibility and certain elements of essential knowledge This attitude can be addressed more specifically in learning situations that involve the following element of essential knowledge: - Role and responsibilities within the company Connections between a sense of responsibility and the operational competency <i>Exercises critical and ethical judgment</i> This attitude can be addressed more specifically in learning situations that involve the development of this operational competency, notably with respect to the following actions: - Fulfills the obligations and observes the limitations associated with his/her role and responsibilities	Adults who are open-minded consider different viewpoints and question their usual way of doing things. This attitude makes them more likely to thoroughly investigate and discover new outlooks in considering different factors when taking initiative at work. Connections between open-mindedness and certain elements of essential knowledge This attitude can be addressed more specifically in learning situations that involve the following elements of essential knowledge: - Change he/she wants to make with respect to taking initiative at work - Action plan for taking initiative at work Connections between open-mindedness and the operational competency <i>Exercises critical and ethical judgment</i> This attitude can be addressed more specifically in learning situations that involve the development of this operational competency, notably with respect to the following actions: - Identifies his/her strengths and limitations using an assessment form - Distinguishes between fact and opinion - Distinguishes between his/her perceptions and those of his/her superiors and colleagues

Complementary Resources

The following resources are provided as suggestions only and consist of references that may be consulted in learning situations.

Social Resources	Material Resources
• Superiors • Colleagues • Practicum supervisors • Private sector companies • Government agencies • Community organizations	• Print and electronic documents on carrying out work tasks (magazines, books, Web sites, etc.) • Work tools and equipment • Safety equipment and materials • Chart for assessing initiative taken at work

Learning Situation

The following learning situation is provided as an example to show teachers how the principles of the education reform can be applied in the classroom.

It is authentic in the sense that it addresses a real-life situation (taken from the class of situations in the course) that adults may find themselves in. It is sufficiently open and comprehensive to allow adult learners to explore several important aspects related to dealing with this real-life situation.

The examples of actions presented in the course help the teacher to identify those actions that an adult would take to deal with the real-life situation. The teacher can then refer to these examples in order to develop appropriate learning activities.

The learning situation is organized in terms of the three steps of the teaching-learning process, which are as follows:

- planning learning
- actual learning
- integrating and reinvesting learning

These steps highlight the principles of the education reform insofar as they encourage adults to be active, to reflect on their learning and to interact with their peers when the learning context is suitable. They include learning activities and may also include evaluation activities intended to support adults in the learning process.

These activities help learners to construct knowledge related to the compulsory elements of the course that are targeted by the learning situation concerned: one or more categories of actions, essential knowledge and the actions of the operational competencies associated with the categories of actions.

The example provided also refers to certain teaching strategies—instructional methods and techniques—that can be selected according to the learners, the context and the learning environment. Certain learning strategies may also be suggested, as well as a variety of material and social resources.

Example of a Learning Situation

Title: Doing your part

Problem addressed in the learning situation:

- Taking initiative within a work team

Instructional methods:

- Interactive presentation
- Case study
- Guided practice
- One-on-one meetings
- Workplace practicum

Expected work:

- Results of the case study
- Writing down their thoughts on taking initiative

Approximate time allotted: 10 hours for a class of 14 adults

- Presentation of the learning situation and instructions: 30 minutes
- Interactive presentation on taking initiative at work: 1 hour
- Case study: 30 minutes
- Preparing lunch, serving it, eating it and cleaning up: 4 hours
- Writing down their thoughts on taking initiative: 30 minutes
- One-on-one meetings: 15 minutes per adult

Example of a Learning Situation (*cont.*)

Planning learning

- The teacher invites the adults to a class lunch³⁵ to celebrate a special occasion (Halloween, Valentine's Day, Christmas, graduation, etc.). He/she hands out a written invitation a few days before the event.
- The day of the event, the teacher tells the adults that they will be carrying out the following activity to develop their sense of initiative at work:

Together, we will be preparing our own meal. Each team must prepare a dish, serve it and then clean up their work area, showing initiative in doing so. You will be given an envelope containing a recipe as well as the role and responsibilities of each team member. You have two hours to prepare your recipe.

- The teacher then divides the class into teams and makes sure that all the adults understand what they are being asked to do and that they are motivated to carry out the activity.

Note: *The teacher provides a minimum of guidance to encourage the work teams to take initiative. In addition, he/she makes sure that the teams do not have all the ingredients needed to make the recipe, that the responsibilities are divided up unequally and that some of them are not even assigned.*

Actual learning

- Before the adults begin preparing the meal, the teacher gives an interactive presentation on taking initiative at work by first defining the term *initiative* and leading a discussion on how taking initiative can be of benefit to both the worker and the company. The adults are then asked to think about an initiative they have taken in the past and to share it with the class. The teacher uses these examples to illustrate ways of developing their sense of initiative at work (being actively involved in acquiring experience, carrying out work without waiting for instructions or support from others, asking for help when necessary, etc.). It is important to emphasize the need for adults to fulfill their obligations and to recognize the limitations of their role and responsibilities at work.
- The adults then form teams and read a description of someone's work day. They identify passages that provide examples of initiatives taken by this worker and relate them to the ways in which adults can develop their sense of initiative at work and to the actions associated with the operational competency *Uses creativity*. The teacher then goes over the answer key for the activity.

³⁵ This learning situation can be adapted to the resources available to the adults in the learning centre. For example, the group lunch could be replaced by a room renovation or decoration project.

- The adults go to the work area they have been assigned for preparing the meal and read the contents of their envelope, which contains the recipe as well as information on the role and responsibilities of each team member. The teacher asks the adults to start preparing the meal and reminds them that this activity focuses on taking initiative within a work team. The adults must then prepare the dish in question, serve it and clean up their work area. Throughout the activity, the teacher helps the adults learn about the ways of developing their sense of initiative at work and the actions associated with the operational competency *Uses creativity*. The teacher fills out an assessment form on taking initiative at work so that he/she will be able to provide the adults with feedback.
- The teacher reads the answers given by the adults and meets with them individually to provide them with feedback on taking initiative within a work team by referring to the assessment form he/she completed beforehand. The adults must also identify situations and ways of applying what they have learned in the activity during a future practicum.
- The adults apply what they have learned in the activity in a practicum. The teacher regularly meets with each adult to see how he/she is doing in the practicum, discussing any difficulties encountered, evaluating learning and providing feedback with regard to initiative taken at work. If necessary, the teacher could reuse the assessment form on taking initiative at work.

Integrating and reinvesting learning

- Working alone, the adults answer the following questions:

Did you take initiative within your work team? Give examples. Did you notice any specific initiative taken by your teammates? Give examples. Is it difficult to take initiative? If so, why? Did you fulfill your role and responsibilities? Did you take on the role and responsibilities assigned to others? What did you learn in this activity?

Elements of the Course Addressed by the Learning Situation

Class of Situations	
Taking initiative at work	
Learning Situation	
<i>Doing your part</i>	
Categories of Actions	
- Carrying out work tasks with a minimum of supervision - Offering his/her help to superiors or colleagues	
Operational Competencies	Essential Knowledge
Uses creativity - Anticipates the tasks to be carried out - Meets challenges - Uses new work methods to improve his/her efficiency Exercises critical and ethical judgment - Fulfills the obligations and observes the limitations associated with his/her role and responsibilities	Taking initiative at work - Nature of the initiative (autonomy, judgment, decision-making, ability to anticipate) - Conditions associated with taking initiative (permission, risks, consequences) - Advantages for the worker - Advantages for the company Ways of developing his/her sense of initiative at work - Being actively involved in acquiring experience - Carrying out his/her work without waiting for instructions from his/ her superiors or the support of his/her colleagues - Using available resources to solve different problems - Asking for help when necessary - Gradually increasing the level of difficulty of his/her tasks - Examining new work methods to determine what works and what should be done to avoid making the same mistakes again
Attitudes	Complementary Resources
- Self-confidence - Sense of responsibility	Work tools and equipment (kitchen equipment and ingredients)

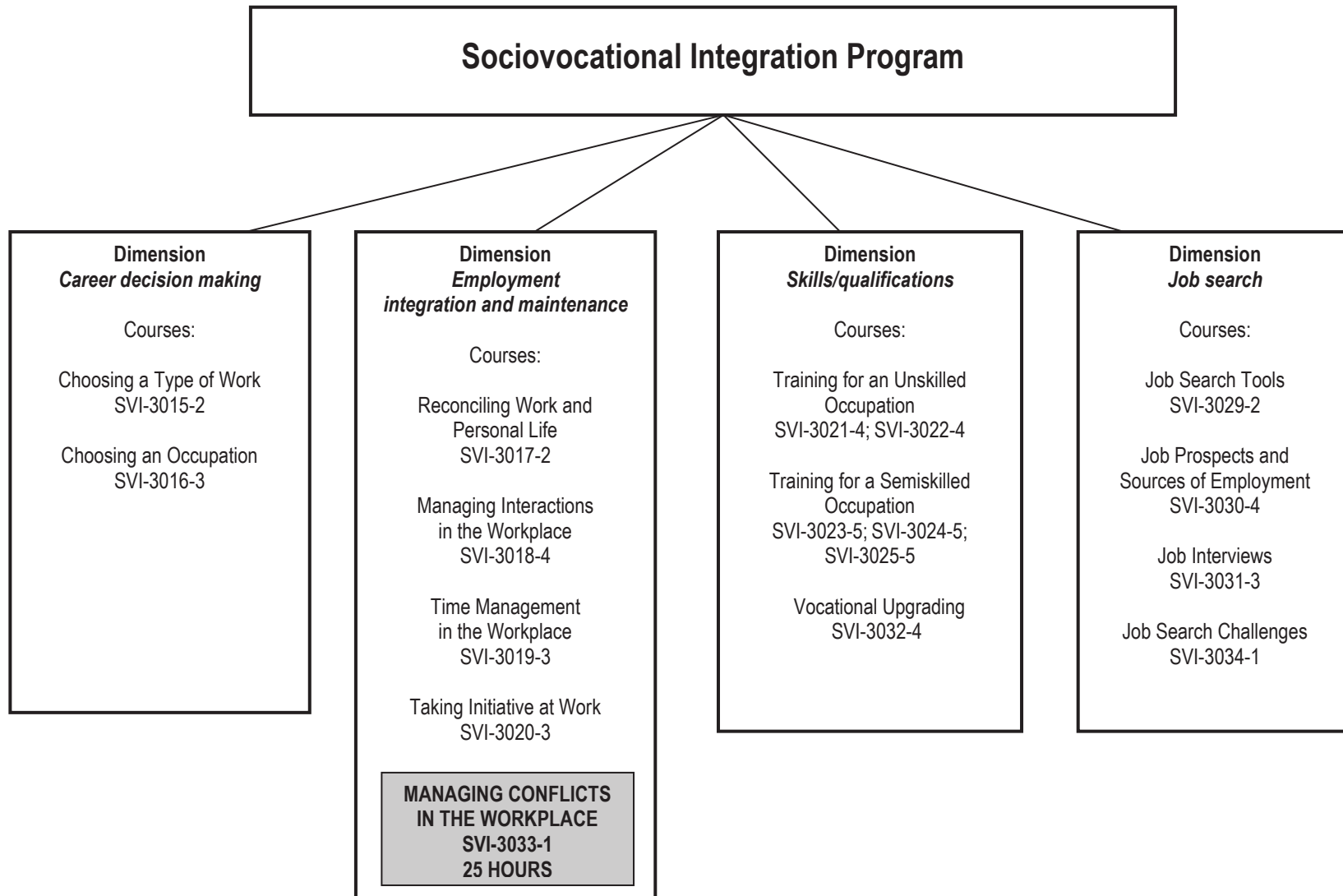
SVI-3033-1 Managing Conflicts in the Workplace

Secondary Cycle Two



Sociovocational Integration Program

Situating the course *Managing Conflicts in the Workplace*



Introduction to the Course *Managing Conflicts in the Workplace*

The objective of the course *Managing Conflicts in the Workplace* is to enable adults to deal competently with real-life situations that involve resolving conflicts in the workplace.

By the end of this course, adults will be able to resolve conflicts in the workplace and review the way they manage their conflicts in the workplace.

Dealing With Work-Related Situations

Dealing effectively with work-related situations is based on actions. These actions are grouped into categories and draw on a set of resources that include operational competencies and essential knowledge. During the learning process, adults are expected to construct knowledge related to these resources in order to be able to deal appropriately with their real-life situations.

The class of situations, categories of actions, operational competencies and essential knowledge constitutes the compulsory elements of the course. Details on these elements may be found under the appropriate headings.



Class of Situations

This course focuses on the class of situations *Managing conflicts in the workplace*.

Adults can experience difficulties identifying what happens when disagreements in the workplace escalate into conflict. They are led to search for solutions and to use appropriate methods to manage new or aggravated conflicts. They improve the level of satisfaction, the well-being and the quality of life in their work environment.

The table below provides examples of work-related situations associated with this class of situations. These examples can be used to develop learning situations. Furthermore, since these situations are numerous and unpredictable, the teacher can refer to any pertinent real-life situation that is related to the class and adapted to adults' needs.

Class of Situations	Examples of Real-Life Situations
Managing conflicts in the workplace	• Group work in workshops • Rivalry between colleagues • Sharing tasks within a work team • Disagreements during decision making • Implementation of new rules

Categories of Actions

The *categories of actions* are groups of actions that are appropriate for dealing with the real-life situations in the course. The *examples of actions* listed in the table below illustrate the scope of the categories and serve as a guide in conducting the learning activities.

Categories of Actions	Examples of Actions
Conflict resolution in the workplace	- Notifies escape responses during conflict - Practices actively listening to others after a misunderstanding - Expresses his/her expectations regarding punctuality to a colleague who is late for a meeting - Looks for consensus while working in a team - Considers a win-win solution to a conflict - Discusses his/her feelings regarding unfair division of tasks
Reviewing his/her management of his/her conflicts in the workplace	- Consults his/her superiors to confirm their expectations regarding negotiations during a conflict - Verifies his/her progress in applying conflict resolution strategies - Evaluates his/her use of conflict prevention strategies - Draws up an action plan to help better manage his/her conflicts

Compulsory Elements and End-of-Course Outcomes

The teacher must take the compulsory elements into account when designing learning situations.

Class of Situations

Managing conflicts in the workplace

Categories of Actions

- Conflict resolution in the workplace
- Reviewing his/her management of his/her conflicts in the workplace

Operational Competencies

Cooperates

- Takes the characteristics of the work team into account
- Takes each person's resources and limitations into account
- Observes the company's hierarchy

Exercises critical and ethical judgment

- Identifies his/her strengths and limitations
- Distinguishes between fact and opinion
- Distinguishes between his/her perceptions and those of his/her superiors and colleagues

Essential Knowledge³⁶

- Emotional aspects of conflicts in the workplace
- Characteristics of conflicts in the workplace
- Methods to resolve conflicts in the workplace
- Characteristics of a work team
- Company's expectations in terms of conflict management in the workplace
- Change he/she wants to make in terms of managing conflicts in the workplace
- Action plan regarding managing conflicts in the workplace

³⁶ All of the compulsory essential knowledge is outlined under the heading *Essential Knowledge*.

The end-of-course outcomes describe how adults should use the compulsory elements to deal with the real-life situations addressed in the course.

End-of-Course Outcomes

To deal with the real-life situations in the class of situations *Managing conflicts in the workplace*, adults resolve conflicts in the workplace and review the way they manage their conflicts in the workplace.

To resolve conflicts in the workplace, adults examine conflict triggers and the intensity of the emotions involved. They evaluate the role of emotions and the extent to which these emotions are apparent. They consider the types and causes of conflicts in the workplace, note different possible reactions and identify fluctuation factors. They use different methods to resolve conflicts in the workplace, and do so by relying on conflict resolution strategies. They put possible results into perspective. They apply decision-making methods that are appropriate to the context. They anticipate the consequences of an unresolved conflict and choose conflict prevention strategies. At all times, they take into account the characteristics of the work team and the resources and limitations of each person, and they respect the company's hierarchy.

To manage conflict resolution in the workplace, adults assess their strengths and limitations by taking into account the company's expectations regarding conflict management in the workplace. They distinguish between fact and opinion, and between their perceptions and those of their superiors and colleagues. They set a clear and precise goal with respect to a change they want to make. They explain the extent to which this change is feasible and meaningful on a personal and occupational level, and estimate the time required to make this change. They draw up an action plan for achieving their goal. This plan will include the means for succeeding in this regard, the internal and external resources they can rely on, deadlines, pitfalls and obstacles they may encounter, alternative solutions and follow-up measures.

Evaluation Criteria

- Resolves conflicts appropriately in the workplace
- Manages his/her conflicts in the workplace

Operational Competencies

The contribution of each operational competency is described in terms of the actions that are appropriate for dealing with the real-life situations in this course. These operational competencies are addressed in other courses and therefore all of the courses taken together contribute to their development.

In this course, only the following operational competencies are addressed: *Cooperates* and *Exercises critical and ethical judgment*.

Contribution of the operational competency *Cooperates*

This competency refers to the capacity to collaborate with others in dealing with work-related situations.	When managing conflicts in the workplace, adults take into account the characteristics of the work team and the resources and limitations of each person, and observe the company's hierarchy.
---	---

Contribution of the operational competency *Exercises critical and ethical judgment*

This competency involves the capacity to question and assess the personal and social problems encountered in work-related situations according to the rules and principles of sound judgment.	When managing their conflicts in the workplace, adults assess their strengths and limitations. They distinguish between fact and opinion, and between their perceptions and those of their superiors and colleagues. They justify the change they want to make in the way that they manage conflicts in the workplace.
--	---

Essential Knowledge

Essential knowledge is organized into categories. All of the knowledge mentioned under this heading is compulsory, except for the information in parentheses that serves to clarify or define the scope of the knowledge in question.

Emotional aspects of conflicts in the workplace

- Conflict triggers (behaviour of colleagues and superiors, problems of implementation)
- Intensity of emotions (disturbing, stimulating)
- Role of emotions (intrinsic and extrinsic changes)
- Expression of emotions (physiological, psychological, behavioural)

Characteristics of conflicts in the workplace

- Types of conflicts in the workplace (conflict of interests, of values, of ideas, power struggle)
- Causes of conflicts in the workplace (unresolved disagreements, unfulfilled expectations, tensions, unspoken undertones)
- Possible reactions, (escape, submission, confrontation, manipulation, collaboration, indifference)
- Fluctuation factors (duration, frequency, context, issues, mutual intentions)

Methods to resolve conflicts in the workplace

- Using conflict resolution strategies (rationalization, de-escalation, stepping back, letting go)
- Putting results into perspective (win-win, win-lose, lose-lose)
- Applying decision-making methods (compromise, consensus, negotiation, mediation, vote)
- Predicting consequences of an unresolved conflict (repression, explosion, breakdown, end of a relationship, illness)
- Choosing conflict prevention strategies (verbalization, checking facts, considering prior experiences)

Characteristics of a work team

- Common goal
- Interactions between team members
- Types of leadership
- Roles and responsibilities of team members
- Levels of participation (content, climate and procedures)

Company's expectations regarding conflict management in the workplace

- Formal expectations (official rules)
- Informal expectations (unofficial rules)

Change he/she wants to make in terms of managing conflicts in the workplace

- Determining the change he/she wants to make
- Clearly and precisely stated change that is feasible and meaningful on a personal and professional level and that can be achieved within a specific time frame

Action plan regarding managing conflicts in the workplace

- Means for achieving desired change
- Internal and external resources
- Deadlines
- Possible pitfalls and obstacles
- Alternative solutions
- Follow-up measures (periodic review, logbook, discussions with a mentor, etc.)

Attitudes

The development of certain attitudes, particularly those described in the table below, is facilitated by drawing on certain elements of essential knowledge. These attitudes also help adult learners to better exercise the operational competencies and make it easier to deal with the class of situations in question. The attitudes in and of themselves are not evaluated; however, their development is an important aspect of the learning process.

Respect	Open-mindedness
Adults who are respectful are open to ways of thinking and acting that are different from their own. They show an interest in other people's opinions and are able to consider points of view that are different from theirs when resolving conflicts in the workplace. Connections between respect and certain elements of essential knowledge This attitude can be addressed more specifically in learning situations that involve the following elements of essential knowledge: - Emotional aspects of conflicts in the workplace - Characteristics of conflicts in the workplace - Methods to resolve conflicts in the workplace - Characteristics of a work team Connections between respect and the operational competency <i>Cooperates</i> This attitude can be addressed more specifically in learning situations that involve the development of this operational competency, notably with respect to the following actions: - Takes the characteristics of the work team into account - Takes each person's resources and limitations into account - Observes the company's hierarchy	Adults who are open-minded consider different viewpoints and question their usual way of doing things. This attitude makes them more likely to thoroughly investigate and discover new outlooks in considering different factors when managing their conflicts in the workplace. Connections between open-mindedness and certain elements of essential knowledge This attitude can be addressed more specifically in learning situations that involve the following elements of essential knowledge: - Change he/she wants to make in terms of managing conflicts in the workplace - Action plan regarding managing conflicts in the workplace Connections between open-mindedness and the operational competency <i>Exercises critical and ethical judgment</i> This attitude can be addressed more specifically in learning situations that involve the development of this operational competency, notably with respect to the following actions: - Identifies his/her strengths and limitations - Distinguishes between fact and opinion - Distinguishes between his/her perceptions and those of his/her superiors and colleagues

Complementary Resources

The following resources are provided as suggestions only and consist of references that may be consulted in learning situations.

Social Resources	Material Resources
• Superiors • Colleagues • Practicum supervisors • Private sector companies • Government agencies • Community organizations	• Print and electronic documents on conflict management in the workplace (magazines, books, Web sites, etc.)

Learning Situation

The following learning situation is provided as an example to show teachers how the principles of the education reform can be applied in the classroom.

It is authentic in the sense that it addresses a real-life situation (taken from the class of situations in the course) that adults may find themselves in. It is sufficiently open and comprehensive to allow adult learners to explore several important aspects related to dealing with this real-life situation.

The examples of actions presented in the course help the teacher to identify those actions that an adult would take to deal with the real-life situation. The teacher can then refer to these examples in order to develop appropriate learning activities.

The learning situation is organized in terms of the three steps of the teaching-learning process, which are as follows:

- planning learning
- actual learning
- integrating and reinvesting learning

These steps highlight the principles of the education reform insofar as they encourage adults to be active, to reflect on their learning and to interact with their peers when the learning context is suitable. They include learning activities and may also include evaluation activities intended to support adults in the learning process.

These activities help learners to construct knowledge related to the compulsory elements of the course that are targeted by the learning situation concerned: one or more categories of actions, essential knowledge and the actions of the operational competencies associated with the categories of actions.

The example provided also refers to certain teaching strategies—instructional methods and techniques—that can be selected according to the learners, the context and the learning environment. Certain learning strategies may also be suggested, as well as a variety of material and social resources.

Example of a Learning Situation

Title: *Rivalry between two colleagues*

Problem addressed in the learning situation

- Considering a win-win solution for conflict in the workplace

Instructional methods:

- Interactive presentation
- Case study
- Oral presentation
- Individual work
- Class discussion

Expected work:

- Completed analysis chart
- Participation in a case study
- Individual reflection on the consequences of an unresolved conflict

Approximate time allotted: 3 hours 30 minutes for a class of 14 adults

- Presentation of the learning situation: 15 minutes
- Interactive presentation on resolving a conflict in the workplace: 30 minutes
- Case study: 2 hours
- Presentation of results to the group: 1 hour
- Individual reflection: 15 minutes
- Class discussion: 30 minutes

Example of a Learning Situation (cont.)

Planning learning

- The teacher informs the adult learners that they will be participating in a case study linked to conflict resolution in the workplace. The challenge is to search for solutions to resolve a rivalry between two colleagues that will give a win-win result. The teacher hands out and reads the description of the case study:

Claude works at the laundromat. He is having a hard time accepting the new way tasks are shared in his work team. Claude thinks that he should prepare the delivery carts and check the quality of the work instead of Richard. The climate has been tense and the work environment is toxic for everyone. Claude is aggressive and no longer has meals with the group. He states that he is the oldest and deserves to be assigned these jobs. Richard doesn't want to hear it. He avoids any discussion on the subject and threatens to complain to the boss. It's a stalemate!!

The teacher presents the conditions that apply to this situational problem: *You need to fill out the analysis chart and use the job descriptions for the work team to do so.* The teacher must also make sure the adults have understood what they are being asked to do and that they are motivated to carry out the activity.

Actual learning

- The teacher leads an interactive presentation on the emotional aspects and characteristics of conflicts in the workplace. He or she also discusses conflict resolution methods, especially those regarding the expected result (a win-win solution).
- The teacher asks the adult learners to form teams of three for the case study and provides the following documents:

- Conflict analysis chart: *Rivalry between two colleagues*
- *Job descriptions for the work team*

He or she provides information on the questions in the analysis chart:

- What are the conflict triggers? (See the description of tasks.)
- What are the signs of emotions?
- What type of conflict is it (conflict of interests, of values, of ideas, power struggle)? Explain.
- What are the causes?
- What are Claude's and Richard's reactions?
- What are the possible issues (in the short, medium and long term)?
- What strategies would allow for conflict resolution with a win-win result?

- The teacher gives the instructions:
 - Answer all the questions in the analysis chart.
 - Consider each person's resources and limitations.
 - Choose a spokesperson to present the results to the group.

The teacher guides and supervises the groups of three while they are working and emphasizes the importance of showing respect by welcoming points of view that are different from their own.

- The teacher invites the spokespersons from the groups of three to present their results. He or she leads a discussion and comments on the teams' suggestions.
- The teacher ends with a presentation on the possible consequences of an unresolved conflict. He or she asks the adults to individually reflect on this problem with respect to the case study.

Integrating and reinvesting learning

Class discussion:

Were you able to answer all the questions in the analysis chart for the case study?

What difficulties did you experience? Explain.

Did you fully cooperate to search for solutions?

What will you retain from this learning situation?

What is the most meaningful thing you learned?

How will your experience of this learning situation help you improve your ability to resolve conflicts in the workplace?

How do you think you will apply what you have learned in a future job?

Elements of the Course Addressed by the Learning Situation

Class of Situations	
Managing conflicts in the workplace	
Learning Situation	
<i>Rivalry between two colleagues</i>	
Categories of Actions	Operational Competency
Conflict resolution in the workplace	Cooperates Considers each person's resources and limitations
Essential Knowledge	
Emotional aspects of conflict in the workplace - Conflict triggers (behaviour of colleagues) - Expression of emotions (physiological, psychological, behavioural) Characteristics of conflicts in the workplace - Types of conflicts in the workplace (conflict of interests, of values, of ideas, power struggle) - Causes of conflicts in the workplace (unresolved disagreements, unfulfilled expectations, tensions, unspoken undertones) - Possible reactions (escape, submission, confrontation, manipulation) - Fluctuation factors (duration, frequency, issues)	Methods of conflict resolution in the workplace - Using conflict resolution strategies (rationalization, de-escalation, stepping back, letting go) - Putting results into perspective (win-win) - Predicting consequences of an unresolved conflict (repression, explosion, breakdown, end of a relationship, illness)
Attitude	Complementary Resources
Respect	- Conflict analysis chart: <i>Rivalry between two colleagues</i> - Job descriptions for the work team

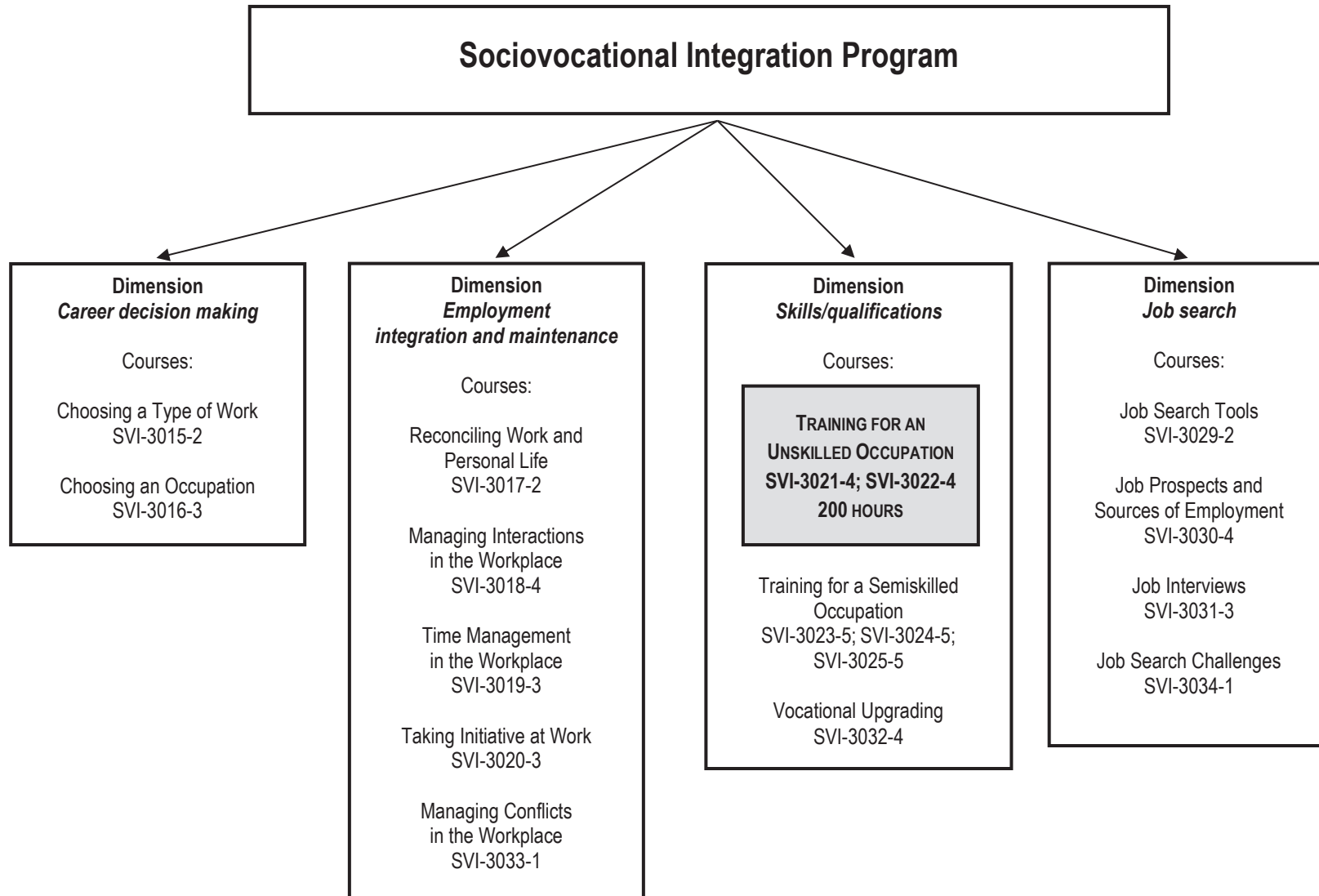
SVI-3021-4; SVI-3022-4 Training for an Unskilled Occupation

Secondary Cycle Two



Sociovocational Integration Program

Situating the Course *Training for an Unskilled Occupation*



Introduction to the Course *Training for an Unskilled Occupation*

The objective of the course *Training for an Unskilled Occupation* is to enable adults to deal competently with real-life situations involved in working in an unskilled occupation.

By the end of this course, adults will be able to carry out tasks related to an unskilled occupation and monitor how they carry out these tasks.

By carrying out a workplace practicum as part of this course, adults develop the skills they need to work in the chosen unskilled occupation. An unskilled occupation involves certain simple skills associated with one or more semiskilled occupations.

The teacher could use various sources of information, including the *Directory of Semiskilled Trades*,³⁷ in order to draw up a list of specific

skills, performance criteria and tasks related to the unskilled occupation the adult has chosen.

³⁷ Québec, Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche, *Directory of Semiskilled Trades*, <http://www.meesr.gouv.qc.ca/sections/metiers/>, updated periodically.

Dealing With Work-Related Situations

Dealing effectively with work-related situations is based on actions. These actions are grouped into categories and draw on a set of resources that include operational competencies and essential knowledge. During the learning process, adults are expected to construct knowledge related to these resources in order to be able to deal appropriately with their real-life situations.

The class of situations, categories of actions, operational competencies and essential knowledge constitute the compulsory elements of the course. Details on these elements may be found under the appropriate headings.



Class of Situations

This course focuses on the class of situations *Working in an unskilled occupation*.

In a work context where job requirements are becoming ever more stringent, adults must properly carry out the tasks associated with the chosen unskilled occupation, such as producing goods and services in accordance with quality standards and correctly using work tools and equipment, in compliance with occupational health and safety rules. To improve their performance, they monitor how they carry out their work tasks by taking into account their needs and the expectations of the company that employs them.

The table below provides examples of work-related situations associated with this class of situations. These examples can be used to develop learning situations. Furthermore, since these situations are numerous and unpredictable, the teacher can refer to any pertinent real-life situation that is related to the class and adapted to adults' needs.

Class of Situations	Examples of Real-Life Situations ³⁸
Working in an unskilled occupation	• Working for a retail company • Working for a wholesale company • Working for a repair service • Working for a processing plant • Working in a sheltered workshop • Working for a company participating in a job re-entry program

³⁸ These examples may differ depending on the chosen occupation.

Categories of Actions

The *categories of actions* are groups of actions that are appropriate for dealing with the real-life situations in the course. The *examples of actions* listed in the table below illustrate the scope of the categories and serve as a guide in conducting the learning activities.

Categories of Actions	Examples of Actions ³⁹
Carrying out the tasks associated with the chosen unskilled occupation	- Unpacks products - Counts or weighs products - Puts products in containers, wraps them, bags them, etc. - Attaches labels to products or places them so that they are clearly visible on shelves, counters and displays - Uses lifting and handling equipment (hand truck, cart, etc.) - Cleans and disinfects counters and work surfaces - Collects carts left in the parking lot and stores them - Carries cases of empty bottles to the back of the store - Cleans up spills near cash registers or in the aisles (broken jars on the floor, overturned containers, etc.)
Monitoring how he/she carries out work tasks	- Consults his/her superior to find out his/her expectations regarding the cleaning and disinfection of counters and work surfaces - Checks to make sure that a colleague is satisfied with the way he/she has arranged merchandise on the shelves - Draws up an action plan to improve his/her ability to observe hygiene and sanitation standards in a grocery store

³⁹ These actions may differ depending on the chosen occupation.

Compulsory Elements and End-of-Course Outcomes

The teacher must take the compulsory elements into account when designing learning situations.

Class of Situations

Working in an unskilled occupation

Categories of Actions

- Carrying out the tasks associated with the chosen unskilled occupation
- Monitoring how he/she carries out work tasks

Operational Competencies

Acts methodically

- Pays attention to details and to the finishing touches needed to turn out a product or provide a service
- Checks the results of his/her work
- Cleans and tidies up his/her work area on a regular basis

Exercises critical and ethical judgment

- Identifies his/her strengths and limitations using an assessment form
- Distinguishes between fact and opinion
- Distinguishes between his/her perceptions and those of his/her superiors and colleagues
- Justifies the change he/she wants to make

Essential Knowledge⁴⁰

- | | |
|---|---|
| <ul style="list-style-type: none"> • Production of goods or services • Use of tools and equipment • Applying the company's health and safety rules | <ul style="list-style-type: none"> • Company's expectations regarding the way work tasks should be carried out • Change he/she wants to make with respect to carrying out work tasks • Action plan for carrying out work tasks |
|---|---|

⁴⁰ All of the compulsory essential knowledge is outlined under the heading *Essential Knowledge*.

The end-of-course outcomes describe how adults should use the compulsory elements to deal with the real-life situations addressed in the course.

End-of-Course Outcomes

To deal with the real-life situations in the class of situations *Working in an unskilled occupation*, adults carry out tasks that are particular to the chosen occupation (i.e. those identified by the teacher together with the host company). They also monitor the way in which they carry out their work tasks.

When adults carry out tasks that are specific to their chosen unskilled occupation, they produce goods or provide services by observing the steps involved; use appropriate work methods and techniques; pay attention to details and to the finishing touches needed to turn out a product or provide a service in a regular work context, as well as in situations involving a work overload or repetitive tasks; check that the result of their work is consistent with quality standards; use their tools and equipment correctly; observe usage and maintenance instructions; and regularly tidy up and clean their work area in accordance with the company's standards and practices regarding classification and storage. They take the necessary measures if they notice that a piece of equipment breaks down or malfunctions. They apply the company's health and safety rules. They wear the required protective equipment and use the appropriate security materials properly. To protect themselves and others, they take preventive measures and apply emergency procedures. They adopt safe postures and observe the company's hygiene and sanitation rules.

When monitoring how they carry out their work tasks, adults assess their strengths and limitations using an assessment form and by taking into account the company's expectations. They distinguish between fact and opinion, and between their perceptions and those of their superiors and colleagues. They set a clear and precise goal with respect to a change they want to make. They explain the extent to which this change is feasible and meaningful on a personal and occupational level, and estimate the time required to make this change. They draw up an action plan for achieving their goal. This plan will include the means for succeeding in this regard, the internal and external resources they can rely on, deadlines, pitfalls and obstacles they may encounter, alternative solutions and follow-up measures.

Evaluation Criteria

- Efficiently carries out tasks associated with the chosen unskilled occupation, as identified by the teacher together with the workplace supervisor
- Systematically monitors how he/she carries out work tasks

Note: The cooperation of the employer where the adult carries out his/her practicum is essential for evaluation purposes. This partnership can be organized in a variety of ways, but it is important to ensure effective lines of communication.

Operational Competencies

The contribution of each operational competency is described in terms of the actions that are appropriate for dealing with the real-life situations in this course. These operational competencies are addressed in other courses and therefore all of the courses taken together contribute to their development.

In this course, only the following operational competencies are addressed: *Acts methodically* and *Exercises critical and ethical judgment*.

Contribution of the operational competency *Acts methodically*

This competency involves the capacity to systematically develop, choose and use techniques and methods appropriate for dealing with work-related situations.

When carrying out tasks related to the chosen unskilled occupation, adults pay attention to details and to the finishing touches involved in turning out a product or providing a service, and check the results of their work. They tidy up and clean their work area on a regular basis.

Contribution of the operational competency *Exercises critical and ethical judgment*

This competency involves the capacity to question and assess the personal and social problems encountered in work-related situations according to the rules and principles of sound judgment.

When monitoring how they carry out their work tasks, adults assess their strengths and limitations using an assessment form. They distinguish between fact and opinion, and between their perceptions and those of their superiors and colleagues.

Essential Knowledge

Essential knowledge is organized into categories. All of the knowledge mentioned under this heading is compulsory, except for the information in parentheses that serves to clarify or define the scope of the knowledge in question.

Production of goods or services

- Steps in carrying out the tasks
- Work methods and techniques
- Quality standards
- Work context: routine, occasional or repetitive tasks; work overload

Use of tools and equipment

- Instructions for use and maintenance
- Standards and customary practices of the company regarding organization and storage
- Measures to be taken when equipment breaks down or does not work properly

Applying the company's health and safety rules

- Wearing required protective equipment and clothing
- Using safety equipment
- Preventive measures
- Emergency procedures
- Adopting safe work postures
- Compliance with hygiene and sanitation rules

Company's expectations regarding the way work tasks should be carried out

- Formal expectations (official rules)
- Informal expectations (unofficial rules)

Change he/she wants to make with respect to carrying out work tasks

- Determining the change he/she wants to make
- Clearly and precisely stated change that is feasible and meaningful on a personal and occupational level and that can be made within a specific time frame

Action plan for carrying out work tasks

- Ways of making the desired change
- Internal and external resources
- Schedules
- Possible pitfalls and obstacles
- Alternative solutions
- Follow-up measures (periodic review, logbook, discussions with a mentor, etc.)

Attitudes

The development of certain attitudes, particularly those described in the table below, is facilitated by drawing on certain elements of essential knowledge. These attitudes also help adult learners to better exercise the operational competencies and make it easier to deal with the class of situations in question. The attitudes in and of themselves are not evaluated; however, their development is an important aspect of the learning process.

Thoroughness	Open-mindedness
An attitude of thoroughness enables adults to employ the suggested steps, methods and work techniques in carrying out the tasks related to the chosen unskilled occupation. Connections between thoroughness and certain elements of essential knowledge This attitude can be addressed more specifically in learning situations that involve the following elements of essential knowledge: • Production of goods or services • Use of tools and equipment • Applying the company's health and safety rules • Company's expectations regarding the way work tasks should be carried out Connections between thoroughness and the operational competency <i>Acts methodically</i> This attitude can be addressed more specifically in learning situations that involve the development of this operational competency, notably with respect to the following actions: • Pays attention to details and to the finishing touches needed to turn out a product or provide a service • Checks the result of his/her work • Cleans and tidies up his/her work area on a regular basis	Adults who are open-minded consider different viewpoints and question their usual way of doing things. This attitude makes them more likely to thoroughly investigate and discover new outlooks when following up on the work they have done. Connections between open-mindedness and certain elements of essential knowledge This attitude can be addressed more specifically in learning situations that involve the following elements of essential knowledge: • Change he/she wants to make with respect to carrying out work tasks • Action plan for carrying out work tasks Connections between open-mindedness and the operational competency <i>Exercises critical and ethical judgment</i> This attitude can be addressed more specifically in learning situations that involve the development of this operational competency, notably with respect to the following actions: • Identifies his/her strengths and limitations using an assessment form • Distinguishes between fact and opinion • Distinguishes between his/her perceptions and those of his/her superiors and colleagues

Complementary Resources

The following resources are provided as suggestions only and consist of references that may be consulted in learning situations.

Social Resources	Material Resources
• Superiors • Colleagues • Practicum supervisors • Private sector companies • Government agencies • Community organizations	• Print or electronic documents on carrying out work tasks (user's manuals, magazines, books, Web sites, etc.) • <i>Directory of Semiskilled Trades</i>⁴¹ • Work tools and equipment • Safety equipment and materials • Assessment form on carrying out work tasks

⁴⁰ Québec, Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche, *Directory of Semiskilled Trades*, <http://www.meesr.gouv.qc.ca/sections/metiers/>, updated periodically.

Planning the Workplace Practicum*

The course *Training for an Unskilled Occupation* gives adults an opportunity to develop a set of specific vocational competencies that are simple yet varied and chosen in accordance with their interests and abilities. Thus, adults can use their practicum to develop specific competencies related to different semiskilled occupations in the same or different vocational training sectors. The goal is to give them an opportunity to acquire the competencies they need to work in an unskilled occupation.

The *Directory of Semiskilled Trades* is an essential tool for planning a workplace practicum because it contains information on the specific competencies particular to the various semiskilled occupations. In order to draw up the adult learner's training plan, the teacher must take into account the level of complexity of the competencies: for example, a level 2 competency requires adults to use more resources than a level 1 competency. Before the practicum, the adults could, with the help of their teacher, consult the directory to find the right match between their areas of interest and abilities and the specific competencies⁴² they wish to develop.

During the practicum, the supervision provided on the job is intended to help adults to develop the competencies in their training plan. For instance, one-on-one talks between the teacher and the adult learner could focus on what the adult has learned and what he/she still has to learn with reference to the training plan. This approach makes it easier to identify progress made and possible ways of applying learning in future situations, while giving the adult an opportunity to identify the difficulties encountered and to develop possible solutions.

The workplace supervisor should play a prominent role in helping the adults make progress in the practicum. This person should provide them with appropriate guidance by sharing his/her expertise regarding occupational practices related to the occupation in question. The supervisor's ability to serve as a role model, to guide the adult learners in the performance of work tasks and to explain the reasons behind each action will help them move beyond mere task repetition to monitor how they carry out their work tasks.

This guidance could not be properly provided without close cooperation between the teacher and workplace personnel. Scheduled meetings between the teacher and the workplace supervisor make it possible to check the quality of workplace activities and their compliance with the adult's training plan as well as the general conditions of the practicum.

Although the company is a partner in the development of certain competencies, responsibility for evaluation lies with the teacher. It is

* Adapted from: Québec, Ministère de l'Éducation, du Loisir et du Sport, *Work-Oriented Training Path: Guide to Organizing Practicums in the Workplace*, interim version, [n. d.].

⁴² Although the course *Training for an Unskilled Occupation* involves the development of simple competencies (level 1) associated with one or more semiskilled occupations, adults who are able to do so may develop one or more complex competencies (level 2).

up to the teacher to make the workplace supervisor aware of the observable indicators that best demonstrate the adult's development of the program competencies and to provide him/her with the necessary recording tools.

Meetings with the workplace supervisor are an opportunity to gather sufficient objective and pertinent information so that the teacher can make an informed judgment about each adult's level of competency development. This information is then shared with the adults in order to evaluate their performance and help them gain a better understanding of the quality of their achievements. This feedback session, in which the adults are active participants, also enables them

to monitor how they carry out their work tasks and to recognize their strengths and needs, as well as the steps necessary to achieve success.

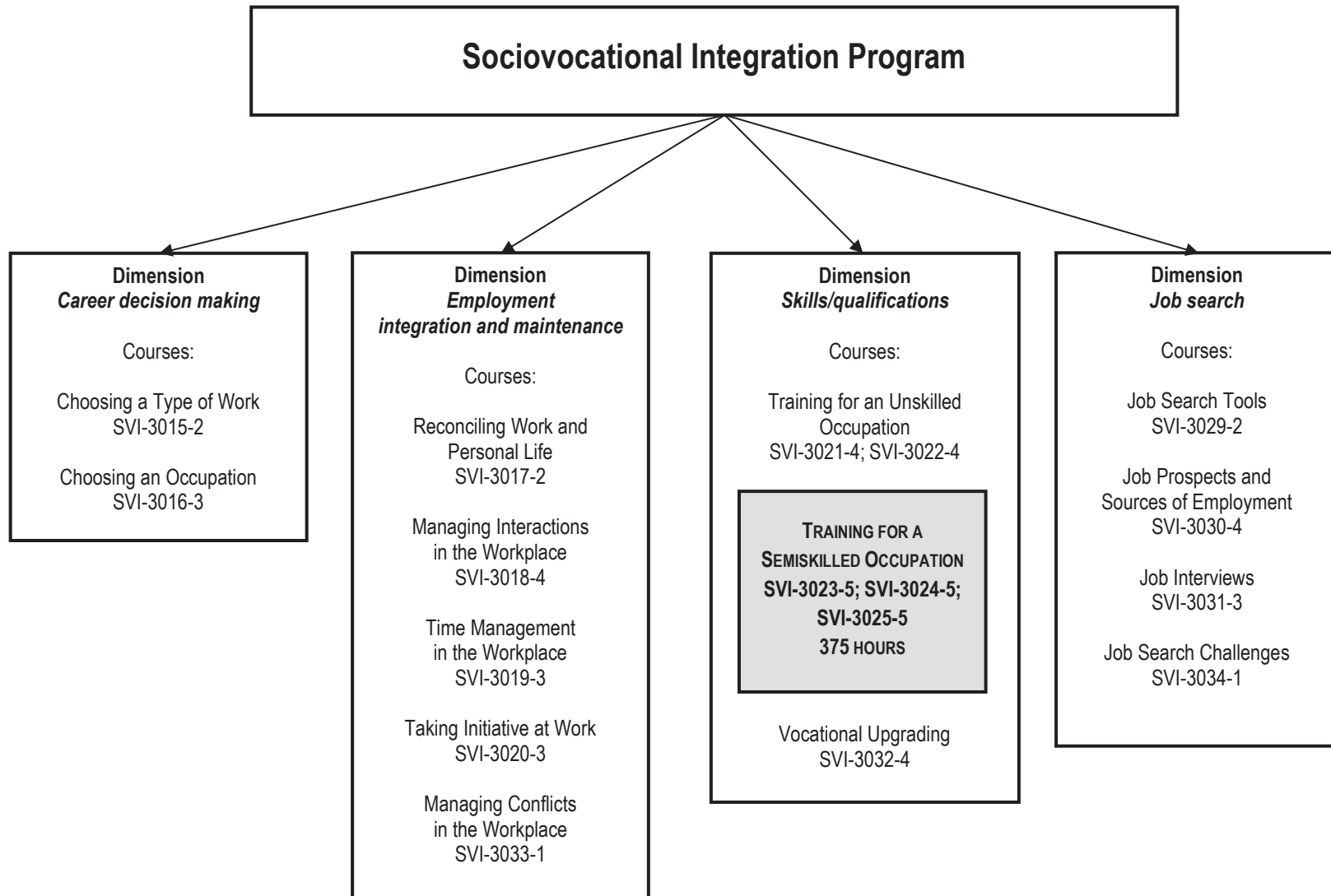
SVI-3023-5; SVI-3024-5; SVI-3025-5 Training for a Semiskilled Occupation

Secondary Cycle Two



Sociovocational Integration Program

Situating the Course *Training for a Semiskilled Occupation*



Introduction to the Course *Training for a Semiskilled Occupation*

The objective of the course *Training for a Semiskilled Occupation* is to enable adults to deal competently with real-life situations involved in working in a semiskilled occupation.

By the end of this course, adults will be able to carry out tasks related to a semiskilled occupation and monitor how they carry out these tasks.

In this course, adult learners develop the specific skills of their chosen occupation in an actual workplace. By carrying out a workplace practicum as part of this course, adults develop the skills they need to work in the chosen semiskilled occupation. The *Directory of Semiskilled Occupations*,⁴³ which is produced and kept up to date by the Ministère, provides a list of semiskilled occupations by vocational training sector. For each occupation, it lists specific skills, performance criteria and the related tasks.

Successful completion of this course is required to obtain the training certificate for a semiskilled occupation. A workplace practicum is essential to the development of the specific competencies associated with the chosen occupation.

⁴³ Québec, Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche, *Directory of Semiskilled Trades*, <http://www.meesr.gouv.qc.ca/sections/metiers/>, updated periodically.

Dealing With Work-Related Situations

Dealing effectively with work-related situations is based on actions. These actions are grouped into categories and draw on a set of resources that include operational competencies and essential knowledge. During the learning process, adults are expected to construct knowledge related to these resources in order to be able to deal appropriately with their real-life situations.

The class of situations, categories of actions, operational competencies and essential knowledge constitute the compulsory elements of the course. Details on these elements may be found under the appropriate headings.



Class of Situations

This course focuses on the class of situations *Working in a semiskilled occupation*.

In a work context where job requirements are becoming ever more stringent, adults must properly carry out the tasks associated with the chosen semiskilled occupation, such as producing goods and services in accordance with quality standards and correctly using work tools and equipment, in compliance with occupational health and safety rules. To improve their performance, they monitor how they carry out their work tasks by taking into account their needs and the expectations of the company that employs them.

The table below provides examples of work-related situations that pertain to this class of situations. In this course, the examples of work-related situations pertain to workplaces where there are semiskilled occupations. Moreover, since there are a great number and variety of workplaces, the teacher can plan a practicum in any other work setting that reflects the adults' interests and needs, while making sure that they are able to develop the specific competencies associated with their chosen occupation. To that end, the teacher can consult the *Directory of Semiskilled Trades* under the heading *Fields of Application*, which indicates the work settings where the chosen occupation is normally carried out.

Class of Situations	Exemples of Real-Life Situations ⁴⁴
Working in a semiskilled occupation	- Working as a butcher's helper in a butcher shop - Working as a butcher's helper in a neighborhood grocery store - Working as a butcher's helper in a supermarket

⁴⁴ These examples may differ depending on the chosen occupation.

Categories of Actions

The *categories of actions* are groups of actions that are appropriate for dealing with the real-life situations in the course. The *examples of actions* listed in the table below illustrate the scope of the categories for the occupation of *butcher's helper*.

Categories of Actions	Examples of Actions
Carrying out the tasks associated with the chosen semiskilled occupation	Actions for the occupation <i>butcher's helper</i> taken from the <i>Directory of Semiskilled Trades</i>⁴⁵ - Grinds meat - Tenderizes meat - Slices products - Greets customers - Directs customers toward the product requested - Provides information on butchery products
Monitoring how he/she carries out work tasks	Contextualized actions for the occupation <i>butcher's helper</i>⁴⁴ - Consults his/her superior to find out his/her expectations concerning the preparation of meats and butchery products - At the end of a shift, checks to make sure that a colleague is satisfied with the way work was shared at the butcher's counter - Develops an action plan for improving his/her ability to provide customer service

⁴⁵ These actions may differ depending on the chosen occupation.

Compulsory Elements and End-of-Course Outcomes

The teacher must take the compulsory elements into account when designing learning situations.

Class of Situations

Working in a semiskilled occupation

Categories of Actions

- Carrying out the tasks associated with the chosen semiskilled occupation
- Monitoring how he/she carries out work tasks

Operational Competencies

Acts methodically

- Pays attention to details and to the finishing touches involved in turning out a product or providing a service
- Checks the result of his/her work
- Tidies up and cleans his/her work area on a regular basis

Exercises critical and ethical judgment

- Identifies his/her strengths and limitations using an assessment form
- Distinguishes between fact and opinion
- Distinguishes between his/her perceptions and those of his/her superiors and colleagues
- Justifies the change he/she wants to make

Essential Knowledge⁴⁶

- Production of goods or services
- Use of tools and equipment
- Applying the company's health and safety rules
- Company's expectations regarding the way work tasks should be carried out
- Change he/she wants to make with respect to carrying out work tasks
- Action plan for carrying out work tasks

⁴⁶ All of the compulsory essential knowledge is outlined under the heading *Essential Knowledge*.

The end-of-course outcomes describe how adults should use the compulsory elements to deal with the real-life situations addressed in the course.

End-of-Course Outcomes

To deal with the real-life situations in the class of situations *Working in a semiskilled occupation*, adults carry out tasks that are particular to the chosen occupation, as set out in the *Directory of Semiskilled Trades*⁴⁷ produced by the Ministère. They also monitor how they carry out their work tasks.

When adults carry out tasks that are specific to their chosen semiskilled occupation, they produce goods or provide services by observing the steps involved; use appropriate work methods and techniques; pay attention to details and to the finishing touches needed to turn out a product or provide a service in a regular work context, as well as in situations involving a work overload or repetitive tasks; check that the result of their work is consistent with quality standards; use their tools and equipment correctly; observe usage and maintenance instructions; and regularly tidy up and clean their work area in accordance with the company's standards and practices regarding classification and storage. They take the necessary measures if they notice that a piece of equipment breaks down or malfunctions. They apply the company's health and safety rules. They wear the required protective equipment and use the appropriate security materials properly. To protect themselves and others, they take preventive measures and apply emergency procedures. They adopt safe postures and observe the company's hygiene and sanitation rules.

When monitoring how they carry out their work tasks, adults assess their strengths and limitations using an assessment form and by taking into account the company's expectations. They distinguish between fact and opinion and between their perceptions and those of their superiors and colleagues. They set a clear and precise goal with respect to a change they want to make. They explain the extent to which this change is feasible and meaningful on a personal and occupational level, and estimate the time required to make this change. They draw up an action plan for achieving their goal. This plan will include the means for succeeding in this regard, the internal and external resources they can rely on, deadlines, pitfalls and obstacles they may encounter, alternative solutions and follow-up measures.

⁴⁷ Québec, Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche, *Directory of Semiskilled Trades*, <http://www.meesr.gouv.qc.ca/sections/metiers/>, updated periodically.

Evaluation Criteria

- Efficiently carries out tasks associated with the chosen semiskilled occupation, as set out in the *Directory of Semiskilled Trades*
- Systematically monitors how he/she carries out work tasks

Note: The cooperation of the employer where the adult carries out his/her practicum is essential for evaluation purposes. This partnership can be organized in a variety of ways, but it is important to ensure effective lines of communication.

Operational Competencies

The contribution of each operational competency is described in terms of the actions that are appropriate for dealing with the real-life situations in this course. These operational competencies are addressed in other courses and therefore all of the courses taken together contribute to their development.

In this course, only the following operational competencies are addressed: *Acts methodically* and *Exercises critical and ethical judgment*.

Contribution of the operational competency *Acts methodically*

This competency involves the capacity to systematically develop, choose and use techniques and methods appropriate for dealing with work-related situations.

When carrying out tasks related to the chosen semiskilled occupation, adults pay attention to details and to the finishing touches involved in turning out a product or providing a service, and check the results of their work. They tidy up and clean their work area regularly.

Contribution of the operational competency *Exercises critical and ethical judgment*

This competency involves the capacity to question and assess the personal and social problems encountered in work-related situations according to the rules and principles of sound judgment.

When monitoring how they carry out their work tasks, adults assess their strengths and limitations using an assessment form. They distinguish between fact and opinion, and between their perceptions and those of their superiors and colleagues. They justify the change they want to make regarding their work tasks.

Essential Knowledge

Essential knowledge is organized into categories. All of the knowledge mentioned under this heading is compulsory, except for the information in parentheses that serves to clarify or define the scope of the knowledge in question.

Production of goods or services

- Steps in carrying out the tasks
- Work methods and techniques
- Quality standards
- Work context: routine, occasional or repetitive tasks; work overload

Use of tools and equipment

- Instructions for use and maintenance
- Standards and customary practices of the company regarding organization and storage
- Measures to be taken when equipment breaks down or does not work properly

Applying the company's health and safety rules

- Wearing required protective equipment and clothing
- Using safety equipment
- Preventive measures
- Emergency procedures
- Adopting safe work postures
- Compliance with hygiene and sanitation rules

Company's expectations regarding the way work tasks should be carried out

- Formal expectations (official rules)
- Informal expectations (unofficial rules)

Change he/she wants to make with respect to carrying out work tasks

- Determining the change he/she wants to make
- Clearly and precisely stated change that is feasible and meaningful on a personal and occupational level and that can be made within a specific time frame

Action plan for carrying out work tasks

- Ways of making the desired change
- Internal and external resources
- Schedules
- Possible pitfalls and obstacles
- Alternative solutions
- Follow-up measures (periodic review, logbook, discussions with a mentor, etc.)

Attitudes

The development of certain attitudes, particularly those described in the table below, is facilitated by drawing on certain elements of essential knowledge. These attitudes also help adult learners to better exercise the operational competencies and make it easier to deal with the class of situations in question. The attitudes in and of themselves are not evaluated; however, their development is an important aspect of the learning process.

Thoroughness	Open-Mindedness
An attitude of thoroughness enables adults to employ the suggested steps, methods and work techniques in carrying out the tasks related to the chosen semiskilled occupation. Connections between thoroughness and certain elements of essential knowledge This attitude can be addressed more specifically in learning situations that involve the following elements of essential knowledge: • Production of goods or services • Use of tools and equipment • Applying the company's health and safety rules • Company's expectations regarding the way work tasks should be carried out Connections between thoroughness and the operational competency <i>Acts methodically</i> This attitude can be addressed more specifically in learning situations that involve the development of this operational competency, notably with respect to the following actions: • Pays attention to details and to the finishing touches needed to turn out a product or provide a service • Checks the result of his/her work • Cleans and tidies up his/her workstation on a regular basis	Adults who are open-minded consider different viewpoints and question their usual way of doing things. This attitude makes them more likely to thoroughly investigate and discover new outlooks when following up on the work they have done. Connections between open-mindedness and certain elements of essential knowledge This attitude can be addressed more specifically in learning situations that involve the following elements of essential knowledge: • Change he/she wants to make with respect to carrying out work tasks • Action plan for carrying out work tasks Connections between open-mindedness and the operational competency <i>Exercises critical and ethical judgment</i> This attitude can be addressed more specifically in learning situations that involve the development of this operational competency, notably with respect to the following actions: • Identifies his/her strengths and limitations using an assessment form • Distinguishes between fact and opinion • Distinguishes between his/her perceptions and those of his/her superiors and colleagues

Complementary Resources

The following resources are provided as suggestions only and consist of references that may be consulted in learning situations.

Social Resources	Material Resources
• Superiors • Colleagues • Practicum supervisors • Private sector companies • Government agencies • Community organizations	• Print or electronic documents on carrying out work tasks (user's manuals, magazines, books, Web sites, etc.) • <i>Directory of Semiskilled Trades</i>⁴⁸ • Work tools and equipment • Safety equipment and materials • Assessment form on carrying out work tasks

⁴⁸ Québec, Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche, *Directory of Semiskilled Trades*, <http://www.meesr.gouv.qc.ca/sections/metiers/>, updated periodically.

Planning the Workplace Practicum*

Designed in accordance with adults learners' interests and abilities, a training plan is used to define the number and type of specific competencies that will be developed during a practicum. The *Directory of Semiskilled Trades* is essential to developing this training plan, as it contains information on the specific competencies particular to the various semiskilled occupations.

In the course *Training for a Semiskilled Occupation*, adults are encouraged to develop the compulsory competencies specific to the chosen semiskilled occupation. Depending on the company or organization, the adults may also be able to develop other, optional competencies. Before the practicum, the adults could, with the help of their teacher, consult the directory to find the right match between their areas of interest and abilities and the specific competencies they wish to develop.

During the practicum, the supervision provided on the job is intended to help adults to develop the competencies in their training plan. For instance, one-on-one talks between the teacher and the adult learner could focus on what the adult has learned and what he/she still has to learn with reference to the training plan.

This approach makes it easier to identify progress made and possible ways of applying learning in future situations, while giving the adult an opportunity to identify the difficulties encountered and to develop possible solutions.

* Adapted from: Québec, Ministère de l'Éducation, du Loisir et du Sport, *Work-Oriented Training Path: Guide to Organizing Practicums in the Workplace*, interim version, [n. d.].

The workplace supervisor should play a prominent role in helping the adults make progress in the practicum. This person should provide them with appropriate guidance by sharing his/her expertise regarding occupational practices related to the occupation in question. The supervisor's ability to serve as a role model, to guide the adult learners in the performance of work tasks and to explain the reasons behind each action will help them move beyond mere task repetition to monitor how they carry out their work tasks.

This guidance could not be properly provided without close cooperation between the teacher and workplace personnel. This ongoing interaction also makes it possible to check the quality of workplace activities and their compliance with the adult's training plan as well as the general conditions of the practicum.

Although the company is a partner in the development of certain competencies, responsibility for evaluation lies with the teacher. It is up to the teacher to make the workplace supervisor aware of the observable indicators that best demonstrate the adult's development of the program competencies and to provide him/her with the necessary recording tools.

Meetings with the workplace supervisor are an opportunity to gather sufficient objective and pertinent information so that the teacher can make an informed judgment about each adult's level of competency development. This information is then shared with the adults in order to evaluate their performance and help them gain a better understanding of the quality of their achievements. This feedback session, in which the adults are active participants, also enables them to monitor how they carry out their work tasks and to recognize their strengths and needs, as well as the steps necessary to achieve success.

SVI-3032-4

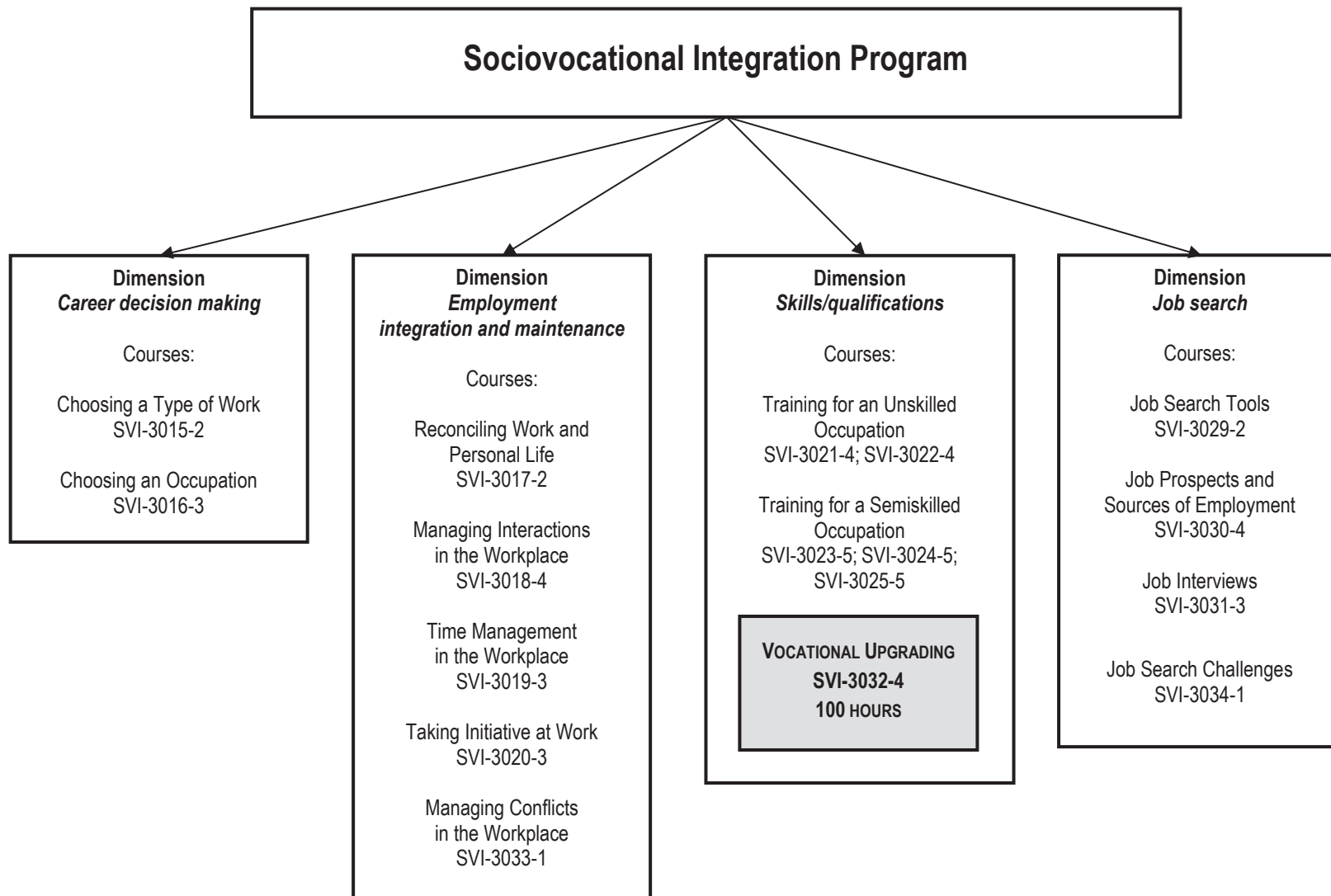
Vocational Upgrading

Secondary Cycle Two



Sociovocational Integration Program

Situating the Course *Vocational Upgrading*



Introduction to the Course *Vocational Upgrading*

The objective of the course *Vocational Upgrading* is to enable adults to deal competently with real-life situations pertaining to their occupational specialty with a view to ongoing improvement.

By the end of this course, adults will be able to determine their vocational development needs and implement their vocational development plan.

In this course, adults carry out a workplace practicum to determine the development needs related to their occupational specialty. They develop the vocational skills outlined in their training plan and apply what they have learned in carrying out work tasks.

Dealing With Work-Related Situations

Dealing effectively with work-related situations is based on actions. These actions are grouped into categories and draw on a set of resources that include operational competencies and essential knowledge. During the learning process, adults are expected to construct knowledge related to these resources in order to be able to deal appropriately with their real-life situations.

The class of situations, categories of actions, operational competencies and essential knowledge constitute the compulsory elements of the course. Details on these elements may be found under the appropriate headings.



Class of Situations

This course focuses on the class of situations *Working in one's occupational specialty*.

The globalization of markets and the rapid advancement of knowledge and technology require that adults constantly upgrade the vocational skills related to their occupational specialty. In order to maintain a job skill level that allows them to easily carry out the tasks related to their occupational specialty, adults must take ongoing responsibility for their learning and undertake a process of vocational development by taking into account their needs and the needs of the company where they wish to work.

The table below provides examples of work-related situations associated with this class of situations. In this course, the examples of work-related situations pertain to workplaces where adults can work in their occupational specialty. Moreover, since there are a great number and variety of workplaces, the teacher can plan a practicum in any other work setting that reflects the adults' interests and vocational development needs.

Class of Situations	Examples of Real-Life Situations ⁴⁹
Working in one's occupational specialty	• Working for a retail company • Working for a wholesale company • Working for a repair service • Working for a processing plant

⁴⁹ These examples may differ depending on the adult's occupational specialty.

Categories of Actions

The *categories of actions* are groups of actions that are appropriate for dealing with the real-life situations in the course. The *examples of actions* listed in the table below illustrate the scope of the categories for the occupation of *secretary*.

Categories of Actions	Examples of Actions for the Occupation of Secretary ⁵⁰
Determining his/her vocational development needs	- Consults his/her superior regarding his/her expectations concerning customer service - Checks to make sure that a colleague is satisfied with the creation of a new filing system - Identifies areas for improvement regarding his/her use of word processing software - Participates in a meeting to evaluate the customer service department
Implementing his/her vocational development plan	- Obtains information on a word-processing course - Finds an appropriate distance learning course to improve his/her language skills - Reads documentation on how to operate office equipment - Consults a colleague regarding the rules for writing up the minutes of a meeting - Observes a colleague's customer service approach at the reception desk - Gets help from a colleague in using the functions of a new software program - Applies what he/she has learned about a database software program to carry out work tasks

⁵⁰ These actions may differ depending on the adult's occupational specialty.

Compulsory Elements and End-of-Course Outcomes

The teacher must take the compulsory elements into account when designing learning situations.

Class of Situations

Working in one's occupational specialty

Categories of Actions

- Determining his/her vocational development needs
- Implementing his/her vocational development plan

Operational Competencies

Exercises critical and ethical judgment

- Identifies his/her strengths and limitations using an assessment form
- Distinguishes between fact and opinion
- Distinguishes between his/her perceptions and those of his/her superiors and colleagues
- Justifies his/her vocational development goal
- Evaluates the extent to which he/she is satisfied with each vocational development activity

Acts methodically

- Compares his/her actual performance with the expected performance level
- Follows the procedure
- Records progress made in his/her vocational development plan

Essential Knowledge⁵¹

- Company's expectations regarding the way work tasks should be carried out
- Vocational development goal
- Vocational development plan
- Conditions for a successful vocational development activity

⁵¹ All of the compulsory essential knowledge is outlined under the heading *Essential Knowledge*.

The end-of-course outcomes describe how adults should use the compulsory elements to deal with the real-life situations addressed in the course.

End-of-Course Outcomes

To deal with the real-life situations in the class of situations *Working in one's occupational specialty*, adults determine their development needs and implement their vocational development plan.

When determining their vocational development needs, adults assess their strengths and limitations using an assessment form and by taking into account the company's expectations regarding the performance of work tasks. In this regard, they compare their actual performance with the expected performance level. They distinguish between fact and opinion and between their perceptions and those of their superiors and colleagues. They set a clear and precise vocational development goal. They explain the extent to which this goal is feasible and meaningful on a personal and occupational level, and estimate the time required to achieve this goal. They draw up an action plan for achieving their vocational development goal. This plan describes the specific aspects of the vocational skills to be developed, the type of development activities that will meet these needs, the internal and external resources they can rely on, deadlines, pitfalls and obstacles they may encounter, as well as alternative solutions and follow-up measures.

When implementing their vocational development plan, adults follow the procedure that will enable them to receive the type of training they have chosen and draw on the relevant internal and external resources. In each case, they take into account the conditions for a successful development activity. They actively participate in the activities, attend them regularly and meet deadlines. As they carry out work tasks, they apply what they have learned. They record their progress in their development plan by making connections with the vocational skills to be developed. They evaluate the extent to which they are satisfied with each vocational development activity and revise their vocational development plan, if necessary.

Evaluation Criteria

- Systematically determines his/her vocational development needs
- Methodically implements his/her vocational development plan

Note: The cooperation of the employer where the adult carries out his/her practicum is essential for evaluation purposes. This partnership can be organized in a variety of ways, but it is important to ensure effective lines of communication.

Operational Competencies

The contribution of each operational competency is described in terms of the actions that are appropriate for dealing with the real-life situations in this course. These operational competencies are addressed in other courses and therefore all of the courses taken together contribute to their development.

In this course, only the following operational competencies are addressed: *Exercises critical and ethical judgment* and *Acts methodically*.

Contribution of the operational competency *Exercises critical and ethical judgment*

This competency involves the capacity to question and assess the personal and social problems encountered in work-related situations according to the rules and principles of sound judgment.

When determining their vocational development needs, adults assess their strengths and limitations using an assessment form. They distinguish between fact and opinion and between their perceptions and those of their superiors and colleagues. They justify their vocational development goal.

When implementing their vocational development plan, adults evaluate the extent to which they are satisfied with each development activity.

Contribution of the operational competency *Acts methodically*

This competency involves the capacity to systematically develop, choose and use techniques and methods appropriate for dealing with work-related situations.

When determining their vocational development needs, adults compare their actual performance with the performance level expected by the company.

When implementing their vocational development plan, adults follow the procedure and record the progress made in their plan.

Essential Knowledge

Essential knowledge is organized into categories. All of the knowledge mentioned under this heading is compulsory, except for the information in parentheses that serves to clarify or define the scope of the knowledge in question.

Company's expectations regarding the way work tasks should be carried out

- Formal expectations (official rules)
- Informal expectations (unofficial rules)

Vocational development goal

- Establishment of a vocational development goal
- Vocational development goal: clear, precise, feasible, meaningful on a personal and occupational level, and limited in time

Vocational development plan

- Vocational skills to be developed
- Types of vocational development (courses given in a school, distance learning, self-training courses given online, consulting with an expert or a resource person, self-teaching)
- Internal (needs, motivation, personal qualities, time) and external (educational institution, training manual, colleague, mentor) resources
- Schedules
- Possible pitfalls and obstacles
- Alternative solutions
- Follow-up measures (periodic review, logbook, discussions with a mentor, etc.)

Conditions for a successful vocational development activity

- Active participation
- Regular attendance
- Observance of deadlines
- Application of what was learned in carrying out his/her work tasks

Attitudes

The development of certain attitudes, particularly those described in the table below, is facilitated by drawing on certain elements of essential knowledge. These attitudes also help adult learners to better exercise the operational competencies and make it easier to deal with the class of situations in question. The attitudes in and of themselves are not evaluated; however, their development is an important aspect of the learning process.

Open-mindedness	Sense of responsibility
Adults who are open-minded consider different viewpoints and question their usual way of doing things. This attitude makes them more likely to thoroughly investigate and discover new outlooks when determining their vocational development needs. Connections between open-mindedness and certain elements of essential knowledge This attitude can be addressed more specifically in learning situations that involve the following elements of essential knowledge: • Vocational development goal • Vocational development plan Connections between open-mindedness and the operational competency <i>Exercises critical and ethical judgment</i> This attitude can be addressed more specifically in learning situations that involve the development of this operational competency, notably with respect to the following actions: • Identifies his/her strengths and limitations using an assessment form • Distinguishes between fact and opinion • Distinguishes between his/her perceptions and those of his/her superiors and colleagues	Adults who are responsible keep their commitments and assume the consequences of their decisions when implementing their vocational upgrading plan. Connections between a sense of responsibility and certain elements of essential knowledge This attitude can be addressed more specifically in learning situations that involve the following element of essential knowledge: • Conditions for a successful vocational development activity Connections between a sense of responsibility and the operational competency <i>Acts methodically</i> This attitude can be addressed more specifically in learning situations that involve the development of this operational competency, notably with respect to the following actions: • Follows the procedure • Records progress made in his/her vocational development plan

Complementary Resources

The following resources are provided as suggestions only and consist of references that may be consulted in learning situations.

Social Resources	Material Resources
• Superiors • Colleagues • Practicum supervisors • Private sector companies • Government agencies • Community organizations • Educational institutions	• National Occupation Classification • Academic and vocational software: <i>Repères</i> or other • Print or electronic documents on carrying out work tasks (user's manuals, magazines, books, Web sites, etc.) • Assessment form on work tasks

Planning the Workplace Practicum*

In the course *Vocational Upgrading*, adults have an opportunity to update the vocational skills specific to their occupational specialty. Academic and vocational information banks, dictionaries of trades and occupations, and the National Occupation Classification are examples of resources that can help adults plan their workplace practicum, as they contain information regarding the specific skills required for a multitude of trades and occupations. Before the practicum, the adults could, with the help of their teacher, consult these resources in order to draw up a list of the vocational skills they will need and to guide them in choosing a work setting. The first few weeks of the practicum will enable the adults to compare their performance with the expected performance and to more precisely draw up a vocational development plan that reflects their needs.

During the practicum, the supervision provided on the job is intended to help adults to develop the competencies in their training plan and to implement this plan to the extent that the host company permits. One-on-one talks between the teacher and the adult learner could focus on what the adult has learned and what he/she has still to learn with reference to the training plan. This approach makes it easier to identify progress made and possible ways of applying learning in future situations, while giving the adult an opportunity to identify the difficulties encountered and to develop possible solutions.

The workplace supervisor should play a prominent role in helping the adults make progress in the practicum. This person should provide them with appropriate guidance by sharing his/her expertise regarding occupational practices related to the occupation in

question. The supervisor's ability to serve as a role model, to guide the adult learners in the performance of work tasks and to explain the reasons behind each action will help them move beyond mere task repetition to monitor how they carry out their work tasks.

This guidance could not be properly provided without close cooperation between the teacher and workplace personnel. Scheduled meetings between the teacher and the workplace supervisor make it possible to precisely determine the adult's vocational development needs and to guide him/her in implementing his/her training plan. This ongoing interaction also makes it possible to check the quality of workplace activities and their compliance with the adult's training plan as well as the general conditions of the practicum.

Although the company is a partner in the development of certain competencies, responsibility for evaluation lies with the teacher. It is up to the teacher to make the workplace supervisor aware of the observable indicators that best demonstrate the student's development of the program competencies and to provide him/her with the necessary recording tools.

Meetings with the workplace supervisor are an opportunity to gather sufficient objective and pertinent information so that the teacher can make an informed judgment about each adult's level of competency development. This information is then shared with the adults in order to evaluate their performance and help them gain a better understanding of the quality of their achievements. This feedback session, in which the adults are active participants, also enables them to monitor how they carry out their work tasks and to recognize their strengths and needs, as well as the steps necessary to achieve success.

* Adapted from: Québec, Ministère de l'Éducation, du Loisir et du Sport, *Work-Oriented Training Path: Guide to Organizing Practicums in the Workplace*, interim version, [n. d.].

SVI-3029-2

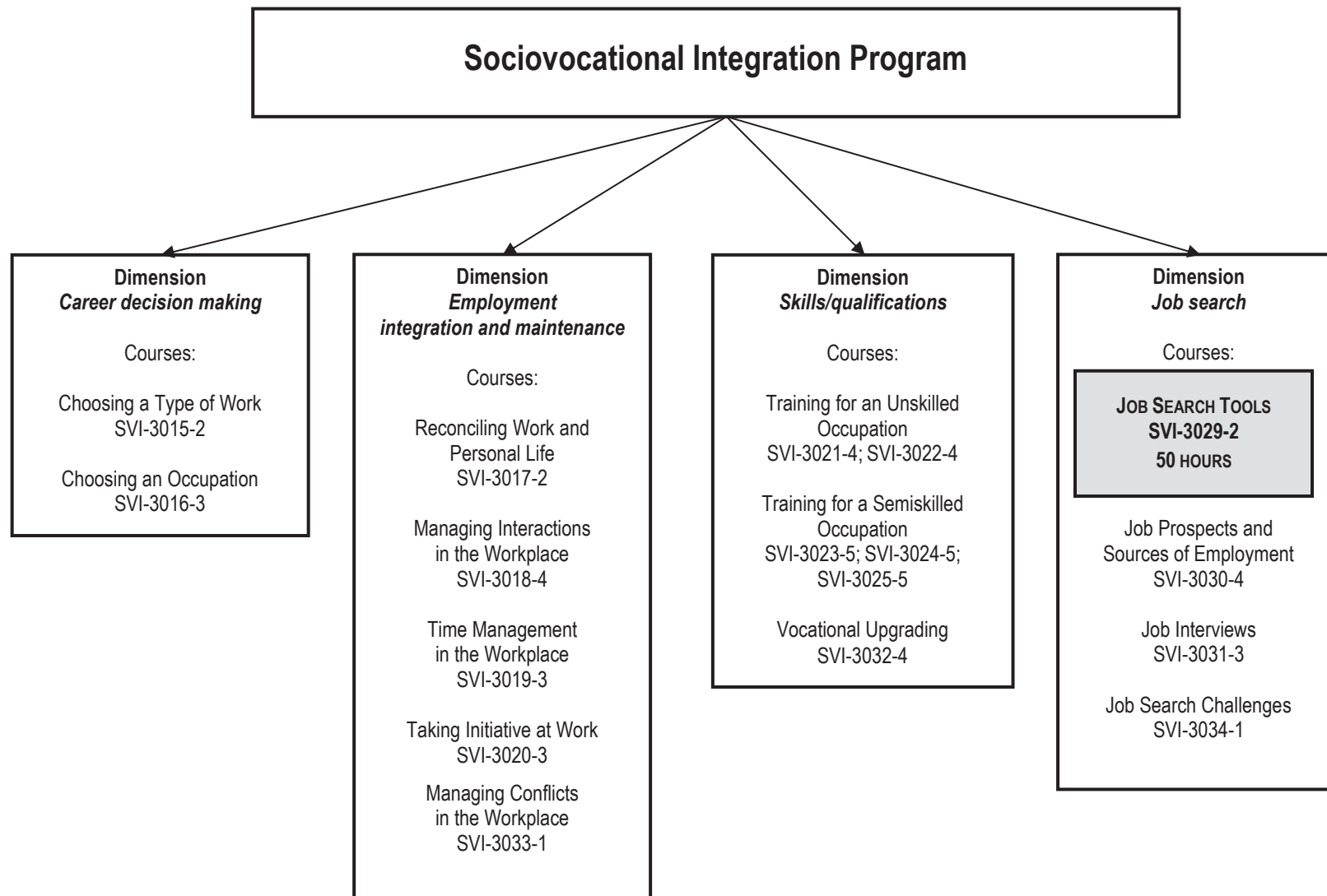
Job Search Tools

Secondary Cycle Two



Sociovocational Integration Program

Situating the Course *Job Search Tools*



Introduction to the Course *Job Search Tools*

The objective of the course *Job Search Tools* is to enable adults to deal competently with real-life situations that involve developing personalized job search tools.

By the end of this course, adults will be able to put together a personal job search folder, write letters and fill out job application forms.

Dealing With Work-Related Situations

Dealing effectively with work-related situations is based on actions. These actions are grouped into categories and draw on a set of resources that include operational competencies and essential knowledge. During the learning process, adults are expected to construct knowledge related to these resources in order to be able to deal appropriately with their real-life situations.

The class of situations, categories of actions, operational competencies and essential knowledge constitute the compulsory elements of the course. Details on these elements may be found under the appropriate headings.



Class of Situations

This course focuses on the class of situations *Developing personalized job search tools*.

When adults wish to offer their services to an employer, they use tools to convince the prospective employer of what they can bring to the company. Developing personalized job search tools that are adapted to the desired job and in accordance with the rules for writing and presenting related documents increases their chances of actually meeting with the prospective employer and getting a job interview.

The table below provides examples of work-related situations associated with this class of situations. These examples can be used to develop learning situations. Furthermore, since these situations are numerous and unpredictable, the teacher can refer to any pertinent real-life situation that is related to the class and adapted to adults' needs.

Class of Situations	Examples of Real-Life Situations
Developing personalized job search tools	• Responding to a job offer that requires experience • Responding to a job offer that requires training • Applying for a job that has not been officially posted • Applying for a job following a recommendation • Applying for a job through a company's Web site

Categories of Actions

The *categories of actions* are groups of actions that are appropriate for dealing with the real-life situations in the course. The *examples of actions* listed in the table below illustrate the scope of the categories and serve as a guide in conducting the learning activities.

Categories of Actions	Examples of Actions
Developing a personal job search folder	- Draws up a résumé for a job as a front desk clerk - Creates a business card for a job as a home care attendant - Gathers supporting documents when applying for a job as an activity leader
Writing letters and filling out job application forms	- Writes a letter of interest for a job as a forestry worker - Writes a letter of thanks after being interviewed for a job as a butcher's helper - Writes a follow-up letter following a telephone interview for a job as a school janitor - Fills out a job application for a job as a receptionist

Compulsory Elements and End-of-Course Outcomes

The teacher must take the compulsory elements into account when designing learning situations.

Class of Situations

Developing personalized job search tools

Categories of Actions

- Developing a personal job search folder
- Writing letters and filling out job application forms

Operational Competencies

Thinks logically

- Presents personal and occupational information in the appropriate sections of a résumé
- Selects the relevant supporting documents
- Chooses the appropriate type of letter
- Presents the relevant items of information in his/her résumé in the appropriate sections of a job application form

Communicates

- Observes the rules for writing documents
- Observes the rules for presenting documents

Essential Knowledge⁵²

- Characteristics of the desired job
- Writing a résumé
- Creating a business card
- Supporting documents for a personal job search folder
- Rules for writing a letter of interest
- Rules for writing a letter of thanks and a follow-up letter
- Characteristics of a job application form

⁵² All of the compulsory essential knowledge is outlined under the heading *Essential Knowledge*.

The end-of-course outcomes describe how adults should use the compulsory elements to deal with the real-life situations addressed in the course.

End-of-Course Outcomes

To deal with the real-life situations in the class of situations *Developing personalized job search tools*, adults put together a personal job search folder, write letters and fill out job application forms.

When putting together a personal job search folder, adults draw up a résumé by taking into account the characteristics of the desired job. They describe their personal and work experience under the appropriate headings depending on the résumé model they have chosen and observe the rules for writing and presenting documents. They create a business card by observing the rules for writing and presenting a business card. They select the relevant supporting documents (e.g. diplomas, transcripts, certificates and qualification cards) to be included in their personal job search folder.

When writing a letter of interest, a letter of thanks or a follow-up letter, adults take into account the characteristics of the desired job and choose the appropriate type of letter. They observe the rules for writing and presenting these types of documents. When they fill out a job application form, they take into account the characteristics of the form. They present the relevant elements of their résumé in the appropriate sections on the form and provide accurate information.

Evaluation Criteria

- Puts together a personal job search folder
- Writes letters and fills out job application forms correctly

Operational Competencies

The contribution of each operational competency is described in terms of the actions that are appropriate for dealing with the real-life situations in this course. These operational competencies are addressed in other courses and therefore all of the courses taken together contribute to their development.

In this course, only the following operational competencies are addressed: *Thinks logically* and *Communicates*.

Contribution of the operational competency *Thinks logically*

This competency involves the capacity to establish a rationale for thought and action in dealing with work-related situations.

When putting together a personal job search folder, adults present personal and occupational information in the appropriate sections of a résumé, and select the relevant supporting documents.

When writing letters, adults choose the appropriate type of letter, and when they fill out a job application form, they present the relevant elements of their résumé in the appropriate sections of a job application form.

Contribution of the operational competency *Communicates*

This competency involves the capacity to understand others and to make oneself understood when dealing with work-related situations.

When putting together a personal job search folder, adults observe the rules for writing and presenting a résumé and a business card.

When writing a letter of interest, a letter of thanks or a follow-up letter, adults observe the rules for writing and presenting these types of documents.

Essential Knowledge

Essential knowledge is organized into categories. All of the knowledge mentioned under this heading is compulsory, except for the information in parentheses that serves to clarify or define the scope of the knowledge in question.

Characteristics of the desired job

- Tasks
- Working conditions
- Selection criteria
- Type of company

Writing a résumé

- Types of résumés (functional, targeted, chronological, combination)
- Headings
- Rules for writing well
- Rules for presenting a document

Creating a business card

- Rules for writing a business card
- Rules for designing a business card

Supporting documents for a personal job search folder

- Diploma or certificate
- Transcript
- Attestation
- Qualification card
- Evaluation of performance during a practicum or on the job
- Letter of recommendation
- Examples of significant work-related achievements

Rules for writing a letter of interest

- Types of letters (unsolicited application, answering an ad, application based on a recommendation or privileged information, request for a workplace practicum)
- Rules for writing well
- Rules for presenting a document

Rules for writing a letter of thanks and a follow-up letter

- Types of letters (following a job interview, an information interview, a telephone interview or a workplace practicum)
- Rules for writing well
- Rules for presenting a document

Characteristics of a job application form

- Types of forms (print or electronic)
- Headings
- Relevant information

Attitudes

The development of certain attitudes, particularly those described in the table below, is facilitated by drawing on certain elements of essential knowledge. These attitudes also help adult learners to better exercise the operational competencies and make it easier to deal with the class of situations in question. The attitudes in and of themselves are not evaluated; however, their development is an important aspect of the learning process.

Meticulousness	
Adults who are meticulous are concerned with the quality of their work. They pay attention to detail and make sure they provide accurate, relevant and complete information when they put together their personal job search folder, write letters and fill out job application forms. Connections between meticulousness and certain elements of essential knowledge This attitude can be addressed more specifically in learning situations that involve the following elements of essential knowledge: • Writing a résumé • Creating a business card • Rules for writing a letter of interest • Rules for writing a letter of thanks and a follow-up letter • Characteristics of a job application form	Connections between meticulousness and the operational competency <i>Thinks logically</i> This attitude can be addressed more specifically in learning situations that involve the development of this operational competency, notably with respect to the following actions: • Presents personal and occupational information in the appropriate sections of a résumé • Selects the relevant supporting documents • Chooses the appropriate type of letter • Presents the relevant items of information in his/her résumé in the appropriate sections of a job application form Connections between meticulousness and the operational competency <i>Communicates</i> This attitude can be addressed more specifically in learning situations that involve the development of this operational competency, notably with respect to the following actions: • Observes the rules for writing a document • Observes the rules for presenting a document

Complementary Resources

The following resources are provided as suggestions only and consist of references that may be consulted in learning situations.

Social Resources	Material Resources
• Network of personal and work-related contacts	• Print and electronic documents on job searches (magazines, books, newspapers, Web sites, etc.)

Learning Situation

The following learning situation is provided as an example to show teachers how the principles of the education reform can be applied in the classroom.

It is authentic in the sense that it addresses a real-life situation (taken from the class of situations in the course) that adults may find themselves in. It is sufficiently open and comprehensive to allow adult learners to explore several important aspects related to dealing with this real-life situation.

The examples of actions presented in the course help the teacher to identify those actions that an adult would take to deal with the real-life situation. The teacher can then refer to these examples in order to develop appropriate learning activities.

The learning situation is organized in terms of the three steps of the teaching-learning process, which are as follows:

- planning learning
- actual learning
- integrating and reinvesting learning

These steps highlight the principles of the education reform insofar as they encourage adults to be active, to reflect on their learning and to interact with their peers when the learning context is suitable. They include learning activities and may also include evaluation activities intended to support adults in the learning process.

These activities help learners to construct knowledge related to the compulsory elements of the course that are targeted by the learning situation concerned: one or more categories of actions, essential knowledge and the actions of the operational competencies associated with the categories of actions.

The example provided also refers to certain teaching strategies—instructional methods and techniques—that can be selected according to the learners, the context and the learning environment. Certain learning strategies may also be suggested, as well as a variety of material and social resources.

Example of a Learning Situation

Title: *The job application form*

Problem addressed in the learning situation:

- Filling out a job application form

Instructional methods:

- Interactive presentation
- Exercise in pairs
- Individual exercise
- Class discussion

Expected work:

- Completed job application form

Approximate time allotted: 3 hours 15 minutes

- Presentation of the learning situation and instructions: 30 minutes
- Interactive presentation: 1 hour
- Exercise in pairs: 45 minutes
- Filling out a job application form: 45 minutes
- Class discussion: 15 minutes

Example of a Learning Situation (*cont.*)

Planning learning

- The teacher presents the learning situation:

Over the next few days, obtain a job application form from a company that could offer you a job corresponding to your interests. You must fill out this form in accordance with the rules for writing and presenting a document.

- The teacher sets a deadline for obtaining the form and makes sure that all the adults understand what they are being asked to do and that they are motivated to carry out the activity.

Actual learning

- The teacher leads an interactive presentation on the characteristics of a job application form. He/she presents examples of printed and electronic forms, reviews the different sections of the form, points out the purpose of each section, explains the instructions for providing the appropriate information and hands out a checklist.
- The teacher asks the adults to form teams of two and hands out a completed job application form. The adults must find the mistakes in the form, using the checklist.

- The teacher asks the class to reconvene to compare their answers and then presents the correction key for the activity, providing any necessary clarifications.
- The teacher makes sure that all the adults have obtained a job application form and asks them to complete it by presenting the relevant items of information in their résumé in the appropriate sections of the form and by referring to the checklist. Throughout the activity, he/she guides the adults, providing them with feedback and suggesting possible improvements.

Integrating and reinvesting learning

Class discussion:

Did you learn anything new about job application forms? Did you experience any specific difficulties when you filled out your form and how did you overcome them? In the future, do you intend to use the checklist to complete a job application form?

Elements of the Course Addressed by the Learning Situation

Class of Situations	
Developing personalized job search tools	
Learning Situation	
<i>The job application form</i>	
Category of Actions	
Writing letters and filling out job application forms	
Operational Competency	Essential Knowledge
Thinks logically Presents the relevant items of information in his/her résumé in the appropriate sections of a job application form	Characteristics of a job application form - Types of forms (print or electronic) - Headings - Relevant information
Attitude	Complementary Resources
Meticulousness	Print and electronic documents on job searches (summary of the rules for completing and presenting a job application form and the checklist)

SVI-3030-4

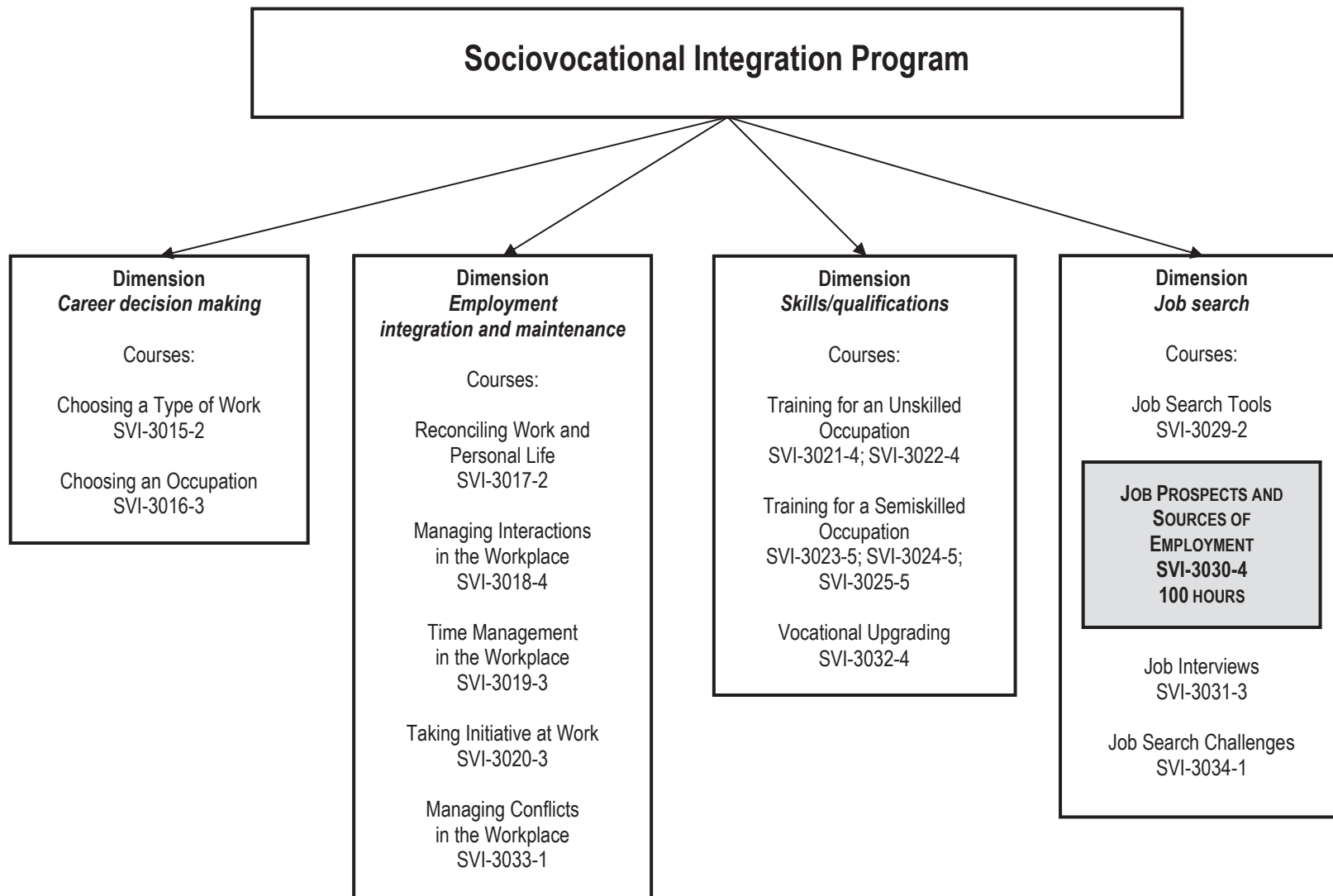
Job Prospects and Sources of Employment

Secondary Cycle Two



Sociovocational Integration Program

Situating the Course *Job Prospects and Sources of Employment*



Introduction to the Course Job Prospects and Sources of Employment

The objective of the course *Job Prospects and Sources of Employment* is to enable adults to deal competently with real-life situations that involve making the most of job prospects and sources of employment.

By the end of this course, adults will be able to target potential employers, offer their services and follow up on their initiatives.

Dealing With Work-Related Situations

Dealing effectively with work-related situations is based on actions. These actions are grouped into categories and draw on a set of resources that include operational competencies and essential knowledge. During the learning process, adults are expected to construct knowledge related to these resources in order to be able to deal appropriately with their real-life situations.

The class of situations, categories of actions, operational competencies and essential knowledge constitute the compulsory elements of the course. Details on these elements may be found under the appropriate headings.



Class of Situations

This course focuses on the class of situations *Making the most of job prospects and sources of employment*.

To conduct a more effective job search, adults must make the most of different prospects and sources of information to find out about posted jobs and jobs that have not been officially posted. Reading magazines and newspapers, consulting job banks, going to job fairs and networking are examples of different ways that adults can make themselves more visible in the job market and discover interesting job possibilities.

The table below provides examples of work-related situations associated with this class of situations. These examples can be used to develop learning situations. Furthermore, since these situations are numerous and unpredictable, the teacher can refer to any pertinent real-life situation that is related to the class and adapted to adults' needs.

Class of Situations	Examples of Real-Life Situations
Making the most of job prospects and sources of employment	- Looking for a job as a warehouse clerk - Looking for a job as a hardware store clerk - Looking for a job as a stock keeper - Looking for a job as a general helper in a grocery store - Looking for a job as a cook's helper - Looking for a job as a secretary

Categories of Actions

The *categories of actions* are groups of actions that are appropriate for dealing with the real-life situations in the course. The *examples of actions* listed in the table below illustrate the scope of the categories and serve as a guide in conducting the learning activities.

Categories of Actions	Examples of Actions
Targeting potential employers	- Identifies potential employers in the sales and service sector, using a directory of companies - Contacts a friend to find out if there are any job possibilities where he/she works - Consults an online job bank - Reads the local newspaper to find out about job prospects in his/her region - Finds a mentor to develop his/her network of personal and work-related contacts
Offering his/her services to potential employers	- Offers his/her services in person for a job in a clothing store - Offers his/her services by e-mail for a job in a large company - Offers his/her services by telephone for a job in a remote area - Offers his/her services to an employer based on a recommendation from his/her practicum supervisor
Following up with an employer to whom he/she has offered his/her services	- Follows up with an employer through regular mail after initially contacting him/her by telephone - Makes a follow-up call to an employer after mailing a letter and résumé offering his/her services - Follows up with an employer in person after an initial meeting - Makes a note of the results in his/her job search activity calendar after telephoning to ask for a job

Compulsory Elements and End-of-Course Outcomes

The teacher must take the compulsory elements into account when designing learning situations.

Class of Situations

Making the most of job prospects and sources of employment

Categories of Actions

- Targeting potential employers
- Offering his/her services to potential employers
- Following up with an employer to whom he/she has offered his/her services

Operational Competencies

Acts methodically

- Adopts a routine for exploring possible job prospects and sources of employment
- Records information
- Regularly updates his/her job search activities calendar

Communicates

- Observes social rules and conventions
- Adapts his/her language to his/her audience and the context
- Conveys complete, relevant, clear and concise information

Essential Knowledge⁵³

- | | |
|--|--|
| • Visible market versus hidden market | • Factors to be considered in offering one's services |
| • Process for targeting potential employers | • Ways of submitting an offer of services |
| • Network of contacts | • Information to include in an offer of services |
| • Ways of developing a network of personal and work-related contacts | • Factors to be considered in following up with a potential employer |
| • Exploring job prospects and sources of employment | • Ways of following up on the offer of services |
| • Sections in a job search activities calendar | • Follow-up techniques |

⁵³ All of the compulsory essential knowledge is outlined under the heading *Essential Knowledge*.

The end-of-course outcomes describe how adults should use the compulsory elements to deal with the real-life situations addressed in the course.

End-of-Course Outcomes

To deal with the real-life situations in the class of situations *Making the most of job prospects and sources of employment*, adults target potential employers, offer their services to potential employers and follow up with them.

When targeting potential employers, adults take into account the characteristics of the visible market and the hidden market. They gather information on activity sectors related to the desired job: regulations, requirements, job outlook and related businesses. They determine the most important activity sectors by taking into account the information they have gathered and their work-related resources. They draw up a list of people in their network of personal and work-related contacts and try to expand this network. Adults also draw up a list of potential employers. They adopt a routine for exploring job prospects and sources of employment (e.g. consulting magazines, newspapers, company newsletters, company directories, job banks, specialized Web sites, job fairs, network of personal and work-related contacts). They record information in the appropriate sections of their job search activities calendar: names of companies, titles of desired jobs and, if possible, the name of the contact person in the company.

When offering their services to potential employers, adults consider different factors in order to adapt their offer to a specific company: their abilities, financial resources, mobility and availability; the characteristics of the job offer and the company as well as the employer's availability. They offer their services using appropriate methods and techniques (regular mail, e-mail, fax, telephone, or in person). They make sure they introduce themselves properly and specify the job they wish to apply for. They briefly describe their experience and competencies and mention that they would be available for an interview. They observe social rules and conventions and adapt their language to the person they are speaking with and to the context. They provide complete, relevant, clear and concise information. If necessary, they use the relevant personalized job search tools.

When following up with employers to whom they have offered their services, adults consider different factors in adapting follow-up techniques: their abilities, financial resources, mobility and availability; the characteristics of the company, the employer's availability and the result of their offer of services. They follow up with the employer using appropriate methods and techniques (regular mail, e-mail, fax, telephone, or in person). They keep abreast of new developments regarding the company's intention to hire new staff and reiterate their interest and availability for the job in question. They observe social rules and conventions, and adapt their language to the person to whom they are speaking and to the context. They provide complete, relevant, clear and concise information. If necessary, they use the relevant personalized job search tools. They regularly update their job search activities calendar by indicating the action they have taken, the results they have obtained and the follow-up measures to be taken.

Evaluation Criteria

- Methodically targets potential employers
- Offers services adapted to the needs of potential employers
- Systematically follows up with employers to whom he/she has offered his/her services

Operational Competencies

The contribution of each operational competency is described in terms of the actions that are appropriate for dealing with the real-life situations in this course. These operational competencies are addressed in other courses and therefore all of the courses taken together contribute to their development.

In this course, only the following operational competencies are addressed: *Acts methodically* and *Communicates*.

Contribution of the operational competency *Acts methodically*

This competency involves the capacity to systematically develop, choose and use techniques and methods appropriate for dealing with work-related situations.

When targeting potential employers, adults adopt a routine for exploring job prospects and sources of employment, and they record the information in this regard.

When following up with employers to whom they have offered their services, adults regularly update their job search activities calendar.

Contribution of the operational competency *Communicates*

This competency is defined as the capacity to understand others and to make oneself understood when dealing with work-related situations.

When offering their services to potential employers and following up with them, adults observe social rules and conventions, adapt their language to the person they are speaking with and to the context, and provide complete, relevant, clear and concise information.

Essential Knowledge

Essential knowledge is organized into categories. All of the knowledge mentioned under this heading is compulsory, except for the information in parentheses that serves to clarify or define the scope of the knowledge in question.

Visible market versus hidden market

- Characteristics of the visible market
- Characteristics of the hidden market

Process for targeting potential employers

- Gathering information on the activity sectors related to the desired job (regulations, requirements, job outlook and related businesses)
- Determining the most important activity sectors by taking into account the information they have gathered and their work-related resources
- Drawing up a list of people in their network of personal and work-related contacts
- Drawing up a list of potential employers

Network of contacts

- Personal contacts (parents, friends, acquaintances)
- Work-related contacts (employers, colleagues, mentors, members of a professional association)

Ways of developing a network of personal and work-related contacts

- Mentoring
- Information meetings with employers or people working in the occupation in question
- Volunteer work

- Workplace practicum
- Participating in activities (career days, conferences, conventions, visits to companies)
- Membership in a professional association
- Making new contacts in the course of daily activities

Exploring job prospects and sources of employment

- Magazines, newspapers
- Company newsletters
- Telephone books and company directories
- Job banks
- Specialized Web sites
- Job fairs
- Network of personal and work-related contacts

Sections in a job search activities calendar

- Company name
- Desired job
- Contact person
- Action taken
- Results
- Follow-up measures

Essential Knowledge (*cont.*)

Factors to be considered in offering one's services

- Abilities
- Financial resources
- Mobility
- Availability
- Characteristics of the job offer
- Employer's characteristics
- Employer's availability

Ways of submitting an offer of services

- By regular mail, e-mail or fax
- By telephone
- In person

Information to include in an offer of services

- Personal introduction
- Desired job
- Brief description of experience and competencies
- Availability for an interview
- Personalized job search tools or other relevant items (letter of interest, job application form, résumé, occupational portfolio, wage subsidy)

Factors to be considered in following up with a potential employer

- Abilities
- Financial resources
- Mobility
- Availability
- Characteristics of the company
- Employer's availability
- Result of the offer of services

Ways of following up on the offer of services

- By regular mail, e-mail or fax
- By telephone
- In person

Follow-up techniques

- Keeping abreast of new developments regarding hiring
- Reiteration of his/her interest in the job and availability
- Personalized job search tools (business card, letter of interest, job application form, résumé)

Attitudes

The development of certain attitudes, particularly those described in the table below, is facilitated by drawing on certain elements of essential knowledge. These attitudes also help adult learners to better exercise the operational competencies and make it easier to deal with the class of situations in question. The attitudes in and of themselves are not evaluated; however, their development is an important aspect of the learning process.

Perseverance	Self-confidence
Adults who persevere keep looking for work in spite of the obstacles they encounter and the difficulties they experience when targeting potential employers. Connections between perseverance and certain elements of essential knowledge This attitude can be addressed more specifically in learning situations that involve the following elements of essential knowledge: • Process for targeting potential employers • Ways of developing a network of personal and work-related contacts • Exploring job prospects and sources of employment Connections between perseverance and the operational competency <i>Acts methodically</i> This attitude can be addressed more specifically in learning situations that involve the development of this operational competency, notably with respect to the following actions: • Adopts a routine for exploring possible job prospects and sources of employment	Self-confident adults believe in their own potential and are proactive. They overcome their fears and make the most of their talents and strengths when offering their services to potential employers and following up with them. Connections between self-confidence and certain elements of essential knowledge This attitude can be addressed more specifically in learning situations that involve the following elements of essential knowledge: • Information to include in an offer of services • Follow-up techniques Connections between self-confidence and the operational competency <i>Communicates</i> This attitude can be addressed more specifically in learning situations that involve the development of this operational competency, notably with respect to the following actions: • Observes social rules and conventions • Adapts his/her language to his/her audience and the context • Conveys complete, relevant, clear and concise information

Complementary Resources

The following resources are provided as suggestions only and consist of references that may be consulted in learning situations.

Social Resources	Material Resources
• Network of personal and work-related contacts • Private sector companies • Government agencies • Community organizations	• Print and electronic documents on job searches and the labour market (magazines, books, newspapers, Web sites, etc.) • Personalized job search tools (business cards, letter of interest, job application form, résumé, etc.) • Traditional or electronic communication instruments (electronic mail, telephone, fax, etc.) • Means of transportation

Learning Situation

The following learning situation is provided as an example to show teachers how the principles of the education reform can be applied in the classroom.

It is authentic in the sense that it addresses a real-life situation (taken from the class of situations in the course) that adults may find themselves in. It is sufficiently open and comprehensive to allow adult learners to explore several important aspects related to dealing with this real-life situation.

The examples of actions presented in the course help the teacher to identify those actions that an adult would take to deal with the real-life situation. The teacher can then refer to these examples in order to develop appropriate learning activities.

The learning situation is organized in terms of the three steps of the teaching-learning process, which are as follows:

- planning learning
- actual learning
- integrating and reinvesting learning

These steps highlight the principles of the education reform insofar as they encourage adults to be active, to reflect on their learning and to interact with their peers when the learning context is suitable. They include learning activities and may also include evaluation activities intended to support adults in the learning process.

These activities help learners to construct knowledge related to the compulsory elements of the course that are targeted by the learning situation concerned: one or more categories of actions, essential knowledge and the actions of the operational competencies associated with the categories of actions.

The example provided also refers to certain teaching strategies—instructional methods and techniques—that can be selected according to the learners, the context and the learning environment. Certain learning strategies may also be suggested, as well as a variety of material and social resources.

Example of a Learning Situation

Title: *The local newspaper*

Problem addressed in the learning situation:

- Consulting newspapers on a regular basis to find information on activity sectors related to the job in question

Instructional methods:

- Interactive presentation
- Exercise in pairs
- Oral presentation
- Class discussion

Expected work:

- Summary of newspaper articles and oral presentation to the class

Approximate time allotted: 6 hours for a class of 14 adults

- Presentation of the learning situation and instructions: 30 minutes
- Interactive presentation: 45 minutes
- Exercise in pairs: 1 hour
- Presentation of the summary of newspaper articles: 15 minutes per adult, one adult per day
- Class discussion: 15 minutes

Example of a Learning Situation (cont.)

Planning learning:

- The teacher presents the learning situation:

Each of you will take turns reading the newspaper and summarizing the news related to the labour market so that you can all obtain information about the activity sectors pertaining to your desired job (regulations, requirements, job outlook and related companies). You will be required to present your summary to the class. At this time, you can also talk about the jobs posted in the career section of the newspaper.

The teacher works with the adults to schedule the presentations and make sure that all the adults understand what they are being asked to do and that they have access to the local newspaper.

Actual learning

- The teacher asks the adults to select and summarize newspaper articles related to the labour market. He/she leads an interactive presentation on using a reading guide designed for this activity. This guide consists of a list of questions to be asked in looking for relevant articles and a list of key words to look for. For example:
 - *Does the article deal with regulations related to an activity sector (key words to look for: bill, decree, collective agreement, etc.)?*
 - *Does the article deal with the requirements related to an activity sector (key words to look for: qualification, training, qualification card, working conditions, etc.)?*
 - *Does the article deal with the job outlook in an activity sector (key words to look for: job creation, subsidies, labour shortage, etc.)?*
- *Does the article provide information about a company (key words to look for: new factory to be built or to be opened, expansion, merger, marketing of a new product, etc.)?*
- The teacher then asks the adults to form teams of two, hands out a copy of the local newspaper and gives them the following instructions:
 - *Forget about the sports and entertainment sections.*
 - *Look for news related to the labour market.*
 - *Look at the headline, read the first paragraph in order to get a quick idea of what the article is about; if the article seems relevant, keep reading it and answer the questions in the reading guide to see if it is an appropriate article.*
 - *Highlight the main ideas to make it easier to summarize the articles you have selected. If necessary, refer to the key words indicated in the reading guide.*
 - *Complete the exercise by summarizing your article for your teammate. Take the time to discuss the relevance of the information in the article and the jobs that could result from the developments reported in the newspaper.*

- Throughout this exercise, the teacher helps the adults summarize what they have read in the newspaper.
- According to the pre-established schedule, each adult prepares his/her summary of the newspaper articles and presents it to the class. He/she also talks about the jobs posted in the career section of the newspaper. After each presentation, the teacher leads a discussion by eliciting reactions and emphasizing the important events in the news.

Integrating and reinvesting learning

Class discussion:

Is it useful to read the newspaper every day to gather information on activity sectors related to the job you want? Did you discover job possibilities? Is it hard to find relevant articles? If so, why? In the future, do you intend to read the local newspaper on a regular basis when looking for a job?

Elements of the Course Addressed by the Learning Situation

Class of Situations	
Making the most of job prospects and sources of employment	
Learning Situation	
<i>The local newspaper</i>	
Category of Actions	
Targeting potential employers	
Operational Competency	Essential Knowledge
Acts methodically Adopts a routine for exploring possible job prospects and sources of employment	Process for targeting potential employers - Gathering information on the activity sectors related to the desired job (regulations, requirements, job outlook and related businesses) Exploring job prospects and sources of employment - Newspapers
Attitude	Complementary Resources
Perseverance	Print and electronic documents on job searches and the labour market (local newspaper)

SVI-3031-3

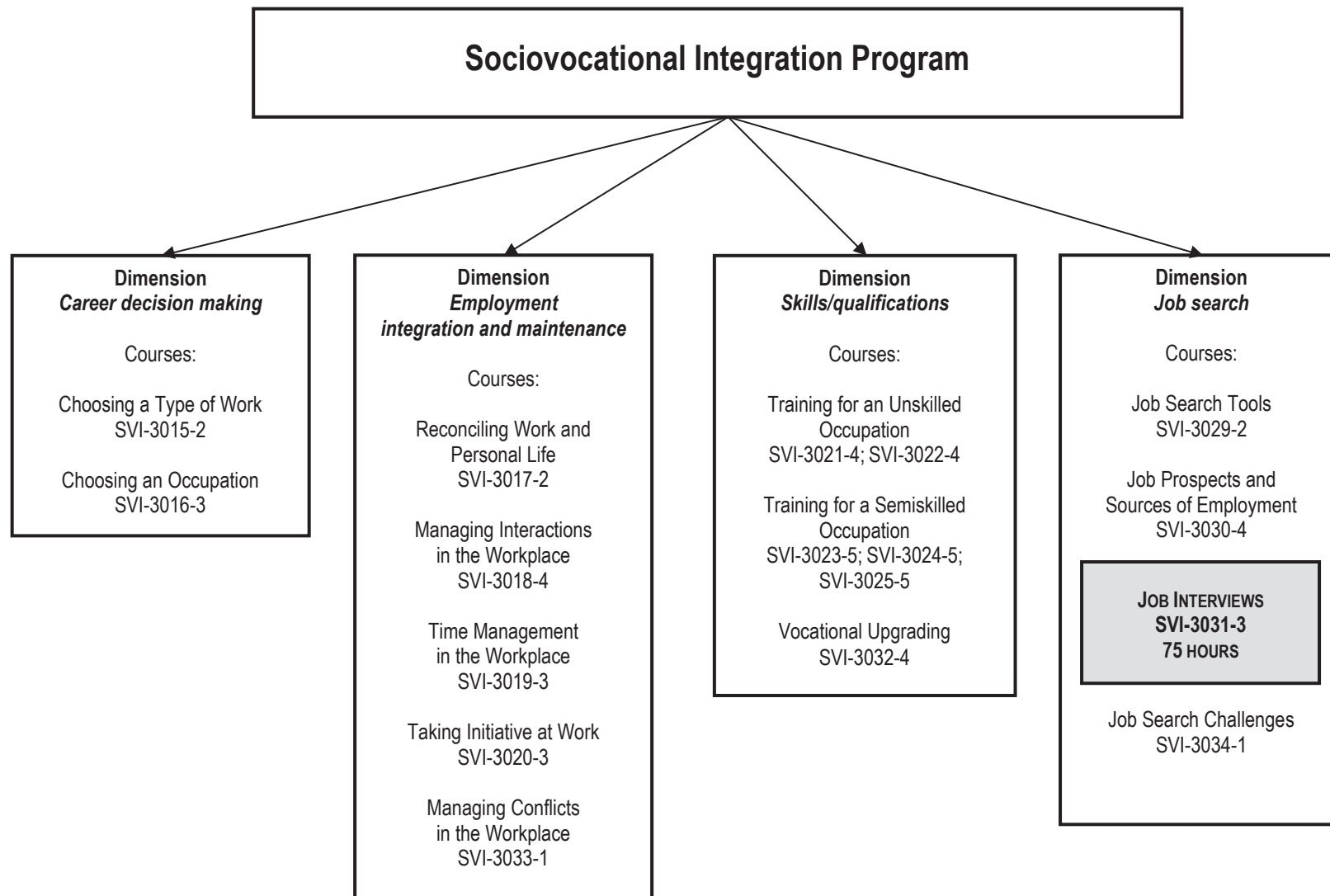
Job Interviews

Secondary Cycle Two



Sociovocational Integration Program

Situating the Course *Job Interviews*



Introduction to the Course *Job Interviews*

The objective of the course *Job Interviews* is to enable adults to deal competently with situations involving job interviews.

By the end of this course, adults will be able to prepare for, go through and evaluate individual and group interviews.

Dealing With Work-Related Situations

Dealing effectively with work-related situations is based on actions. These actions are grouped into categories and draw on a set of resources that include operational competencies and essential knowledge. During the learning process, adults are expected to construct knowledge related to these resources in order to be able to deal appropriately with their real-life situations.

The class of situations, categories of actions, operational competencies and essential knowledge constitute the compulsory elements of the course. Details on these elements may be found under the appropriate headings.



Class of Situations

This course focuses on the class of situations *Job interviews*.

The basic principles governing a job interview are essentially the same regardless of whether the job is in a large or small company or in the private or public sector, as adults must present their resources so that they correspond to the employer's needs. In situations involving a certain level of stress, they must be able to convince the employer that they are the best candidate for the job and must adapt their approach, depending on whether the interview is conducted individually or in a group.

The table below provides examples of work-related situations associated with this class of situations. These examples can be used to develop learning situations. Furthermore, since these situations are numerous and unpredictable, the teacher can refer to any pertinent real-life situation that is related to the class and adapted to adults' needs.

Class of Situations	Examples of Real-Life Situations
Job interviews	• Individual interview for a job in a supermarket • Individual interview for a job in a department store • Individual interview for a job with a furniture manufacturer • Group interview for a job in a government department • Group interview for a job in a cooperative • Group interview for a job in a provincial park

Categories of Actions

The *categories of actions* are groups of actions that are appropriate for dealing with the real-life situations in the course. The *examples of actions* listed in the table below illustrate the scope of the categories and serve as a guide in conducting the learning activities.

Categories of Actions	Examples of Actions
Preparing for a job interview	- Gathers information about a job as a photo processing assistant - Compares his/her personal characteristics with the job description for a florist's assistant - Prepares on a practical level for an interview for a job as an activity leader - Answers questions likely to be asked in an interview for a job as a secretary
Going through a job interview	- Goes through an interview for a job as a vehicle cleaner - Goes through an interview for a job as a bookstore clerk - Goes through an interview for a job as a labourer - Goes through an interview for a job as a public works officer
Evaluating a job interview	- Evaluates his/her performance following an interview for a job as a sawmill worker - Evaluates his/her performance following an interview for a job as a deli counter clerk

Compulsory Elements and End-of-Course Outcomes

The teacher must take the compulsory elements into account when designing learning situations.

Class of Situations

Job interviews

Categories of Actions

- Preparing for a job interview
- Going through a job interview
- Evaluating a job interview

Operational Competencies

Communicates

- Observes social rules and conventions
- Uses relevant interview techniques

Exercises critical and ethical judgment

- Uses an assessment form
- Compares his/her perceptions with those of his/her interviewer
- Distinguishes between fact and opinion
- Clarifies his/her difficulties

Essential Knowledge⁵⁴

- | | |
|---|--|
| • Gathering information about the job in question | • Social rules and conventions in interviews |
| • Preparing for an interview on a practical level | • Techniques for individual and group interviews |
| • Preparing for an interview on a psychological level | • Techniques specific to individual interviews |
| • Preparing for an individual interview in terms of content | • Techniques specific to group interviews |

⁵⁴ All of the compulsory essential knowledge is outlined under the heading *Essential Knowledge*.

The end-of-course outcomes describe how adults should use the compulsory elements to deal with the real-life situations addressed in the course.

End-of-Course Outcomes

To deal with the real-life situations in the class of situations *Job interviews*, adults prepare for a job interview, go through a job interview and evaluate their performance following a job interview.

When preparing for a job interview, adults gather information about the job in question: tasks, working conditions, selection criteria and type of company. They prepare for their job interview on a practical level (e.g. they lay out their clothing in advance, find out the location of the interview, organize transportation and select personalized job search tools). They prepare for the interview on a psychological level (e.g. they visualize doing well in the interview and determine ways of managing stress). For an individual interview, they prepare for it in terms of content (e.g. compare their personal and work-related characteristics with those of the job in question; determine their resources and limitations regarding the job in question; prepare answers to questions usually asked in interviews by developing arguments that enable them to show themselves to best advantage).

When going through an interview, adults observe social rules and conventions. They make sure they are properly groomed, dress for the job in question and arrive on time. As soon as they arrive, they observe the rules of common courtesy and, if appropriate, greet the interviewer with a firm handshake. They use the relevant interview techniques: they make sure they don't slouch, they speak clearly and audibly, and they make eye contact with the interviewer. They show that they are motivated and enthusiastic, and pay attention to the interviewer's body language. In an individual interview, they answer the questions with a positive and assertive attitude. They give complete and relevant answers and use concrete examples that indicate that they have the required qualities and competencies. They conclude the interview by asking pertinent questions. In a group interview, they participate actively in the suggested activities, observe the interviewer's instructions and help maintain a positive atmosphere.

When evaluating an interview, adults use an appropriate assessment form. They compare their perceptions with those of the interviewer. They distinguish facts from opinion and clarify their difficulties in order to improve their performance in future job interviews.

Evaluation Criteria

- Prepares appropriately for a job interview
- Successfully goes through a job interview
- Carefully evaluates a job interview

Operational Competencies

The contribution of each operational competency is described in terms of the actions that are appropriate for dealing with the real-life situations in this course. These operational competencies are addressed in other courses and therefore all of the courses taken together contribute to their development.

In this course, only the following operational competencies are addressed: *Communicates* and *Exercises critical and ethical judgment*.

Contribution of the operational competency *Communicates*

This competency involves the ability to understand others and to make oneself understood when dealing with work-related situations.

In a job interview, adults observe social rules and conventions and use the relevant interview techniques.

Contribution of the operational competency *Exercises critical and ethical judgment*

This competency involves the ability to question and assess the personal and social problems encountered in work-related situations according to the rules and principles of sound judgment.

Adults use an assessment form to evaluate their job interview. They compare their perceptions with those of their interviewer and distinguish between facts and opinions. They clarify their difficulties in order to improve their performance in job interviews.

Essential Knowledge

Essential knowledge is organized into categories. All of the knowledge mentioned under this heading is compulsory, except for the information in parentheses that serves to clarify or define the scope of the knowledge in question.

Gathering information about the job in question

- Tasks
- Working conditions
- Selection criteria
- Type of company

Preparing for an interview on a practical level

- Choice of clothing
- Locating the interview venue
- Organizing transportation
- Selecting personalized job search tools

Preparing for an interview on a psychological level

- Positive visualization
- Determining ways of managing stress

Preparing for an individual interview in terms of content

- Comparing his/her personal and occupational characteristics with the characteristics of the job in question
- Determining his/her resources and limitations with respect to the job in question
- Preparing answers to questions generally asked in interviews (e.g. arguments that show him/her to best advantage)

Social rules and conventions in interviews

- Proper grooming and appropriate dress
- Punctuality
- Courtesy
- Firm handshake

Techniques for individual and group interviews

- Good posture
- Clear and audible language
- Making eye contact
- Motivation and enthusiasm
- Attention to the interviewer's body language and cues

Techniques specific to individual interviews

- Assertive and positive answers
- Complete and relevant answers
- Use of concrete examples (showing that he/she has the qualities and competencies for the job in question)
- Asking the interviewer relevant questions

Techniques specific to group interviews

- Participation in suggested activities
- Following instructions
- Helping to maintain a positive atmosphere

Attitudes

The development of certain attitudes, particularly those described in the table below, is facilitated by drawing on certain elements of essential knowledge. These attitudes also help adult learners to better exercise the operational competencies and make it easier to deal with the class of situations in question. The attitudes in and of themselves are not evaluated; however, their development is an important aspect of the learning process.

Thoroughness	Self-confidence	Open-mindedness
An attitude of thoroughness enables adults to employ the suggested procedure and work methods in preparing for a job interview. Connections between thoroughness and certain elements of essential knowledge This attitude can be addressed more specifically in learning situations that involve the following elements of essential knowledge: • Gathering information about the job in question • Preparing for an interview on a practical level • Preparing for an interview on a psychological level • Preparing for an individual interview in terms of content	Adults who are self-confident believe in their own potential and are proactive. Confident adults overcome their fears and make better use of their talents and strengths in a job interview. Connections between self-confidence and certain elements of essential knowledge This attitude can be addressed more specifically in learning situations that involve the following elements of essential knowledge • Social rules and conventions in interviews • Techniques for individual and group interviews • Techniques specific to individual interviews • Techniques specific to group interviews Connections between self-confidence and the operational competency <i>Communicates</i> This attitude can be addressed more specifically in learning situations that involve the development of this operational competency, notably with respect to the following action: • Uses relevant interview techniques	Adults who are open-minded consider different viewpoints and question their usual way of doing things. This attitude is essential for evaluating a job interview. Connections between open-mindedness and the operational competency <i>Exercises critical and ethical judgment</i> This attitude can be addressed more specifically in learning situations that involve the development of this operational competency, notably with respect to the following actions: • Uses an assessment form • Compares his/her perceptions with those of his/her interviewer • Distinguishes between fact and opinion • Clarifies his/her difficulties

Complementary Resources

The following resources are provided as suggestions only and consist of references that may be consulted in learning situations.

Social Resource	Material Resources
• Network of personal and work-related contacts	• Print and electronic documents on the labour market and job-seeking (magazines, books, newspapers, Web sites, etc.) • Personalized job search tools • Assessment form for a job interview

Learning Situation

The following learning situation is provided as an example to show teachers how the principles of the education reform can be applied in the classroom.

It is authentic in the sense that it addresses a real-life situation (taken from the class of situations in the course) that adults may find themselves in. It is sufficiently open and comprehensive to allow adult learners to explore several important aspects related to dealing with this real-life situation.

The examples of actions presented in the course help the teacher to identify those actions that an adult would take to deal with the real-life situation. The teacher can then refer to these examples in order to develop appropriate learning activities.

The learning situation is organized in terms of the three steps of the teaching-learning process, which are as follows:

- planning learning
- actual learning
- integrating and reinvesting learning

These steps highlight the principles of the education reform insofar as they encourage adults to be active, to reflect on their learning and to interact with their peers when the learning context is suitable. They include learning activities and may also include evaluation activities intended to support adults in the learning process.

These activities help learners to construct knowledge related to the compulsory elements of the course that are targeted by the learning situation concerned: one or more categories of actions, essential knowledge and the actions of the operational competencies associated with the categories of actions.

The example provided also refers to certain teaching strategies—instructional methods and techniques—that can be selected according to the learners, the context and the learning environment. Certain learning strategies may also be suggested, as well as a variety of material and social resources.

Example of a Learning Situation

Title: *Preparing for a job interview*

Problem addressed in the learning situation:

- Preparing for an individual job interview

Instructional methods:

- Documentary research
- Case study
- Class meeting
- Guided practice
- Class discussion

Expected work:

- Report on documentary research
- Answers to questions on the case study
- Interview preparation checklist

Approximate time allotted: 10 hours 15 minutes

- Presentation of the learning situation and instructions: 15 minutes
- Documentary research: 1 hour 30 minutes
- Team analysis of a case study: 1 hour
- Class meeting: 1 hour
- Preparing for the interview: 6 hours
- Class discussion: 30 minutes

Example of a Learning Situation (cont.)

Planning learning

- The teacher presents the learning situation:

Over the next few days, you will have to prepare for a simulated one-on-one interview to be carried out in class. You will be preparing to interview for a job in your area of interest, which you found posted in the newspaper or on the Internet.

- The teacher sets a date by which the adults must find a job they wish to apply for, takes the time to discuss any apprehensions they may have and makes sure that they understand what they are being asked to do and that they feel motivated.

Actual learning

- The teacher begins by asking the adults to form small teams and to do research on preparing for a job interview. He/she must make sure that all the adults have access to the print and electronic documents needed for their research. Each team answers the following questions in writing:
 - *Before an interview, what information should be obtained regarding the job in question?*
 - *What should you do on a practical level to prepare for an interview?*
 - *What should you do on a psychological level to prepare for an interview?*
 - *What should you do to prepare for an interview in terms of content?*

- The teacher then asks the teams to conduct a case study involving the experience of a candidate in a job interview. After reading through the case study, the teams answer the following questions in writing based on their research:
 - *Does the candidate have enough information on the job in question? What information is missing?*
 - *Does the candidate seem well prepared in terms of the practical aspects of the interview process? Why?*
 - *Does the candidate seem psychologically prepared ? Why?*
 - *Does the candidate seem well prepared in terms of the content of the interview? Why?*
- Each team must reach a consensus when analyzing the case study. The adults outline the arguments they will present during the class activity. The teacher walks around the classroom offering help where needed.
- Each team presents its point of view during the class activity. The teacher leads the discussion by asking for clarifications, eliciting reactions, emphasizing the important aspects of good interview preparation and pointing out the issues not discussed by the teams in sufficient detail.

- The teacher makes sure that all the adults have found a posted job that interests them and asks them to start preparing for the interview. He/she provides them with the necessary materials and hands out a worksheet to be completed, which includes the following elements:

Information about the job in question

- *Tasks*
- *Working conditions*
- *Selection criteria*
- *Type of company*

Preparing for the interview on a practical level

- *Choice of clothing*
- *Locating the interview venue*
- *Transportation*
- *Selecting personalized job search tools*

Preparing for the interview on a psychological level

- *Ways of managing stress*

Preparing for the interview in terms of content

- *Comparing his/her personal and work-related characteristics with the characteristics of the job*
- *Resources and limitations regarding the job in question*
- *Answers to questions usually asked in interviews (arguments that show him/her to best advantage)*

Throughout the activity, the teacher helps the adults learn about the process involved in preparing effectively for an interview.

Integrating and reinvesting learning

- The teacher asks the adults to finalize the worksheet they will use to prepare for future job interviews, to adapt it to their needs and to specify the areas that require special attention.
- Class discussion:

What are the advantages of obtaining information about the job in question? What did you learn about preparing for an interview on a practical level, on a psychological level and in terms of content? Did you experience any particular difficulties in preparing for the interview? If so, what were they? How did you overcome them? Do you think you will apply what you have learned in your next job interview?

Elements of the Course Addressed by the Learning Situation

Class of Situations	
Job interviews	
Learning Situation	
<i>Preparing for a job interview</i>	
Category of Actions	Operational Competency
Preparing for a job interview	None
Essential Knowledge	
Gathering information about the job in question - Tasks - Working conditions - Selection criteria - Type of company Preparing for an interview on a practical level - Choice of clothing - Locating the interview venue - Organizing transportation - Selecting personalized job search tools	Preparing for an interview on a psychological level - Positive visualization - Determining ways of managing stress Preparing for an individual interview in terms of content - Comparing his/her personal and occupational characteristics with the characteristics of the job in question - Determining his/her resources and limitations with respect to the job in question - Preparing answers to questions generally asked in interviews (e.g. arguments that show him/her to best advantage)
Attitude	Complementary Resources
Thoroughness	Print and electronic documents on the labour market and job-seeking

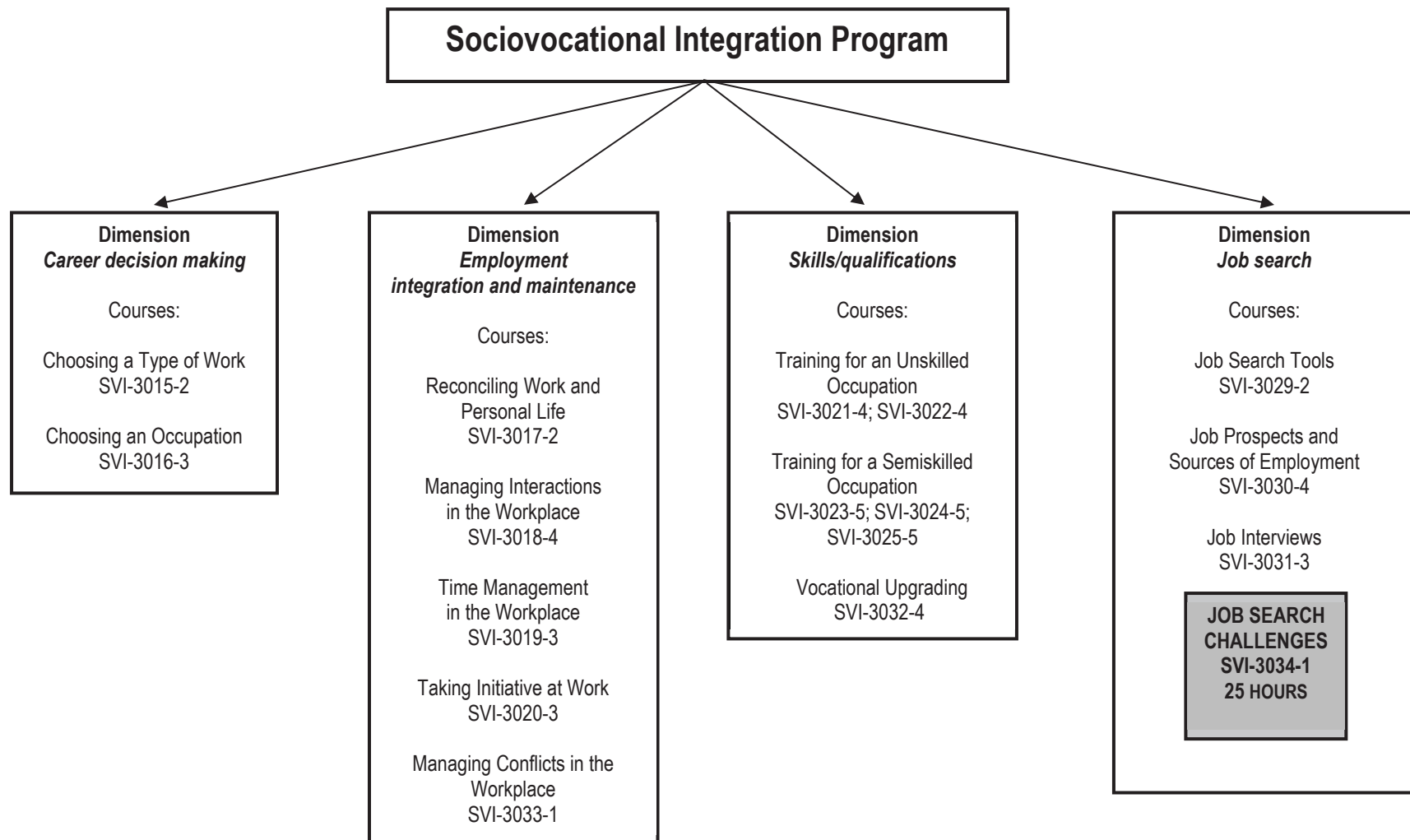
SVI-3034-1 Job Search Challenges

Secondary Cycle 2



Sociovocational Integration

Situating the Course *Job Search Challenges*



Introduction to the Course *Job Search Challenges*

The objective of the course *Job Search Challenges* is to enable adults to deal competently with real-life situations that involve upgrading their job search.

By the end of this course, adults will be able to draw up and implement a job search development plan.

Dealing with Work-Related Situations

Dealing effectively with work-related situations is based on actions. These actions are grouped into categories and draw on a set of resources that include operational competencies and essential knowledge. During the learning process, adults are expected to construct knowledge related to these resources in order to be able to deal appropriately with their real-life situations.

The class of situations, categories of actions, operational competencies and essential knowledge constitute the compulsory elements of the course. Details on these elements may be found under the appropriate headings.



Class of Situations

This course focuses on the class of situations *Upgrading a job search*.

When adults wish to find a job after a layoff, a career change or a period of incarceration, they may have to update their job search skills. To successfully stand out from others in a competitive job market, adults undertake a process of development tailored to their training and job search needs. They rely on accurate and up-to-date

information, as well as effective tools and strategies adapted to their job search situation.

The table below provides examples of work-related situations associated with this class of situations. These examples can be used to develop learning situations. Furthermore, since these situations are numerous and unpredictable, the teacher can refer to any pertinent real-life situation that is related to the class and adapted to adults' needs.

Class of Situations	Examples of Real-Life Situations
Upgrading a job search	- Seeking employment after being laid off - Seeking part-time employment - Seeking employment after a period of incarceration - Seeking employment after a career change

Categories of Actions

The *categories of actions* are groups of actions that are appropriate for dealing with the real-life situations in the course. The *examples of actions* listed in the table below illustrate the scope of the categories and serve as a guide in conducting the learning activities.

Categories of Actions	Examples of Actions
Drawing up a job search development plan	- Asks for feedback after a job interview - Consults a resource person to verify the effectiveness of his/her resume - Identifies areas of improvement relative to the use of job prospects and sources of employment - Participates in an evaluation meeting regarding his/her process leading to employability
Implementing his/her job search development plan	- Participates in a simulated telephone conversation with an employer - Consults a guide to learn to write a resumé - Prepares for a simulated job interview for a job as a sales clerk - Revises his/her guide to making phone calls to follow-up with an employer

Compulsory Elements and End-of-Course Outcomes

The teacher must take the compulsory elements into account when designing learning situations.

Class of Situations

Upgrading a job search

Categories of Actions

- Drawing up a job search development plan
- Implementing his/her job search development plan

Operational Competencies

Exercises critical and ethical judgment

- Identifies his/her strengths and limitations
- Distinguishes between fact and opinion
- Distinguishes between his/her perceptions and those of others
- Justifies the goal(s) of his/her job search development plan
- Evaluates the extent to which he/she is satisfied with each job search development activity

Acts methodically

- Compares his/her actual performance with the expected performance level
- Follows the procedures
- Records progress made in his/her job search development plan

Essential Knowledge⁵⁵

- Job search tools
- Strategies for presenting oneself to a potential employer
- Job search development goal(s)
- Job search development plan
- Conditions for a successful development activity

⁵⁵ All of the compulsory essential knowledge is outlined under the heading *Essential Knowledge*.

The end-of-course outcomes describe how adults should use the compulsory elements to deal with the real-life situations addressed in the course.

End-of-Course Outcomes

To deal with the real-life situations in the class of situations *Upgrading a job search*, adults draw up and implement a job search development plan.

To draw up a job search development plan, adult learners identify their strengths and limitations regarding the rules for writing and presenting job search tools, as well as strategies for presenting themselves to potential employers. To do so, they compare their actual performance with the expected performance level. They distinguish between fact and opinion and distinguish between their perceptions and those of others. They set one or more clear and precise job search development goals. They explain the extent to which each goal is feasible and meaningful on a personal and occupational level, and estimate the time required to achieve it. They draw up an action plan for achieving their job search development goal(s). The plan describes the specific aspects of the job search skills to be developed, the type of development activities that will meet these needs, the internal and external resources they can rely on, deadlines, pitfalls and obstacles they may encounter, as well as alternative solutions and follow-up measures.

When implementing their job search development plan, adults follow the procedures that will enable them to carry out the development activities they have chosen and draw on the relevant internal and external resources. In each case, they take into account the conditions for a successful development activity. They actively participate in the activities, attend them regularly and meet deadlines. As they carry out job search activities, they apply what they have learned. They record their progress in their development plan by making connections with the job search skills to be developed. They evaluate the extent to which they are satisfied with each job search development activity and revise their job search development plan, if necessary.

Evaluation Criteria

- Draws up a realistic job search plan
- Methodically implements his/her job search development plan

Operational Competencies

The contribution of each operational competency is described in terms of the actions that are appropriate for dealing with the real-life situations in this course. These operational competencies are addressed in other courses and therefore all the courses taken together should contribute to their development.

In this course, only the following operational competencies are addressed: *Exercises critical and ethical judgment* and *Acts methodically*.

Contribution of the operational competency *Exercises critical and ethical judgment*

This competency involves the capacity to question and assess the personal and social problems encountered in work-related situations according to the rules and principles of sound judgment.

When determining their job search development needs, adults assess their strengths and limitations. They distinguish between fact and opinion and between their perceptions and those of others. They justify their job search development goal(s).

When implementing their job search development plan, adults evaluate the extent to which they are satisfied with each development activity.

Contribution of the operational competency *Acts methodically*

This competency involves the capacity to systematically develop, choose and use appropriate techniques for dealing with work-related situations.

When determining their job search development needs, adults compare their actual performance with the performance level expected by the company.

When implementing their job search development plan, adults follow the procedures that will enable them to carry out the development activities chosen, and record the progress made in their plan.

Essential Knowledge

Essential knowledge is organized into categories. All of the knowledge mentioned under this heading is compulsory, except for the information in parentheses that serves to clarify or define the scope of the knowledge in question.

Job search tools

- Résumé (rules for writing and presenting)
- Business card (rules for writing and presenting)
- Letter of interest (rules for writing and presenting)
- Follow-up letter (rules for writing and presenting)

Strategies for presenting oneself to a potential employer

- Offer of services
- Follow-up activities
- Job interview

Job search development goal

- Establishment of a job search development goal
- Job search development goal: clear, precise, feasible, meaningful on a personal and occupational level, and limited in time

Job search development plan

- Job search skills to be developed
- Types of job search development (courses given in a school, consulting with an expert or a resource person, self-teaching)
- Internal resources (needs, motivation, personal qualities, time) and external resources (educational institutions, employment agencies, training manual, colleague, mentor)
- Schedules
- Possible pitfalls and obstacles
- Alternative solutions
- Follow-up measures (periodic review, logbook, discussions with a mentor, etc.)

Conditions for a successful job search development activity

- Active participation
- Regular attendance
- Observance of deadlines
- Application of what was learned in carrying out his/her job search activities

Attitudes

The development of certain attitudes, particularly those described in the table below, is facilitated by drawing on certain elements of essential knowledge. These attitudes also help adult learners to better exercise the operational competencies and make it easier to deal with the class of situations in question. The attitudes in and of themselves are not evaluated; however, their development is an important aspect of the learning process.

Open-mindedness	Sense of responsibility
Adults who are open-minded consider different viewpoints and question their usual way of doing things. This attitude makes them more likely to thoroughly investigate and discover new outlooks when drawing up a job search development plan. Connections between open-mindedness and certain elements of essential knowledge This attitude can be addressed more specifically in learning situations that involve the following elements of essential knowledge: • Job search development goal • Job search development plan Connections between open-mindedness and the operational competency <i>Exercises critical and ethical judgment</i> This attitude can be addressed more specifically in learning situations that involve the development of this operational competency, notably with respect to the following actions: • Identifies his/her strengths and limitations • Distinguishes between fact and opinion • Distinguishes between his/her perceptions and those of others	Adults who are responsible keep their commitments and assume the consequences of their decisions when implementing their job search development plan. Connections between a sense of responsibility and certain elements of essential knowledge This attitude can be addressed more specifically in learning situations that involve the following elements of essential knowledge: • Conditions for a successful job search development activity Connections between a sense of responsibility and the operational competency <i>Acts methodically</i> This attitude can be addressed more specifically in learning situations that involve the development of this operational competency, notably with respect to the following actions: • Follows the procedures that will enable him/her to carry out the type of activities he/she has chosen • Records progress made in his/her job search development plan

Complementary Resources

The following resources are provided as suggestions only and consist of references that may be consulted in learning situations.

Social Resources	Material Resources
• Network of personal and work-related contacts • Educational institutions • Employment agencies	• Print and electronic documents on job searches and the labour market (magazines, books, newspapers, websites, etc.) • Personalized job search tools (business cards, letter of interest, job application form, resumé, etc.) • Assessment form on rules for writing and presenting job search tools and strategies to introduce himself/herself to potential employers

Learning Situation

The following learning situation is provided as an example to show teachers how the principles of the education reform can be applied in the classroom.

It is authentic in the sense that it addresses a real-life situation (taken from the class of situations in the course) that adults may find themselves in. It is sufficiently open and comprehensive to allow adult learners to explore several important aspects related to dealing with this real-life situation.

The examples of actions presented in the course help the teacher to identify those actions that an adult would take to deal with the real-life situation. The teacher can then refer to these examples in order to develop appropriate learning activities.

The learning situation is organized in terms of the three steps of the teaching-learning process, which are as follows:

- planning learning
- actual learning

- integrating and reinvesting learning

These steps highlight the principles of the education reform insofar as they encourage adults to be active, to reflect on their learning and to interact with their peers when the learning context is suitable.

They include learning activities and may also include evaluation activities intended to support adults in the learning process.

These activities help learners to construct knowledge related to the compulsory elements of the course that are targeted by the learning situation concerned: one or more categories of actions, essential knowledge and the actions of the operational competencies associated with the categories of actions.

The example provided also refers to certain teaching strategies—instructional methods and techniques—that can be selected according to the learners, the context and the learning environment. Certain learning strategies may also be suggested, as well as a variety of material and social resources.

Example of a Learning Situation

Title: *A call like no other!*

Problem addressed in the learning situation:

- Upgrade his/her techniques for offering his/her services by telephone

Instructional methods:

- Interactive presentation
- Exercise in pairs
- Simulation
- Individual work

Expected work:

- Completed questionnaire on techniques for offering his/her services
- Preparing and participating in a simulation of a phone call to an employer
- Completed assessment form regarding offering his/her services by phone
- Self-evaluation and reflection on his/her strengths and limitations with respect to applying for a job by phone
- Recording progress and revision of a job search development plan

Approximate time allotted: 5 hours, 10 minutes for a class of 14 adults

- Presentation of the learning situation and instructions: 30 minutes
- Reflection on training needs: 15 minutes
- Questionnaire on techniques for offering services: 20 minutes
- Preparing for a simulation of a phone call to an employer: 1 hour
- Participating in a simulation of a phone call to an employer: 10 minutes per adult
- Self-evaluation and reflection on his/her strengths and limitations with respect to applying for a job by phone: 30 minutes
- Recording progress and revision of a job search development plan: 15 minutes

Example of a Learning Situation (cont.)

Planning learning

- The teacher presents the learning situation:

In your job search development plan, you planned training activities to improve your techniques for offering your services.

Sometimes it's more appropriate to contact an employer by phone, such as when requesting an interview, an information meeting or a practicum. You will have the opportunity to upgrade your techniques for offering your services during this learning situation. You will participate in a simulation of a phone call, with your teacher playing the role of an employer.

- The teacher specifies the steps involved in the learning situation and works with the adults in establishing a schedule for the simulations. The teacher must also make sure that all the adults understand what they are being asked to do and that they are motivated to carry out the activity.

Actual learning

- To help adults reflect on the training they need regarding using phone calls in a job search, the teacher asks:
 - *Do you feel comfortable speaking to a potential employer by phone?*
 - *Do you feel that some techniques are more effective than others?*
 - *Do you prepare before making a call?*
 - *Do you benefit from this preparation?*
 - *In what type of situation is it appropriate to apply for a job by phone?*

The teacher takes advantage of the opportunity to assess these methods of offering services and to address the adult's questions and concerns regarding this subject.

- In pairs, the adults complete a questionnaire to reactivate prior learning on techniques for offering their services:
 - What is the main goal of phone calls?
 - How should I prepare?
 - When are the best times to contact an employer?
 - Should I tell the receptionist why I am calling?
- The teacher then asks the adults to prepare for a simulated phone call. He or she asks them to find a job posting in a newspaper or on a job search website, and then provides them time to prepare. To help them prepare, the teacher suggests that the students review their guide to phone calls and refer to their revised version.
- The teacher provides each adult with an assessment form and designates observers to record strengths and limitations during the simulation. The teacher, who plays the role of the employer, invites each adult to take a turn simulating a phone call. The teacher can be inspired by the following examples to add variety to the activity:
 - The adult does not specify the desired job and the employer offers him or her a position that does not meet his or her expectations.
 - The employer puts the call on hold, then returns to the phone and asks the adult where they were in the conversation.
 - The employer has a name that is difficult to pronounce.
 - The employer does not provide his or her name unless the adult asks.

- The employer is absent. The receptionist asks to take a message and would like to know the reason for the call.
 - The employer responds that he or she does not need new employees.
 - The employer is rushed because he or she has work to complete.
- The observers return their assessment forms to the adult participant once the simulation is complete. The participant must do a self-evaluation and complete the reflection on his or her strengths and limitations regarding applying for a job by phone.
- At the end of the telephone simulation, the teacher invites the adults to record their progress in their development plan, making connections with the competencies to be developed in regard to methods for offering their services. The adults evaluate the extent to which they are

satisfied with the activity and revise their job search development plan, if necessary.

Integrating and reinvesting learning

To consolidate the learning from this learning situation, the teacher suggests that the students experiment with other phone call simulations. The role of the employer can be played by the teacher or by a peer.

The adults are then invited to reinvest the learning in their active job search and to continue to record their progress in their job search development plan.

Elements of the Course Addressed by the Learning Situation

Class of situations	
Upgrading a job search	
Learning Situation	
<i>A call like no other!</i>	
Categories of Actions	
- Drawing up a job search development plan - Implementing his/her job search development plan	
Operational Competency	Essential Knowledge
Exercises critical and ethical judgment - Identifies his/her strengths and limitations - Distinguishes between fact and opinion - Distinguishes between his/her perceptions and those of others - Evaluates the extent to which he/she is satisfied with each job search development activity Acts methodically - Compares his/her actual performance with the expected performance level - Records progress made in his/her job search development plan	Strategy for presenting oneself to a potential employer - Offer of services Job search development plan - Follow-up measures (periodic review, logbook, discussions with a mentor, etc.) Conditions for a successful job search development activity - Active participation - Regular attendance - Observance of deadlines - Application of what was learned in carrying out his/her job search activities
Attitude	Complementary resources
Open-mindedness	- Personalized job search tools (resumé, business cards) - Assessment form regarding job search (phone calls)

Bibliography

- Alberta. Human Resources and Employment. *Guide de compétences reliées au travail*. Edmonton: Alberta Human Resources and Employment, 1999.
- Bélisle, Rachel, ed. *Nos compétences fortes*. Montréal: Institut canadien d'éducation des adultes, 1995.
- Chamberland, Gilles, Louisette Lavoie, and Danielle Marquis. *20 formules pédagogiques*. Québec: Presses de l'Université du Québec, 1995.
- De Vito, Joseph A., Gilles Chassé, and Carole Vezeau. *La communication interpersonnelle*. Montréal: Éditions du Renouveau Pédagogique, 2002.
- Legendre, Renald. *Dictionnaire actuel de l'éducation*. 2nd ed. Montréal: Guérin Éditeur, 1993.
- Letarte, Andrée, and François Lafond. *La concentration et la gestion du temps*. 4th ed. Québec: Université Laval, 1999.
- Miller, Marie-Thérèse, and Bernard Turgeon. *Supervision et gestion des ressources humaines*. Montréal: McGraw-Hill, 1992.
- Morissette, Rosée, and Micheline Voyaud. *Accompagner la construction des savoirs*. Montréal: Chenelière Éducation, 2002.
- Myers, Gail E., Michele T. Myers, and Nicole Germain. *Les bases de la communication humaine: Une approche théorique et pratique*. 2nd ed. Montréal: McGraw-Hill, 1990.
- Québec, Ministère de l'Éducation. *Government Policy on Adult Education and Continuing Education and Training*. Québec: Gouvernement du Québec, 2002.
- Québec, Ministère de l'Éducation. *Les situations de vie des adultes visés par la formation générale commune*, reference document, 2003.
- Québec, Ministère de l'Éducation. *Policy on the Evaluation of Learning: General Education in the Youth Sector, General Education in the Adult Sector, Vocational Training*, 2003.
- Québec, Ministère de l'Éducation. *Program of Study: Sociovocational Integration*, 2002.
- Québec, Ministère de l'Éducation. *Sociovocational Integration Services: Organization Guide*, 2002.
- Schermerhorn, John R., et al. *Comportement humain et organisation*. Montréal: Éditions du Renouveau Pédagogique, 1994.

Web Sites

Association des journalistes indépendants du Québec. *La gestion du temps un art de vivre*. Accessed December 14, 2006. www.ajiq.qc.ca/bulletin-independant/la-gestion-du-temps-un-art-de-vivre-1ere-partie.php.

Au bas de l'échelle. *Vos droits au travail*. Accessed October 25, 2006. www.aubasdelechelle.ca/vos-droits-au-travail.html.

BC Work Futures. *Career Planning*. Accessed October 23, 2007. http://www.workfutures.bc.ca/wfa/viewProfileDetails.do?profileNumber=SC_CAREER_PLAN.

Careau, Louise, and Véronique MIMEAULT. *Essai, mémoire et thèse: Les défis de la gestion du temps*. Accessed December 11, 2006. www.aide.ulaval.ca/sgc/pid/6181.

Centre d'étude sur l'emploi et la technologie. *Lexique*. Accessed December 14, 2006. www.cetech.gouv.qc.ca/lexique/.

Commission de la santé et de la sécurité au travail. CSST. www.csst.qc.ca.

Commission des droits de la personne et des droits de la jeunesse. *Dignity Freedoms Rights Equality Protection*. <http://www.cdpedj.qc.ca/en/Pages/default.aspx>.

Commission des normes du travail. *Les normes du travail au Québec*. www.cnt.gouv.qc.ca.

Conference Board of Canada. *Employability Skills*. Accessed November 24, 2006. <http://www.conferenceboard.ca/topics/education/learning-tools/employability-skills.aspx>.

Emploi Québec. *Your Complete Job Search Guide*. Accessed November 7, 2006. http://emploiuebec.net/publications/pdf/00_emp_guide-recherche-emploi_en.pdf.

Garneau, Jean. *La confiance en soi*, Infopsy. Accessed November 20, 2006. www.redpsy.com/infopsy/confiance.html.

GRICS. *Repères*. <http://reperes7.reperes.qc.ca/reperes/asp/reperes.aspx?jflfb=1>.

Groupe provincial de soutien pour un approche orientante à l'école. *Guide pour l'information et l'orientation scolaires et professionnelles (3^e cycle du primaire et secondaire, secteur jeunes)*. Accessed October 25, 2006.
http://gpsao.educ.usherbrooke.ca/documents/guide_iosp.pdf.

Human Resources and Skills Development Canada. *National Occupation Classification*.
<http://www5.hrsdc.gc.ca/NOC/English/NOC/2006/Welcome.aspx>.

Human Resources Council for the Nonprofit Sector. *Keeping the Right People: Performance Management*. Accessed December 12, 2006.
<http://hrcouncil.ca/hr-toolkit/keeping-people-performance-management.cfm>.

Inforoute FPT. *Alternance travail-études en formation professionnelle et technique: C'est plus que des études*. Accessed October 23, 2007.
www.inforoutefpt.org/ate/scolaires/publications/.

Office d'orientation et de formation professionnelle. *Compétences-clés*. Accessed November 24, 2006.
ftp.geneve.ch/oofp/competence_manuel.pdf.

Service de Placement du Collège Maisonneuve. *Guide de recherche d'emploi*. Accessed November 6, 2006.
http://placement.cmaisonneuve.qc.ca/etudiants/pdf/guide_emploi_vers04.pdf.

Université de Montréal. *Formulaire d'appréciation de la performance*. Accessed November 24, 2006.
www.drh.umontreal.ca/documents/formulaires/dotation/app_performance.pdf.

———. *Le portfolio d'emploi*. Accessed November 7, 2006.
www.csedc.umontreal.ca/emploi/recherche/PDF/portfolio_emploi.pdf.

Université du Québec à Montréal. *Guide pratique, Curriculum vitæ et lettre de motivation*. Accessed November 17, 2006.
www.vie-etudiante.uqam.ca/emplois/Documents/guide_CV_lettre.pdf.

Université du Québec en Abitibi-Témiscamingue. *Organiser ses ressources pour mieux apprendre*. Accessed October 23, 2007.
http://web2.uqat.ca/profu/textes/strat_app/07organisation.htm.

Web-Emploi.Info. *Les ebooks de l'emploi*. Accessed October 15, 2010. www.web-emploi.info/ebook-emploi.html.

