Developing a Training and Career Plan

PRS-2141-2

Secondary Cycle One

Presentation of the Course *Developing a Training and Career Plan*

The course *Developing a Training and Career Plan* is designed to help adult learners deal competently with real-life situations in which they specify a training and career plan.

This course prepares adults to undertake a process that will allow them to clarify their training and career choice. It is specifically designed for adults who intend to enter the work force at the end of their studies. Formulating a training plan that will lead to the practice of a trade or occupation can be a major challenge for adults, since it entails a complex and demanding process that is likely to continue through life. However, it can also be stimulating and value-enhancing if it helps clarify the path an adult wishes to embark on.

By the end of the course, adults will be able to select a precise training and career plan that will include a preferred career choice and one or several alternatives. This plan will encourage adults to define their identity and determine the characteristics that make up their personal and occupational profile. However, it must be remembered that this plan is tentative, as adults will likely continue their reflection once the course is over. In fact, adults may question their choices at any time or confirm them in light of new experiences and learning. Lastly, this course will enable adults to determine the elements they need for planning the actions that will allow them to turn their choice into a career.

Dealing With the Real-Life Situations

Dealing effectively with real-life situations is based on actions. These actions are grouped into categories and make use of 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. These elements are explained in detail under their respective headings.

Class of Situations Addressed by the Course

This course addresses a single class of situations: *Training and career plan*.

All of the real-life situations in this class require adults to clarify the elements that must be taken into account when developing a training and career plan. These situations include dealing with a saturated job market in one's field, job loss, volunteer work, dissatisfaction with a job situation, promotion and continuing education and training, self-employment, and a change in educational and career orientation. Although some of these situations are similar to those addressed at the Presecondary level—where adults had to determine criteria to help them choose a training and career path—they will be handled differently in this course. The aim here is for learners to develop a clear training and career plan rather than simply explore possibilities.

Class of Situations	Examples of Real-Life Situations
Training and career plan	- Saturated job market in one's field - Job loss - Volunteer work - Dissatisfaction with a job situation - Promotion and continuing education and training - Self-employment - Change in educational and career orientation

Categories of Actions

The *categories of actions* are groups of actions that are appropriate for dealing with the real-life situations addressed in the course. *Examples of actions* are provided to illustrate the scope of the category in a variety of contexts.

Categories of Actions	Examples of Actions
▪ Clarifying the components of a training and career plan	▪ Determines the trades, occupations and education and training programs to explore in greater detail ▪ Explores promising career prospects ▪ Identifies prospects in the workplace ▪ Identifies the components of his or her personal and occupational profile ▪ Uses examples to establish his or her occupational profile ▪ Uses self-assessment tools ▪ Consolidates his or her portfolio ▪ Becomes aware of his or her aspirations, competencies and limitations ▪ Uses feedback from others
▪ Clarifying hypotheses concerning a training and career plan	▪ Formulates different plans ▪ Determines appropriate criteria for comparing plans ▪ Determines reality factors affecting his or her situation ▪ Takes initiative to explore a plan and possible alternatives ▪ Discovers new sources of information ▪ Compares different plans ▪ Draws conclusions about future developments in the trades and occupations considered ▪ Anticipates his or her vocational training needs ▪ Plans sources of income for his or her studies

Categories of Actions	Examples of Actions
▪ Training and career choice	▪ Selects criteria to consider ▪ Chooses a plan in accordance with the criteria selected ▪ Uses creative problem-solving strategies ▪ Demonstrates originality and inventiveness in his or her use of resources ▪ Illustrates in an original way the characteristics that define him or her ▪ Presents arguments for choosing a preferred plan and possible alternatives

Compulsory Elements and End-of-Course Outcomes

The compulsory elements are those that the teacher must absolutely take into account when designing learning situations.

Class of Situations

Training and career plan

Categories of Actions

- Clarifying the components of a training and career plan
- Clarifying hypotheses concerning a training and career plan
- Training and career choice

Operational Competencies

Thinks logically

- Analyzes trades and occupations as well as the education or training programs leading to them
- Organizes his or her personal and occupational profile coherently
- Validates hypotheses concerning training and career plans
- Considers the reality factors affecting his or her situation
- Bases his or her decisions on objective facts and arguments

Uses creativity

- Explores new career prospects
- Becomes aware of the subjective aspects of his or her plan
- Considers ways to achieve his or her training and career plan
- Imagines possible alternatives to his or her preferred choice

Essential Knowledge

- Trades and occupations
- Promising career prospects
- Organization of personal information

- Components of a personal and occupational profile
- Reality factors affecting the adult's situation
- Characteristics of a training and career choice

The end-of-course outcomes describe how adults make use of 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 *Training and career plan*, adults learn to follow a process that allows them to clarify their training and career choice.
Adults clarify the components of their training and career plan by exploring promising career prospects. They analyze trades and occupations as well as the programs leading to them, comparing them to their personal and occupational characteristics. They take into account working conditions, requirements of trades and occupations, tools and equipment used, as well as employment projections and appropriate training opportunities. They become aware of the subjective aspects of their plan, such as their perceptions and emotions. They organize their personal and occupational profile coherently, matching their personal and occupational characteristics with observations they have made regarding trades and occupations. They make appropriate adjustments using new information available. By organizing their personal information, adults can ensure that their characteristics match those of individuals who practise the trades or occupations they are considering. They produce a variety of documents that they keep in a portfolio for future reference.
Throughout the process, adults clarify different hypotheses concerning their training and career plan and validate each one in order to base their decisions on objective facts and arguments. Adults anticipate how they will carry out their training and career plan and consider the factors that are likely to affect their situation, such as family obligations, sources of income, physical limitations, age and mobility. They plan alternatives to their preferred choice.
Adults must demonstrate that their training and career choice is based on objective criteria, i.e. that it is accurate, realistic, personally meaningful and achievable within a given period of time. It includes a preferred choice as well as one or several alternatives.

Evaluation Criteria

- Clarifies the components of his or her training and career plan in a structured, coherent manner
- Clarifies hypotheses concerning his or her training and career in a realistic manner
- Makes a realistic, meaningful training and career choice

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 Uses creativity*.

Contribution of the Operational Competency *Thinks logically*	
The operational competency *Thinks logically* is defined as the ability to use logic to organize one's thoughts and actions when dealing with real-life situations related to the class *Training and career plan.* It leads to a rigorous process that allows adults to formulate a training and career plan. It helps adults arrive at a choice that is consistent with the results of the process, and allows them to justify their choice and analyze the consequences on their career.	In order to develop a training and career plan, adults analyze trades and occupations and the education or training programs that lead to them. They organize their personal and occupational profile coherently. They validate the hypotheses they have been making about training and career plans throughout the process. They base their decisions on arguments that are backed up by objective facts and consider, among other things, the factors that affect their situation. They strive to ensure that the hypothesis they retain is consistent with their personal and occupational characteristics.

Contribution of the Operational Competency *Uses creativity*	
The operational competency *Uses creativity* enables adults to break old habits when dealing with real-life situations related to the class *Training and career plan.* It helps adults identify different possibilities and use their imagination to consider all of the elements associated with a training and career choice.	In order to choose an appropriate hypothesis, adults explore new career prospects. They gradually become aware of the subjective aspects of their plan that affect their process, such as perceptions and emotions. Adults also consider how they will carry out their training and career plan, which allows them to think of alternatives to their preferred choice, among other things.

Essential Knowledge

The text in parentheses defines the scope and meaning of the essential knowledge listed below.

Trades and occupations

- Work-related tasks
- Tools and equipment used
- Requirements of trades and occupations
- Types of work environments
- Forms of work (self-employed, salaried, temporary, seasonal, contractual, permanent, volunteer)
- Working conditions (schedule, wages, environment)
- Education and training programs associated with trades and occupations (cost, content, adult education and vocational training centres, duration, prerequisites)

Promising career prospects

- Placement rates and career prospects
- Trades and occupations facing labour shortages
- Developments in trades or occupations (social trends, technological change)

Organization of personal information

- Portfolio:
  - logbook
  - self-assessment tool
  - personal and occupational profile

Components of a personal and occupational profile

- Life, education/training and work experience
- Accomplishments

- Aspirations
- Physical and psychological limitations
- Personal and occupational characteristics:
  - interests
  - aptitudes
  - work values
  - essential or generic competencies
  - perceptions
  - beliefs
  - attitudes
  - needs scale

Reality factors affecting the adult's situation

- Schooling
- Age
- Mobility
- Reconciling family/studies and work/leisure
- Sources of income:
  - government training allowance (loans and bursaries program)

Characteristics of a training and career choice

- Preferred choice and alternatives
- Accurate, realistic and meaningful choice that is achievable in a given time period

Attitudes

The following attitudes are provided as suggestions only. The development of these attitudes can help adults become more competent in dealing with the real-life situations in this course.

Initiative	Rigour
To take charge of their training and career plan, adults must demonstrate initiative, which allows them to be innovative and find the most appropriate methods for them.	Rigour is essential in order to logically organize the various elements that must be taken into account when clarifying a training and career plan.
Realism	
A realistic attitude helps adults perceive facts as they are and allows them to see objectively how their training and career choice will affect their life in the future.	

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

▪ Libraries
▪ CEGEPs
▪ Training and career information centre
▪ Vocational training centres
▪ Private companies
▪ Social integration organizations
▪ Government organizations (CLEs, carrefours jeunesse-emploi)
▪ Community organizations
▪ Ministère de l'Éducation, du Loisir et du Sport:
  - student financial assistance
▪ Job and education fairs
▪ SARCA (reception, referral, counselling and support services)
  - guidance counsellor
  - training adviser/consultant
▪ Other professionals
  - employment counsellor
  - education consultant
▪ Universities
	▪ Reference documents:
	  - Aptitudes:
	    o General Aptitude Test Battery (GATB)
	    o AFC Generic Competence test
	    o HRSDC and ICEA essential skills inventory
	  - Professional code:
	    o National Occupational Classification (NOC)
	  - Dictionaries of trades and occupations
	  - Career monographs
	  - Personality typologies:
	    o Holland (RIASEC)
	    o GROP
	    o Myers-Briggs (MBTI) or other typologies
	▪ Portfolio:
	  - personal and occupation profile
	  - logbook
	  - checklists or information sheets
	  - questionnaires
	▪ Education/training program brochures
	▪ Brochures on financial assistance programs and training allowances
	▪ Regional directories of businesses and organizations

- Informative texts or testimonials about trades and occupations
- CD-ROMs, videocassettes and electronic texts
- Training and career information software:
  - REPÈRES or other
- Useful Web sites:
  - government or institutional Web sites:
    - <www.toutpourreussir.com>
    - <www.emploiquebec.gouv.qc.ca>
    - <www.inforoutefpt.org>
    - <www.rhdcc.gc.ca.>
  - private Web sites:
    - <www.jobboom.com>
    - <www.monemploi.com>
    - <www.competencesgeneriques.com>

Contribution of the Subject Areas

The contribution of other subject areas, in particular knowledge related to Languages and to Mathematics, Science and Technology, is also useful for dealing with the real-life situations in this course. The elements identified for each subject area are not compulsory and do not constitute prerequisites.

Subject Area: Languages
Program of study: *English, Language of Instruction*   ▪ Oral interaction to discuss and exchange information (e.g. about occupational profiles, training and career plans, government training allowances and financial assistance programs)   ▪ Reading informative texts (e.g. training and career magazines/documents/websites, career monographs, brochures on education and training programs, government forms/brochures/guidelines on training allowances and student financial assistance, different models of training and career plans)   ▪ Writing informative texts related to training and career plans (e.g. letters requesting information, occupational profiles, lists of personal criteria and priorities)

Subject Area: Mathematics, Science and Technology

Program of Study: *Mathematics*

- Making connections between their personal and occupational characteristics (e.g. interests, aptitudes) and trades, occupations and training programs, using set-theory operations
- Calculating the cost of an education or training program and sources of income, using operations on the set of rational numbers
- Understanding information related to trades and occupations, using rational numbers:
  - placement rates and employment prospects
- Consulting and interpreting statistics on:
  - socioeconomic issues related to the workplace
  - information research related to types of training or various aspects of trades and occupations
- Organizing data:
  - training and career information with a view to choosing a trade or occupation
  - employment prospects related to their training and career plan

Program of Study: *Computer Science*

- Producing a document for distribution:
  - producing documents related to their training and career plan, using word processing, presentation or desktop publishing software
- Searching for information, using the Internet or any other specialized digital media related to a training and career plan
- Communicating in a computer network:
  - exchanges required to manage their training and career plan, using digital communication tools

Andragogical Context

The *Career Choice* program introduces adults to a process to help them determine a training plan that interests them and leads to the practice of an occupation. This process consists of four stages: exploration, clarification, planning and achievement. Although these stages may be undertaken concurrently or in any given order, the *Career Choice* program covers only the first two. The process is centred on personal identity, which is based on all of the characteristics that an individual possesses and that underpin his or her personal and occupational profile. This program enables adults to determine an appropriate career path, one that is most suited to their characteristics and that they can identify and feel comfortable with. Since adults clarify their personal and occupational profile by interacting with people around them, among other things, it is important for the teacher to establish a climate of trust. Adults are also encouraged to keep track of their progress by gathering the documents they produce in a portfolio. This portfolio will be a valuable tool that will guide adults throughout their studies, be it in common core basic education, diversified education or vocational training.

The course *Developing a Training and career plan* (which is a continuation of the exploration begun in the Presecondary course *Exploring Training and Career Options*) introduces adults to a clarification process that is based on both problem solving and the use of creativity. It focuses on developing autonomy and analytical and anticipatory skills in order to help adults develop a training and career plan that takes into account their personal and occupational characteristics, the reality factors affecting their situation, and employment prospects.

Because training and career plans are long-term endeavours that may require the acquisition of additional qualifications and training, adults will probably implement their plan at a later stage. This course is limited to helping adults clarify their choice, as it is essential to encourage adults as soon as they begin their training to make a training and career choice that will help them enter the work force.

Generally, it is easier for adults to undertake such a process if they are able to face some of the obstacles in their personal and working life. As in the Presecondary course *Exploring Training and Career Options*, the teacher acts as a guide, working closely with one or more professionals in the field to support adults in their actions and help them understand the process they are engaged in. Guidance counsellors, employment counsellors, training consultants and education consultants are only some of the professionals who can provide follow-up or psychometric assessments, for example. In addition to enlisting the support of these professionals, the teacher should also meet with adults individually in order to establish a relationship of trust and support them throughout the process.

In addition, the teacher must also help adults analyze training and career information, organize the components of their plan and anticipate how they will carry it out. He or she must therefore be familiar with common information sources, such as theoretical models describing the characteristics of personal and occupational profiles, software applications such as REPÈRES and various training and career handbooks. Because exploring and clarifying a training and career plan also requires the use of information and communications technologies, the teacher should consult the list of

material resources for the course. To facilitate the clarification and decision-making process, the teacher must also organize a variety of learning activities, such as introspective exercises, visits to training centres and workplaces, testimonials, guided research activities, video screenings, peer teaching and group discussions. By sharing their experiences with their peers and teacher, adults not only receive feedback that will help guide and validate their plan, but also broaden their exposure to a greater variety of work settings. Throughout the process, adults are encouraged to maintain a portfolio, in which they store the documents they have produced and thus keep track of their progress and learning.

Clarifying a training and career plan requires the ability to make observations regarding the world of school and work, as well as a capacity for reflection and introspection, in order to discover one's personal and occupational characteristics. The learning process should therefore be a dynamic process that allows adults to alternate continuously between exploration and clarification. Given the nature of this course, adults will benefit from activities that will provide them with the opportunity to reflect and learn at their own rate.

Learning Situation

The learning situation that follows 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 pertinent 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—pedagogical 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

A Career That's Right for Me

The learning situation chosen for the class *Training and career plan* involves *dissatisfaction with a job situation*. In order to contextualize the situation, adults are asked to identify and illustrate in an original way the career path that best corresponds to their aspirations and needs. Using the operational competencies *Thinks logically* and *Uses creativity,* adults undertake a process that will allow them to clarify their plan and their personal and occupational characteristics on the one hand, and match these characteristics with a specific trade or occupation, on the other.

The teacher explains what the learning situation entails. First, using the personal and occupational profiles drawn up in a previous learning activity, the adults are asked to describe a work or life situation that caused them to feel dissatisfied with their job. (If the adults have never experienced such a situation, the teacher may provide a case study.) Then, during a discussion with their peers and a detailed exploration, the adults clarify the components of a training and career plan that may be appropriate for them.

The teacher begins the first learning activity by presenting an example to the class of how to analyze information in order help adults establish connections between their personal and occupational characteristics and those of the trade or occupation with which they were dissatisfied. The teacher explains that these characteristics are the same ones that adults identified in an earlier activity when they established personal and occupational profiles. After answering questions, the teacher distributes another example. Working in pairs and using an analytical checklist provided by the teacher, the adults analyze the example (or a situation of their choice) and describe the unsatisfactory trade or occupation and the causes of their dissatisfaction.

The checklist provided suggests how to establish connections between an adult's competencies, aspirations and values and the characteristics of a trade or occupation (e.g. the work-related tasks, tools and equipment used, job requirements). The adults therefore draw up a list of the personal and occupational aspects that were not satisfied in the situation (the case study or their own situation). At the end of the analysis, each team shares its results with the rest of the class and the teacher. With the help of the teacher and their peers, adults thus build their understanding of the characteristics of the trade or occupation they analyzed and the elements of their personal and occupational profile. This understanding will be helpful in the rest of the learning activities.

In the second learning activity, adults are asked to identify a trade or occupation that interests them. They put forth a hypothesis that this trade or occupation might correspond to their expectations regarding a possible career and seek to validate this hypothesis during a discussion with a classmate. The teacher asks the adults to describe to a partner the reasons why the proposed trade or occupation might correspond to their personal aspirations. One at a time, the adults try to convince their partner that the trade or occupation they have chosen matches their personal and occupational characteristics (e.g. their competencies, aspirations and values). The adults receive feedback about their characteristics and, after a period of reflection, incorporate this feedback into their

profile. They then note their perceptions about the trade or occupation they are considering.

In the third activity, the adults explore in greater depth the trade or occupation they discussed with their partner, and thus complete and validate the information they have collected. The teacher asks the adults to use an unfamiliar source of information. Adults may meet with a resource person in the workplace or training centre, or consult print or electronic documents such as career monographs or magazines describing workers in action. Using the analytical checklist from the first activity, adults organize the information they gathered with the help of the resource person or the information source consulted. They establish new connections between their competencies, aspirations and values, and the tasks, tools, equipment and requirements of the trade or occupation considered. During this activity, the teacher helps the adults with their analysis, answering questions and encouraging the adults to review their affinities with the trade or occupation explored.

Once the activity is completed, the adults produce a document illustrating in detail the characteristics of the trade or occupation and the similarities they share with these characteristics. To present this information in an original and logical way, adults may, for example, choose images of the main work-related tasks and of the tools and equipment used, and represent the values and aspirations associated with the occupation. Using a word-processing program, the adults write a few sentences to describe how their competencies may or may not correspond to the requirements of the trade or occupation. Finally, they present their document to the class and teacher. This allows them to review the process and obtain feedback in order to continue their reflection, based on their analysis of the education or training programs

leading to a trade or occupation and a detailed exploration of other possibilities.

Elements of the Course Addressed by the Learning Situation

Class of Situations
Training and career plan

Learning Situation
A Career That's Right for Me

Categories of Actions
▪ Clarifying the components of a training and career plan ▪ Training and career choice

Operational Competencies	Essential Knowledge
▪ Thinks logically ▪ Uses creativity	▪ Trades and occupations ▪ Organization of personal information ▪ Components of a personal and occupational profile

Complementary Resources	
▪ Reference documents ▪ Portfolio ▪ CD-ROMs, videocassettes and electronic texts ▪ Training and career information software ▪ Useful Web sites	▪ SARCA (reception, referral, counselling and support services) ▪ Job and education fairs ▪ Training and career information centre ▪ Libraries

Mathematics, Science and Technology

CITIZENSHIP

HEALTH AND WELL-BEING

Social Sciences

Broad Areas of Learning

Languages

Subject Areas

THE WORLD OF WORK

ENVIRONMENT AND CONSUMER AWARENESS

Personnal Development

Working Life