# Exploring Training and Career Options

## PRS-P141-2

# Presentation of the Course *Exploring Training and Career Options*

The course *Exploring Training and Career Options* is designed to help adult learners deal competently with real-life situations in which they need to become familiar with training and career plans.

This course prepares adults to use a systematic method in order to explore training and career options. It serves as a starting point for a process that will eventually help them determine a training plan and lead to a career of their choice. Because this choice is based on an individual's identity, the course *Exploring Training and Career*

*Options* looks at some of the personal and occupational characteristics that define individual adults. It is designed for adults who intend to enter the work force at the end of their studies, regardless of their level of work experience.

By the end of the course, adults will be able to explain why they have selected various training and career options, based on three types of criteria.

# 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: *Becoming familiar with training and career plans*.

Each of the real-life situations presented in this class requires adults to be familiar with the factors that they must consider when developing a training plan, as may be the case when an adult goes back to school, loses his or her abilities, needs training or career information, or faces limited job opportunities. Formulating a training plan can be a major challenge, since it involves an exploratory process that is both complex and demanding and is likely to continue as adults pursue their studies. However, it can also be stimulating and value-enhancing in that it allows adults to determine criteria that are likely to help guide their future integration into the work force.

| Class of Situations | Examples of Real-Life Situations |
|---|---|
| Becoming familiar with training and career plans | <ul><li>Need for training and career information</li><li>Going back to school</li><li>Loss of abilities</li><li>Limited job opportunities</li></ul> |

# 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 |
|---|---|
| ▪ Reading numerical information Exploring the world of school and work | ▪ Identifies trades, occupations and related education and training programs<br>▪ Consults documents, Web sites or training and career information software<br>▪ Visits training centres or companies<br>▪ Observes and questions workers or students in action<br>▪ Gathers information using checklists or work sheets<br>▪ Uses criteria-related work tasks, aptitudes required and personality type in order to classify trades, occupations, and education and training programs explored |
| ▪ Exploring personal and occupational characteristics | ▪ Draws up an inventory of his or her life, education and work experience<br>▪ Determines his or her interests and preferences with respect to work tasks<br>▪ Determines his or her general aptitudes<br>▪ Asks for feedback concerning his or her personal and occupational characteristics<br>▪ Identifies similarities with the personality types generally associated with his or her characteristics |

| Categories of Actions | Examples of Actions |
|---|---|
| ▪ Determining criteria for selecting various training and career plans | ▪ Summarizes the information gathered about the trades, occupations and programs explored<br>▪ Associates his or her personal and occupational characteristics with the information gathered about the trades, occupations and programs explored<br>▪ Asks for help to clarify the links to be established<br>▪ Selects criteria to take into account<br>▪ Explains the links established<br>▪ Adapts his or her selection criteria based on feedback received<br>▪ Examines the steps involved in his or her exploratory process |

## 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**

Becoming familiar with training and career plans

**Categories of Actions**

- Exploring the world of school and work
- Exploring personal and occupational characteristics
- Determining criteria for selecting various training and career plans

**Operational Competencies**

Acts methodically

- Organizes a systematic search for information
- Plans the steps involved in collecting information
- Classifies information accurately
- Gathers documents in a portfolio
- Evaluates his or her exploratory process

Communicates

- Looks for information on trades, occupations and education and training programs
- Exchanges information about his or her personal and occupational characteristics
- Validates his or her understanding with people consulted
- Presents his or her exploratory process and criteria

**Essential Knowledge**

- Exploration method
- Types of trades and occupations
- Identifying the components of education and training programs
- Brief inventory of personal and occupational characteristics

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 *Becoming familiar with training and career plans*, adults learn to follow a process that will enable them to explore the world of school and work in relation to their personal and occupational characteristics. |
| Adult learners use an effective exploration method to systematically search for information about the world of school and work. They plan the steps involved in collecting information about their personal and occupational characteristics and about the world of school and work. They classify this information accurately using tools and pre-established criteria. For example, they record information about the components and requirements of certain training programs using a checklist or an information sheet. They also note their preferences for different types of trades and occupations in their inventory of personal and occupational characteristics or in a logbook. When adults look for information about trades, occupations and education and training programs, they discuss their characteristics with professionals or other individuals around them, which allows them to identify them and to validate whether they have understood the information obtained. |
| While exploring their characteristics, adults determine three types of criteria for selecting training and career plans: their interests and preferences regarding certain work-related tasks, their personality type, and their general aptitudes for the trades, occupations or programs considered. These criteria enable adults to ensure that their personal and occupational characteristics correspond to those of individuals who practise the trades and occupations they are considering. |
| Throughout the process, and at the end of the course, adults evaluate their exploratory process. They refer to the documents produced, which they keep in a portfolio, as these may be useful later on when they develop their career plan in Secondary One, for example. This information will serve as the basis for their class presentations, during which they will explain to their teacher and peers the process followed and the criteria used to select their training and career plans. These presentations will enable adults to make any necessary adjustments as they share their experience with their classmates. |

## Evaluation Criteria

- Uses an effective exploration method
- Determines criteria for selecting appropriate training and career plans

# 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* | |
| --- | --- |
| The operational competency *Acts methodically* enables adults to methodically explore real-life situations related to the class *Becoming familiar with training and career plans*. | To determine the criteria for considering various training and career options, adults search for information systematically. They plan the steps involved in collecting information, and classify the information gathered using tools such as a checklist for sorting occupations based on work-related tasks, required aptitudes or related personality types. Throughout the process and at the end of it, adults gather the documents produced in a portfolio that will allow them to keep track of their progress so that they can evaluate their exploratory process and make the necessary adjustments. |

| Contribution of the Operational Competency *Communicates* | |
| --- | --- |
| The operational competency *Communicates* enables adults to understand others and to make themselves clearly understood when dealing with real-life situations related to the class *Becoming familiar with training and career plans*. | To determine their selection criteria, adults look for information on trades, occupations and education and training programs. They discuss their personal and occupational characteristics. Throughout the process, adults validate whether they have understood the information gathered by consulting people around them. They present their results in order to evaluate their exploratory process and the criteria on which their training and career plans are based. |

## Essential Knowledge

**Exploration method**

- Planning and organization of the exploratory process
- Choice of research method: documentary, electronic or in the field
  - classification system
- Grouping and classification of information using data collection tools
  - portfolio: logbook, checklists or questionnaires
- Evaluation of exploration method

**Types of trades and occupations**

- According to personality types (one type, from among the different typologies listed in the material resources)
- According to work-related tasks
- According to required aptitudes

**Identification of program components**

- Program goals
- Content, list of courses
- Duration
- Prerequisites and requirements
- Types of diplomas
- Education or training centres
- Costs

- Training formats:
  - individual
  - group
  - distance
  - customized
  - work-study programs

**Brief inventory of personal and occupational characteristics**

- Life, education/training and work experience
- Interests and preferences for certain work-related tasks
- Identification of general aptitudes
- Similarities with personality types

## 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.

| Curiosity | Attention to Detail |
|---|---|
| Adults who are curious are more likely to succeed when exploring possible options related to a career choice. | Since the course *Exploring Training and Career Options* focuses on methodical learning, adults who show attention to detail are more likely to be effective in their exploratory process. |
| **Perseverance** | **Open-mindedness** |
| Because it is not always easy to find answers to questions, adults who persevere and act systematically are able to sort through the multitude of training and career information available. | Adults who are open-minded are better able to stay engaged throughout the process. |

## 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 |
|---|---|
| <ul><li>Vocational training centres</li><li>CEGEPs</li><li>Universities</li><li>SARCA (reception, referral, counselling and support services)</li><li>Private companies</li><li>Social integration organizations</li><li>Government organizations (CLEs, Carrefours jeunesse-emploi)</li><li>Community organizations</li><li>Job and education fairs</li><li>Training and career resource centre</li><li>Libraries</li></ul> | <ul><li>Reference documents:<ul><li>Career monographs</li><li>Dictionaries of trades and occupations</li><li>Professional codes:<ul><li>National Occupational Classification (NOC)</li></ul></li><li>Personality typologies:<ul><li>Holland (RIASEC)</li><li>GROP</li><li>Myers-Briggs (MBTI) or other typologies</li></ul></li><li>Aptitudes:<ul><li>General Aptitude Test Battery (GATB)</li><li>AFC Generic Competence test</li><li>HRSDC and ICEA essential skills inventory</li></ul></li><li>Information texts or testimonials about trades and occupations</li></ul></li><li>Education/training program catalogues</li><li>Regional directories of businesses and organizations</li><li>Portfolio:<ul><li>brief inventory of characteristics</li><li>logbook</li><li>checklists or work sheets</li><li>questionnaires</li></ul></li><li>CD-ROMs, videocassettes and electronic texts</li></ul> |

| Social Resources | Material Resources |
|---|---|
| | - Training and career information software<br>  - REPÈRES or other<br>- Useful Web sites:<br>  - Government or institutional Web sites:<br>    o \<www.toutpourreussir.com><br>    o \<www.emploiquebec.gouv.qc.ca><br>    o \<www.inforoutefpt.org><br>  - Private Web sites:<br>    o \<www.jobboom.com><br>    o \<www.monemploi.com><br>    o \<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*** |
| Course (Presecondary): *Stepping Out* |
| ▪ Categories of actions related to the class of situations *Using language to explore employment and educational options* |

| Subject Area: Mathematics, Science and Technology |
| --- |
| **Program of study: *Mathematics*** |
| ▪ Grouping elements using sets and subsets |
| **Program of study: *Computer Science*** |
| ▪ Basic use of word-processing and training and career information software and an Internet browser |

# 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 *Exploring Training and Career Options* constitutes the first step in this process. It focuses on adults' ability to work independently and use a systematic exploration method in order to become familiar with the many options available to them. It also prepares them to communicate effectively while searching for training and career information. The knowledge, skills and attitudes gained are essential not only for their studies, but also for their future integration into the work force.

In this course, the teacher acts as a guide to facilitate the exploration process and help adults organize the myriad information that exists on occupational identity and the world of school and work. He or she must therefore be familiar with commonly used information sources, such as Holland's typology (RIASEC), software applications such as REPÈRES and various training and career handbooks. By exploring trades and occupations, adults learn to use these tools and applications, which provide a host of information on education and training programs and the job market (see the list of material resources). The teacher works closely with one or more professionals in the field (e.g. guidance counsellors, employment counsellors, training consultants or education consultants) whose support may include giving demonstrations on computerized tools, providing specialized follow-up or conducting psychometric tests. In addition to enlisting the support of professionals, the teacher should also meet with adults individually in order to establish a relationship of trust and support them throughout the process. To facilitate the exploratory process, the teacher must also organize a variety of learning activities, such as testimonials, lectures, guided research activities, video screenings, peer teaching and group discussions. By sharing their experiences with their peers, adults thus broaden their exposure to a greater variety of work settings.

Discovering one's personal and occupational characteristics requires a certain capacity for introspection, which may be challenging for some adults. This introspective ability may be stimulated through exercises that allow adults to take a step back and take the time they need to learn. It may also be easier and more motivating for adults to associate a concrete experience with the

analysis of personal and occupational characteristics. Because adults explore the world of school and work as they explore their own characteristics, the learning process must allow them to alternate between the two. Creating tangible links with individuals who practise the trades or occupations explored also helps adults identify their characteristics. These links can be forged through meetings with various workers or through visits to companies or education and training centres. Adults will benefit even more from these activities by preparing, for example, a list of questions to ask.

# 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

**Training and Career Information**

The learning situation chosen for the class *Becoming familiar with training and career plans* concerns the *Need for training and career information*. In order to contextualize this situation, the teacher asks the adults to state their preferences for certain occupations and to reflect on the affinities they share with these occupations. They explore both the world of school and work and their personal and occupational characteristics. During the course of their explorations, they note their similarities with certain personality types, their areas of interest and their aptitudes with respect to the occupations explored, using the operational competencies *Communicates* and *Acts methodically*.

The teacher begins the first learning activity by distributing a reference document summarizing the exploration method and personality types covered in a previous activity. He or she encourages the adults to refer to the document, emphasizing the steps to follow and the social and material resources to use. Working in pairs, adults then choose an occupation to explore and plan the steps to follow to search for information. They submit their plan to the teacher who provides comments and clarifications to each team.

During the second learning activity, the teacher takes the adults to a training and career information centre, where they listen to a presentation on the resources in the centre, and then consult the documents available. Back in class, the teacher (or a resource person) gives a presentation on the REPÈRES program (French only) and distributes a reference document that summarizes its main components. Using the program, each adult then explores three different occupations, identifying a work-related task as well as the personality type and aptitude required. The teacher distributes a list of occupations and three information sheets that the adults must fill out individually. The adults choose occupations that interest them and search for information using the REPÈRES program. They must also consult a print or electronic source of information (e.g. handbook or video) that describes the occupation. During this activity, the teacher helps the adults find the required information and fill out their work sheets. Once the adults have determined the personality type that corresponds to each occupation, they identify a work-related task and a required aptitude for each occupation. Finally, they reflect on whether or not they possess the characteristics they identified for each occupation explored. They record their observations regarding any similarities and briefly explain them in the space provided on the work sheet. They keep this information in their portfolio.

Once the work sheets have been filled out, the adults present the results of their research, reflections, as well as any difficulties encountered to the class. The teacher concludes the activity by reviewing the exploration method used and by commenting on the results obtained.

# Elements of the Course Addressed by the Learning Situation

| Class of Situations |
|---|
| Becoming familiar with training and career plans |

| Learning Situation |
|---|
| Training and Career Information |

| Categories of Actions |
|---|
| ▪ Exploring the world of school and work |
| ▪ Exploring personal and occupational characteristics |

| Operational Competencies | Essential Knowledge |
|---|---|
| ▪ Acts methodically<br>▪ Communicates | ▪ Exploration method<br>▪ Types of trades and occupations<br>▪ Brief inventory of personal and occupational characteristics |

| Complementary Resources | |
|---|---|
| ▪ SARCA (reception, referral, counselling and support services)<br>▪ Training and career information centre | ▪ Reference manuals<br>▪ Portfolio<br>▪ CD-ROMs, videocassettes and electronic texts<br>▪ Training and career information software |

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