

# SVI-3016-3 Choosing an Occupation

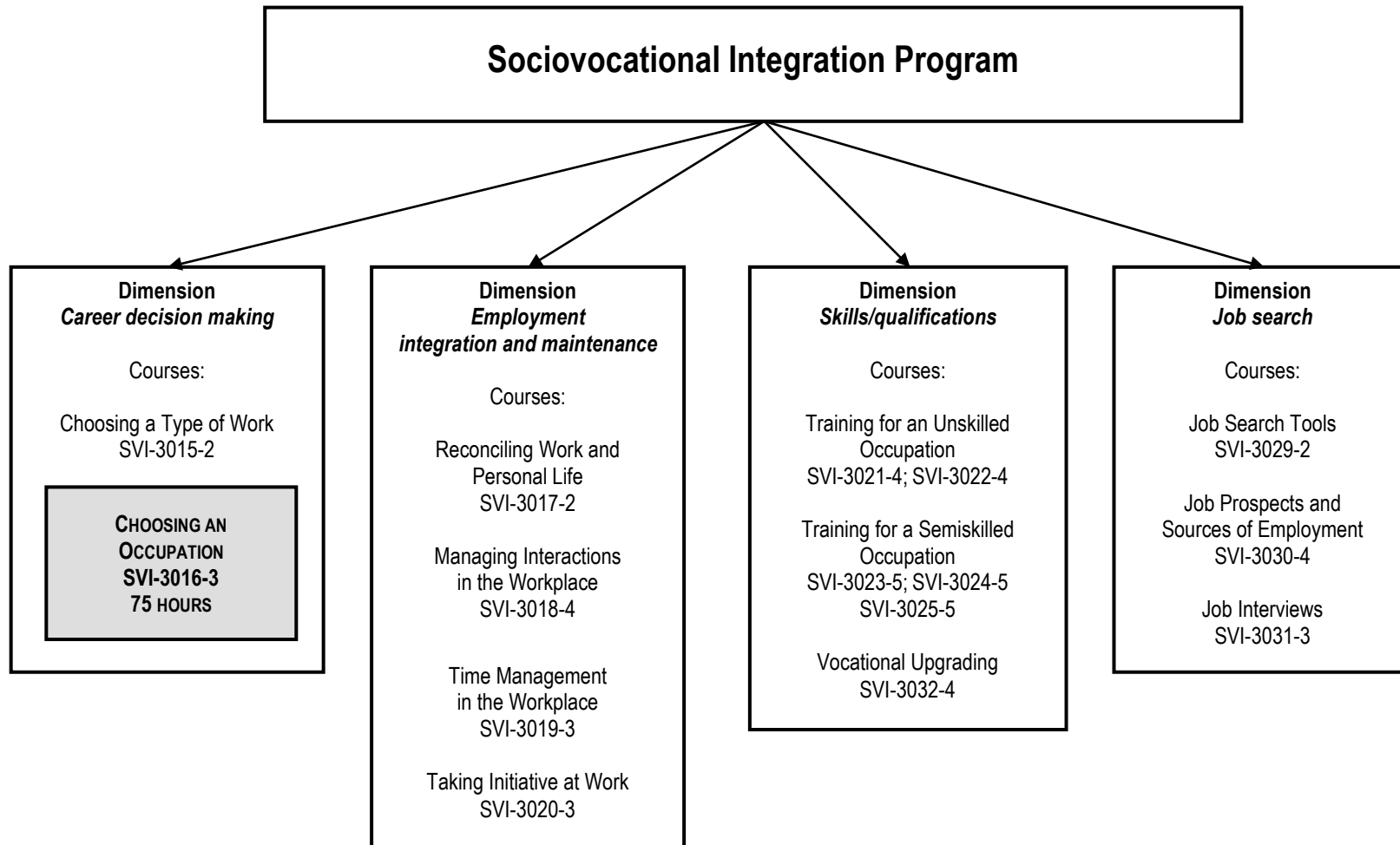
Secondary Cycle Two



**Sociovocational Integration Program**



## Situating the Course *Choosing an Occupation*



## Introduction to the Course *Choosing an Occupation*

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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	<ul style="list-style-type: none"> <li>• Orientation for the purpose of entering the labour market</li> <li>• Reorientation after losing a job</li> <li>• Reorientation owing to a job shortage in his/her field</li> <li>• Reorientation following an accident or illness</li> <li>• Reorientation because of dissatisfaction with an existing job</li> <li>• Entering the labour market on a nonvoluntary basis</li> </ul>

## 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
<ul style="list-style-type: none"> <li>Determining factors to be considered in choosing an occupation</li> </ul>	<ul style="list-style-type: none"> <li>Identifies his/her main areas of interest by referring to a recognized classification system</li> <li>Identifies the aptitudes he/she has developed during family activities</li> <li>Consults family members to assess his/her job mobility</li> <li>Completes a questionnaire to identify the values he/she deems most important in the workplace</li> <li>Determines the economic benefits of working</li> </ul>
<ul style="list-style-type: none"> <li>Exploring occupations</li> </ul>	<ul style="list-style-type: none"> <li>Lists occupations in light of his/her areas of interest</li> <li>Lists occupations in light of his/her level of education</li> <li>Looks for information on the occupation of warehouse clerk, using academic and vocational information software</li> <li>Observes someone doing secretarial work</li> <li>Interviews someone who works as an orderly</li> </ul>
<ul style="list-style-type: none"> <li>Drawing up a career plan that will help him/her choose an occupation</li> </ul>	<ul style="list-style-type: none"> <li>Compares the job skills of a grocery store clerk with his/her own job skills</li> <li>Assesses the advantages and disadvantages of working as a janitor in light of the subjective and objective factors he/she has identified</li> <li>Sets a career goal related to the occupation of delivery driver</li> <li>Draws up an action plan for becoming a customer service clerk</li> </ul>

## 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 Knowledge<sup>25</sup>

- 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
- 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

<sup>25</sup> 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

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- 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
<p>Adults who are honest with themselves are objective and true to themselves in determining the factors to be considered when choosing an occupation.</p> <p><b>Connections between honesty and certain elements of essential knowledge</b></p> <p>This attitude can be addressed more specifically in learning situations that involve the following elements of essential knowledge:</p> <ul style="list-style-type: none"> <li>• Identification of subjective factors to be considered in choosing an occupation</li> <li>• Identification of objective factors to be considered in choosing an occupation</li> </ul> <p><b>Connections between honesty and the operational competency <i>Exercises critical and ethical judgment</i></b></p> <p>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:</p> <ul style="list-style-type: none"> <li>• Uses questionnaires and occupational self-assessment forms appropriately</li> <li>• Assesses his/her strengths and limitations</li> </ul>	<p>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.</p> <p><b>Connections between open-mindedness and certain elements of essential knowledge</b></p> <p>This attitude can be addressed more specifically in learning situations that involve the following elements of essential knowledge:</p> <ul style="list-style-type: none"> <li>• Doing documentary research</li> <li>• Doing field research</li> <li>• Information to be gathered about the different occupations</li> </ul> <p><b>Connections between open-mindedness and the operational competency <i>Exercises critical and ethical judgment</i></b></p> <p>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:</p> <ul style="list-style-type: none"> <li>• Checks the accuracy of the information gathered</li> </ul>	<p>Adults who are thorough are able to use the suggested procedure and methods in drawing up a career plan for choosing an occupation.</p> <p><b>Connections between thoroughness and certain elements of essential knowledge</b></p> <p>This attitude can be addressed more specifically in learning situations that involve the following elements of essential knowledge:</p> <ul style="list-style-type: none"> <li>• Career goal as it relates to choosing an occupation</li> <li>• Action plan for choosing an occupation</li> </ul> <p><b>Connections between thoroughness and the operational competency <i>Thinks logically</i></b></p> <p>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:</p> <ul style="list-style-type: none"> <li>• Compares the characteristics of the occupations explored with subjective and objective factors</li> <li>• Identifies the advantages and disadvantages of occupations in relation to himself/herself and those around him/her</li> <li>• Makes appropriate improvements to his/her action plan</li> </ul>

## Complementary Resources

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

Social Resources	Material Resources
<ul style="list-style-type: none"> <li>• Network of personal and work-related contacts</li> <li>• Private sector companies</li> <li>• Government agencies</li> <li>• Community organizations</li> </ul>	<ul style="list-style-type: none"> <li>• Questionnaires and occupational self-assessment forms</li> <li>• Print and electronic documents about occupations (<i>Holland Typology, Repères, National Occupational Classification, Emploi-Québec LMI online</i>, etc.)</li> <li>• Questionnaires and charts for gathering information on occupations</li> <li>• Tape recorder</li> </ul>

## Learning Situation

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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

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### **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.*)

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### 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 occupation<sup>26</sup> 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.

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<sup>26</sup> 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

<b>Class of Situations</b>			
Choosing an occupation			
<b>Learning Situation</b>			
<i>Interview with an experienced worker</i>			
<b>Category of Actions</b>	<b>Operational Competency</b>		
<ul style="list-style-type: none"> <li>Exploring occupations</li> </ul>	Exercises critical and ethical judgment <ul style="list-style-type: none"> <li>Checks the accuracy of the information gathered</li> </ul>		
<b>Essential Knowledge</b>			
Doing field research <ul style="list-style-type: none"> <li>Identifying occupations to be explored</li> <li>Interviewing a resource person or observing a worker on the job</li> <li>Making a note of relevant information</li> </ul>	Information to be gathered about the different occupations <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>Duties</li> <li>Field of application</li> <li>Materials used</li> <li>Working conditions</li> <li>Areas of interest</li> <li>Personality style</li> </ul> </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>Aptitudes</li> <li>Physical ability</li> <li>Training</li> <li>Categories of employers</li> <li>Job outlook</li> <li>Related occupations</li> </ul> </td> </tr> </table>	<ul style="list-style-type: none"> <li>Duties</li> <li>Field of application</li> <li>Materials used</li> <li>Working conditions</li> <li>Areas of interest</li> <li>Personality style</li> </ul>	<ul style="list-style-type: none"> <li>Aptitudes</li> <li>Physical ability</li> <li>Training</li> <li>Categories of employers</li> <li>Job outlook</li> <li>Related occupations</li> </ul>
<ul style="list-style-type: none"> <li>Duties</li> <li>Field of application</li> <li>Materials used</li> <li>Working conditions</li> <li>Areas of interest</li> <li>Personality style</li> </ul>	<ul style="list-style-type: none"> <li>Aptitudes</li> <li>Physical ability</li> <li>Training</li> <li>Categories of employers</li> <li>Job outlook</li> <li>Related occupations</li> </ul>		
<b>Attitude</b>	<b>Complementary Resources</b>		
<ul style="list-style-type: none"> <li>Open-mindedness</li> </ul>	<ul style="list-style-type: none"> <li>Network of personal and work-related contacts</li> <li>Chart for gathering information on occupations</li> <li>Tape recorder</li> </ul>		