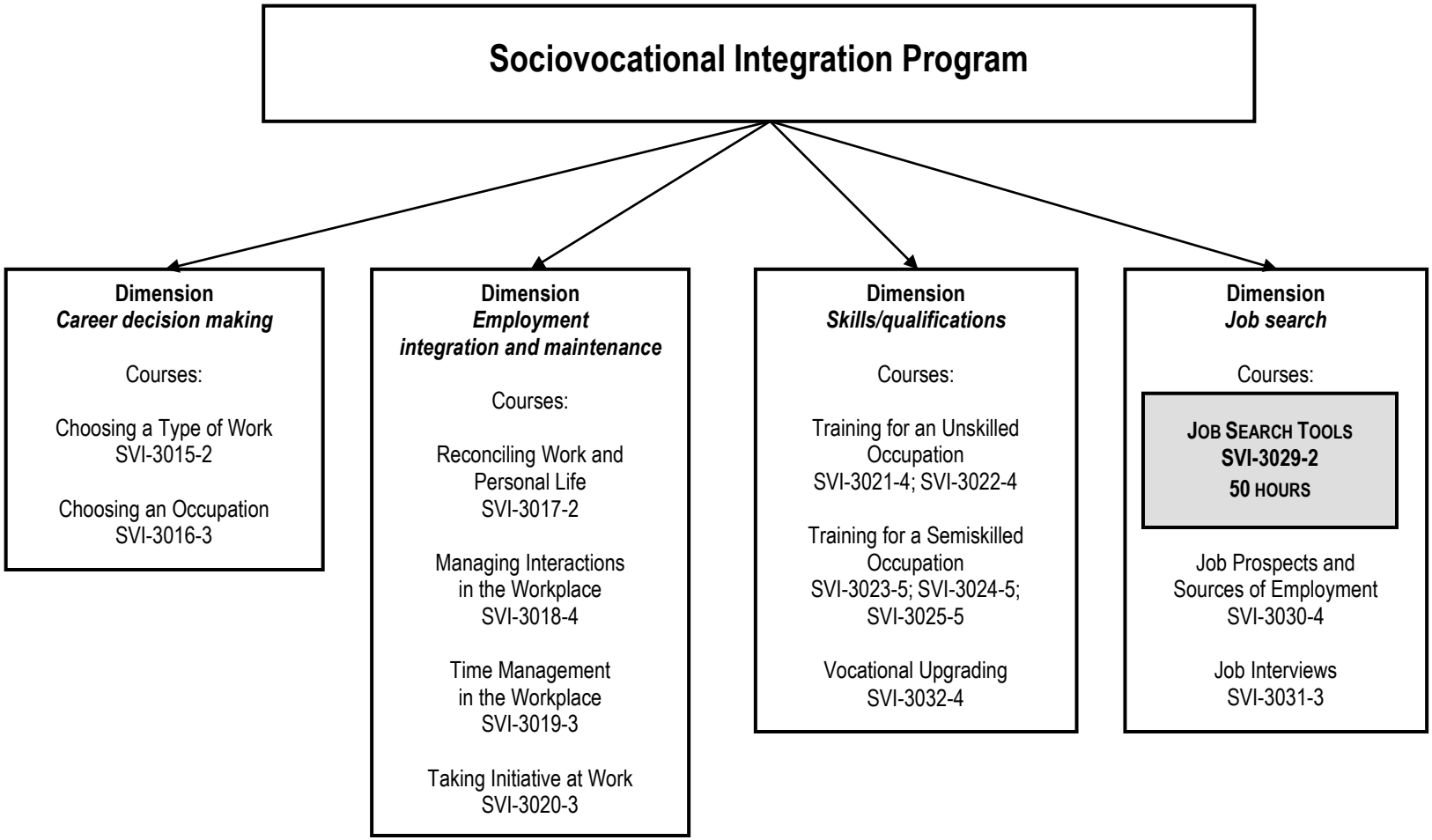
SVI-3029-2
Job Search Tools

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 Knowledge[51]

- 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

[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 *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 *Thinks logically*** 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 *Communicates*** 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	
The job application form	
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)