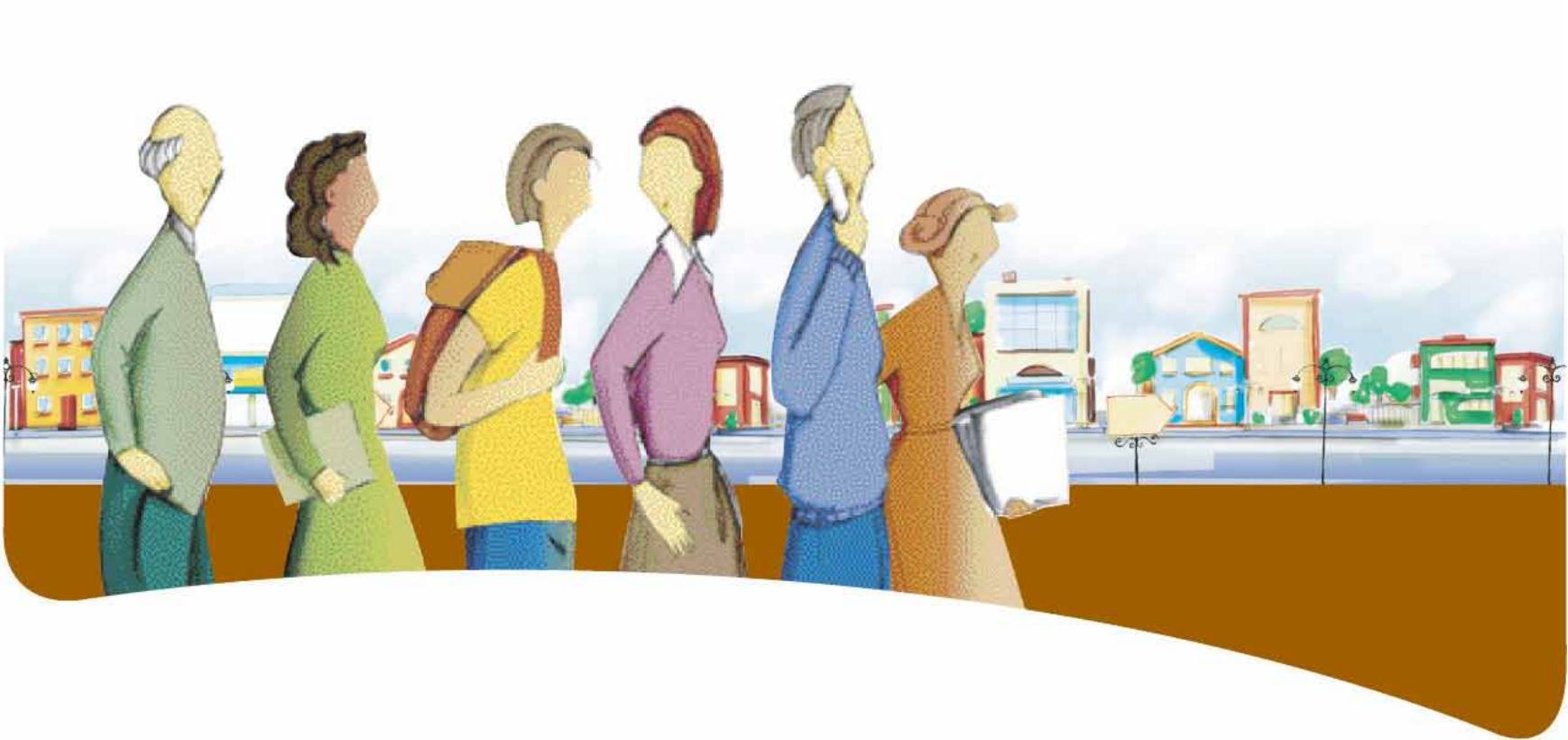


# SVI-3030-4 Job Prospects and Sources of Employment

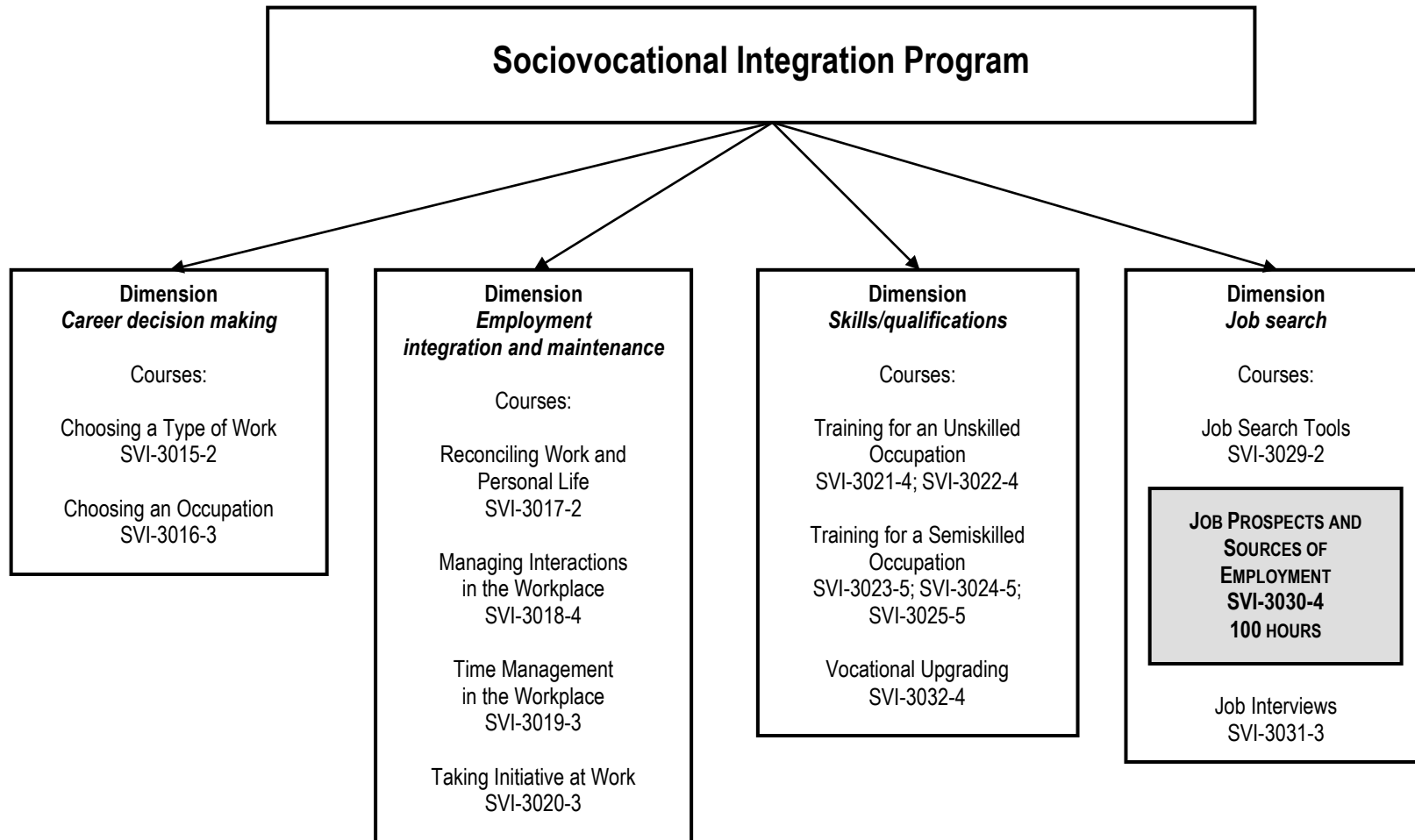
Secondary Cycle Two



Sociovocational Integration Program



## Situating the Course *Job Prospects and Sources of Employment*



## **Introduction to the Course *Job Prospects and Sources of Employment***

**T**he objective of the course *Job Prospects and Sources of Employment* is to enable adults to deal competently with real-life situations that involve making the most of job prospects and sources of employment.

By the end of this course, adults will be able to target potential employers, offer their services and follow up on their initiatives.

## Dealing With Work-Related Situations

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

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



## Class of Situations

This course focuses on the class of situations *Making the most of job prospects and sources of employment*.

To conduct a more effective job search, adults must make the most of different prospects and sources of information to find out about posted jobs and jobs that have not been officially posted. Reading magazines and newspapers, consulting job banks, going to job fairs and networking are examples of different ways that adults can make themselves more visible in the job market and discover interesting job possibilities.

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

Class of Situations	Examples of Real-Life Situations
Making the most of job prospects and sources of employment	<ul style="list-style-type: none"> <li>• Looking for a job as a warehouse clerk</li> <li>• Looking for a job as a hardware store clerk</li> <li>• Looking for a job as a stock keeper</li> <li>• Looking for a job as a general helper in a grocery store</li> <li>• Looking for a job as a cook's helper</li> <li>• Looking for a job as a secretary</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>Targeting potential employers</li> </ul>	<ul style="list-style-type: none"> <li>Identifies potential employers in the sales and service sector, using a directory of companies</li> <li>Contacts a friend to find out if there are any job possibilities where he/she works</li> <li>Consults an online job bank</li> <li>Reads the local newspaper to find out about job prospects in his/her region</li> <li>Finds a mentor to develop his/her network of personal and work-related contacts</li> </ul>
<ul style="list-style-type: none"> <li>Offering his/her services to potential employers</li> </ul>	<ul style="list-style-type: none"> <li>Offers his/her services in person for a job in a clothing store</li> <li>Offers his/her services by e-mail for a job in a large company</li> <li>Offers his/her services by telephone for a job in a remote area</li> <li>Offers his/her services to an employer based on a recommendation from his/her practicum supervisor</li> </ul>
<ul style="list-style-type: none"> <li>Following up with an employer to whom he/she has offered his/her services</li> </ul>	<ul style="list-style-type: none"> <li>Follows up with an employer through regular mail after initially contacting him/her by telephone</li> <li>Makes a follow-up call to an employer after mailing a letter and résumé offering his/her services</li> <li>Follows up with an employer in person after an initial meeting</li> <li>Makes a note of the results in his/her job search activity calendar after telephoning to ask for a job</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

Making the most of job prospects and sources of employment

### Categories of Actions

- Targeting potential employers
- Offering his/her services to potential employers
- Following up with an employer to whom he/she has offered his/her services

### Operational Competencies

#### Acts methodically

- Adopts a routine for exploring possible job prospects and sources of employment
- Records information
- Regularly updates his/her job search activities calendar

#### Communicates

- Observes social rules and conventions
- Adapts his/her language to his/her audience and the context
- Conveys complete, relevant, clear and concise information

### Essential Knowledge<sup>52</sup>

- |                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Visible market versus hidden market</li> <li>• Process for targeting potential employers</li> <li>• Network of contacts</li> <li>• Ways of developing a network of personal and work-related contacts</li> <li>• Exploring job prospects and sources of employment</li> <li>• Sections in a job search activities calendar</li> </ul> | <ul style="list-style-type: none"> <li>• Factors to be considered in offering one's services</li> <li>• Ways of submitting an offer of services</li> <li>• Information to include in an offer of services</li> <li>• Factors to be considered in following up with a potential employer</li> <li>• Ways of following up on the offer of services</li> <li>• Follow-up techniques</li> </ul> |
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<sup>52</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

To deal with the real-life situations in the class of situations *Making the most of job prospects and sources of employment*, adults target potential employers, offer their services to potential employers and follow up with them.

When targeting potential employers, adults take into account the characteristics of the visible market and the hidden market. They gather information on activity sectors related to the desired job: regulations, requirements, job outlook and related businesses. They determine the most important activity sectors by taking into account the information they have gathered and their work-related resources. They draw up a list of people in their network of personal and work-related contacts and try to expand this network. Adults also draw up a list of potential employers. They adopt a routine for exploring job prospects and sources of employment (e.g. consulting magazines, newspapers, company newsletters, company directories, job banks, specialized Web sites, job fairs, network of personal and work-related contacts). They record information in the appropriate sections of their job search activities calendar: names of companies, titles of desired jobs and, if possible, the name of the contact person in the company.

When offering their services to potential employers, adults consider different factors in order to adapt their offer to a specific company: their abilities, financial resources, mobility and availability; the characteristics of the job offer and the company as well as the employer's availability. They offer their services using appropriate methods and techniques (regular mail, e-mail, fax, telephone, or in person). They make sure they introduce themselves properly and specify the job they wish to apply for. They briefly describe their experience and competencies and mention that they would be available for an interview. They observe social rules and conventions and adapt their language to the person they are speaking with and to the context. They provide complete, relevant, clear and concise information. If necessary, they use the relevant personalized job search tools.

When following up with employers to whom they have offered their services, adults consider different factors in adapting follow-up techniques: their abilities, financial resources, mobility and availability; the characteristics of the company, the employer's availability and the result of their offer of services. They follow up with the employer using appropriate methods and techniques (regular mail, e-mail, fax, telephone, or in person). They keep abreast of new developments regarding the company's intention to hire new staff and reiterate their interest and availability for the job in question. They observe social rules and conventions, and adapt their language to the person to whom they are speaking and to the context. They provide complete, relevant, clear and concise information. If necessary, they use the relevant personalized job search tools. They regularly update their job search activities calendar by indicating the action they have taken, the results they have obtained and the follow-up measures to be taken.

## Evaluation Criteria

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- Methodically targets potential employers
- Offers services adapted to the needs of potential employers
- Systematically follows up with employers to whom he/she has offered his/her services

## Operational Competencies

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

In this course, only the following operational competencies are addressed: *Acts methodically* and *Communicates*.

### Contribution of the operational competency *Acts methodically*

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

When targeting potential employers, adults adopt a routine for exploring job prospects and sources of employment, and they record the information in this regard.

When following up with employers to whom they have offered their services, adults regularly update their job search activities calendar.

### Contribution of the operational competency *Communicates*

This competency is defined as the capacity to understand others and to make oneself understood when dealing with work-related situations.

When offering their services to potential employers and following up with them, adults observe social rules and conventions, adapt their language to the person they are speaking with and to the context, and provide complete, relevant, clear and concise information.

## Essential Knowledge

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

### Visible market versus hidden market

- Characteristics of the visible market
- Characteristics of the hidden market

### Process for targeting potential employers

- Gathering information on the activity sectors related to the desired job (regulations, requirements, job outlook and related businesses)
- Determining the most important activity sectors by taking into account the information they have gathered and their work-related resources
- Drawing up a list of people in their network of personal and work-related contacts
- Drawing up a list of potential employers

### Network of contacts

- Personal contacts (parents, friends, acquaintances)
- Work-related contacts (employers, colleagues, mentors, members of a professional association)

### Ways of developing a network of personal and work-related contacts

- Mentoring
- Information meetings with employers or people working in the occupation in question
- Volunteer work
- Workplace practicum

- Participating in activities (career days, conferences, conventions, visits to companies)
- Membership in a professional association
- Making new contacts in the course of daily activities

### Exploring job prospects and sources of employment

- Magazines, newspapers
- Company newsletters
- Telephone books and company directories
- Job banks
- Specialized Web sites
- Job fairs
- Network of personal and work-related contacts

### Sections in a job search activities calendar

- Company name
- Desired job
- Contact person
- Action taken
- Results
- Follow-up measures

## Essential Knowledge (cont.)

### Factors to be considered in offering one's services

- Abilities
- Financial resources
- Mobility
- Availability
- Characteristics of the job offer
- Employer's characteristics
- Employer's availability

### Ways of submitting an offer of services

- By regular mail, e-mail or fax
- By telephone
- In person

### Information to include in an offer of services

- Personal introduction
- Desired job
- Brief description of experience and competencies
- Availability for an interview
- Personalized job search tools or other relevant items (letter of interest, job application form, résumé, occupational portfolio, wage subsidy)

### Factors to be considered in following up with a potential employer

- Abilities
- Financial resources
- Mobility
- Availability
- Characteristics of the company
- Employer's availability
- Result of the offer of services

### Ways of following up on the offer of services

- By regular mail, e-mail or fax
- By telephone
- In person

### Follow-up techniques

- Keeping abreast of new developments regarding hiring
- Reiteration of his/her interest in the job and availability
- Personalized job search tools (business card, letter of interest, job application form, résumé)

## Attitudes

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

Perseverance	Self-confidence
<p>Adults who persevere keep looking for work in spite of the obstacles they encounter and the difficulties they experience when targeting potential employers.</p> <p><b>Connections between perseverance 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>• Process for targeting potential employers</li> <li>• Ways of developing a network of personal and work-related contacts</li> <li>• Exploring job prospects and sources of employment</li> </ul> <p><b>Connections between perseverance and the operational competency <i>Acts methodically</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>• Adopts a routine for exploring possible job prospects and sources of employment</li> </ul>	<p>Self-confident adults believe in their own potential and are proactive. They overcome their fears and make the most of their talents and strengths when offering their services to potential employers and following up with them.</p> <p><b>Connections between self-confidence 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>• Information to include in an offer of services</li> <li>• Follow-up techniques</li> </ul> <p><b>Connections between self-confidence and the operational competency <i>Communicates</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>• Observes social rules and conventions</li> <li>• Adapts his/her language to his/her audience and the context</li> <li>• Conveys complete, relevant, clear and concise information</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>• Print and electronic documents on job searches and the labour market (magazines, books, newspapers, Web sites, etc.)</li> <li>• Personalized job search tools (business cards, letter of interest, job application form, résumé, etc.)</li> <li>• Traditional or electronic communication instruments (electronic mail, telephone, fax, etc.)</li> <li>• Means of transportation</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:** *The local newspaper*

**Problem addressed in the learning situation:**

- Consulting newspapers on a regular basis to find information on activity sectors related to the job in question

**Instructional methods:**

- Interactive presentation
- Exercise in pairs
- Oral presentation
- Class discussion

**Expected work:**

- Summary of newspaper articles and oral presentation to the class

**Approximate time allotted:** 6 hours for a class of 14 adults

- Presentation of the learning situation and instructions: 30 minutes
- Interactive presentation: 45 minutes
- Exercise in pairs: 1 hour
- Presentation of the summary of newspaper articles: 15 minutes per adult, one adult per day
- Class discussion: 15 minutes

## Example of a Learning Situation (cont.)

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### Planning learning:

- The teacher presents the learning situation:

*Each of you will take turns reading the newspaper and summarizing the news related to the labour market so that you can all obtain information about the activity sectors pertaining to your desired job (regulations, requirements, job outlook and related companies). You will be required to present your summary to the class. At this time, you can also talk about the jobs posted in the career section of the newspaper.*

The teacher works with the adults to schedule the presentations and make sure that all the adults understand what they are being asked to do and that they have access to the local newspaper.

### Actual learning

- The teacher asks the adults to select and summarize newspaper articles related to the labour market. He/she leads an interactive presentation on using a reading guide designed for this activity. This guide consists of a list of questions to be asked in looking for relevant articles and a list of key words to look for. For example:
  - *Does the article deal with regulations related to an activity sector (key words to look for: bill, decree, collective agreement, etc.)?*
  - *Does the article deal with the requirements related to an activity sector (key words to look for: qualification, training, qualification card, working conditions, etc.)?*
  - *Does the article deal with the job outlook in an activity sector (key words to look for: job creation, subsidies, labour shortage, etc.)?*
- *Does the article provide information about a company (key words to look for: new factory to be built or to be opened, expansion, merger, marketing of a new product, etc.)?*
- The teacher then asks the adults to form teams of two, hands out a copy of the local newspaper and gives them the following instructions:
  - *Forget about the sports and entertainment sections.*
  - *Look for news related to the labour market.*
  - *Look at the headline, read the first paragraph in order to get a quick idea of what the article is about; if the article seems relevant, keep reading it and answer the questions in the reading guide to see if it is an appropriate article.*
  - *Highlight the main ideas to make it easier to summarize the articles you have selected. If necessary, refer to the key words indicated in the reading guide.*
  - *Complete the exercise by summarizing your article for your teammate. Take the time to discuss the relevance of the information in the article and the jobs that could result from the developments reported in the newspaper.*

- Throughout this exercise, the teacher helps the adults summarize what they have read in the newspaper.
- According to the pre-established schedule, each adult prepares his/her summary of the newspaper articles and presents it to the class. He/she also talks about the jobs posted in the career section of the newspaper. After each presentation, the teacher leads a discussion by eliciting reactions and emphasizing the important events in the news.

### **Integrating and reinvesting learning**

Class discussion:

*Is it useful to read the newspaper every day to gather information on activity sectors related to the job you want? Did you discover job possibilities? Is it hard to find relevant articles? If so, why? In the future, do you intend to read the local newspaper on a regular basis when looking for a job?*

## Elements of the Course Addressed by the Learning Situation

<b>Class of Situations</b>	
Making the most of job prospects and sources of employment	
<b>Learning Situation</b>	
<i>The local newspaper</i>	
<b>Category of Actions</b>	
<ul style="list-style-type: none"> <li>Targeting potential employers</li> </ul>	
<b>Operational Competency</b>	<b>Essential Knowledge</b>
Acts methodically <ul style="list-style-type: none"> <li>Adopts a routine for exploring possible job prospects and sources of employment</li> </ul>	Process for targeting potential employers <ul style="list-style-type: none"> <li>Gathering information on the activity sectors related to the desired job (regulations, requirements, job outlook and related businesses)</li> </ul> Exploring job prospects and sources of employment <ul style="list-style-type: none"> <li>Newspapers</li> </ul>
<b>Attitude</b>	<b>Complementary Resources</b>
<ul style="list-style-type: none"> <li>Perseverance</li> </ul>	<ul style="list-style-type: none"> <li>Print and electronic documents on job searches and the labour market (local newspaper)</li> </ul>