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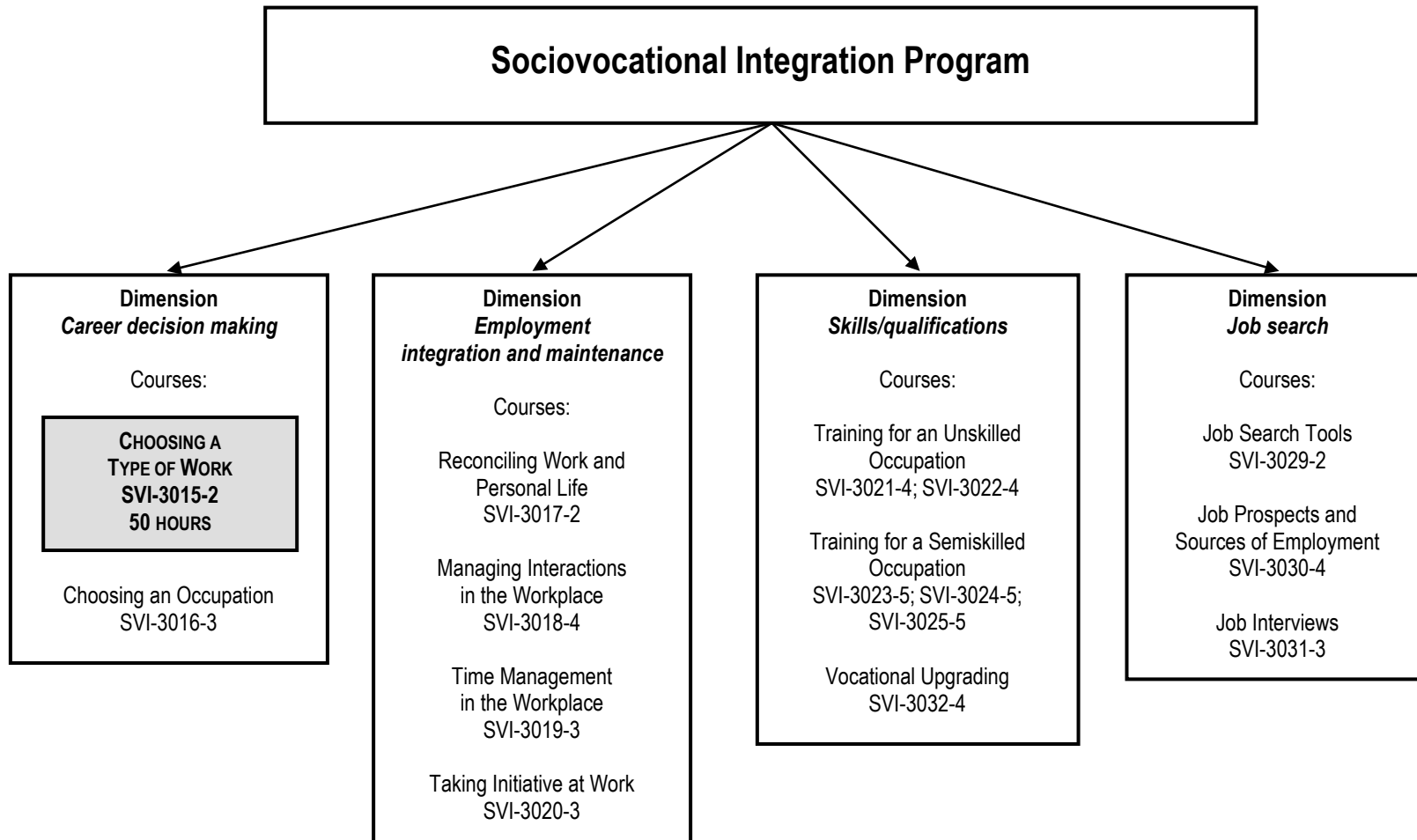
Choosing a Type of Work

Secondary Cycle Two



Sociovocational Integration Program

Situating the Course *Choosing a Type of Work*



Introduction to the Course *Choosing a Type of Work*

The objective of the course *Choosing a Type of Work* is to enable adults to deal competently with real-life situations that involve choosing a type of work.

By the end of this course, adults will be able to determine the subjective and objective factors they must consider in choosing a type of work and drawing up a career plan that will help them choose a type of work.*

** 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 a type of work*.

Losing a job, entering the labour market or returning to work after an extended absence are examples of real-life work-related situations that may require adults to think about the type of work they would like to do. They can choose to work for themselves, become an employee or do volunteer work. Choosing a type of work has a major impact on their personal and occupational life. Before choosing one of the possible options, they should analyze their personal situation to determine what types of work would suit them best.

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 real-life situations are numerous and unpredictable, the teacher can refer to any pertinent real-life situation that is related to the class and adapted to the needs of adults.

Class of Situations	Examples of Real-Life Situations
Choosing a type of work	<ul style="list-style-type: none"> • Entering the labour market • Returning to work after quitting one or more jobs • Returning to work after an extended absence • Returning to work after a period of retirement • Returning to work as a self-employed worker • Returning to work as a volunteer

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"> Determining factors to be considered in choosing a type of work 	<ul style="list-style-type: none"> Completes an occupational self-assessment form to define his/her motivation with respect to paid work Consults his/her spouse to determine the amount of time he/she can devote to work Explores different transportation options that make it possible to work in the immediate area or within the region Assesses whether he/she is physically and psychologically able to return to work on a full-time basis Consults a friend for help in determining his/her personal qualities
<ul style="list-style-type: none"> Drawing up a career plan that will help him/her choose a type of work 	<ul style="list-style-type: none"> Compares the values prevalent in the volunteer sector with his/her personal and work-related values Considers the advantages and disadvantages of paid work with respect to his/her work-related needs and motivation Sets a career goal related to entrepreneurship Develops an action plan to find paid work

Compulsory Elements and End-of-Course Outcomes

The teacher must take the compulsory elements into account when designing learning situations.

Class of Situations

Choosing a type of work

Categories of Actions

- Determining factors to be considered in choosing a type of work
- Drawing up a career plan that will help him/her choose a type of work

Operational Competencies

Exercises critical and ethical judgment

- Uses questionnaires and occupational self-assessment forms appropriately
- Assesses his/her strengths and limitations
- Justifies the choices he/she makes to achieve a career goal

Thinks logically

- Compares the characteristics of different types of work with subjective and objective factors
- Identifies the advantages and disadvantages of different types of work in relation to himself/herself and those around him/her
- Makes appropriate improvements to his/her action plan

Essential Knowledge²⁴

- Identification of subjective factors to be considered in choosing a type of work
- Identification of objective factors to be considered in choosing a type of work
- Legal forms of work
- Characteristics of entrepreneurship
- Characteristics of paid work
- Characteristics of volunteer work
- Career goal as it relates to choosing a type of work
- Action plan for choosing a type of work

²⁴ 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 class of situations *Choosing a type of work*, adults determine the factors to be considered in choosing a type of work and draw up a career plan to help them choose a type of work.

When determining the factors to be considered in choosing a type of work, 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 in choosing a type of work 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 drawing up a career plan to help them choose a type of work, adults consider the characteristics of entrepreneurship, paid work and volunteer work, and compare them with the subjective and objective factors they have identified. They identify the advantages and disadvantages of these types of work in relation to themselves and those around them, and set a career goal as it relates to choosing a type of work. This goal consists of a clearly and precisely stated primary choice and a secondary choice. 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 a type of work. 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

- Determines the relevant factors to be considered in choosing a type of work
- Draws up a realistic career plan for choosing a type of work

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 a type of work, adults use questionnaires and occupational self-assessment forms appropriately and assess their own strengths and limitations.

When drawing up a career plan to help them choose a type of work, 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 a type of work, adults compare the characteristics of different types of work with the subjective and objective factors they have defined. They identify the advantages and disadvantages of these types of work 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 a type of work

- 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 a type of work

- Physical and psychological condition
- Financial situation
- Family situation
- Availability for work
- Job mobility
- Work materials and tools

Legal forms of work

- Entrepreneurship
- Paid work
- Volunteer work

Characteristics of entrepreneurship

- Entrepreneurial values
- Needs and motivation of a typical entrepreneur
- Working conditions
- Requirements of entrepreneurship

Characteristics of paid work

- Values associated with paid work
- Needs and motivation of a paid worker
- Working conditions
- Requirements of paid work

Characteristics of volunteer work

- Values associated with volunteer work
- Needs and motivation of a volunteer
- Working conditions
- Requirements of volunteer work

Career goal as it relates to choosing a type of work

- 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

Essential Knowledge (*cont.*)

Action plan for choosing a type of work

- 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	Thoroughness
<p>Adults who are honest with themselves are objective and true to themselves in determining the factors to be considered when choosing a type of work.</p> <p>Connections between honesty and certain elements of essential knowledge</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"> • Identification of subjective factors to be considered in choosing a type of work • Identification of objective factors to be considered in choosing a type of work <p>Connections between honesty and the operational competency <i>Exercises critical and ethical judgment</i></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"> • Uses questionnaires and occupational self-assessment forms appropriately • Assesses his/her strengths and limitations 	<p>Adults who are thorough are able to use the suggested procedure and methods in drawing up a career plan for choosing a type of work.</p> <p>Connections between thoroughness and certain elements of essential knowledge</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"> • Career goal as it relates to choosing a type of work • Action plan for choosing a type of work <p>Connections between thoroughness and the operational competency <i>Thinks logically</i></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"> • Compares the characteristics of different types of work with subjective and objective factors • Identifies the advantages and disadvantages of different types of work in relation to himself/herself and those around him/her • Makes appropriate improvements to his/her action plan

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 style="list-style-type: none">• Guest speakers (entrepreneurs, paid workers or volunteers)	<ul style="list-style-type: none">• Questionnaires and occupational self-assessment forms• Print and electronic documents on different types of work (magazines, books, 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: Something to be proud of!**Problem addressed in the learning situation:**

- Identifying subjective factors to be considered in choosing a type of work

Instructional methods:

- Exercises in pairs
- Individual project
- Oral presentation
- Class discussion

Expected work:

- Term-matching exercise
- Identification of the subjective factors to be considered in choosing a type of work
- Oral presentation

Approximate time allotted: 13 hours 30 minutes for a class of 14 adults

- Presentation of the learning situation and instructions: 30 minutes
- Term-matching exercise: 45 minutes
- Individual work sessions: 5 hours
- Oral presentation: 30 minutes per adult
- Class discussion: 15 minutes

Example of a Learning Situation (cont.)

Planning learning

- The teacher presents the learning situation:

Extracurricular, social, recreational or volunteer activities all provide opportunities for personal fulfillment. They also make it possible to develop areas of interest, aptitudes, personal qualities, etc. Over the next few days, you will be required to describe an achievement of which you are particularly proud. You will then each be asked to present this achievement to the class.

- The teacher specifies the steps involved in meeting the challenge and works with the adults in establishing a schedule for the presentations. The teacher must also make sure that all the adults are motivated and that they fully understand what they are being asked to do.

Actual learning

- In teams of two, the adults carry out an exercise that involves matching the terms *areas of interest, aptitudes, values, personal qualities, needs and motivation* with their respective definitions. They are also asked to give two or three concrete examples to illustrate the different terms. The teams then compare the results of their work. If necessary, the teacher clarifies the terms studied.
- Each adult describes an achievement of which he/she is particularly proud.
- The adults begin by preparing their oral presentations. They then identify the resources they believe they drew on with regard to this

achievement (areas of interest, aptitudes, values, personal qualities, needs and motivation).

- Each adult gives his/her presentation to the class according to the schedule. At the end of the presentation, the teacher asks each class member to answer the following question in writing: *In your opinion, what resources were developed or used by the adult with regard to his/her achievement (areas of interest, aptitudes, values, personal qualities, needs and motivation)?**
- The class members are asked to submit their answers to the adult concerned, who then compares his/her own answers with those of his/her classmates. He/she identifies the resources that he/she deems most relevant and incorporates them into his/her occupational profile under the heading: *Subjective factors to be considered in choosing a type of work.*

Integrating and reinvesting learning

Class discussion:

What did you learn about your work-related resources? What difficulties did you experience in identifying your own resources? What difficulty did you experience in identifying your classmates' resources? Was it important to consider other people's opinion in determining your own resources?

**The teacher could provide the adults with examples of areas of interest, aptitudes, values, personal qualities, needs and motivation to give them a more complete list of possibilities and thereby make it easier for them to identify their resources.*

Elements of the Course Addressed by the Learning Situation

Class of Situations

Choosing a type of work

Learning Situation

Something to be proud of!

Category of Actions

- Determining factors to be considered in choosing a type of work

Operational Competency

Exercises critical and ethical judgment

- Assesses his/her strengths and limitations

Essential Knowledge

Identification of subjective factors to be considered in choosing a type of work

- Areas of interest
- Aptitudes
- Values
- Personal qualities
- Needs and motivation

Attitude

- Honesty

Complementary Resources

- Lists of areas of interest, aptitudes, values, personal qualities, needs and motivation