

# SVI-3017-2 Reconciling Work and Personal Life

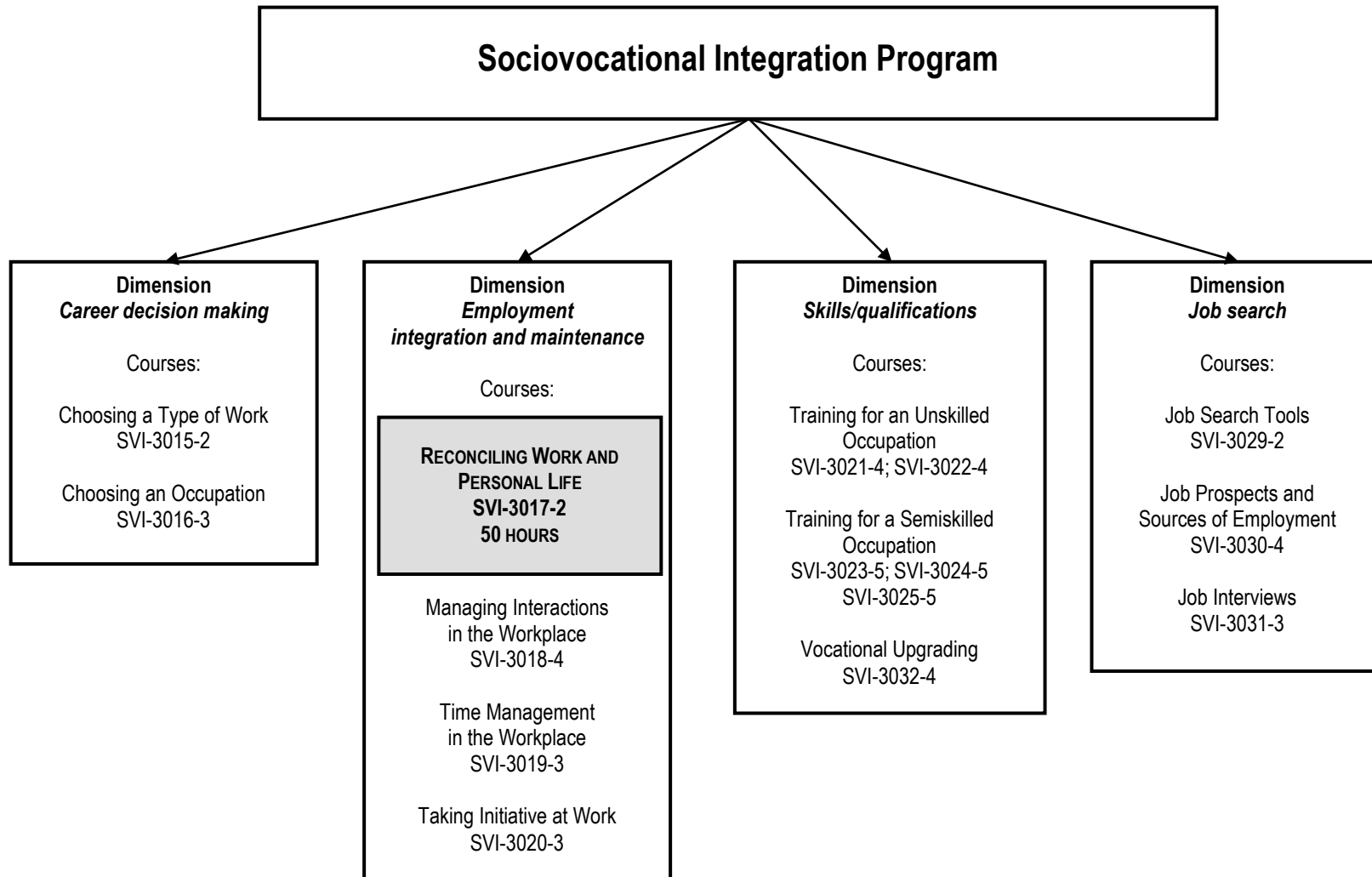
Secondary Cycle Two



Sociovocational Integration Program



## Situating the Course *Reconciling Work and Personal Life*



## **Introduction to the Course *Reconciling Work and Personal Life***

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**T**he objective of the course *Reconciling Work and Personal Life* is to enable adults to deal competently with situations that involve managing daily activities.

By the end of this course, adults will be able to organize their daily activities by taking into account work-related requirements and the priorities of their personal life. They will also be able to review how they organize their daily activities so as to make any necessary adjustments.

## 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 *Managing daily activities*.

Many adults find it challenging to reconcile their work and personal life. Certain work-related situations, such as starting a new job or changing one's work schedule, involve making adjustments to the way we organize our daily activities. Daily activities require time and energy; many things have to be done, and difficult decisions sometimes have to be made. To be able to carry out daily activities while maintaining a physical and psychological balance, adults should be well organized in their personal and work lives.

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
Managing daily activities	<ul style="list-style-type: none"> <li>• Changing a work schedule</li> <li>• Changing workplaces</li> <li>• Taking on new responsibilities at work</li> <li>• Starting a full-time job</li> <li>• Starting a part-time job</li> <li>• Starting a job with flexible hours</li> <li>• Working overtime</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>Organizing daily activities</li> </ul>	<ul style="list-style-type: none"> <li>Completes a questionnaire to determine his/her most important needs and values</li> <li>Calculates the number of hours devoted to social activities</li> <li>Consults his/her spouse before cutting out family activities</li> <li>Shares household tasks with his/her spouse</li> <li>Plans how he/she will get to work</li> <li>Makes a medical appointment for his/her child</li> <li>Plans weekly sports activities</li> </ul>
<ul style="list-style-type: none"> <li>Reviewing how daily activities are organized</li> </ul>	<ul style="list-style-type: none"> <li>Determines the extent to which his/her participation in a social activity is consistent with his/her needs and values</li> <li>Tries to understand why he/she is behind in his/her work</li> <li>Identifies ways of increasing sleep hours</li> <li>Develops an action plan to manage stress more effectively</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

Managing daily activities

### Categories of Actions

- Organizing daily activities
- Reviewing how daily activities are organized

### Operational Competencies

Acts methodically

- Establishes a routine
- Analyzes his/her use of time before committing to a new activity
- Adheres to his/her priorities

Exercises critical and ethical judgment

- Identifies his/her strengths and limitations
- Distinguishes between fact and opinion
- Distinguishes between his/her perceptions and those of the people around him/her
- Justifies the change he/she wants to make

### Essential Knowledge<sup>27</sup>

- Process of organizing daily activities
- Types of daily activities
- Factors to be considered in determining his/her most important daily activities
- Factors to be considered in planning how he/she will get around

- Time management tools
- Observance of basic principles related to healthy lifestyle habits and stress management
- Change he/she wants to make in the way daily activities are organized
- Action plan for organizing daily activities

<sup>27</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 real-life situations in the class of situations *Managing daily activities*, adults organize their daily activities and review how they have done so.

When organizing their daily activities, adults make a list of those that are consistent with their values, needs and personal motivation. They determine the social, economic or other activities they deem most important by taking into account different factors such as the requirements associated with these activities, the time and energy they have, their financial situation, their values, needs and personal motivation, as well as the needs of those around them. They plan their use of time on a daily, weekly or monthly basis using a time management tool such as a day planner, a to-do list or a schedule. They consider the possibility of sharing tasks and responsibilities with others. They plan how they will get around by considering different factors such as the route, distance, time, available means of transportation and related costs. They observe basic principles related to healthy lifestyle habits and stress management, and establish a routine for meals, sleep, physical activities and relaxation. They review their use of time to deal with any contingencies. Before committing to a new activity, they analyze their use of time and make sure that their daily activities reflect the priorities they have established.

When reviewing how they have organized their daily activities, adults assess their strengths and limitations when it comes to organizational skills. They distinguish between fact and opinion, and between their perceptions and those of the people around them. They set a clear and precise goal with respect to a change they want to make. They explain the extent to which this change is feasible and meaningful on a personal and occupational level, and estimate the time required to make this change. They draw up an action plan for achieving their goal. This plan will include the means for succeeding in this regard, the internal and external resources they can rely on, deadlines, pitfalls and obstacles they may encounter, alternative solutions and follow-up measures.

## Evaluation Criteria

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- Organizes daily activities methodically
- Systematically reviews how daily activities are organized

## 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 *Exercises critical and ethical judgment*.

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

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

When organizing their daily activities, adults establish a routine. Before committing to a new activity, they examine their use of time and make sure their daily activities reflect the priorities they have identified.

### 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 reviewing how they have organized their daily activities, adults assess their strengths and limitations, they distinguish between fact and opinion, and between their perceptions and those of the people around them. They justify the change they want to make in the way that they organize their activities.

## 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.

### Process of organizing daily activities

- List of activities that are consistent with his/her values, needs and personal motivation
- Determining the most important activities
- Planning how time is to be used on a daily, weekly or monthly basis
- Sharing tasks and responsibilities with those around them
- Reviewing use of time to deal with contingencies

### Types of daily activities

- Social activities
- Economic or work-related activities
- Family and household activities
- Sports activities
- Personal development or growth activities

### Factors to be considered in determining his/her most important daily activities

- Requirements associated with these activities
- Time available
- Amount of energy
- Financial situation
- Values
- Needs and personal motivation
- Needs of those around him/her

### Factors to be considered in planning how he/she will get around

- Route
- Distance
- Time
- Available means of transportation (public transit, carpooling, car, bicycle, walking)
- Cost of means of transportation

### Time management tools

- Day planner
- To-do list
- Schedule

### Observance of basic principles related to healthy lifestyle habits and stress management

- Diet
- Sleep
- Physical activities
- Relaxation

### Change he/she wants to make in the way daily activities are organized

- Determining the change he/she wants to make
- Clearly and precisely stated change that is feasible and meaningful on a personal and occupational level and that can be made within a specific time frame

## Essential Knowledge (*cont.*)

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### Action plan for organizing daily activities

- Means for achieving desired change
- Internal and external resources
- Deadlines
- Possible pitfalls and obstacles
- Alternative solutions
- Follow-up measures (periodic review, logbook, discussions with a mentor, etc.)

## 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.

Sense of responsibility	Open-mindedness
<p>Adults who are responsible keep their commitments and assume the consequences of their decisions in organizing their daily activities.</p> <p><b>Connections between a sense of responsibility 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 of organizing daily activities</li> <li>• Factors to be considered in determining his/her most important daily activities</li> <li>• Factors to be considered in planning how he/she will get around</li> <li>• Observance of basic principles related to healthy lifestyle habits and stress management</li> </ul> <p><b>Connections between a sense of responsibility 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>• Establishes a routine</li> <li>• Analyzes his/her use of time before committing to a new activity</li> <li>• Adheres to his/her priorities</li> </ul>	<p>Adults who are open-minded consider different viewpoints and question their usual way of doing things. They consider a wider variety of new ways of organizing their daily activities.</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>• Change he/she wants to make in the way daily activities are organized</li> <li>• Action plan for organizing daily activities</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>• Identifies his/her strengths and limitations</li> <li>• Distinguishes between fact and opinion</li> <li>• Distinguishes between his/her perceptions and those of the people around him/her</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>• Family, friends and acquaintances</li><li>• Community organizations (guest speakers)</li></ul>	<ul style="list-style-type: none"><li>• Print and electronic documents about how to reconcile work and personal life (magazines, books, Web sites, etc.)</li><li>• Questionnaires and occupational self-assessment forms on needs and values</li><li>• Time management tools (day planner, to-do list, schedule)</li><li>• Tool for managing personal finances</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: A question of balance****Problem addressed in the learning situation:**

- Determining daily activities consistent with his/her values, needs and levels of motivation

**Instructional methods:**

- Quiz
- Presentation
- Role-playing
- Individual work session
- Class discussion

**Expected work:**

- Completing a work-life balance quiz
- Role-play
- Completing a questionnaire on personal values
- Completing a schedule showing his/her use of time
- Completing a work sheet on the most important activities in daily life

**Approximate time allotted: 10 hours**

- Work-life balance quiz: 30 minutes
- Definition of terms and class discussion: 30 minutes
- Presentation on fundamental needs: 30 minutes
- Preparing and carrying out role-play activities: 3 hours
- Questionnaire on personal values: 1 hour
- Determining the most important activities in daily life: 4 hours
- Class discussion: 30 minutes

## Example of a Learning Situation (cont.)

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### Planning learning

- The teacher asks the adults to complete a quiz<sup>28</sup> to determine the extent to which their work and personal life are in balance.
- After the adults have completed the quiz, have a class discussion. The teacher asks the following questions: *Are you surprised by your results? Do you feel you need to change the way you organize your daily activities?* He/she then presents the learning situation:
  - *Determine the daily activities that reflect your values, needs and motivation.*

The teacher makes sure that all the adults are motivated to complete this activity.

### Actual learning

- The adults look for the definition of the terms *values*, *needs* and *motivation* and give concrete examples of each. They then share the results of their research. If necessary, the teacher clarifies the terms examined.

- The teacher gives a presentation on fundamental needs based on the work of Yves St-Arnaud.<sup>29</sup>
  - Typology of needs
  - Hierarchy of needs
- The teacher asks the adults to form teams and tells them that they will be participating in a role-play activity on fundamental needs as defined by St-Arnaud.
- He/she points out that each need corresponds to five personality styles (pleasure-seeking and health-conscious; mindful of financial and physical security; sociable; active; and reflective). Referring to a written description, each team<sup>30</sup> must illustrate the characteristics of a style. Once the presentations are over, the adults are asked to identify their own style as it relates to their fundamental needs.
- The adults complete a questionnaire on personal values. They then indicate the six values they consider the most important and the six values they consider the least important, and answer the following questions: *Do you devote time to the activities that reflect the values you consider the most important? Do you devote time to the activities that reflect the values you consider the least important? Describe one or more current or potential activities that reflect the values you consider the most important.*

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<sup>28</sup> This type of quiz can be found on the Web sites of mental health associations or organizations such as the Canadian Mental Health Association.

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<sup>29</sup> Yves St-Arnaud, *S'actualiser par des choix éclairés et une action efficace* (Montréal: Gaëtan Morin, 1996).

<sup>30</sup> If there are not enough adults to form five teams, the teacher could ask a team to present more than one style.

- The teacher gives a brief presentation in order to define the different types of daily activities (social, economic or work-related, family and household, sports, personal development or growth activities) and asks the adults to give concrete examples of each. He/she then asks the adults to list, in order of importance, the different types of daily activities that are consistent with the needs and values they consider the most important.
- The adults list the activities they usually carry out during the week. They do this by completing a timetable, calculating the number of hours devoted to different types of activities and arranging them by order of importance in terms of the number of hours devoted to each.
- The adults then examine the differences between the daily activities that are consistent with their needs and values (what they consider important) and the list of activities usually carried out during the week (what they actually do). Referring to a worksheet they completed to determine their most important activities, they review their priorities by considering different factors: the requirements associated with these activities, the time and energy they have, their financial situation, their values, needs and personal motivation, and the needs of those around them. Before cutting out the activities they deem less important, they assess the impact on themselves, those around them and their work life.

### **Integrating and reinvesting learning**

- The adults form teams of two and present their work to each other. Together, they answer the following questions:
  - *Was it difficult to determine the daily activities that you consider the most important?*
  - *Are some factors more important than others?*
  - *Do you think that your new priorities will be consistent with your needs and values?*
  - *Do you think you were able to successfully carry out the assigned task?*
  - *What did you find the most satisfying?*
  - *Describe what you have learned.*

## Elements of the Course Addressed by the Learning Situation

Class of Situations	
Managing daily activities	
Learning Situation	
<i>A question of balance</i>	
Category of Actions	Operational Competency
<ul style="list-style-type: none"> <li>Organizing daily activities</li> </ul>	<p>Acts methodically</p> <ul style="list-style-type: none"> <li>Analyzes his/her use of time before committing to a new activity</li> </ul>
Essential Knowledge	
<p>Process of organizing daily activities</p> <ul style="list-style-type: none"> <li>List of activities that are consistent with his/her values, needs and personal motivation</li> <li>Determining the most important activities</li> </ul> <p>Types of daily activities</p> <ul style="list-style-type: none"> <li>Social activities</li> <li>Economic or work-related activities</li> <li>Family and household activities</li> <li>Sports activities</li> <li>Personal development or growth activities</li> </ul>	<p>Factors to be considered in determining the most important daily activities</p> <ul style="list-style-type: none"> <li>Requirements associated with these activities</li> <li>Time available</li> <li>Amount of energy</li> <li>Financial situation</li> <li>Values</li> <li>Needs and personal motivation</li> <li>Needs of those around him/her</li> </ul>
Attitude	Complementary Resources
<ul style="list-style-type: none"> <li>Sense of responsibility</li> </ul>	<ul style="list-style-type: none"> <li>Time management tools</li> <li>Questionnaires and occupational self-assessment forms on needs and values</li> </ul>