

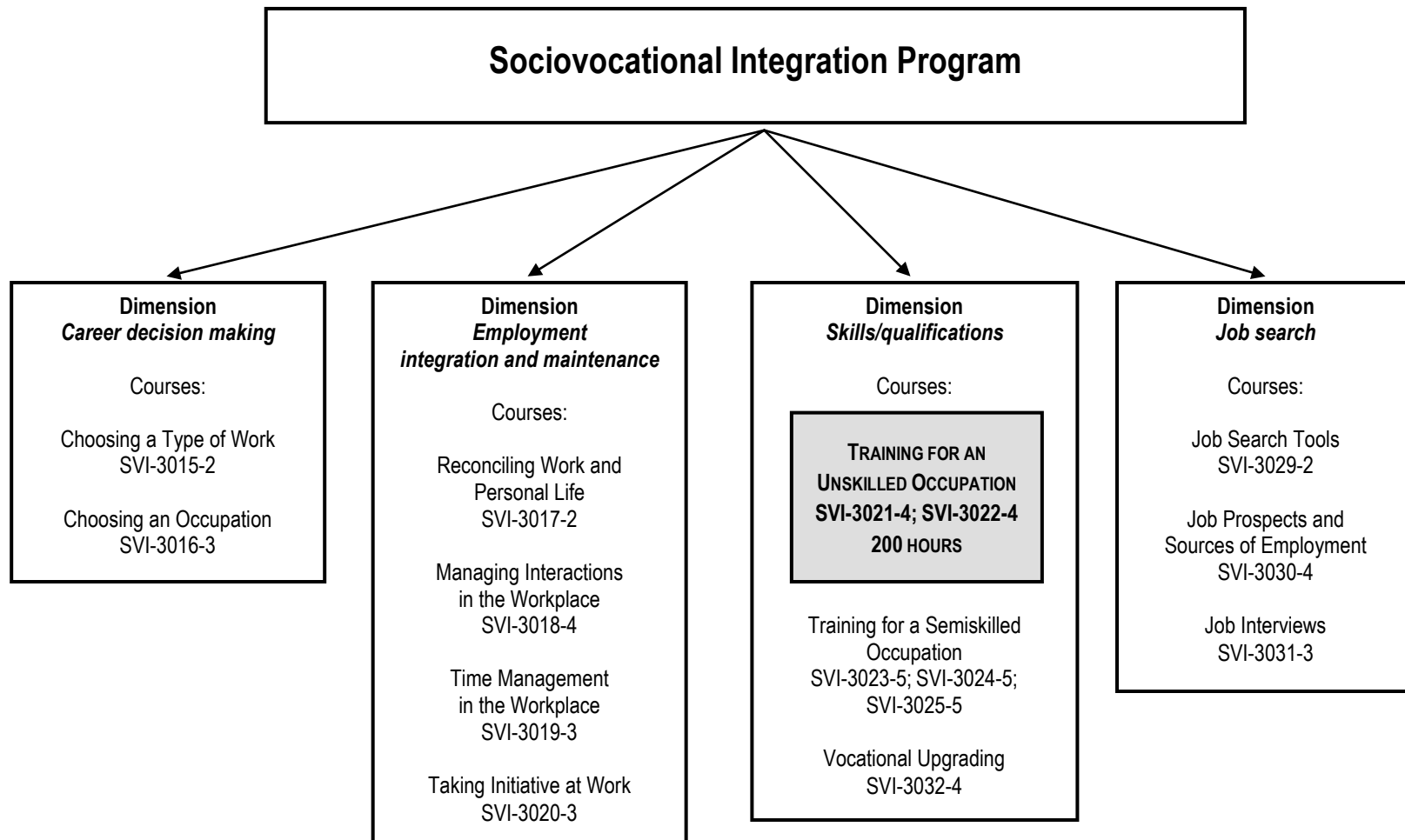
SVI-3021-4; SVI-3022-4 Training for an Unskilled Occupation

Secondary Cycle Two



Sociovocational Integration Program

Situating the Course *Training for an Unskilled Occupation*



Introduction to the Course *Training for an Unskilled Occupation*

The objective of the course *Training for an Unskilled Occupation* is to enable adults to deal competently with real-life situations involved in working in an unskilled occupation.

By the end of this course, adults will be able to carry out tasks related to an unskilled occupation and monitor how they carry out these tasks.

By carrying out a workplace practicum as part of this course, adults develop the skills they need to work in the chosen unskilled occupation. An unskilled occupation involves certain simple skills associated with one or more semiskilled occupations.

The teacher could use various sources of information, including the *Directory of Semiskilled Trades*,³⁶ in order to draw up a list of specific skills, performance criteria and tasks related to the unskilled occupation the adult has chosen.

³⁶ Québec, Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche, *Directory of Semiskilled Trades*, <http://www.meesr.gouv.qc.ca/sections/metiers/>, updated periodically.

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 *Working in an unskilled occupation*.

In a work context where job requirements are becoming ever more stringent, adults must properly carry out the tasks associated with the chosen unskilled occupation, such as producing goods and services in accordance with quality standards and correctly using work tools and equipment, in compliance with occupational health and safety rules. To improve their performance, they monitor how they carry out their work tasks by taking into account their needs and the expectations of the company that employs them.

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 ³⁷
Working in an unskilled occupation	<ul style="list-style-type: none"> • Working for a retail company • Working for a wholesale company • Working for a repair service • Working for a processing plant • Working in a sheltered workshop • Working for a company participating in a job re-entry program

³⁷ These examples may differ depending on the chosen occupation.

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 ³⁸
<ul style="list-style-type: none"> Carrying out the tasks associated with the chosen unskilled occupation 	<ul style="list-style-type: none"> Unpacks products Counts or weighs products Puts products in containers, wraps them, bags them, etc. Attaches labels to products or places them so that they are clearly visible on shelves, counters and displays Uses lifting and handling equipment (hand truck, cart, etc.) Cleans and disinfects counters and work surfaces Collects carts left in the parking lot and stores them Carries cases of empty bottles to the back of the store Cleans up spills near cash registers or in the aisles (broken jars on the floor, overturned containers, etc.)
<ul style="list-style-type: none"> Monitoring how he/she carries out work tasks 	<ul style="list-style-type: none"> Consults his/her superior to find out his/her expectations regarding the cleaning and disinfection of counters and work surfaces Checks to make sure that a colleague is satisfied with the way he/she has arranged merchandise on the shelves Draws up an action plan to improve his/her ability to observe hygiene and sanitation standards in a grocery store

³⁸ These actions may differ depending on the chosen occupation.

Compulsory Elements and End-of-Course Outcomes

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

Class of Situations

Working in an unskilled occupation

Categories of Actions

- Carrying out the tasks associated with the chosen unskilled occupation
- Monitoring how he/she carries out work tasks

Operational Competencies

Acts methodically

- Pays attention to details and to the finishing touches needed to turn out a product or provide a service
- Checks the results of his/her work
- Cleans and tidies up his/her work area on a regular basis

Exercises critical and ethical judgment

- Identifies his/her strengths and limitations using an assessment form
- Distinguishes between fact and opinion
- Distinguishes between his/her perceptions and those of his/her superiors and colleagues
- Justifies the change he/she wants to make

Essential Knowledge³⁹

- Production of goods or services
- Use of tools and equipment
- Applying the company's health and safety rules

- Company's expectations regarding the way work tasks should be carried out
- Change he/she wants to make with respect to carrying out work tasks
- Action plan for carrying out work tasks

³⁹ 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 *Working in an unskilled occupation*, adults carry out tasks that are particular to the chosen occupation (i.e. those identified by the teacher together with the host company). They also monitor the way in which they carry out their work tasks.

When adults carry out tasks that are specific to their chosen unskilled occupation, they produce goods or provide services by observing the steps involved; use appropriate work methods and techniques; pay attention to details and to the finishing touches needed to turn out a product or provide a service in a regular work context, as well as in situations involving a work overload or repetitive tasks; check that the result of their work is consistent with quality standards; use their tools and equipment correctly; observe usage and maintenance instructions; and regularly tidy up and clean their work area in accordance with the company's standards and practices regarding classification and storage. They take the necessary measures if they notice that a piece of equipment breaks down or malfunctions. They apply the company's health and safety rules. They wear the required protective equipment and use the appropriate security materials properly. To protect themselves and others, they take preventive measures and apply emergency procedures. They adopt safe postures and observe the company's hygiene and sanitation rules.

When monitoring how they carry out their work tasks, adults assess their strengths and limitations using an assessment form and by taking into account the company's expectations. They distinguish between fact and opinion, and between their perceptions and those of their superiors and colleagues. 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

- Efficiently carries out tasks associated with the chosen unskilled occupation, as identified by the teacher together with the workplace supervisor
- Systematically monitors how he/she carries out work tasks

Note: The cooperation of the employer where the adult carries out his/her practicum is essential for evaluation purposes. This partnership can be organized in a variety of ways, but it is important to ensure effective lines of communication.

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: *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 techniques and methods appropriate for dealing with work-related situations.

When carrying out tasks related to the chosen unskilled occupation, adults pay attention to details and to the finishing touches involved in turning out a product or providing a service, and check the results of their work. They tidy up and clean their work area on a regular basis.

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 monitoring how they carry out their work tasks, adults assess their strengths and limitations using an assessment form. They distinguish between fact and opinion, and between their perceptions and those of their superiors and colleagues.

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.

Production of goods or services

- Steps in carrying out the tasks
- Work methods and techniques
- Quality standards
- Work context: routine, occasional or repetitive tasks; work overload

Use of tools and equipment

- Instructions for use and maintenance
- Standards and customary practices of the company regarding organization and storage
- Measures to be taken when equipment breaks down or does not work properly

Applying the company's health and safety rules

- Wearing required protective equipment and clothing
- Using safety equipment
- Preventive measures
- Emergency procedures
- Adopting safe work postures
- Compliance with hygiene and sanitation rules

Company's expectations regarding the way work tasks should be carried out

- Formal expectations (official rules)
- Informal expectations (unofficial rules)

Change he/she wants to make with respect to carrying out work tasks

- 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

Action plan for carrying out work tasks

- Ways of making the desired change
- Internal and external resources
- Schedules
- 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.

Thoroughness	Open-mindedness
<p>An attitude of thoroughness enables adults to employ the suggested steps, methods and work techniques in carrying out the tasks related to the chosen unskilled occupation.</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"> • Production of goods or services • Use of tools and equipment • Applying the company's health and safety rules • Company's expectations regarding the way work tasks should be carried out <p>Connections between thoroughness and the operational competency <i>Acts methodically</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"> • Pays attention to details and to the finishing touches needed to turn out a product or provide a service • Checks the result of his/her work • Cleans and tidies up his/her work area on a regular basis 	<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 following up on the work they have done.</p> <p>Connections between open-mindedness 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"> • Change he/she wants to make with respect to carrying out work tasks • Action plan for carrying out work tasks <p>Connections between open-mindedness 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"> • Identifies his/her strengths and limitations using an assessment form • Distinguishes between fact and opinion • Distinguishes between his/her perceptions and those of his/her superiors and colleagues

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"> • Superiors • Colleagues • Practicum supervisors • Private sector companies • Government agencies • Community organizations 	<ul style="list-style-type: none"> • Print or electronic documents on carrying out work tasks (user's manuals, magazines, books, Web sites, etc.) • <i>Directory of Semiskilled Trades</i>⁴⁰ • Work tools and equipment • Safety equipment and materials • Assessment form on carrying out work tasks

⁴⁰ Québec, Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche, *Directory of Semiskilled Trades*, <http://www.meesr.gouv.qc.ca/sections/metiers/>, updated periodically.

Planning the Workplace Practicum*

The course *Training for an Unskilled Occupation* gives adults an opportunity to develop a set of specific vocational competencies that are simple yet varied and chosen in accordance with their interests and abilities. Thus, adults can use their practicum to develop specific competencies related to different semiskilled occupations in the same or different vocational training sectors. The goal is to give them an opportunity to acquire the competencies they need to work in an unskilled occupation.

The *Directory of Semiskilled Trades* is an essential tool for planning a workplace practicum because it contains information on the specific competencies particular to the various semiskilled occupations. In order to draw up the adult learner's training plan, the teacher must take into account the level of complexity of the competencies: for example, a level 2 competency requires adults to use more resources than a level 1 competency. Before the practicum, the adults could, with the help of their teacher, consult the directory to find the right match between their areas of interest and abilities and the specific competencies⁴¹ they wish to develop.

During the practicum, the supervision provided on the job is intended to help adults to develop the competencies in their training plan. For instance, one-on-one talks between the teacher and the adult learner could focus on what the adult has learned and what he/she still has to learn with reference to the training plan. This approach makes it easier to identify progress made and possible ways of applying learning in future situations, while giving the adult an opportunity to identify the difficulties encountered and to develop possible solutions.

The workplace supervisor should play a prominent role in helping the adults make progress in the practicum. This person should provide them with appropriate guidance by sharing his/her expertise regarding occupational practices related to the occupation in question. The supervisor's ability to serve as a role model, to guide the adult learners in the performance of work tasks and to explain the reasons behind each action will help them move beyond mere task repetition to monitor how they carry out their work tasks.

This guidance could not be properly provided without close cooperation between the teacher and workplace personnel. Scheduled meetings between the teacher and the workplace supervisor make it possible to check the quality of workplace activities and their compliance with the adult's training plan as well as the general conditions of the practicum.

Although the company is a partner in the development of certain competencies, responsibility for evaluation lies with the teacher. It is up to the teacher to make the workplace supervisor aware of the observable indicators that best demonstrate the adult's development of the program competencies and to provide him/her with the necessary recording tools.

* Adapted from: Québec, Ministère de l'Éducation, du Loisir et du Sport, *Work-Oriented Training Path: Guide to Organizing Practicums in the Workplace*, interim version, [n. d.].

⁴¹ Although the course *Training for an Unskilled Occupation* involves the development of simple competencies (level 1) associated with one or more semiskilled occupations, adults who are able to do so may develop one or more complex competencies (level 2).

Meetings with the workplace supervisor are an opportunity to gather sufficient objective and pertinent information so that the teacher can make an informed judgment about each adult's level of competency development. This information is then shared with the adults in order to evaluate their performance and help them gain a better understanding of the quality of their achievements. This feedback session, in which the adults are active participants, also enables them to monitor how they carry out their work tasks and to recognize their strengths and needs, as well as the steps necessary to achieve success.