

PROGRAM OF STUDY

PERSONALIZED CAREER ORIENTATION

Subject Area: Career Development

Adult General Education



DBE
Diversified Basic Education



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Preface

The Personalized Career Orientation program is intended for all learners enrolled in adult education. It enables them to reflect on their own career aspirations in order to become more self-aware. It includes a 50-hour course entitled *Choosing a Career*. There are no prerequisites, and successful completion of the program earns Secondary V credits.

The program includes two **subject-specific competencies**, namely *Researches trades, occupations or professions* and *Contemplates his/her work possibilities*. The career orientation process suggested to adult learners is built into the development of these two competencies.

The **program content** addresses a broad range of personal and educational factors, as well as factors related to trades, occupations and professions. It also presents research techniques and methods, along with the support resources that may be consulted, if necessary. As they learn, adult learners draw correlations between different situational factors and become increasingly aware of their power to take charge of their own career choices. They review their life experience and use it to develop competencies that will serve as guidelines throughout their lives.

The first five chapters present the basic components of the program, namely its conceptual aspects; connections with the Diversified Basic Education Program; the pedagogical context; the subject-specific competencies, including their key features and manifestations; the program content; and the organization of the course.

Chapter 6 describes the above components in the context of the course *Choosing a Career* and contains the information needed for course planning. It includes a description of the course; the subject-specific competencies, processes and strategies; the learning content and the different categories of knowledge; and examples of cultural references. In addition, it sets out the family of learning situations, the broad areas of learning and an example of a learning situation, as well as the end-of-course outcomes and evaluation criteria.

The program also contains a bibliography and a glossary.

Chapter 1



Introduction

1.1 Contribution of the Program to the Education of Adult Learners

The Personalized Career Orientation program fulfills the aims of the Diversified Basic Education Program by supporting adult learners as they construct their world-view, construct their identity and become empowered.

Through the learning situations, adult learners develop the competencies and acquire the knowledge they need to enrich their reflection about themselves and the world of work. The competencies and knowledge they develop will be useful to them throughout their lives.

1.2 Conceptual Elements of the Program

The Personalized Career Orientation program enables adult learners to develop self-awareness, become empowered and acquire an introspective approach that will allow them to adapt to changes in the world of work. They learn to take their own personal and occupational characteristics into account. They also share their thoughts, life experience and discoveries with key people in their lives, in order to make informed and realistic choices.

The program forms part of the Career Development subject area that combines knowledge relating to career orientation, psychology, economics and sociology in contexts that are specific to the world of work.

- Through career orientation, adult learners are able to commit to and identify the steps that will facilitate their career choices.
- Through psychology, adult learners build accurate self-knowledge and understand the influence of others in their personal and occupational research.
- Through economics, adult learners are able to understand the specific features of the world of work and adjust their career choices accordingly.
- Through sociology, adult learners understand interdependencies and interactions between their career choices and certain social phenomena.

The knowledge gained from these disciplines contributes to the adult learners' reflection about their career orientation.

1.3 Connections Between the Program and the Other Elements of the Diversified Basic Education Program

The Personalized Career Orientation program facilitates the integration of various elements of the Diversified Basic Education Program, including the broad areas of learning, the cross-curricular competencies and the other subject areas.

1.3.1 Connections With the Broad Areas of Learning

The broad areas of learning deal with major issues of contemporary Québec society, issues that adult learners confront in different areas of their lives. They also serve as anchor points for competency development and in learning situations. Each broad area of learning consists of an educational aim and focuses of development that help give meaning to the learning acquired.

The Personalized Career Orientation program has connections with all the broad areas of learning, and in particular with Career Planning and Entrepreneurship.

Career Planning and Entrepreneurship

The educational aim of this broad area of learning is *to encourage adult learners to undertake and carry out plans designed to develop their potential and help them integrate into society*. This educational aim is entirely consistent with the program's subject-specific competencies and with the proposed approach. Through learning situations, adult learners develop greater self-awareness and knowledge of their own potential and how to fulfill it. They identify existing strengths and interests, and discover new ones. They consider future plans, share them with others and develop introspective strategies. Lastly, they broaden their knowledge of the working world, social roles, trades, occupations and professions.

Other Broad Areas of Learning

The other broad areas of learning also serve to develop competencies and learning situations, although to different degrees.

For example, in learning situations, when adult learners ask questions about work environments and job prospects, they maintain dynamic and critical ties to the broad area of learning Environmental Awareness and Consumer Rights and Responsibilities. When researching trades, occupations and professions, they touch upon Media Literacy by becoming informed about the current economic situation in general, and employment outlook in particular. They address the educational aim of Citizenship and Community Life when they discuss issues with key people in their lives and learn about labour standards and the charters of human rights and freedoms. Thus, they think about the consequences of political, economic and social actions on the world of work. In addition, they touch upon the broad area of learning Health and Well-Being when they learn about the consequences of their choices on their own health and well-being. This leads them to consider the impacts and influence of work on their own lives and those of the people around them.

1.3.2 Connections With the Cross-Curricular Competencies

The cross-curricular competencies are developed in combination with the program's subject-specific competencies. However, they extend beyond the academic context, equipping adult learners to live in a society where situations and interactions are complex, often unpredictable and constantly changing. They constitute an ability to act effectively by mobilizing and using a range of resources.

Intellectual Cross-Curricular Competencies

In learning situations, adult learners *use information* from different sources. To do this, they systematize the information-gathering process on trades, occupations and professions, gather information and put it to use. They *solve problems* by asking questions about their career choices. In doing this, they analyze the components of a situational problem, test possible solutions and adopt a flexible approach. They also *exercise critical judgment* when they form, express and qualify their opinions, in particular, by arguing and confirming their career choices according to their own personality, abilities and aspirations. Lastly, they *use creativity* when they become familiar with the elements of a career-related situation, explore trades, occupations and professions with a view to identifying new possibilities, and adopt a flexible approach so that they are able to make the right decisions.

Methodological Cross-Curricular Competencies

In learning situations, adult learners *adopt effective work methods* when they write down the information gathered, explore a trade, occupation or profession, or organize a practicum. They consider all aspects of the task, regulate their approach and analyze their procedure. They *use information and communications technologies* when they apply research strategies that are appropriate to their choice of career. This helps them to master the technologies, use them in their learning and evaluate their effectiveness.

Personal and Social Cross-Curricular Competencies

In learning situations, adult learners *achieve their potential* by evaluating their abilities and becoming aware of their own strengths and limitations. They also define and justify their needs and aspirations, and adjust them to their career choices. For example, they recognize their personal characteristics, take their place among others and make good use of their personal resources. They are encouraged to *cooperate with others* by sharing their personal and work experience and negotiating different points of view with other people. In doing this, they contribute to team efforts, interact, showing an open mind, and evaluate their participation in collaborative work.

Communication-Related Cross-Curricular Competency

In learning situations, adult learners *communicate appropriately* during practicums, information interviews or discussions with people who are important to them. They are encouraged to observe the rules of communication, according to their target audience. In doing so, they manage their communication process, become familiar with various modes of communication and use the appropriate mode of communication.

1.3.3 Connections With the Other Subject Areas

A subject area is a group of subjects that promote the development of similar competencies and use similar methods and strategies. The learning acquired in one subject area can therefore be used to acquire learning in other areas, and vice versa.

The Personalized Career Orientation program is part of the Career Development subject area. Its purpose is to encourage adult learners to reflect on their career possibilities, develop their personal and career identity, clarify their interests and talents, and recognize their own value. It also allows them to see whether they are suited to certain social roles in the workplace, so that they are better able to see how they fit into society as working individuals. In doing so, they look closely at their future career and become aware of what motivates them, both academically and careerwise.

The other subject areas with which this program has connections are:

- Personal Development
- Languages
- Social Sciences
- Mathematics, Science and Technology

Personal Development

The Personalized Career Orientation program complements programs in the Personal Development subject area, by allowing adult learners to construct their personal and career identity. To do this, adult learners develop introspective skills, intellectual autonomy, a sense of responsibility and self-assertion, thereby empowering them to make career choices.

Languages

The Personalized Career Orientation program shares a number of elements with programs in the Languages subject area, including the use of appropriate vocabulary, reading and writing strategies and observance of the standards and conventions specific to each language. These programs allow adult learners to apply the art of written and oral communication in different contexts.

Social Sciences

The elements shared by the Personalized Career Orientation program and programs in the Social Sciences subject area include socioeconomic development and social situations. As they construct their own identity, adult learners learn to adopt an attitude of openness to the world, questioning social situations, continuing their reflections and developing their own values in relation to those conveyed by society in general.

Mathematics, Science and Technology

The Personalized Career Orientation program applies the standards and conventions from the Mathematics, Science and Technology subject area. As they make career choices, adult learners consider the ethical issues that affect human lives and human development.



Chapter 2



Pedagogical Context

2.1 Learning Situations

Learning situations are contexts designed or used to facilitate learning. They allow adult learners to construct knowledge, mobilize a variety of resources and develop competencies. They are based on a pedagogical aim related to one or more broad areas of learning, cross-curricular competencies, families of learning situations and prescribed elements of the learning content.

The following aspects are taken into consideration when developing a learning situation:

- **The combination of activities or tasks** to be completed, which should be complex enough to motivate adult learners and provide them with opportunities to reflect on their learning and productions
- **The repertoire of resources**, which should consist of a variety of internal and external resources that are accessible, necessary and relevant
- **Opportunities for reflection**, feedback and regulation, which allow adult learners to reflect on the issues, requirements and values underlying their learning, to analyze constraints while taking into account the aims to be achieved, and to take a critical look at their learning strategies, choices and the quality of their achievements

The more these aspects are taken into account, the more learning situations will be meaningful, open-ended and complex.

A learning situation is **meaningful** when adult learners perceive the connections between the learning they have acquired in class and possible future applications. A situation will be all the more meaningful if it refers to issues related to current events or the broad areas of learning.

A learning situation is **open-ended** if it enables adult learners to explore several hypotheses rather than just one, and if it involves various tasks (such as selecting documents, evaluating different points of view and comparing trades, occupations or professions), favours the use of different research and communications media, results in different types of productions and fosters the transfer of learning.

A learning situation is **complex** insofar as it requires adult learners to use and make connections between prescribed elements of the learning content, broad areas of learning, cross-curricular competencies and knowledge targeted by other subject areas.

2.2 Family of Learning Situations

A family of learning situations is a group of situations that share some common elements. It provides specific contexts that help give meaning to learning and foster the integration and transfer of learning from the classroom to everyday life.

The learning situations in the Personalized Career Orientation program fall into a single family of learning situations entitled Career Exploration. As part of the learning process, adult learners are asked to explore various trades, occupations or professions through a series of learning situations grouped under the family Career Exploration.

As adult learners explore different trades, occupations or professions, they become more self-aware, consolidate their career identity and discover new aspects of the world of work. As a result, they are eventually able to make an informed and realistic career choice.

It is in this way that they plan their careers, construct knowledge, mobilize resources and develop the subject-specific competencies in the Personalized Career Orientation program.

An example of a learning situation can be found in Chapter 6.

2.3 Educational Resources

In order to foster competency development, teachers should facilitate access to a variety of educational resources. Personal and conceptual resources are those that teachers are able to draw from the adult learners themselves, whereas material, information, institutional and human resources are those that teachers make available and incorporate into learning situations.

Table 1 Educational Resources	
Educational Resources	Examples
Personal	Knowledge of self and the world of work Decision-making strategy Attitudes towards ambiguity
Conceptual	Reading and writing skills Ability to interpret statistical data
Material	Experiential tools Computer system and multimedia Recording and follow-up tools
Information	Academic and career information Handbooks on training, trades and occupations or professions Employment handbooks
Institutional	Public or parapublic agencies Schools Local industries and businesses
Human	Teaching staff Guidance staff Adult learners People who practise a trade, occupation or profession Resource people

Adult Learner's Role

Adult learners are encouraged to think about their career aspirations and options, based on their knowledge, observations and perceptions. They raise questions that they then try to answer in different ways. They are also encouraged to make connections between what they already know and what they are learning.

Adult learners also share their discoveries with their classmates and teachers. They alternate between periods during which they look at information in more detail and periods during which they step back to put personal, academic and occupational factors into perspective. They become increasingly capable of applying their learning as they continue to think about and explore their career possibilities.

Adult learners also reflect on their methods, questioning the way they learn, the range of resources they use and the path they follow. This reflective process, and the adjustments it triggers, helps ensure greater consistency in their career exploration.

Adult learners discuss their questions and the results of their work with their fellow students and teachers. This can be done either orally or in writing, but in every case clarity and rigour is required. The fact that adult learners are responsible for their own learning also plays a vital role in strengthening their motivation and autonomy.

Teacher's Role

The role of the teacher is to support adult learners in the career orientation process. A kind, welcoming and supportive attitude is key to any type of transformative learning. The teacher should also consider adults' prior learning, abilities and limitations, cognitive styles, interests and experience, in order to better understand the difficulties they encounter in their learning. He or she needs to be respectful and avoid excessive questions about adult learners' personal lives. It is the teacher's role to help adult learners develop the joy of learning by encouraging them to share their knowledge, motivations and interests, guiding them through in their research, and providing a variety of resources that will enable them to progress through the different steps of the career orientation process.

To do this, the teacher suggests learning situations that allow adult learners to make good use of the learning content and develop competencies. The teacher acts as a mediator between the adult learners and the knowledge to be acquired, making sure the adult learners construct meaning through reflection, discussion and the sharing of different points of view. In this way, adult learners are able to clarify their thinking and formulate their ideas. The teacher encourages reflection, awareness and the mobilization and construction of knowledge, thereby stimulating the development of the adult learners' capacity for abstraction and the transfer of learning.

Chapter 3

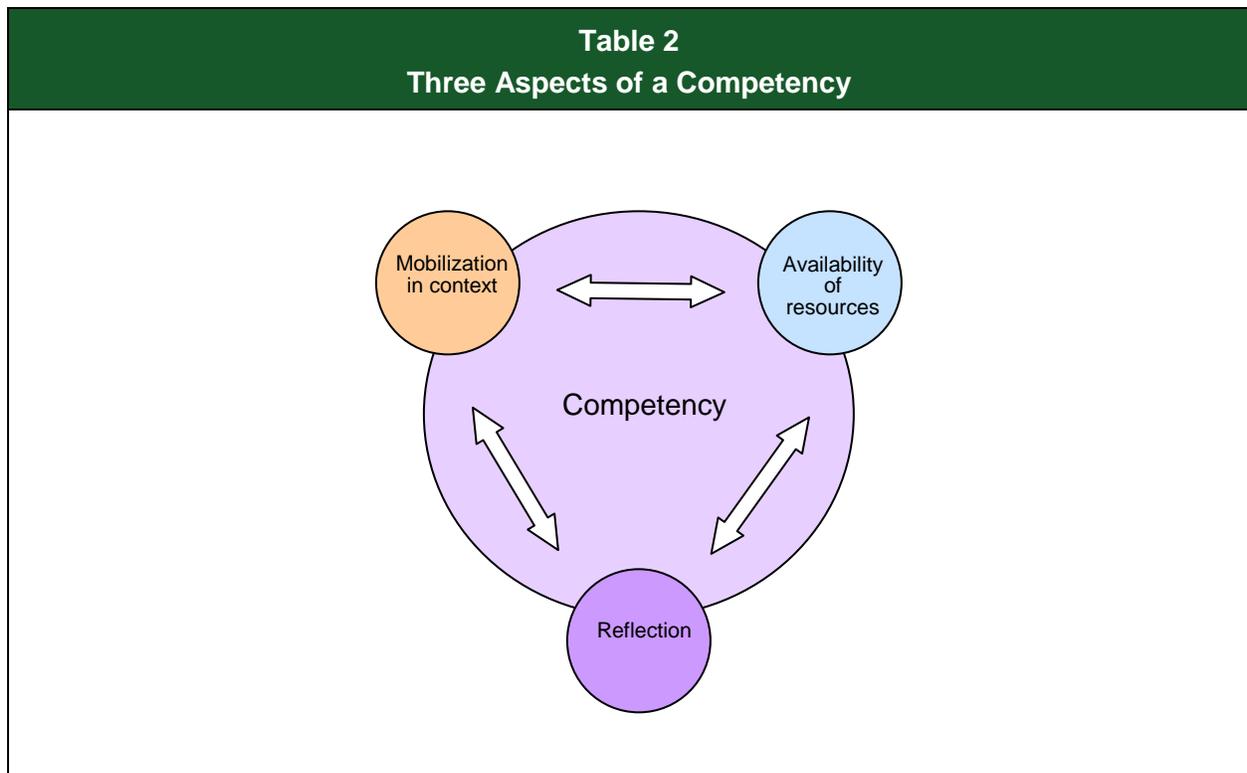


Subject-Specific Competencies

3.1 How the Subject-Specific Competencies Work Together

A competency is defined as the ability to act effectively by mobilizing a range of resources. This ability to act is developed throughout an adult's lifetime.

The definition of competency involves three specific aspects: mobilization in context, availability of resources and reflection.



Mobilization in Context

A competency is developed through action, in the adequate performance of a task in a specific context. It requires, first of all, a thoughtful “reading” of the characteristics of the context. Mobilization in context also requires that adult learners take into account any constraints that exist in the context and adjust their actions accordingly.

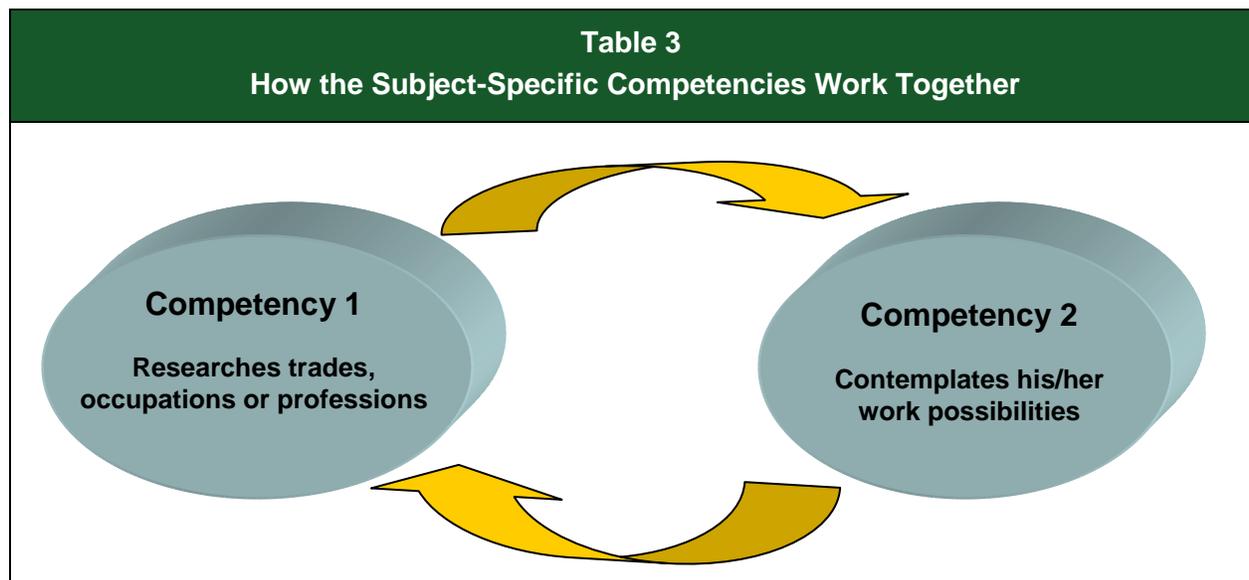
Availability of Resources

A competency is based on the availability of a variety of resources.

Reflection

The concept of competency also implies that adult learners must also be able to explain the process they applied to effectively mobilize a set of resources, perform tasks and solve problems in a given situation. This enables them to identify their strengths, weaknesses and challenges, and to improve the way they learn.

The Personalized Career Orientation program aims to develop two subject-specific competencies: *Researches trades, occupations or professions* and *Contemplates his/her work possibilities*.



When adult learners *research trades, occupations or professions*, they explore a potential career and then analyze the information they have collected on the trade, occupation or profession in question. They then *contemplate their work possibilities* by consolidating their career profile and deciding whether or not the trade, occupation or profession is realistic for them.

The following table presents an overview of the program's subject-specific competencies, their key features and manifestations.

In learning situations, the sequence of manifestations may vary, and the manifestations themselves may be reviewed.

Table 4 Overview of the Subject-Specific Competencies	
Competency 1 Researches trades, occupations or professions	Competency 2 Contemplates his/her work possibilities
<p>Explores a potential career</p> <ul style="list-style-type: none"> • Examines factors relating to his/her personal situation • Uses documentary resources in academic and career information • Meets with a guidance counsellor • Selects a trade, occupation or profession to explore • Carries out an in-depth exploration of the chosen trade, occupation or profession <p>Analyzes information on the trade, occupation or profession</p> <ul style="list-style-type: none"> • Compares the factors relating to trades, occupations or professions with factors relating to his/her personal situation • Identifies the significant advantages and disadvantages of the trade, occupation or profession 	<p>Consolidates his/her career profile</p> <ul style="list-style-type: none"> • Adjusts the factors relating to his/her personal situation, based on the discoveries made • Sets personal and career development goals • Discusses his/her career profile with the people in his/her life <p>Considers whether a given trade, occupation or profession is realistic</p> <ul style="list-style-type: none"> • Takes into account the requirements of the trade, occupation or profession • Prepares an action plan • Examines the possibilities and related constraints • Sets priorities • Estimates the commitments required

3.2 Competency 1: Researches trades, occupations or professions

3.2.1 Focus of the Competency

The competency *Researches trades, occupations or professions* allows adult learners to develop a systematic approach to career exploration. They do this by exploring a potential career and then analyzing the information they collect on the trade, occupation or profession in question.

When they explore a career, adult learners examine factors relating to their personal situation, based on their life experience, their knowledge of themselves and their strengths and weaknesses. They use documentary resources providing educational and career information, such as prospectuses and monographs, to learn more about a given trade, occupation or profession. They then meet with a guidance counsellor to discuss their career choice and select a trade, occupation or profession that they then explore in depth.

When adult learners analyze information on the trade, occupation or profession they have explored, they develop a better understanding of their interests and potential. They compare the factors relating to the trade, occupation or profession with factors relating to their own personal situation, such as the level of education required and their motivation to study for the required length of time. Lastly, they are in a position to identify the significant advantages and disadvantages of the trade, occupation or profession they have explored. At any time in the process, they may go back to a previous task or consult a guidance counsellor for help with their career orientation process.

3.2.2 Key Features and Manifestations of the Competency

The following table shows the key features and manifestations of Competency 1.

Table 5 Competency 1 – Key Features and Manifestations	
	
Key Features	Manifestations
Explores a potential career	<ul style="list-style-type: none"> • Examines factors relating to his/her personal situation • Uses documentary resources in academic and career information • Meets with a guidance counsellor • Selects a trade, occupation or profession to explore • Carries out an in-depth exploration of the chosen trade, occupation or profession
Analyzes information on the trade, occupation or profession	<ul style="list-style-type: none"> • Compares the factors relating to trades, occupations or professions with factors relating to his/her personal situation • Identifies the significant advantages and disadvantages of the trade, occupation or profession

3.2.3 Development of the Competency

The competency *Researches trades, occupations or professions* is developed in connection with the program's other subject-specific competency. To ensure its development, teachers must present learning situations that call upon a career orientation process involving reflection. A single learning situation may lead to the development of more than one manifestation of the competency.

The end-of-course outcomes are presented in Chapter 6.

3.3 Competency 2: Contemplates his/her work possibilities

3.3.1 Focus of the Competency

The competency *Contemplates his/her work possibilities* allows adult learners to make decisions concerning their career exploration process in light of factors relating to their personal situation and to the trades, occupations or professions under consideration. To do this, they consolidate their career profile and consider whether a given trade, occupation or profession is realistic for them.

When they consolidate their career profile, adult learners adjust the factors relating to their personal situation based on the discoveries they have made. They set personal and career development goals that will allow them to use their strengths and overcome their limitations while making connections between the various factors concerned. They then discuss their career profile with other people, expressing their level of comfort or discomfort with the choices to be made.

When adult learners consider whether a given trade, occupation or profession is realistic, they begin by taking into account its requirements in order to prepare an action plan and refer to the information gathered at the exploration stage. They also examine the possibilities and related constraints, and identify any compromise that may be needed. Then, through discussion and reflection, they set priorities for their career choice, before estimating the commitments required to achieve their goals. At any time in the process, they may go back to a previous task or consult a guidance counsellor for help with their career orientation process.

3.3.2 Key Features and Manifestations of the Competency

The following table presents Competency 2, its key features and its manifestations.

Table 6 Competency 2 – Key Features and Manifestations	
 <p style="text-align: center;">Contemplates his/her work possibilities</p>	
Key Features	Manifestations
Consolidates his/her career profile	<ul style="list-style-type: none"> • Adjusts the factors relating to his/her personal situation, based on the discoveries made • Sets personal and career development goals • Discusses his/her career profile with the people in his/her life
Considers whether a given trade, occupation or profession is realistic	<ul style="list-style-type: none"> • Takes into account the requirements of the trade, occupation or profession • Prepares an action plan • Examines the possibilities and related constraints • Sets priorities • Estimates the commitments required

3.3.3 Development of the Competency

The competency *Contemplates his/her work possibilities* is developed in connection with the program's other subject-specific competency. To ensure its development, teachers must present learning situations that call upon a career orientation process involving reflection. A single learning situation may lead to the development of more than one manifestation of the competency.

The end-of-course outcomes are presented in Chapter 6.

3.4 Process

The career orientation process proposed here is built into the development of the subject-specific competencies of the Personalized Career Orientation program. It requires adult learners to apply and master a number of complex skills and to perform a variety of tasks that are not necessarily sequential.



Chapter 4



Subject-Specific Content

4.1 Knowledge

The subject-specific competencies of the Personalized Career Orientation program are developed through learning content that has been divided into categories, each containing essential knowledge for the career orientation process.

There are five categories in all, as follows:

- 1) Personal situational factors
- 2) Academic situational factors
- 3) Factors relating to trades, occupations and professions
- 4) Techniques and methods
- 5) Support resources

The numbers in the above list are not intended to denote any particular sequence. The categories may be addressed in any order.

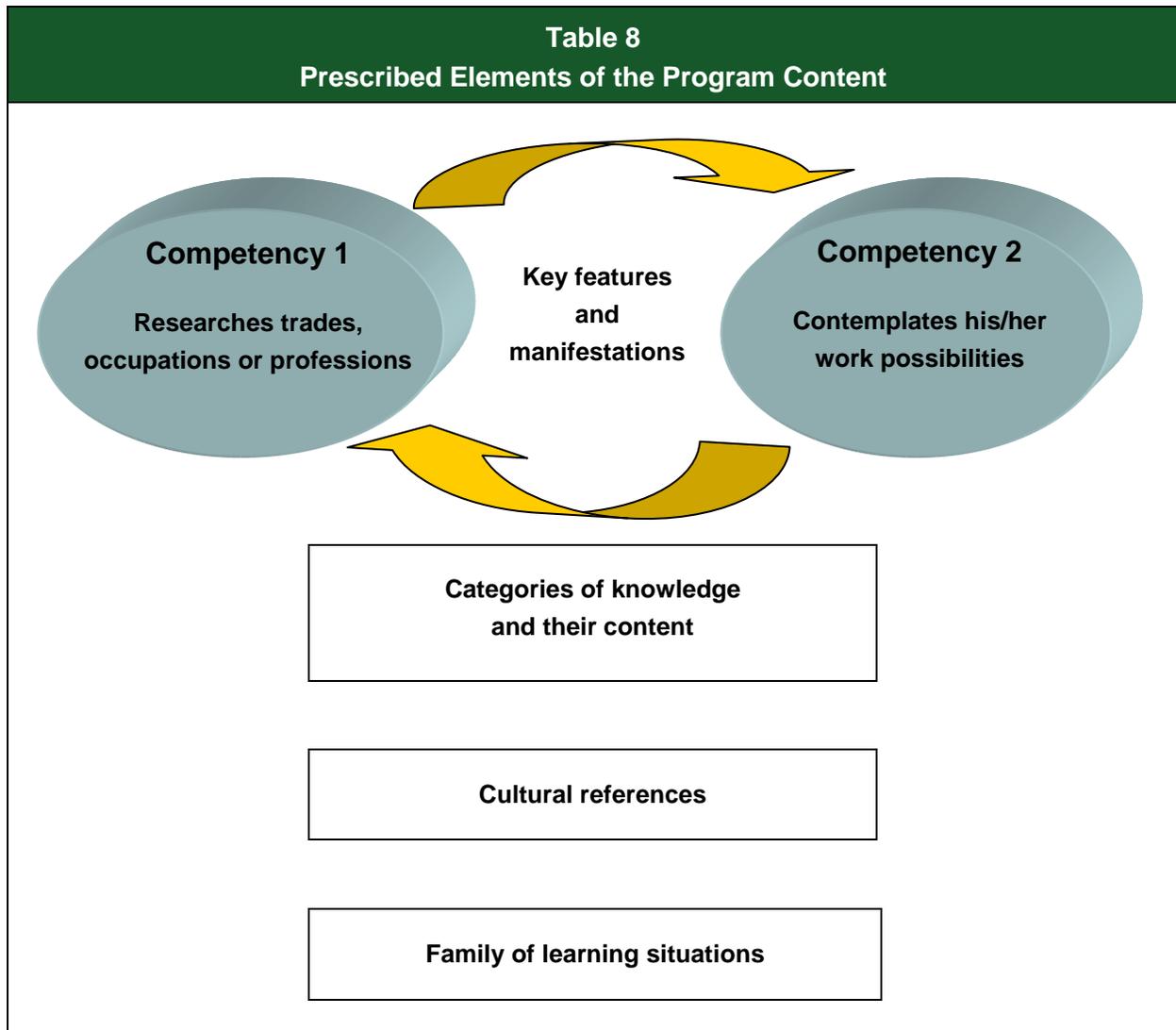
The following table provides an overview of the categories of knowledge.

Knowledge is the result of study and experience and includes concepts, strategies, methods and techniques. The knowledge related to the course in this program is described in detail in Chapter 6.

Table 7
Overview of the Different Categories of Knowledge

1) Personal situational factors
• Self-knowledge
• Personal obstacles
• Influence of other people
• Elements relating to perseverance
• Life experience
2) Academic situational factors
• Information on the education system
• Conditions for admission
• Educational institutions
• School organization
• Education programs
3) Factors relating to trades, occupations and professions
• Workplace roles and tasks
• Characteristics of the trade, occupation or profession
• Educational requirements
• Working conditions
• Specific requirements
• Occupational health and safety
• Job prospects
• Types of employers
4) Techniques and methods
• Recording methods
• Report (summary) of the exploration or career orientation process
• Decision-making
• Action plan
• Interview techniques
• Oral or written presentation
5) Support resources
• Key resource people
• Career exploration activities

The following diagram presents the prescribed elements of the program content: the competencies with their key features and manifestations; the categories of knowledge and their content; cultural references; and the family of learning situations.



4.2 Cultural References

Cultural references are local, regional, national and international socioeconomic factors that adult learners consider in their career choices. The term refers to the contexts that influence adult learners and the trades, occupations or professions they explore. In other words, cultural references are resources to which adult learners refer during the career orientation process.

Although the use of cultural references is prescribed, the examples provided in the course are not.

Chapter 5



Organization of the Course in the Program

The duration of the Personalized Career Orientation program is 50 hours. The program consists of a single course.

Table 9 Organization of the Course			
Secondary V course	Course title	Hours	Credits
PRS-5170-2	<i>Choosing a Career</i>	50	2

The course is intended for anyone enrolled in adult education. There are no prerequisites, and successful completion of the course earns adult learners Secondary V credits.

The course requires periods of introspection that may extend over several weeks to allow adult learners time to confirm their career choices.



Chapter 6



Course PRS-5170-2
Choosing a Career

Secondary V

Duration: 50 hours

6.1 Description of the Course

The aim of the course *Choosing a Career* is to encourage adult learners to reflect on what they know about themselves and their career aspirations, to explore the world of work through trades, occupations or professions that interest them, and to assess the scope of their career choices. To do so, they apply a career orientation process that will be useful to them throughout their lives.

6.2 Subject-Specific Competencies

This course targets the development of the program’s two subject-specific competencies. The following table presents an overview of the competencies, their key features and manifestations.

In learning situations, the sequence of manifestations may vary, and the manifestations themselves may be reviewed.

Overview of the Subject-Specific Competencies	
Competency 1 Researches trades, occupations or professions	Competency 2 Contemplates his/her work possibilities
<p>Explores a potential career</p> <ul style="list-style-type: none"> • Examines factors relating to his/her personal situation • Uses documentary resources in academic and career information • Meets with a guidance counsellor • Selects a trade, occupation or profession to explore • Carries out an in-depth exploration of the chosen trade, occupation or profession <p>Analyzes information on the trade, occupation or profession</p> <ul style="list-style-type: none"> • Compares factors relating to trades, occupations or professions with factors relating to his/her personal situation • Identifies the significant advantages and disadvantages of the trade, occupation or profession 	<p>Consolidates his/her career profile</p> <ul style="list-style-type: none"> • Adjusts the factors relating to his/her personal situation, based on the discoveries made • Sets personal and career development goals • Discusses his/her career profile with the people in his/her life <p>Considers whether a given trade, occupation or profession is realistic</p> <ul style="list-style-type: none"> • Takes into account the requirements of the trade, occupation or profession • Prepares an action plan • Examines the possibilities and related constraints • Sets priorities • Estimates the commitments required

6.3 Process

The career orientation process proposed here is built into the development of the subject-specific competencies of the Personalized Career Orientation program. It requires adult learners to apply and master a number of complex skills and to perform a variety of tasks that are not necessarily sequential. It also involves periods of reflection that may extend over several weeks, to allow adult learners time to confirm their career choices.

6.4 Cross-Curricular Competencies

Although all the cross-curricular competences in the program may be called upon, to varying degrees, in the course, it is important to identify those that best meet the requirements of the tasks to be carried out in each learning situation developed by the teacher.

For example, the learning situation *I'm Interested in My Friend's Job* in section 6.8 makes use of three cross-curricular competencies: *Uses information*, *Exercises critical judgment* and *Communicates appropriately*.

When adult learners *use information*, they identify information on situational factors and make sure their sources are credible. They compare the information and make judgments about its value or relevance, and then organize and summarize the information so as to be able to use it.

When they *exercise critical judgment*, they form and express an opinion about a trade, and then qualify their opinion by answering any questions raised as they debate and confirm their career choice.

When adult learners *communicate appropriately*, they express ideas, emotions and intuitions, raise questions, reason and debate their career choices. They also use specific terms, rules, and communication conventions and codes.

6.5 Program Content

The course's program content allows adult learners to undertake a career orientation process. It includes categories of knowledge and their content, as well as cultural references.

The prescribed elements of the course are: the subject-specific competencies, key features and manifestations; the categories of knowledge and their content; and the family of learning situations. While the use of cultural references is prescribed, the examples provided in the course are not.

Categories of knowledge

The categories of knowledge for the course are as follows:

- 1) Personal situational factors
- 2) Academic situational factors
- 3) Factors relating to trades, occupations and professions
- 4) Techniques and methods
- 5) Support resources

The numbers in the above list are not intended to denote any particular sequence. The categories may be addressed in any order.

The following table presents the categories of knowledge and their respective content. The elements shown in parentheses are examples or clarifications of scope. These elements are not prescribed.

Categories of Knowledge		
1) Personal Situational Factors	2) Educational Situational Factors	3) Factors Relating to Trades, Occupations and Professions
<p>Self-knowledge</p> <ul style="list-style-type: none"> • Psychometric tests • Interests (Holland, CURSUS, CLEO) • Skills (strengths, limitations) • Qualities (talents) • Physical abilities • Work habits • Personal and career aspirations • Personal and career values <p>Personal obstacles</p> <ul style="list-style-type: none"> • Prejudices • Stereotypes • Fears • Time available for learning • Financial resources • Geographic mobility <p>Influence of other people</p> <ul style="list-style-type: none"> • Pressure from family members • Pressure from friends • Key resource people <p>Elements relating to perseverance</p> <ul style="list-style-type: none"> • Motivation • Self-confidence • Success • Dynamism • Work method <p>Life experience</p> <ul style="list-style-type: none"> • Prior knowledge • Competencies developed • Paid work • Volunteer work • Entrepreneurship 	<p>Information on the education system</p> <ul style="list-style-type: none"> • Secondary school • CEGEP • University <p>Conditions for admission</p> <ul style="list-style-type: none"> • Prerequisites • Entrance examination • Quotas <p>Educational institutions</p> <ul style="list-style-type: none"> • Types (private, public) • Types of diplomas (vocational training, college studies, university studies) <p>School organization</p> <ul style="list-style-type: none"> • Course timetable • Workplace training/practicum • Type of instruction • Concurrence <p>Education programs</p> <ul style="list-style-type: none"> • Competencies required • List of courses • Duration 	<p>Workplace roles and tasks</p> <ul style="list-style-type: none"> • Economic activity sector • Roles and responsibilities • Specific tasks <p>Characteristics of the trade, occupation or profession</p> <ul style="list-style-type: none"> • Physical abilities • Skills (strengths, limitations) • Qualities (talents) • General aptitudes (physical, psychological, relational) • Interests • Work habits <p>Educational requirements</p> <ul style="list-style-type: none"> • Level of education • Specialization • Regulatory requirements <p>Working conditions</p> <ul style="list-style-type: none"> • Schedule • Salary • Risks • Possibility of promotion • Working environment (climate, level of autonomy, individual work or teamwork) <p>Specific requirements</p> <ul style="list-style-type: none"> • Mobility (driver's permit) • Tools or materials required • Professional order <p>Occupational health and safety</p> <ul style="list-style-type: none"> • Prevention • Safety rules • Equipment • Workplace risks <p>Job prospects</p> <ul style="list-style-type: none"> • Unemployment • Competition • Economy (local, regional, national, international) <p>Types of employers</p> <ul style="list-style-type: none"> • Private sector • Public sector • Parapublic sector • Self-employment (entrepreneurship)

Categories of Knowledge (cont.)	
4) Techniques and Methods	5) Support Resources
<p>Recording methods</p> <ul style="list-style-type: none"> • Use of recording tools (sheets, summary, logbook, portfolio) • Data collection (retrieval, understanding, relevance) • Organization of information (collection, analysis, summary, evaluation) <p>Report of the exploration or career orientation process</p> <ul style="list-style-type: none"> • Strategies used • Difficulties encountered • Discoveries and questions • Possible follow-up • Observations on the exploration or career orientation process <p>Decision-making</p> <ul style="list-style-type: none"> • Internal and external factors • Constraints and obligations of the trades, occupations and professions <p>Action plan</p> <ul style="list-style-type: none"> • Personal and career development goals • Means of achieving their goals (compromise) • Resources (human, material, financial) • Timeframe • Potential obstacles and solutions • Alternative choice (Plan B) • Monitoring indicators <p>Interview techniques</p> <ul style="list-style-type: none"> • Interview preparation • Analysis of message components • Attitudes and behaviours to adopt <p>Oral or written presentation</p> <ul style="list-style-type: none"> • Planning (prepare an outline) • Arguments • Interaction 	<p>Key resource people</p> <ul style="list-style-type: none"> • Family, friends, teachers • Guidance counsellors <p>Career exploration activities</p> <ul style="list-style-type: none"> • Appropriate choice (student for a day, worker for a day, real or virtual tour, information interview, experiential tool)

Cultural References

The examples of cultural references provided in the course refer to socioeconomic aspects that adult learners consider when they choose a career. They refer to contexts that influence adult learners and the trades, occupations or professions they explore. These examples are not compulsory.

Immediate Context (local and regional)	National Context	International Context
<p>Influence of family history</p> <ul style="list-style-type: none"> • Importance attributed to education and work • Need for prestige, personal fulfillment and material possessions <p>Influence of the social network</p> <ul style="list-style-type: none"> • Influence of group culture • Importance of leisure • Work-family balance <p>Regional economic development</p> <ul style="list-style-type: none"> • Factory closures • Business development • Job losses • Labour prospects 	<p>New economic and political trends</p> <ul style="list-style-type: none"> • Primary sector (fishing, farming, etc.) • Secondary sector (processing, wood, electronics, etc.) • Tertiary sector (services, tourism, consulting, etc.) <p>Natural resource development</p> <ul style="list-style-type: none"> • Renewable resources (solar energy, forests, etc.) • Nonrenewable resources (petroleum, minerals, etc.) • Sustainable development (consumer society) <p>Value of work</p> <ul style="list-style-type: none"> • Advent of a leisure society • Value attributed to work by different generations in Québec <p>The population of Québec</p> <ul style="list-style-type: none"> • Migration to cities • Multiculturalism • Development of urban communities based on job prospects • Influence of demographic data on the Québec work force 	<p>Globalization of trade</p> <ul style="list-style-type: none"> • Structure and shifts in the global economy • Global production and information networks <p>Sustainable development</p> <ul style="list-style-type: none"> • Consumer society versus environmentally conscious society <p>Technological development</p> <ul style="list-style-type: none"> • Changes in the relation to work • Diversification of tasks • Influence of knowledge-based culture • Growing social demand for a work force with certified competencies

6.6 Family of Learning Situations

A family of learning situations is a group of related situations that provide contexts designed to give meaning to the students' learning. In this course, the family of learning situations is Career Exploration.

6.7 Broad Areas of Learning

The broad areas of learning serve as anchors for competency development and learning situations. The course *Choosing a Career* has connections with all the broad areas of learning, and in particular with *Career Planning and Entrepreneurship*.

The proposed learning situation *I'm Interested in My Friend's Trade* requires adult learners to undertake and complete a career exploration exercise focused on developing their potential and helping them integrate into society. This aim is entirely consistent with the course's subject-specific competencies and with the proposed career orientation process. Adult learners develop greater self-awareness and better knowledge of their own potential and how to fulfill it. They identify existing strengths and interests and discover new ones. They visualize future plans and share them with others, which promotes introspection. Lastly, they broaden their knowledge of the world of work, social roles, trades, occupations and professions.

6.8 Example of a Learning Situation

Every learning situation is based on a pedagogical aim connected to different elements of the program and course. Three aspects are taken into consideration when developing a learning situation: the combination of activities or tasks, the repertoire of resources, and opportunities for reflection.

The following learning situation contains:

- 1) a reference to the elements of the program and course
- 2) the context: initial situation and situational problem
- 3) the pedagogical aim, activities and connections with the subject-specific competencies

It is entitled *I'm Interested in My Friend's Trade*.

<i>I'm Interested in My Friend's Trade</i>	
1) Reference to Elements of the Program and Course	
Broad area of learning	<ul style="list-style-type: none"> • Career Planning and Entrepreneurship
Cross-curricular competencies	<ul style="list-style-type: none"> • Uses information • Exercises critical judgment • Communicates appropriately
Family of learning situations	<ul style="list-style-type: none"> • Career Exploration
Subject-specific competencies	<ul style="list-style-type: none"> • Researches trades, occupations or professions • Contemplates his/her work possibilities
Categories of knowledge	<ul style="list-style-type: none"> • Personal situational factors • Academic situational factors • Factors relating to trades, occupations and professions • Techniques and methods • Support resources
Cultural reference	<ul style="list-style-type: none"> • Influence of the social network

2) The Context: Initial Situation and Situational Problem
<p>Your friend is a civil engineering technician. He knows all the facets of the trade and says there are jobs available in the field. Just last week, two new people started working for the company that employs him.</p> <p>Carry out your career orientation process and compare your personal situational factors with the factors relating to your friend’s trade. Identify the main steps you would need to take to become a civil engineering technician.</p> <p>Note: A different trade, occupation or profession may be chosen instead.</p>

3) Pedagogical Aim, Activities and Connections With the Subject-Specific Competencies	
Pedagogical aim: Adult learners assert themselves as individuals by comparing their personal situational factors with factors relating to the trade of civil engineering technician	
Activities	Subject-Specific Competencies
<p>To clarify their opinion regarding the possibility of becoming a civil engineering technician, adult learners explore the trade. They examine the information collected in order to see whether the trade matches their career interests. To do this, they:</p> <ul style="list-style-type: none"> • examine their educational path and life experience, and write down the key elements • consult <i>Jobboom.com</i>, the <i>Dictionnaire des métiers ou professions</i> and the Web site <i>Repères Internet sur le métier de technicien en génie civil</i> to gather information on the educational institution, training program and educational path required to become a civil engineering technician (additional tool: CareerCruising.com) • meet the training centre’s guidance counsellor to prepare for an information interview with the friend in question, develop the questions to be asked, and review interview techniques • conduct an interview with the friend in the workplace to complete and verify certain information • use a recording method to classify the information gathered • go over the interview and identify the similarities and differences between their personal situational factors and the factors relating to the trade of civil engineering technician • identify the significant advantages and disadvantages of the trade of civil engineering technician for themselves • present a report of the exploration process and the follow-up required (production) 	<p>Researches trades, occupations or professions</p>

<p>As they continue their reflections, adult learners consolidate their career profile and consider whether the trade of civil engineering technician is realistic for them. To do this, they:</p> <ul style="list-style-type: none"> • make an inventory of what they know about themselves and the personal obstacles they discovered as they explored the trade of civil engineering technician • meet with the training centre’s guidance counsellor with a view to converting their personal obstacles into personal and career development goals • prepare an oral presentation on their career profile in order to validate it with people they know • prepare an action plan to meet the requirements of the trade of civil engineering technician • identify the possibilities and constraints associated with the actions needed to become a civil engineering technician • select the priority elements • revise their action plan (production) • describe the investments needed to respect the action plan • formulate an argument to support their decision to become or not to become a civil engineering technician (production) • present their thoughts on the career orientation process, including the discoveries made and any problems encountered (production) 	<p>Contemplates his/her work possibilities</p>
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6.9 End-of-Course Outcomes

To develop the subject-specific competency *Researches trades, occupations or professions*, adult learners use career exploration resources. They gather information on personal and academic situational factors and factors relating to the trades, occupations or professions concerned, and they use the techniques and methods they have learned to draw correlations between these various factors.

To develop the subject-specific competency *Contemplates his/her work possibilities*, adult learners consolidate their career profile by identifying various situational factors. They refer to support resources, decide whether a given trade, occupation or profession is realistic, and use the techniques and methods they have learned to assess the scope of their career choices.

The following productions are expected:

- an oral or written presentation giving their opinion of the choice of a trade, occupation or profession (critical argument)
- a summary of their exploration process and the follow-up required (checklists, reports, meetings, portfolio, practicum report, etc.)
- a summary of their career orientation process (action plan, reflection, new questions, etc.)

6.10 Evaluation Criteria

To support learning and evaluate the development of subject-specific competencies at the end of the course, teachers base their judgment on evaluation criteria. These criteria are used to evaluate learning in order to recognize competencies.

Subject-Specific Competencies and Evaluation Criteria	
Subject-Specific Competencies	Evaluation Criteria
<p>Researches trades, occupations or professions</p> <p>Contemplates his/her work possibilities</p>	<ul style="list-style-type: none"> • Processing of information gathered on trades, occupations or professions • Debating of his/her career choices



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Glossary

Terms	Definitions (Meaning given in this program)
Career exploration	A set of activities performed inside or outside an educational environment to consider various trades, occupations or professions and allow adult learners to investigate their career orientation
Career exploration activity	Information search that provides adult learners with a better understanding of a trade, occupation or profession and allows them to discover their interests, skills, qualities, values and so on
Career orientation	A process designed to help adult learners become more familiar with their own aptitudes, interests and values and recognize their own needs, aspirations and attitudes, in order to facilitate a choice of career. Adult learners discover the range of programs available and the roles of different trades, occupations and professions in the world of work. They learn to make decisions by contemplating all the possibilities available to them, as well as the implications of their career choices. Thus, they will be able to understand the changes that occur during a career, and choose between two courses of action, among a vocational training centre, CEGEP or university and the world of work, or between two different jobs, etc.
Career profile	Connections made by adult learners among their personal situational factors and their discoveries, their reflections on the commitment required (constancy, persistence, duration, etc.) to achieve their career goals, self-esteem and awareness of their aspirations and personal and career development goals
Competency	Ability to act effectively by mobilizing a range of resources
Cross-curricular competency	Generic competency with a broader frame of reference and greater scope of action than a subject-specific competency
Labour market	Interaction between the demand for work and the supply of employment in organizations, governed by the prevailing economic situation
Subject-specific competency	Competency associated with a subject or program of study

Terms	Definitions (Meaning given in this program)
Trade/ occupation or profession	<p>Trade/occupation: usually requires training and involves tasks that are technical in nature or serve a practical purpose (e.g. mechanic)</p> <p>Profession: requires extensive training and specialized knowledge; involves a certain amount of autonomy and responsibility (e.g. criminologist). However, in reality the distinction between trades or occupations and professions is not always as clear cut and tends to be social in nature.</p> <p>These terms have a lot in common. The people who practise trades, occupations and professions are grouped together into professional associations. A professional association recognizes its members' qualifications, which are derived from the knowledge and competencies acquired in a program of study.</p>
World of work	<p>A source of models, roles and information on trades, occupations and professions, accessible through conversation and contact with people who are active in the labour market</p>

