



# Preparation for the Job Market

INTERN

EMPLOYED

## Prework Training

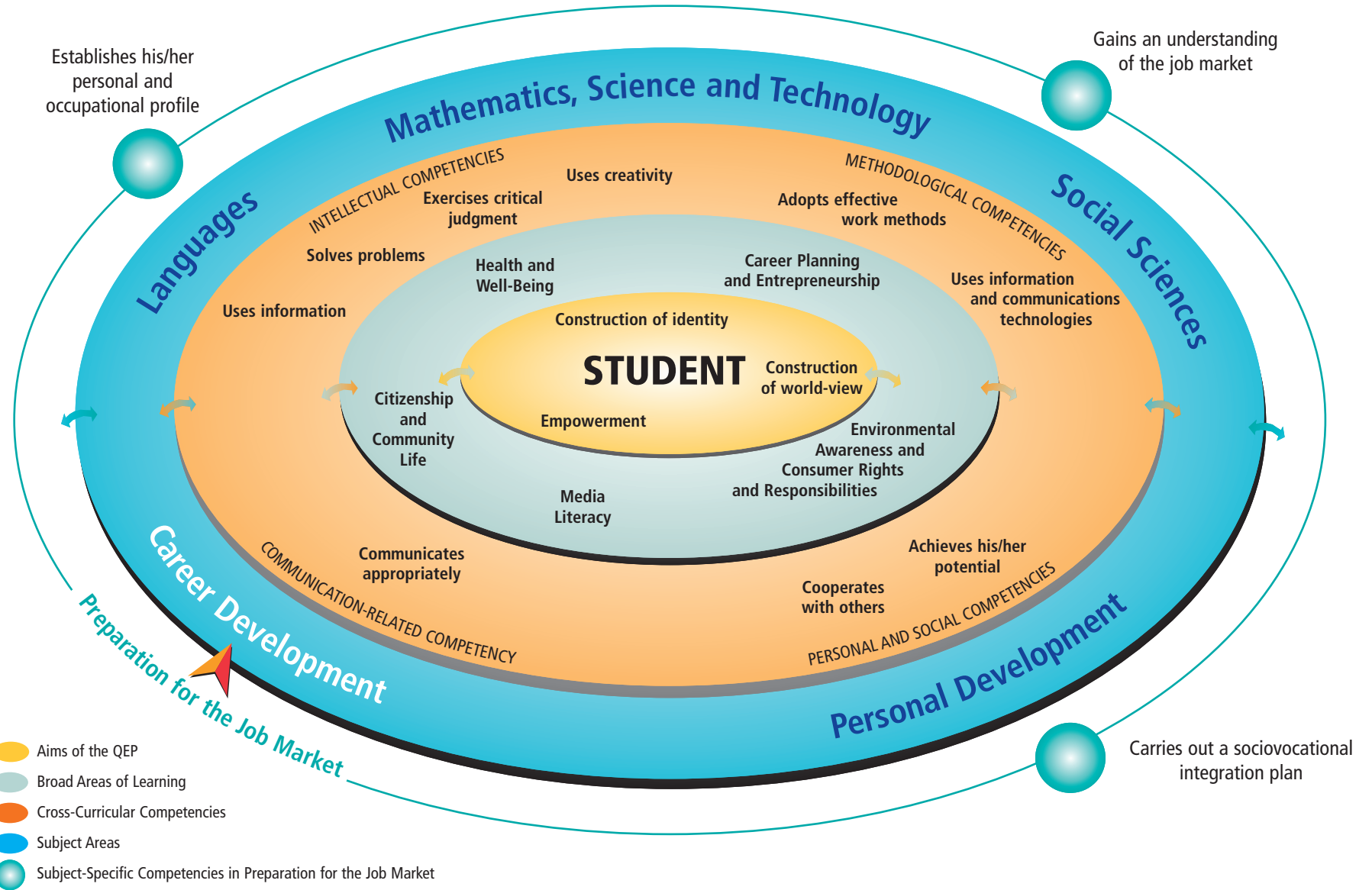
## Table of Contents

Introduction to the Program .....	1
<b>Making Connections: Preparation for the Job Market and the Other Subjects in Pework Training</b> .....	2
<b>Connections With the Broad Areas of Learning</b> .....	3
<b>Pedagogical Context</b> .....	4
<b>Competency 1 Establishes his/her personal and occupational profile</b> .....	5
Focus of the Competency .....	5
Key Features of Competency 1 .....	7
Evaluation Criteria .....	7
Learning Targets .....	7
<b>Competency 2 Gains an understanding of the job market</b> .....	8
Focus of the Competency .....	8
Key Features of Competency 2 .....	10
Evaluation Criteria .....	10
Learning Targets .....	10

## Preparation for the Job Market

<b>Competency 3 Carries out a sociovocational integration plan</b> ...	11
Focus of the Competency .....	11
Key Features of Competency 3 .....	13
Evaluation Criteria .....	13
Learning Targets .....	13
<b>Program Content</b> .....	14
Personal and Occupational Identity .....	15
The Job Market .....	19
Sociovocational Integration Plan .....	22
<b>Strategies, Attitudes, Techniques and Tools</b> .....	25
Strategies .....	25
Attitudes and Behaviours That Foster Sociovocational Integration and Job Retention .....	26
Techniques .....	26
Tools .....	26
<b>Bibliography</b> .....	27

# Making Connections: Preparation for the Job Market and the Other Subjects in Prework Training







# Introduction to the Program

*The aim of any type of education should be to send students on their way toward the adventure of life, allowing them to find their way and build themselves a future.*  
**Albert Jacquard**

Prework Training and Training for a Semiskilled Trade, which make up the Work-Oriented Training Path, both prepare students for the job market. The programs are very similar, but differ with regard to the allotted time and the pedagogical context.

The Preparation for the Job Market program in Prework Training is intended to enable students to make a smooth transition between school and the job market. It gives them an opportunity to prepare for the challenges involved in entering the job market and provides reference points to help them develop and implement a sociovocational integration plan. It also helps them develop strategies for remaining employed in our constantly evolving society.

The program is based on the premise that students must play an active role in their education, and that they are capable of participating in a dynamic educational and vocational integration process. It enables them to continue the planning process begun in previous cycles, within the framework of a guidance-oriented approach. It offers them the opportunity to explore certain employment sectors and to reflect on their experiences in the school workshop and in practicums, which will enable them to learn more about themselves and to establish their occupational profile and job possibilities. They will also learn to recognize the qualities of value to different employers and to gain confidence in their ability to participate.

---

*The Preparation for the Job Market program is intended to enable students to make a smooth transition between school and the job market.*

---

---

*This program offers students the opportunity to explore certain employment sectors and to continue the career planning process within the framework of a guidance-oriented approach.*

---

It is important to make students aware of the dynamic and changing quality of the job market and to help them realize that there are many ways of entering it. They must learn to manage the different steps involved in a personalized planning process, to adapt to change (e.g. technological developments), and to face difficult or unforeseen circumstances likely to occur at work. Consider for example the difficulties experienced by workers when a factory closes and they must find other work. This preparation will help them enter the job market and remain employed.

This program focuses on the following three competencies:

- Establishes his/her personal and occupational profile
- Gains an understanding of the job market
- Carries out a sociovocational integration plan

## Making Connections: Preparation for the Job Market and the Other Subjects in Pework Training

---

The Preparation for the Job Market program is intended to provide students with the tools they need to make enlightened occupational choices, gain an understanding of the job market and make a smooth transition between school and the job market. The competencies developed in the different subjects help students achieve these objectives not only by adding to their store of general knowledge, but also by supporting them in their sociovocational integration and their ability to remain employed.

Students should be encouraged to make connections between their language skills and their ability to establish their personal and occupational profile. For example, reading texts is indispensable for exploring employment sectors, simulating tasks, becoming familiar with the characteristics of different trades and occupations and finding the resources to help them in their sociovocational integration. Their competency in writing will enable them to draw up a list of their achievements, prepare their résumé, write a cover letter, fill out a job application and formulate their practicum project. The

---

*The competencies developed in the different subjects support students in their sociovocational integration.*

---

teacher should also encourage them to recognize the importance of their communication skills in creating a network of resource people. Thus they will be able to get help when preparing for a job interview, verifying their understanding of a task and gathering information about the job market and their job search. Information and communications technologies are also essential tools in their search for information.

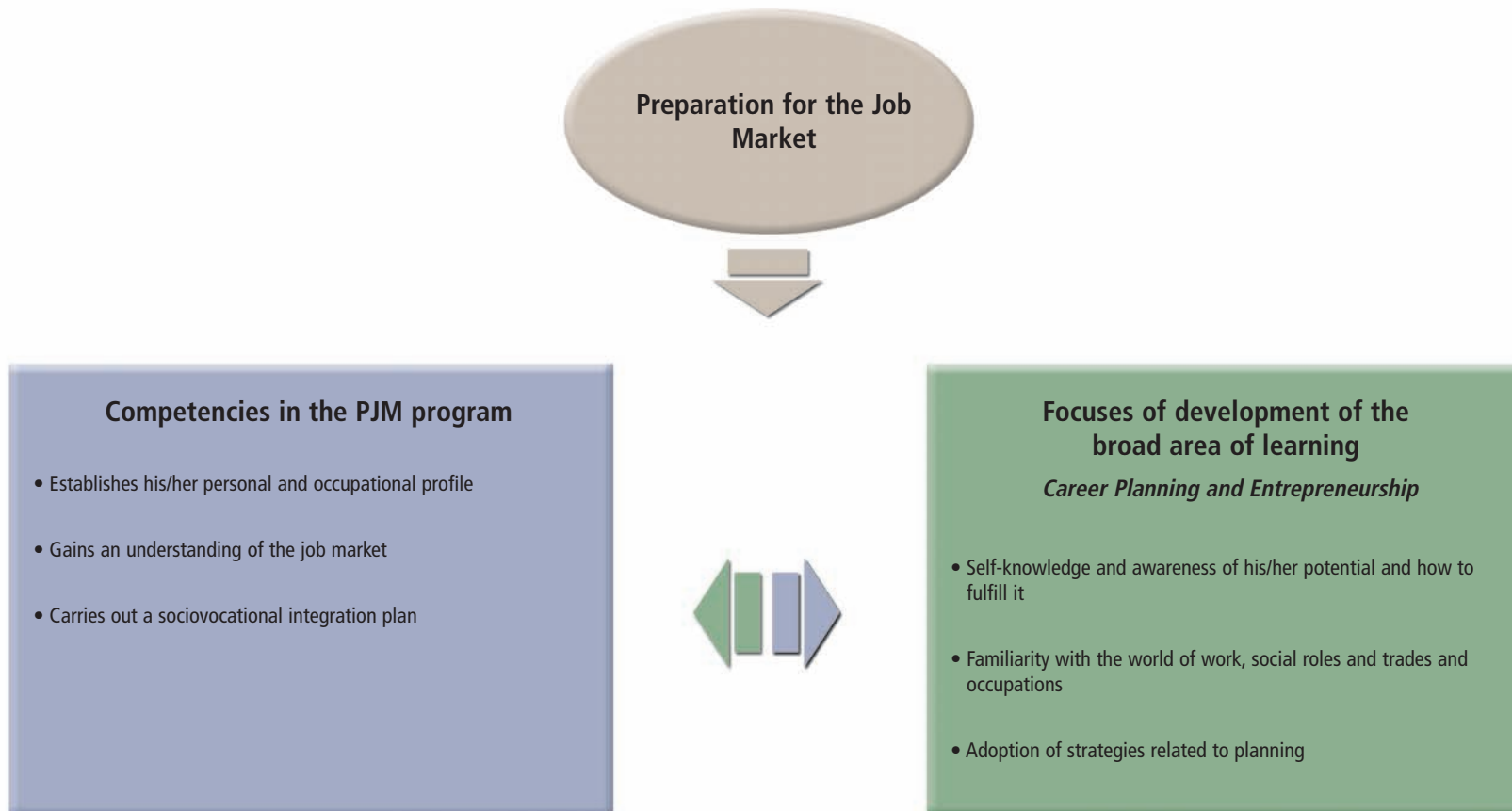
The Autonomy and Social Participation and Work Skills programs provide students with numerous opportunities to analyze their needs and make their own decisions and choices. By participating in community projects, they learn to apply their ability to cooperate with others in different environments and to adapt their attitudes and behaviours to the requirements of a situation. In addition, adopting a healthy, active lifestyle—an objective of the Physical Education and Health program—is particularly helpful in performing well at work. Students also have the opportunity to make connections with their mathematical knowledge. Listing different types of remuneration, calculating net income and evaluating the cost of insurance are some examples of activities that enable them to better define certain realities of the job market.

## Connections With the Broad Areas of Learning

The Preparation for the Job Market program is closely related to the broad area of learning Career Planning and Entrepreneurship. The three competencies are related to the three focuses of development, as shown in

the diagram below, and help students achieve the educational aim of the broad area of learning: To enable students to make and carry out plans designed to develop their potential and help them integrate into adult society.

### CONNECTIONS BETWEEN THE PREPARATION FOR THE JOB MARKET PROGRAM AND THE BROAD AREA OF LEARNING CAREER PLANNING AND ENTREPRENEURSHIP



## Pedagogical Context

---

The Preparation for the Job Market program gives students a number of opportunities to take a critical look at the career exploration and work experience acquired through the work-study approach. Thus, they make connections with their interests and become actively involved in a sociovocational orientation process. The teacher should ensure that the students learn more about themselves and gain a more comprehensive and accurate understanding of the job market. He or she should also ensure that the students apply the competencies developed in general education in order to prepare for their sociovocational integration.

The teacher guides the students, acting as intermediary between the school and the workplace. He or she should help students learn to be open to change,

---

*The teacher should ensure that the students learn more about themselves and that they gain a more comprehensive and accurate understanding of the job market.*

---

to demonstrate their ability to adapt and to persevere in difficult situations. He or she should also encourage them to rely on their strengths to improve their competencies, and help them develop strategies for dealing with obstacles. The teacher should also play a leadership role in relations with the different partners involved in student training: companies, the school team, families, etc. Lastly, he or she should ensure that the actions of all of these partners are based on a shared objective, i.e. to provide qualifying training for all students.

The teacher guides the students, acting as intermediary between the school and the workplace. He or she should help students learn to be open to change, to demonstrate their ability to adapt and to persevere in difficult situations. He or she should also encourage them to rely on their strengths to improve their competencies, and help them develop strategies for dealing with obstacles. The teacher should also play a leadership role in relations with the different partners involved in student training: companies, the school team, families, etc. Lastly, he or she should ensure that the actions of all of these partners are based on a shared objective, i.e. to provide qualifying training for all students.

Before the students begin learning specific competencies associated with a semiskilled trade, the teacher offers them opportunities to explore an occupational area of their choice. This may involve documentary research, spending a day in a workplace, simulations of tasks or a short practicum, and will enable students to select a field that corresponds to their personal and occupational profile. Differentiation of instruction is essential in ensuring success for all students. The level of complexity of the proposed situations must represent a challenge tailored to each student. Teachers should be guided by the consensus reached in the development of the individualized education plan.

Throughout their training, students should become familiar with different information and communications technologies, which are particularly useful for career exploration (e.g. finding practicum positions, volunteering opportunities and training programs). These technologies will enable students to keep their knowledge of certain employment sectors up to date. The teacher may also suggest that students record their questions and reactions in a log and encourage them to use different communication tools—portfolio, Web folio, etc.—to share their discoveries with others.

---

*The consensus reached in the development of the individualized education plan will enable teachers to guide students in their career exploration.*

---

The students will need to use different resources to develop their employability and life skills. For example, they may establish a network of contacts. These people should be easily accessible and be able to provide information about a specific employment sector, a trade or occupation, or the requirements of a practicum or job.

They may be people in the students' immediate environment, for example, an uncle who works for a certain company, a friend of the family who owns a business or a neighbour involved in community services, or less familiar people who work in agencies offering employment assistance, integration services, etc. The teacher should ensure that the students understand that these services can help them in the different stages of their sociovocational integration, for example updating their résumé, consulting job offers or planning to return to school. It is important that they be familiar with the different social and community networks that can help them.

## COMPETENCY 1 Establishes his/her personal and occupational profile

*Take the time you need  
to learn more about yourself.  
That is a journey in itself.*

**Gilles Vigneault**

### Focus of the Competency

Students enrolled in the Work-Oriented Training Path should be able to recognize their personal resources and learn to use them to prepare for a suitable job and enter the job market. To this end, it is important that they make connections between their potential, affinities, interests and aspirations on the one hand, and their employment options on the other. They must also be familiar with the main qualities and attitudes needed to meet the challenges they will encounter in the job market, such as flexibility, adaptability, mobility, creativity and responsiveness, and to determine where they stand with respect to these qualities and attitudes. Thus they will be able to establish and develop their personal and occupational profile.

---

*Students make connections between their potential, affinities, interests and aspirations on the one hand, and their employment options on the other.*

---

The students' profile will be based on various everyday experiences, as well as on watershed events that provide them with an opportunity to question, among other things, their motivations and reactions. Am I doing this because I like it, because it is a challenge, because I feel it is my duty or because I need the money? Did I go about overcoming difficulties in the right way? Can other people provide insight into my situation?

In order to learn about their employment options, the students must be able to explore tasks associated with different trades. There are different ways of helping them discover their occupational interests: visits to companies and training centres, meetings with a mentor, trying out a job for a day, aptitude tests, etc.

In previous cycles, the students experienced situations that enabled them to learn more about themselves and their aspirations. In the Preparation for the Job Market program, they will improve their introspective skills and develop their employment potential.

The competency *Establishes his/her personal and occupational profile* has three key features: Examines his/her personal characteristics; Reflects on the reasons for his/her achievements; Discovers his/her occupational interests through a variety of activities.

### Examines his/her personal characteristics

Students establish a personal profile by examining their character traits, attitudes and behaviours in real-life situations. To learn more about themselves, they must focus on actual situations and pay attention not only to their resources, but also how they mobilize them. Performing tasks in a practicum setting is one of the best ways of achieving this.

Students must pay particular attention to the elements that motivate them, their ways of overcoming the difficulties they encounter and their ability to recognize their strengths and interests. They must learn to see obstacles as an opportunity to move forward and to develop troubleshooting strategies as needed. Finally, they should be encouraged to share their perceptions with people they trust, for example, peers, their parents, a teacher or a guidance professional.

---

*In order to learn about their employment options, the students must be able to explore tasks associated with different trades and occupations.*

---



### Reflects on the reasons for his/her achievements

To understand the basis of success, students must examine the factors that contributed to certain of their achievements. To this end, they should be encouraged to reflect on achievements that improved their self-confidence and self-esteem and to examine what motivates them to take on challenges. If, for example, they consider extracurricular activities, they may identify factors other than those they observed in their schoolwork. They can also be encouraged to consider the strategies they used in different situations and to evaluate their effectiveness.

Thus they will develop their introspective skills and be able to prepare for new situations by determining how they could use the skills acquired. This will be a major asset throughout the sociovocational integration process.

### Discovers his/her occupational interests through a variety of activities

Occupational interests are related to students' attitudes and penchants for a certain type of activity, task or work situation. In the school workshop or in practicums, students will discover the benefits and requirements of various work situations, as well as employers' expectations. This will give them a better idea of their interests and the reasons why they are attracted to a given field. To this end, the teacher will encourage them to share their discoveries with others and to learn from others' experiences. Thus they will observe that their attitudes may change as they learn more about themselves and the job market and develop occupational competencies. Finally, they will learn about the importance of continuing education and training in the pursuit of their goals.

## Key Features of Competency 1

### **Examines his/her personal characteristics**

Recognizes his/her personal resources and how he/she mobilizes them

- Assesses his/her ability to stay motivated
- Understands his/her reaction to difficulties
- States his/her strengths and interests
- Validates his/her perceptions with others

### **Reflects on the reasons for his/her achievements**

Identifies his/her achievements

- Recognizes the characteristics of his/her achievements
- Becomes aware of his/her motivations
- Describes the strategies used and their effectiveness
- Judges the appropriateness of using these strategies in other contexts

## **Establishes his/her personal and occupational profile**

### **Discovers his/her occupational interests through a variety of activities**

Reflects on his/her experiences in the school workshop or in practicums

- Considers the requirements associated with different work situations
- Determines where he/she stands with respect to the qualities valued in the job market
- Shares his/her perceptions with others

## Evaluation Criteria

- Appropriateness of his/her reflection on his/her personal profile
- Accurate analysis of his/her achievements
- Coherent connections between his/her personal and occupational characteristics

## Learning Targets

At the end of the program, students will be familiar with their personal and work-related resources and how to mobilize them. By performing simulated or actual work tasks, they will have learned more about themselves. They will be able to make an informed judgment on their personal and occupational profile.

In particular, students recognize their main strengths and interests. They identify the factors that motivate them and help them meet challenges. They identify and understand the essential aspects of their achievements at school as well as in extracurricular activities. They describe the strategies used and recognize their effectiveness. On occasion, they judge the appropriateness of these strategies to other work-related activities.

Through frequent discussion, students share their workshop and practicum experiences. They make coherent connections between their personal characteristics and the requirements of the different work-related activities, which enables them to discover their interests.

## COMPETENCY 2 Gains an understanding of the job market

*And, each day, for he who begins to build the world, the world begins.*  
**Antoine de Saint-Exupéry**

### Focus of the Competency

Students enrolled in the Work-Oriented Training Path should have a realistic understanding of the job market they will soon be entering. To this end, they should study different sectors of activity, participate in exploration activities and use different means of gathering the appropriate information, which will introduce them to the different employment options available. They should also consider the dynamic and constantly changing nature of the job market.

The students must prepare for certain challenges, such as the restructuring of a company, the closure of a factory and technological change. They must consider the principal aspects of the job market, in particular the work organization, the differences between different work contexts and the role of legal and regulatory provisions. They must also be made aware of the importance of being familiar with their rights and responsibilities and of exercising them respectfully.

In previous cycles, the students had the opportunity to observe workers in the workplace or to acquire some experience with different work-related activities. Now they need to learn more about the characteristics of the job market so that they can take their place in it.

The competency *Gains an understanding of the job market* has three key features: Becomes familiar with the characteristics of the job market; Gathers information about work situations; Envisions himself/herself as a future worker.

### Becomes familiar with the characteristics of the job market

To understand the different types of workplaces, students must actively participate in real-life situations. In particular, they must observe the diversity of jobs and types of sociovocational integration, such as volunteer work, full-time work, part-time work, contract work and seasonal work, as well as the diversity of fields of activity: food production, health services, mechanics, carpentry, horticulture, etc. They must also learn about certain factors that can have an impact on work organization, such as the size of the company (large, medium-size or small), work schedules (day, evening, night) and whether or not employees are unionized.

Students should be made aware of the impact of working conditions on their personal and work life. For example, accepting undeclared work can deprive them of access to Commission de la santé et de la sécurité du travail (CSST) programs and prevent them from acquiring seniority or contributing to the Québec Pension Plan. They should also be made aware of the importance of work-family balance. They can learn to develop strategies for preventing industrial accidents and occupational diseases, injuries, burnout, hearing loss and so on. Here again they are encouraged to learn from others' knowledge and experiences and to share their understanding of the world of work.

---

*Students should have a realistic understanding of the job market and its dynamic and constantly changing nature.*

---

### Gathers information about work situations

To obtain information about the job market, students must know how to use the appropriate resources. For example, they can visit a documentation centre, consult resource people (e.g. their parents, workers, mentors, guidance counsellors), take virtual tours on the Internet or consult Web sites such as REPÈRES and Inforoute FPT. In addition to gathering information, they must develop an ability to judge the quality and validity of that information.

In order to gather information, students should adopt a variety of methods of exploring the job market. Making connections between their personal characteristics and the characteristics of certain fields will be easier the more information they have. To test their abilities and broaden their occupational interests, they should also be given the opportunity to perform different tasks and experience different work situations: trying a job for a day, practicum in the workplace, workshop in a vocational training centre, etc. Thus they will be able to envision themselves performing certain duties in a specific work environment. Finally, they should share their discoveries with others, which will help them make career decisions.

### Envisions himself/herself as a future worker

Understanding the main differences between workplaces helps students determine the most suitable type of job and anticipate their future role. These differences involve the nature of tasks, remuneration, possibilities for initial and continuing training, schedules, required clothing, the technologies used, group insurance, pension plans, vacation and so on. In particular, practicums are a good way of gathering information about a job.

Whatever job they aspire to, students should take into account their personal obligations and responsibilities and make sure they are compatible with the requirements of the job. On this point as on others, they must learn from others' experience, which could help them in difficult situations. They should also understand the importance of being familiar with their employment rights and obligations and respecting those of others.

## Key Features of Competency 2

### **Becomes familiar with the characteristics of the job market**

Recognizes the diversity of types of work organization • Understands the importance of the laws and regulations governing work • Becomes aware of the complexity of labour relations • Anticipates the impact of working conditions on his/her personal and work life • Shares his/her understanding with others

### **Gathers information about work situations**

Uses relevant resources • Varies his/her means of exploring the job market • Recognizes requirements associated with work situations • Observes the particular characteristics of different workplaces • Shares his/her discoveries with others

## **Gains an understanding of the job market**

### **Envisions himself/herself as a future worker**

Takes into account the culture of different workplaces • Anticipates his/her role in the work organization • Understands the importance of his/her obligations • Recognizes his/her rights and those of others • Learns from others' experience

## Evaluation Criteria

- Understanding of the characteristics of the job market
- Variety of means of exploration
- Relevance of his/her thoughts on his/her future role as a worker

## Learning Targets

At the end of the program, students have a relatively clear understanding of the job market. As they will soon enter the job market, they are able to identify its principal aspects and to envision themselves as workers.

Students recognize the different types of work. They understand that there are several types of work organization and fields of activity. They take into account the impact of working conditions on their personal and work life.

In order to gather information about today's job market, students diversify their exploration methods, in particular by observing and experiencing different work situations. They also use relevant resources such as Web sites, local newspapers and resource people. They take a critical look at the quality and validity of the information gathered.

In order to envision themselves as future workers, students share their discoveries and understanding of the world of work with others. Thus they put their learning to good use and become aware of the importance of their rights, responsibilities and obligations with respect to their career choice.



## COMPETENCY 3 Carries out a sociovocational integration plan

*What is success? It's doing what you want to do with as much momentum as possible.*  
**Anne Hébert**

### Focus of the Competency

Students enrolled in Preparation for the Job Market must carry out a sociovocational integration plan, which can take different and more or less complex forms depending on the training needs of each student and opportunities in the community. Students can volunteer at the school or elsewhere, visit companies or observe semiskilled workers in a workplace that interests them.

Sociovocational integration involves all of a person's work-related and social activities. It is based on work-related and personal experiences and may consist of lengthy periods of stability, but may also suffer instability. Thus it is a rather complex process that tends to take an increasing amount of time

---

*Sociovocational integration is based on work-related and personal experiences and may consist of lengthy periods of stability, but may also suffer instability.*

---

and that is no longer linear in nature (training → job → retirement). This is true for all age groups and types of jobs. For example, consider the following continuum: general education → job → recognition of learning → job → on-the-job training (restructuring of the company) → different job → continuing education and training.

If they are to achieve sociovocational integration in this program, students must proceed methodically, developing an appropriate plan, establishing the proper conditions for implementing it and determining mechanisms for evaluating their results. They must first examine their

options, select a field of interest, choose a means of action and determine the steps involved. To implement their plan, they will need to select the most useful resources. Finally, they must learn to take a critical look at their plan, which they will be able to use throughout their working life.

The competency *Carries out a sociovocational integration plan* has three key features: Develops a plan; Implements the plan; Evaluates the plan.

### Develops a plan

The teacher should encourage students to list ways of implementing a sociovocational integration plan. They should first be made aware that there are different types of work (e.g. volunteer work, paid work) and different types of jobs, and learn about work available in their environment. They must consider their preferences, aptitudes and motivations, as well as the resources they can use. They will ask questions such as the following: Would I like to work part-time? What type of workplace would I be interested in? Do I know anyone who can help? Can I join a community service group? Do I need more information about different trades? Am I actively planning a career? Am I ready to choose a practicum position?

With the teacher's help, students must identify potential practicum positions. They must make the necessary contacts in the selected workplace, taking into account job requirements and their options, as well as their motivations. They can also validate their choices with their peers, their parents or other people they trust. They may have to modify their initial plan based on new information. Their plan's viability will benefit from frequent reviews and adequate preparation.

---

*If they are to achieve sociovocational integration in this program, students must proceed methodically.*

---

## Implements the plan

Once they have a plan, the students must take the necessary measures to complete each of the steps. To this end, they must use the strategies chosen and develop new ones as needed. They should be encouraged to refer to their personal experience, to take others' opinions into account to improve their plan, to adapt their attitudes and behaviours to the requirements of the situation and to stay motivated. Finally, they must use the necessary tools to achieve their objectives and be prepared to request help or consult other resources if they encounter difficulties.

It has been observed that student trainees with perseverance are more likely to be offered a job at the end of the practicum. It is therefore important that students persevere in the implementation of their plan. The teacher should also make them aware of the importance of maintaining their personal commitment over a set period of time and of assessing the positive impact of perseverance on their integration. Finally, encouraging them to adapt and adjust their plan as needed should help students stay motivated.

## Evaluates the plan

In implementing a personal sociovocational integration plan, the students will see the importance of using a structured approach to achieve their objectives and realize their aspirations. To this end, they should be encouraged to examine their actions and their ability to adapt to changes while carrying out their plan.

In reviewing their methods, the students can verify the effectiveness of the strategies they used and the achievement of their objectives. To this end, they must learn to take advantage of opportunities to discuss their plan with classmates in order to improve their evaluation. The teacher should encourage them to redefine certain steps as needed and to plan situations in which they can use the same approach.

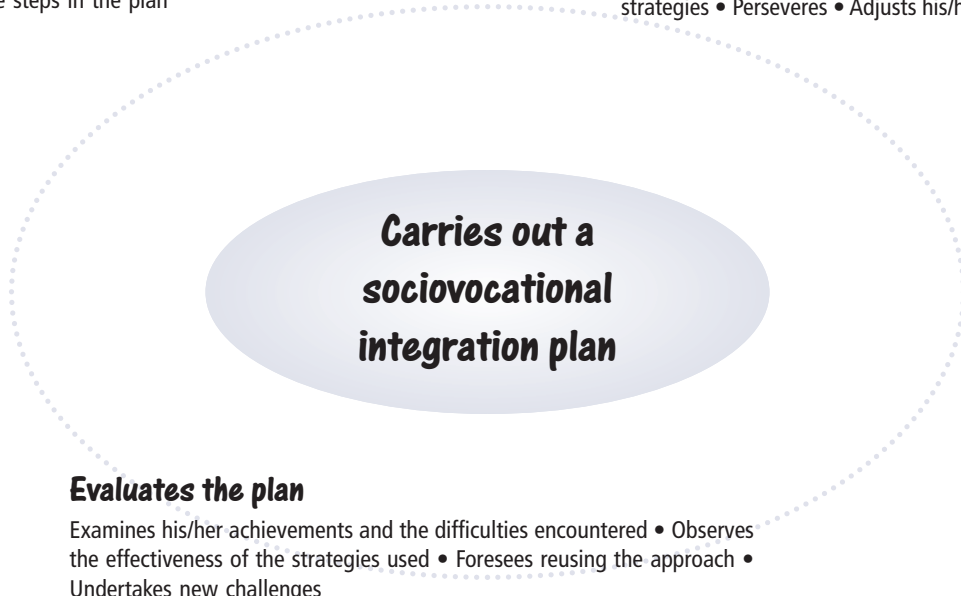
## Key Features of Competency 3

### **Develops a plan**

Lists different means of sociovocational integration • Considers practicum options • Chooses a specific sociovocational integration plan • Establishes the steps in the plan

### **Implements the plan**

Takes action • Mobilizes the appropriate resources and strategies • Perseveres • Adjusts his/her plan as needed



### **Carries out a sociovocational integration plan**

### **Evaluates the plan**

Examines his/her achievements and the difficulties encountered • Observes the effectiveness of the strategies used • Foresees reusing the approach • Undertakes new challenges

## Evaluation Criteria

- Determination of the steps involved in the sociovocational integration plan
- Management of his/her plan
- Relevance of his/her reflections on his/her plan

## Learning Targets

At the end of the program, students will have developed and implemented a sociovocational integration plan adapted to their personal profile and the opportunities available.

Through observation, exploration and experimentation, they mobilize the most useful resources for their sociovocational integration. They plan the steps involved in their plan. They identify potential practicum positions, communicate with contacts and take into account the requirements of the job and their own possibilities. They carry out each step in their plan. In implementing the plan, they use the strategies needed to achieve their personal and work-related objectives and develop new ones as needed. They may also use other resources to overcome difficulties encountered.

They evaluate their plan, examine the effectiveness of the means used and make the necessary adjustments. They exercise critical judgment when examining their experiences, which enables them to undertake new challenges and foresee using the same approach in the future.

## Program Content

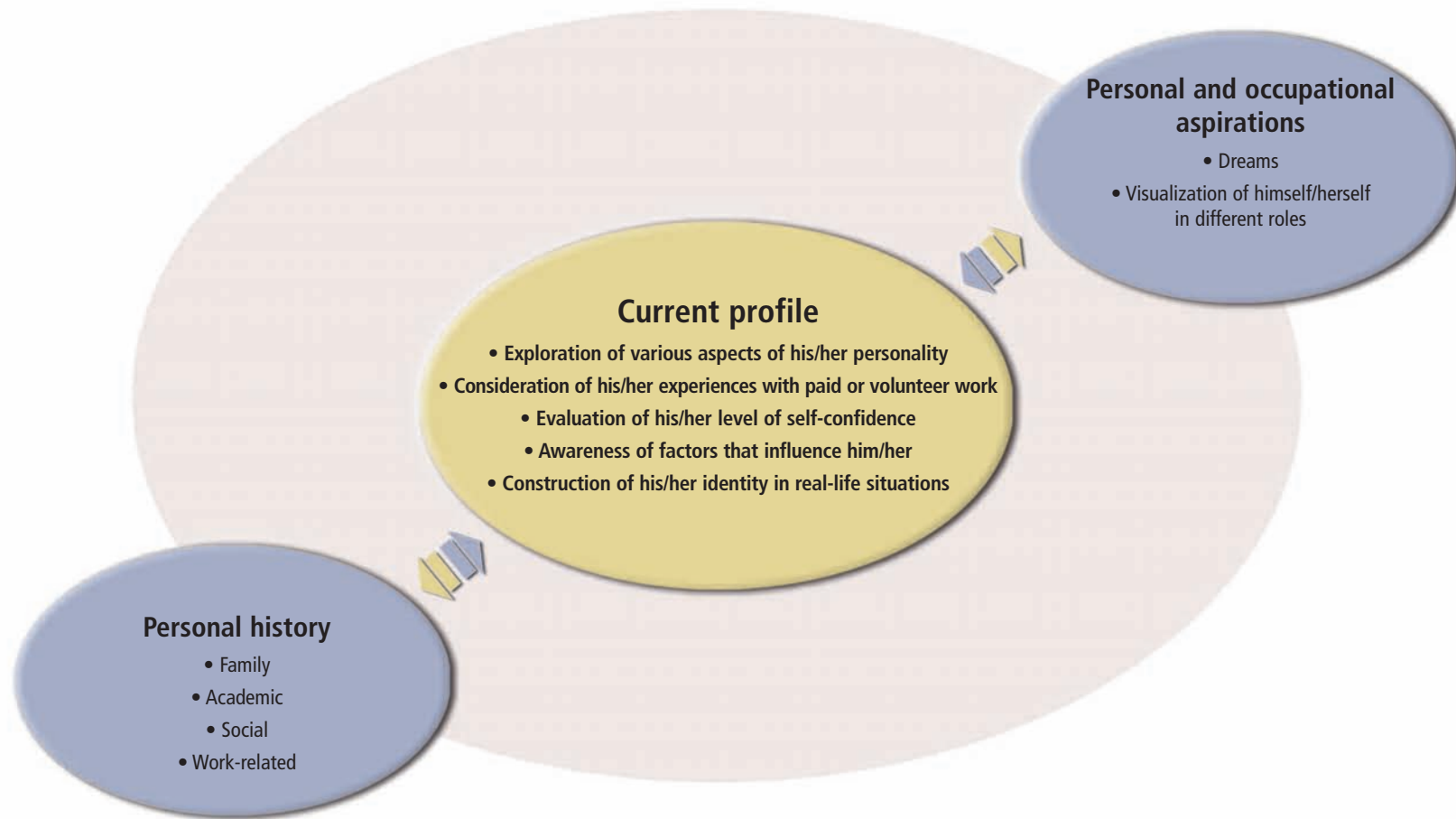
---

Competency development in the Preparation for the Job Market program is based on a set of concepts, processes and possible applications. The program content is divided into three major themes: personal and occupational identity, the job market and the sociovocational integration plan. These themes are associated with the broad area of learning Career Planning and Entrepreneurship and refer to the resources students will need to use when they enter the job market.

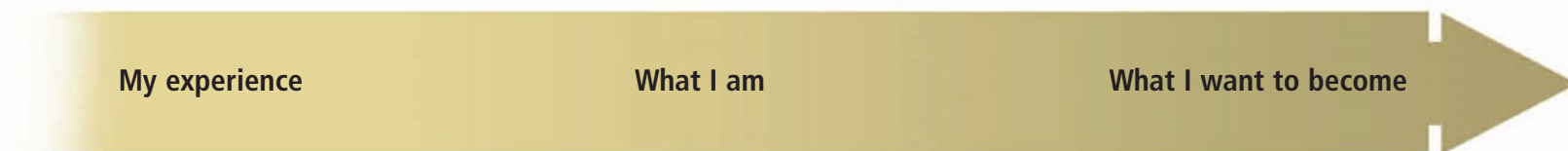
Each theme is illustrated by a diagram and a table including concepts, processes and possible applications. The teacher can vary the learning contexts according to the sociological characteristics of the students' environment.

The program content also includes strategies, attitudes, techniques and tools that will foster students' sociovocational integration and enable them to deal with a constantly changing job market.

## PERSONAL AND OCCUPATIONAL IDENTITY



My personal and occupational identity on a time line:





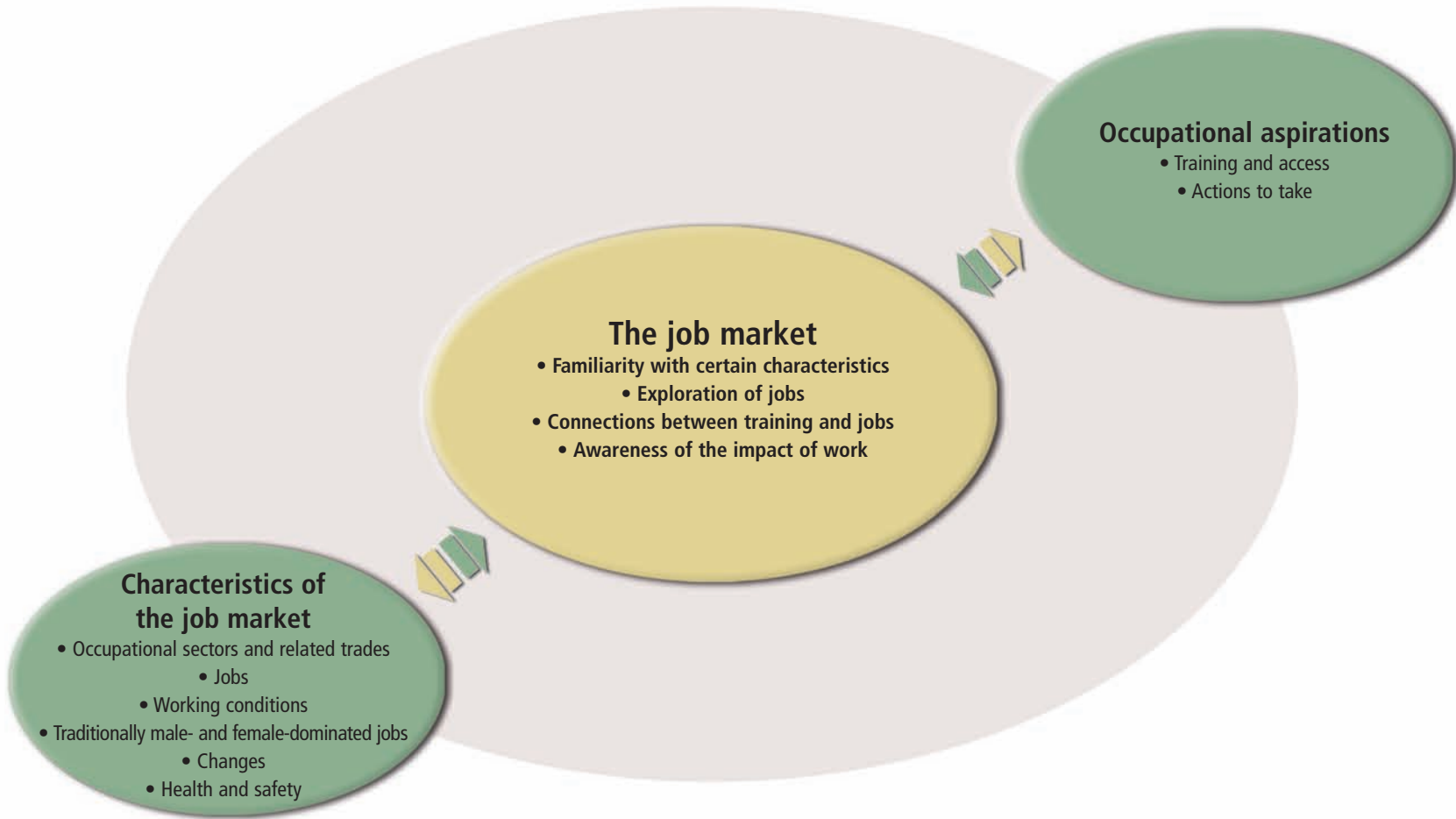
Personal and Occupational Identity		
Concepts	Processes	Possible applications
<b>Personal history</b>	<ul style="list-style-type: none"> <li>– A look at his/her family, academic and social history:               <ul style="list-style-type: none"> <li>• understanding of past experiences</li> <li>• identification of important aspects</li> <li>• awareness of factors that influence him/her</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>– Illustrating the highlights of his/her history on a time line</li> <li>– Relating an experience in his/her early school life and explaining to peers the understanding he/she has of that experience today</li> <li>– Making a list of people who influenced his/her choice of recreational activities</li> </ul>
	<ul style="list-style-type: none"> <li>– A look at his/her work-related history:               <ul style="list-style-type: none"> <li>• understanding of past experiences</li> <li>• identification of important aspects</li> <li>• awareness of factors that influence him/her</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>– Relating an event and giving it meaning by making connections with his/her occupational interests. For example:               <ul style="list-style-type: none"> <li>• When I was younger, I liked cutting trees in the woods with my grandfather. Today I like being in nature and working outdoors.</li> <li>• While taking care of my sister who was ill, I realized I had the ability to take care of others.</li> <li>• I am interested in mechanics, and when I think about it, my father always did his car repairs himself.</li> </ul> </li> </ul>
<b>Current profile</b>	<ul style="list-style-type: none"> <li>– Exploration of various aspects of his/her personality:               <ul style="list-style-type: none"> <li>• personal characteristics</li> <li>• family and social environment</li> <li>• occupational interests</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>– Verifying others' (peers', parents') perceptions of him/her: What qualities, strengths or behaviours do they attribute to me?</li> <li>– Questioning his/her level of participation in extracurricular activities at school</li> <li>– Explaining to a friend how he/she reacts to a new task</li> <li>– Seeking opportunities to evaluate his/her ability to help others</li> <li>– Identifying job opportunities in his/her socioeconomic environment</li> <li>– Exploring his/her preferences by doing an interest test</li> </ul>

Personal and Occupational Identity (cont.)		
Concepts	Processes	Possible applications
Current profile (cont.)	<ul style="list-style-type: none"> <li>– Consideration of his/her experiences with paid or volunteer work</li> </ul>	<ul style="list-style-type: none"> <li>– Writing a résumé highlighting his/her experiences with paid or volunteer work</li> <li>– Realizing that he/she has developed a real interest in a trade following a summer job</li> <li>– Understanding that his/her ability to keep to a work schedule means that he/she can also fulfill his/her obligations at school</li> </ul>
	<ul style="list-style-type: none"> <li>– Evaluation of his/her level of self-confidence</li> </ul>	<ul style="list-style-type: none"> <li>– Comparing situations that make him/her feel safe with those that make him/her uncomfortable</li> <li>– Reading and summarizing a short text on self-confidence</li> <li>– Describing a person he/she sees as having self-confidence</li> <li>– In teams, listing behaviours that demonstrate a healthy level of self-confidence</li> </ul>
	<ul style="list-style-type: none"> <li>– Awareness of factors that influence him/her</li> </ul>	<ul style="list-style-type: none"> <li>– Thinking about the people who played a role in his/her life choices: peers, parents, teachers, nonteaching professionals, music groups, etc.</li> <li>– Realizing the importance given to certain comments in choosing a practicum position or casual job</li> </ul>
	<ul style="list-style-type: none"> <li>– Construction of his/her identity in real-life situations <ul style="list-style-type: none"> <li>• empowerment</li> <li>• motivation</li> <li>• ability to adapt to change</li> <li>• ability to take risks</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>– In an organized debate, expressing his/her opinion and realizing the influence it can have on other people</li> <li>– Experiencing success and realizing that staying motivated was a key element</li> <li>– Trying a new experience and realizing he/she can handle it</li> <li>– Enrolling in a challenging sport or cultural activity</li> <li>– Stating the strengths and weaknesses he/she observed at work in the workshop or the workplace</li> </ul>

Personal and Occupational Identity (cont.)		
Concepts	Processes	Possible applications
Personal and occupational aspirations	<ul style="list-style-type: none"> <li>– Exploration of his/her dreams for the future and visualization of himself/herself in different roles</li> </ul>	<ul style="list-style-type: none"> <li>– Discussing with peers and imagining his/her life in five years and in ten years</li> <li>– Expressing the importance of lasting friendships</li> <li>– Working for a day in a plastics moulding factory in order to explore the field</li> <li>– Hosting a show on the student radio station</li> <li>– Using a band saw in a workshop making a wooden play unit for a daycare centre</li> <li>– Exploring and trying out the duties of a butcher's helper, using a tool on a Web site.<sup>1</sup></li> </ul>

1. <http://www.repertoireppo.qc.ca/>

# THE JOB MARKET

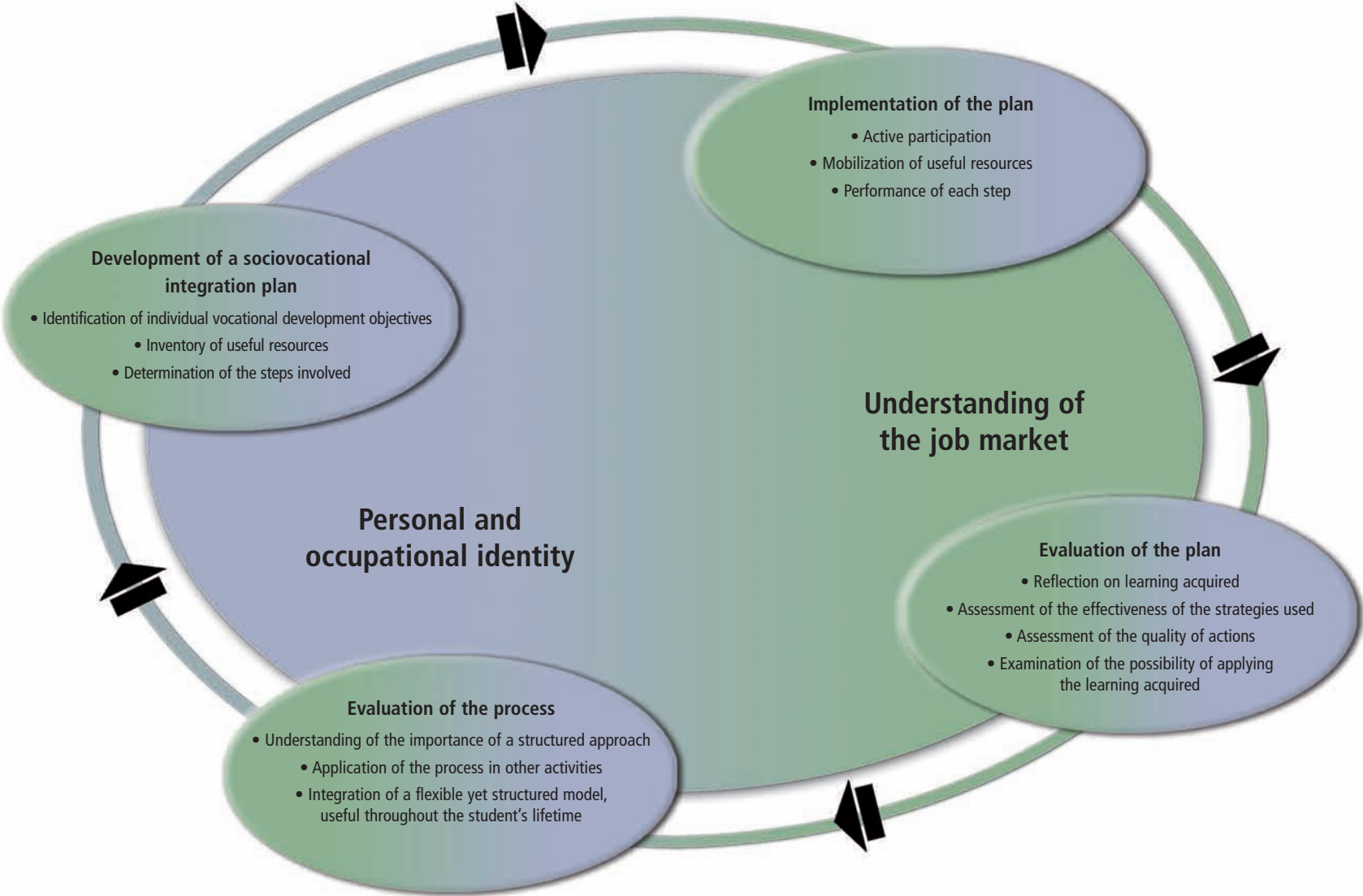


The Job Market		
Concepts	Processes	Possible applications
<b>Characteristics of the job market</b>	<ul style="list-style-type: none"> <li>– Familiarity with certain characteristics of the job market               <ul style="list-style-type: none"> <li>• occupational sectors and associated trades</li> <li>• jobs</li> <li>• working conditions</li> <li>• changes</li> <li>• occupational health and safety (preventive strategies)</li> <li>• traditionally male- and female-dominated trades</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>– Seeking information about the tasks to be performed in a workshop, practicum or activity. For example:               <ul style="list-style-type: none"> <li>• Finding information about the tasks performed by a grocery clerk</li> <li>• Comparing the characteristics of a specific job with those of another job (assistant cook/cook or server/maître d')</li> </ul> </li> <li>– Finding out about the working conditions associated with the job, for example: flexible hours, noisy environment, refrigerated environment, outdoor work</li> </ul>
	<ul style="list-style-type: none"> <li>– Exploration of jobs</li> </ul>	<ul style="list-style-type: none"> <li>– Trying out a job for a day</li> <li>– Thinking about and discussing a specific work situation experienced in one of the following courses: Introduction to the World of Work, Work Skills or Preparation for a Semiskilled Trade</li> </ul>
	<ul style="list-style-type: none"> <li>– Recognition of the importance of technological changes in the job market</li> </ul>	<ul style="list-style-type: none"> <li>– Identifying two technological changes and their impact on certain jobs</li> <li>– Trying out new technologies or techniques in a workshop</li> </ul>
<b>Impact</b>	<ul style="list-style-type: none"> <li>– Awareness of the impact of paid or volunteer work:               <ul style="list-style-type: none"> <li>• contribution to society</li> <li>• self-fulfillment</li> <li>• new relationships</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>– Identifying how practising a given trade contributes to personal well-being (e.g. food production, health care, housekeeping)</li> <li>– Making a list of the personal advantages of doing paid or volunteer work (e.g. remuneration, experience acquired, broader social network)</li> </ul>



<b>The Job Market (cont.)</b>		
<b>Concepts</b>	<b>Processes</b>	<b>Possible applications</b>
<b>Occupational aspirations</b>	<ul style="list-style-type: none"> <li>– Exploration of connections between the training and the types of jobs available:               <ul style="list-style-type: none"> <li>• importance of initial qualifications</li> <li>• practical training</li> <li>• continuing training</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>– Consulting information documents about qualifying for a given trade</li> <li>– Meeting with a worker to discuss his/her career path</li> <li>– Verifying possible means of qualification</li> </ul>
	<ul style="list-style-type: none"> <li>– Initiative: actions to take</li> </ul>	<ul style="list-style-type: none"> <li>– Submitting a résumé to a potential employer</li> <li>– Enrolling in a course in order to qualify for a job</li> </ul>

**SOCIOVOCATIONAL INTEGRATION PLAN**



## Sociovocational Integration Plan

Sociovocational Integration Plan		
Concepts	Processes	Possible applications
<b>Development of a sociovocational integration plan</b>	<ul style="list-style-type: none"> <li>– Preparation of a sociovocational integration plan                             <ul style="list-style-type: none"> <li>• exploration of possibilities</li> <li>• choice of plan</li> <li>• information gathering</li> <li>• determination of the steps involved</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>– Finding information about trades he/she is interested in (e.g. computer graphics assistant) on educational and vocational Web sites</li> <li>– Visiting companies where people work in different trades and observing the particular characteristics of certain traditionally male- and female-dominated trades</li> <li>– Finding information about applicable health and safety rules (e.g. for unskilled chemical workers)</li> <li>– Discussing with classmates or adults in their environment information gathered about the CSST, WHMIS (Workplace Hazardous Materials Information System) and CCQ (Commission de la construction du Québec)</li> <li>– Drawing up a schedule of actions to take</li> </ul>
<b>Implementation of the plan</b>	<ul style="list-style-type: none"> <li>– Implementation                             <ul style="list-style-type: none"> <li>• contact with people in the field</li> <li>• commitment</li> <li>• use of strategies</li> <li>• action</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>– Meeting with a worker</li> <li>– Identifying an experience in which perseverance was a real asset</li> <li>– Preparing to convince someone of his/her plan's potential</li> </ul>
<b>Reflection</b>	<ul style="list-style-type: none"> <li>– Recognition of the impact on:                             <ul style="list-style-type: none"> <li>• himself/herself</li> <li>• others</li> <li>• his/her future</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>– Thinking about the possibility of earning a living, becoming independent, contributing to society, meeting new people, etc.</li> <li>– Discussing job-related values and beliefs</li> <li>– Envisioning himself/herself in a specific workplace and imagining the evolution of his/her career over time</li> </ul>

## Sociovocational Integration Plan (cont.)

### Resources

- Human resources:
  - parents, other family members, peers, friends, teachers, guidance counsellors, other school staff, etc.
- Resources in the public and private sectors:
  - agencies offering employability or employment assistance services, integration and training facilities, including government agencies (CSST, local employment centre, Carrefour jeunesse emploi, etc.) and community agencies
  - businesses: industries, private companies, etc.
- Material resources:
  - Web sites containing information about the education system, trades and occupations, the job market, legal and regulatory provisions, etc.
  - educational and vocational information documents and books
  - *Directory of Semiskilled Trades*, etc.

## Strategies, Attitudes, Techniques and Tools

### Strategies

<p><b>Cognitive strategies</b> Strategies used to develop, organize, generalize and structure information</p>	<ul style="list-style-type: none"> <li>– Visualizing or writing down the steps involved in a task</li> <li>– Applying prior knowledge to a new task</li> <li>– Identifying determining factors in a situation</li> <li>– Verifying his/her understanding of the task:             <ul style="list-style-type: none"> <li>• asking questions</li> <li>• reformulating instructions</li> <li>• writing down the instructions</li> </ul> </li> <li>– Determining the resources needed to perform a task, given the requirements and the context</li> <li>– Anticipating problems</li> </ul>
<p><b>Metacognitive strategies</b> Strategies used to regulate, monitor and evaluate the strategies used</p>	<ul style="list-style-type: none"> <li>– Evaluating his/her performance and his/her ability to meet the need</li> <li>– Reflecting on what he/she learned</li> <li>– Examining his/her work: method, techniques, equipment and strategies used</li> <li>– Reviewing his/her behaviours</li> <li>– Making adjustments as needed during the task</li> <li>– Considering different ways of improving</li> <li>– Considering his/her attitudes and behaviours, evaluating their consequences and making the necessary adjustments</li> <li>– Making connections between the requirements of the task and his/her personal resources, interests and aptitudes</li> </ul>
<p><b>Affective strategies</b> Strategies used to regulate and control emotions, thoughts and attitudes with respect to learning</p>	<ul style="list-style-type: none"> <li>– Staying motivated</li> <li>– Taking risks</li> <li>– Taking the time to learn and allowing himself/herself to make mistakes</li> <li>– Refocusing on the task when he/she is less attentive</li> <li>– Rewarding himself/herself after accomplishing part of the task</li> <li>– Refusing negative thoughts</li> <li>– Finding ways of controlling anxiety</li> </ul>

## Strategies (cont.)

### Resource management strategies

Strategies used to plan, regulate, control and evaluate internal and external resources

- Consulting agencies: employability and employment assistance services, integration and training facilities, etc.
- Using a model to develop a work plan or schedule (time management)
- Adopting a lifestyle conducive to employment
- Identifying available resources (e.g. people, documents, Web sites)
- Asking for help (e.g. from teachers, peers) when necessary and determining the right time to do so
- Asking for opinions: from peers, parents, the teacher, another trusted person, etc.
- Learning from other students' experience

## Attitudes and Behaviours That Foster Sociovocational Integration and Job Retention

- Adaptability
- Sense of responsibility
- Concern for health and safety
- Open-mindedness
- Discipline (e.g. punctuality, attendance)
- Thoroughness
- Patience
- Autonomy
- Perseverance
- Vigilance
- Curiosity
- Sense of observation
- Flexibility
- Resourcefulness
- Ability to cooperate
- Self-control

## Techniques

- Interview techniques (preparation and participation)
- Job search techniques (paid employment, practicum, volunteer work)

## Tools

- Cover letter
- Résumé
- Observation sheets, information-gathering sheets, etc., for workshop, one-day practicum, etc.

## Bibliography

- Arliaud, Michel, and Henri Eckert (eds.). *Quand les jeunes entrent dans l'emploi*. Paris: La dispute, 2002.
- Bégin, Luc, Michel Bleau and Louise Landry. *L'école orientante, la formation de l'identité à l'école*. Montréal: Les Éditions LOGIQUES, 2000.
- Bujold, Charles, and Marcelle Gingras. *Choix professionnel et développement de carrière: Théories et recherches*. 2nd ed. Gaëtan Morin, 2000.
- Courbebaisse, Pierre. *Acteurs locaux: guide pratique de la formation et de l'insertion professionnelle: propositions pour simplifier la formation*. Lyons: Éditions Juris, 2001.
- Falardeau, Isabelle, and Roland Roy. *S'orienter malgré l'indécision*. Sainte-Foy: Éditions Septembre, 2003.
- Filteau, Odette, Chantal Leclerc and Bruno Bourrassa. *Innovation et dernier recours: rapport de recherche sur la reconnaissance des savoirs d'expériences des intervenantes et des intervenants des services d'employabilité du Québec*. Cahiers du CERDEC, Université Laval, Faculté des sciences de l'éducation, Département des fondements et des pratiques éducatives, June 1999.
- Finot, Alain. *Développer l'employabilité*. Paris: Insep Consulting Editions, 2000.
- Fournier, Geneviève, and Bruno Bourrassa. *Les 18 à 30 ans et le marché du travail: quand la marge devient la norme*. Sainte-Foy: Les Presses de l'Université Laval, 2000.
- Jouvenet, Louis-Pierre. *Préparer l'insertion professionnelle et sociale de l'élève*. Lyons: CRDP de l'Académie de Lyon, 1997.
- Letourneux, Frédérique. *Bien répondre aux questions "qui tuent des recruteurs"*. Paris: L'Étudiant, 2005.
- Lochet, Jean-François, et al. *Entreprises et jeunes débutants*. Paris: L'Harmattan, 2003.
- Marsal, Luc. *La détection des potentiels: pour une gestion anticipée des ressources humaines et des carrières*. Paris: ESF éditeur.
- Montelh, B., et al. *Travailler, premiers jours. Jeunes, entreprises: attentes et malentendus*. Paris: Éditions Autrement, 2000.
- Pelletier, Denis. *L'approche orientante: La clé de la réussite scolaire et professionnelle*. Tome 1: L'aventure. Sainte-Foy: Septem-bre éditeur, 2004.
- Plomb, Fabrice. *Faire entrer le travail dans sa vie: vers de nouvelles modalités d'intégration professionnelle des jeunes*. Paris: L'Harmattan, 2005.
- Québec. Conseil supérieur de l'éducation. *L'insertion sociale et professionnelle : une responsabilité à partager. Rapport annuel 1996-1997 sur l'état et les besoins de l'éducation*. Sainte-Foy: Gouvernement du Québec, 1997.
- Québec. Ministère de l'Éducation. *Making Dreams Come True. Achieving Success Through the Guidance-Oriented Approach*. Québec: Gouvernement du Québec, 2002.
- Québec. Ministère de l'Éducation, du Loisir et du Sport. *Et si la participation faisait la différence: Les activités parascolaires des élèves du secondaire et la réussite éducative: Rapport d'enquête*. Québec: Gouvernement du Québec, 2005.
- . *L'alternance travail-études en formation professionnelle et technique : Guide organisationnel*. Québec: Ministère de l'Éducation, du Loisir et du Sport, 2006.
- . *L'alternance travail-études en formation professionnelle et technique : Guide pédagogique*. Québec: Ministère de l'Éducation, du Loisir et du Sport, 2006.
- . *L'alternance travail-études en formation professionnelle et technique : Module d'introduction*. Québec: Ministère de l'Éducation, du Loisir et du Sport, 2006.
- . *The Work-Study Approach in Vocational and Technical Education. General Framework*. Québec: Gouvernement du Québec, 2006.
- Serieyx, Hervé. *Les jeunes et l'entreprise: des noces ambiguës*. Paris: Eyrolles, 2002.

Tremblay, Diane-Gabrielle, and Lucie France Dagenais. *Ruptures, segmentations et mutations du marché du travail*. Sainte-Foy: Presses de l'Université du Québec, 2002.

Vergne, Francis. *De l'école à l'emploi: attentes et représentations*. Paris: Éditions Nouveaux regards/Syllepse, 2001.

## Webography

Barbeau, Denise, Angelo Montini and Claude Roy. *Répertoire d'interventions pour les divers aspects de la motivation scolaire des étudiants*.  
<http://cafe.cmaisonneuve.qc.ca/entreprofs/r%E9pertoire%20strat%E9gies.htm>

Canada. Human Resources and Skills Development Canada (HRSDC). *Essential Skills*.  
[http://srv108.services.gc.ca/english/general/home\\_e.shtml](http://srv108.services.gc.ca/english/general/home_e.shtml)

Cartier, Sylvie. "Enseigner les stratégies d'apprentissage aux élèves du collégial pour que leur français se porte mieux." *Revue Correspondance*, vol. 5, n°. 3 (Feb. 2000).  
<http://www.ccdmd.qc.ca/correspo/Corr5-3/Cartier.html>

Conference Board of Canada. *Building Essential Skills in the Workplace*.  
[http://srv108.services.gc.ca/English/general/case\\_studies\\_e.pdf](http://srv108.services.gc.ca/English/general/case_studies_e.pdf)

Vultur, Mircéa. *L'insertion sociale et professionnelle des jeunes "désengagés": Analyse du programme d'intervention La Réplique*. Montréal: Observatoire Jeunes et société.  
[http://www.ucs.inrs.ca/pdf/rap2003\\_09.pdf](http://www.ucs.inrs.ca/pdf/rap2003_09.pdf)