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PROGRAM

SOCIOVOCATIONAL INTEGRATION SERVICES (January 1998)

UPDATE
JANUARY 2002

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SOCIOVOCATIONAL INTEGRATION SERVICES

(January 1998)

**UPDATE
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Direction de la formation générale des adultes

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PAULINE MAROIS

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N. B.:

This version of the Sociovocational Integration Services program takes into account sections 3, 10 and 32 of the *Basic Adult Education Regulation*, Order in Council 652-2000. It also contains a number of major modifications concerning course codes.

1 Introduction

This Sociovocational Integration Services program (SVIS) presents the guiding principles of the SVIS and the orientations of adult education. A brief review of the concept of a competency-based program and of situational and behavioural objectives explains the framework in which the program was prepared, the approach favoured, the organizational structure, and the evaluation of learning and certification of studies; a description of the courses offered in each phase and section of the Sociovocational Integration Services program completes the document.

2 Orientations

The orientations of sociovocational integration services are based on a concept of educational activity that aims to achieve a balance between individual development and the expectations of society.

3 Guiding principles

These orientations entail certain guiding principles, which reflect the values and beliefs that have guided the whole sociovocational integration services undertaking.

Sociovocational integration involves every dimension of the students

In human beings, the physical, intellectual, emotional, spiritual, and social dimensions are all connected. If there is one sphere of activity that concerns all aspects of the person, it is work. To achieve lasting results, sociovocational integration services must take into account the various components of the personality: values, interests, aptitudes, experience, skills, etc. The students' spiritual values, aspirations, creativity, intuition, and so on must be considered as well. The social dimension (family, friends, cultural origin, relationships, etc.) also plays a role. Education must target the whole person, including personal, career and social experience and goals.

This means that the sociovocational integration process is both “intrapersonal” and “interpersonal” (Limoges 1989). Traditionally, orientation is seen as an “intrapersonal” act, whereas in fact, this step should enable people to define themselves in terms of their interests, aptitudes, experiential learning, and values (Pelletier 1984; Lecompte 1987).

A procedure of this sort is only useful if it aims to achieve something concrete in space and time. For example, every effort at introspection should be accompanied by an interpersonal act, in order to allow the students both to confirm their own perceptions and to begin concretizing the results of this reflection. “The principle of combining every intrapersonal procedure with a corresponding interpersonal procedure is also germane in the field of career development,”¹ where self-exploration enables students to make the most of their potential. Sociovocational integration services aim to educate the whole person instead of just preparing people for their role as future workers.

Sociovocational integration enables students to learn to learn

Learning to learn means learning to see the relationships between things, to see life as an ongoing learning experience. It also means knowing one’s own personal way of learning and problem solving. Helping adult students learn to learn involves giving them tools for growth and self-discovery that they can use throughout their lives for purposes of personal and vocational development.

Along these lines, sociovocational integration services aim to help students acquire and integrate knowledge and skills that will enable them, in a variety of contexts, to find and apply personal solutions and achieve a better quality of life through sociovocational integration.

Learning to learn also means learning to become. As students integrate new information or master a new skill, they are changed. To this end, the students are encouraged to be autonomous and alert, to use their critical judgement, to raise questions, to seek the meaning of their experiences, and to try to go beyond their limits.

Thus, learning involves changing oneself, and the student may be seen as a system in interaction with the environment. Deriving information from the environment, the students integrate and use it, transforming it in the process, and organizing or reorganizing it in order to achieve a certain coherence. Their vision of the world steadily broadens as it incorporates new information.

The approach used in sociovocational integration services is based on the abilities of the students and the personal process of transmission and transformation of knowledge. This is education of the whole person.

1. Jacques Limoges. *L’orientation et les groupes dans une optique carriérologique* (Montréal: Fides, 1989), p. 51. This is a free translation.

Sociovocational integration permits students to become familiar with and to make use of the social, political, and economic environment

In this period of change, it is important to develop forms of mutual help and to bolster the natural network of relationships (family, friends, relatives) and its links with the immediate environment and beyond.

Likewise, the students should be encouraged to interact with the broader social, political, and economic environment, including the community, other employment assistance services, society in general, and other cultures. Sociovocational integration services stress the value of making full use of the resources of the community and the importance of a realistic assessment of conditions in the environment, while at the same time encouraging students to explore local and regional training and employment possibilities. The students cease to be passive and isolated and become active, involved members of their social, political, and economic milieu, aware of their ties with others and capable of seeking help when they need it.

Sociovocational integration is an ongoing, permanent process

Our way of life is dominated by the ephemeral. The job market and businesses change constantly. People too are changing. Sociovocational integration services will help adult students recognize that sociovocational integration is an ongoing process: throughout their career, they will have many opportunities to rethink their choice of occupation.

Sociovocational integration involves successful integration into the educational and work environments

Thus, the principal role of sociovocational integration services is to help people translate what they are as individuals into what they want to be as workers. There can be no question of pushing people to take just any job, simply to be employed—that would cause disappointment, anger and discouragement. Sociovocational integration can only be considered a success when people choose an occupation that suits their interests, abilities, and needs.

4 Androgical principles

Having described the sociovocational integration services and their organization, we present the andragogical principles that inform the implementation of the sociovocational integration. Jacques Limoges' *four-leaf clover* model (1986) and the *small group* and *double axis* approaches provide the most appropriate vehicles for this purpose. They are, however, only suggestions.

4.1 The *four-leaf clover* theoretical model of sociovocational integration

The *four-leaf clover* model (Limoges 1986) has proved its viability in Québec, in the other provinces of Canada, and in other countries. It is easy to export because it is applicable to a variety of socioeconomic contexts. It has been selected here because it is consistent with the aims of sociovocational integration services.

The dimensions of the *four-leaf clover*

The following summary will acquaint readers with the basic principles underlying the *four-leaf clover* model and allow them to understand their activities in terms of the model. According to Limoges (1986), in the short-term, vocational integration is essentially a strategy allowing people to change their status from non-worker to worker. This job search strategy will succeed if the job seeker understands and uses correctly the four dimensions of the *four-leaf clover*: the social, political, and economic environment (SPEE), the self, the location and the method. The essence of the model is the interaction of its four dimensions (see Figure 1). Finally, whereas in the models usually employed in orientation services self-knowledge precedes knowledge of the environment, that order is reversed in the present model.

The dimension of the social, political, and economic environment (SPEE)

The dimension of the social, political, and economic environment (SPEE) constitutes the point of entry into the interactive system. This dimension concerns the complex social, political, and economic situation at the time of vocational integration. It involves three types of information: facts, concepts, and principles. The facts are about schools, occupations, the economic situation, the supply of labour in various sectors, subsidies, etc. Concepts are used to define the values characteristic of the SPEE, such as mobility, flexibility, appearance, and versatility. Finally, principles help us understand the education system and know the requirements of the world of work.

The dimension of the self

This dimension is shaped by the previous one: it is under the pressure of the SPEE that people ask themselves questions like “Who wants to enter the job market?” and “What do you want to enter?” This dimension involves learning about one’s “occupational profile,” which consists of one’s interests, aptitudes, values, experience, etc. The students see themselves as potential job seekers and workers, bearing in mind their own characteristics and those of their SPEE. For example, if the occupation that interests a student most has a labour surplus, that student will have to explore other possibilities.

Place as a dimension

The place should not be confused with the workplace. The dimension of the self and the students’ specific occupational choices determine the workplace, whereas the place, although it is related to the workplace, includes everywhere the students might find jobs. The places most used by job seekers are employment centres or the classified ads in the newspapers, which represent only about 10 to 15 percent of the jobs available. Limoges encourages job seekers to take advantage of unadvertised job openings. Thus, for example, a practicum in the workplace, information communicated by an individual, a network of contacts, a visit to explore a workplace or a stint as a volunteer all may provide useful leads. In short, the dimension of place concerns the question “Where should I seek work?” and the places chosen should be appropriate for the self and the SPEE.

The dimension of method

The dimension of method provides an answer to the questions “How should I enter the job market?” and “How should I seek work?” This dimension is a logical extension of the previous ones, for, unlike job-search techniques that are presented as isolated entities capable of guaranteeing integration into the job market, the dimension of method takes into consideration the individual, the time and the places where the job seeker is looking for work. Thus job seekers find methods that reflect them and are related to the place and time of their job-search. This original approach to job search techniques is more stimulating and less limiting for its users because it leaves room for individual input. This dimension also opens a door to the environment where the job seeker is most employable.

Levels of employability

The four dimensions of the *four-leaf clover* define five positions relative to vocational integration. Each position corresponds to a specific level of employability and is situated on a continuum from E to A, where A represents optimal employability (see Figure 1).

People at point A know themselves well as potential workers, have selected a place where they will look for jobs and know what method to use. They are ready to interact with the environment and to integrate into it. At point B, people are almost ready: they know themselves well and know where to look for work, but they have not yet found their job search method, which is a key ingredient of successful vocational integration. People at point C are less ready, for although they know themselves, they do not know where to look for a job and as a result, they cannot have an effective method. Position D includes people who have mastered only the dimension of the self, and are thus not ready to seek work.

Finally, point E describes the situation of those people who are totally unprepared to look for work or have been unemployed for a very long time. These people do not see themselves as potential workers and are thus outside the “vocational space,” and untouched by the issues of school and work. They need to “get back into vocational shape.” Each of these positions corresponds to different needs and to different types of measures for vocational integration.

Sociovocational integration services have chosen to use the theoretical framework of Jacques Limoges’ *four-leaf clover* model to help students attain their vocational objectives. However, after testing the theoretical framework, we wish to stress that in order to fully respect the orientations of the sociovocational integration services, complementary services focussed on the acquisition and development of specific sociovocational and vocational skills must also be offered. Figure 2 illustrates the plan.

LEGEND

- The four circles represent the four dimensions of vocational integration.
- The black space represents the non-vocational, or non-career, area.
- The five capital letters indicate the five levels of employability, “A” being the top position on the scale.
- The small e represents an intermediate position.
- The arrows symbolize the students’ development as they assimilate the various dimensions.
- The learning required to prepare for sociovocational integration is coordinated with the four-leaf clover.

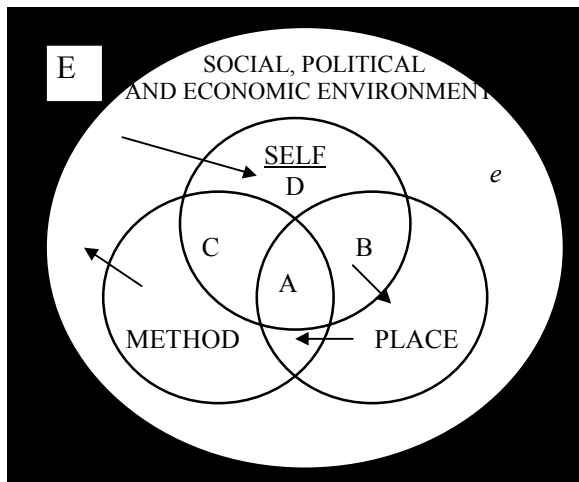
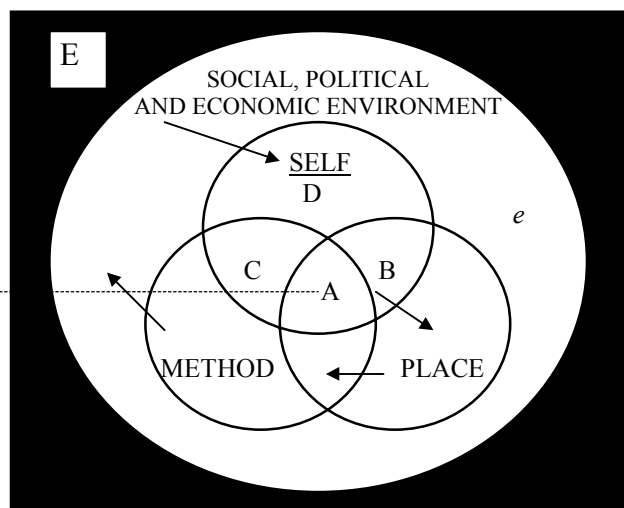


Figure 1: The *four-leaf clover* vocational integration model (Limoges, Lemaire and Dodier, 1986 and 1987)

Specific sociovocational and vocational skills

Figure 2: The *four-leaf clover* vocational integration model (Limoges, Lemaire and Dodier, 1986 and 1987), adapted by the Sociovocational Integration Services program preparation committee



4.2 The *small group* approach

Anzieu's presentation² of the characteristics of the *small group* epitomizes the approach that the SVIS needs to adopt in order to fulfill their mandate.

First of all, a small group has a limited number of members, which means that its members can perceive each other as individuals and that it is easy for them to relate meaningfully to each other.

Since the group's objectives must be endowed with a certain permanence and pursued actively and collectively, it is important that they correspond to genuine concerns of the group members, on which they are motivated to work together.

Emotional relationships (positive or negative) between group members may become intense and may even lead to the formation of new groups based on personal affinities.

Sometimes a strong interdependence and sense of solidarity (moral cohesion of the members outside of meetings and common undertakings) develop within the group during the training period.

For the purpose of organizing the activities, it is necessary for the various members of a group to assume different roles, and for a distinction to be maintained between the members and the person in charge of the group.

To ensure the success of the activities, the group must establish norms, rules, and signals (group language and code) and group members must share beliefs and even engage in collective rituals.

It is these characteristics that enable the *small group* to develop an effective interpersonal dynamic and to make optimum use of non-judgemental, descriptive feedback based on the personal experience of the group members.

Some experts consider that only groups of five to six persons can offer these characteristics, while others believe that the same effects can be achieved with groups of fifteen persons. All agree, however, that groups should have a minimum of three persons.

2. Lucie Lamarche, *Session de perfectionnement des services d'intégration socioprofessionnelle* (DFGA, 1995).

4.3 The *double axis* approach

In addition to the *small group* approach, the *double axis* approach is used to help students acquire the skills necessary for sociovocational integration.

The *double axis*³ technique makes it possible to present graphically the combination of intermediate content objectives and intermediate dynamic objectives. The axis representing the content objectives is based on real time, or the duration of an activity. The axis representing the dynamic objectives is based on subjective time, or the intensity of the activity.

This technique has the following functions:

It helps students attain the terminal objective by optimizing the group dynamics.

It provides guidelines concerning the choice of specific objectives by permitting the harmonization of the intermediate content objectives with the dynamic objectives. This enables group leaders to respond to the needs of the students without losing sight of the program's terminal objective.

It guides the group leader by specifying which elements concern content and which concern dynamics.

It favours “visualization” of the program, which facilitates its evaluation and adjustment.

The intermediate content objectives are related to the proposed theoretical framework, the *four-leaf clover* and its dimensions (social, political, and economic environment Québec [theoretical], self, place, method, the social, political, and economic environment [practical]) and to the two phases in the sociovocational integration services program.

The intermediate dynamic objectives are related to the *small group* approach and its phases (beginning, conflict-confrontation, cohesion, production, resolution) and to the two phases of the sociovocational integration services program.

3. Lucie Lamarche, *Session de perfectionnement des services d'intégration socioprofessionnelle* (DFGA, 1995).

4.4 Teaching and learning formulas and methods

The approaches described above are designed to help students registered in the Sociovocational Integration Services program to implement their respective sociovocational integration plan, by committing themselves fully to each step in the program.

The objectives of the SVIS are based on the concept of competency-based programs, which stress the acquisition and development of the skills students need to enter the job market or to remain there while continuing their education.

Teaching and learning formulas

To help the students attain the objectives, certain teaching and learning formulas that suit the approaches described earlier are used: *small group* leadership, counselling, work-study programs and practicums.

Teaching methods

The various teaching methods are coordinated with the teaching and learning formulas chosen. The resources of the community can be put to use by organizing visits to firms or organizations, interviews or research in the field, case studies and reports and videos, all of which put the students in contact with the practical realities of the world of work.

Activities such as presentations of first-hand accounts, peer training, the use of models and heroes and the reading of biographies all help the students develop insight into their particular situation.

5 Competency-based programs

To help readers understand the concept of competency-based programs, the relevant sections of the ministère de l'Éducation's orientations regarding adult education and the definition of competency-based programs are cited below. In addition, an explanation of the difference between situational and behavioural objectives is provided. Additional information concerning these objectives may be found in the Appendix.

The basic orientations of the ministère de l'Éducation regarding adult education are as follows:

1. The government classifies its interventions in adult education under the heading of continuing education since no education is “terminal.”
2. A concept of education that recognizes the ongoing nature of the educational process includes recognizing the **plurality of educational facilities**.
3. The **economic, cultural and social dimensions** of educational development constitute various facets of an individual reality.
4. **Custom education** is a pedagogical approach that will be favoured so that **the adults themselves will determine the needs, objectives and means of education.**⁴

As a result, general education programs are designed to enable all adult students to acquire the basic competencies, skills, and attitudes they need to develop and affirm themselves as individuals. This sort of education allows people to play their social roles and participate actively in the subsequent steps of their education and development.

The model adopted for general education programs is based on the educational needs, living conditions, mode of learning, and specific context of the students.

The course objectives are also defined in terms of competencies⁵

A competency is a set of cognitive (application of learning, using ways of thinking and reasoning, etc.), affective (interests, attitudes, values, social behaviours, etc.) and psychomotor (eye-hand coordination, dexterity, etc.) skills associated with a specific educational objective, whose acquisition will enable students to perform various tasks, play various social roles and hold various functions, as well as pursuing their own development and undertaking increasingly complex learning activities. This concept stresses the close association between cognitive, affective, and psychomotor skills and sees teachers as responsible for fostering the full development of the individual. Its adoption allows consideration of the multiple dimensions of learning.

4. Québec, ministère de l'Éducation, *Continuing Education Program: Policy Statement and Plan of Action* (Québec, 1984) (55-1317A), p. 27.

5. Québec, ministère de l'Éducation, *Cadre d'élaboration des programmes d'études de formation générale* (Québec, 1990), p. 14.

The objectives and the concept of competency

The definition of a course objective should thus take into account the specific characteristics of the concept of a competency, which has been defined as a set of cognitive, affective, and psychomotor skills whose acquisition corresponds to a particular stage of learning and development and enables a person to go on to a more complex level of learning and development.

A competency reflects the integration of knowledge (cognitive domain), skills (cognitive and psychomotor domains) and attitudes (affective and socioaffective domains). Every significant competency should thus be multidimensional.

This multidimensional integration of learning is based on the hypothesis that action (observable behaviour) comprises understanding, movement and emotion. In other words, acting implies appropriate cognitive, affective, and psychomotor development. Thus the acquisition of a competency is demonstrated by an observable behaviour. This affirmation is based on the premise that the existence of a competency should be inferred from observable behaviours, defined as proof that the competency has been acquired.

The course objectives thus describe observable and measurable behaviours that demonstrate underlying competencies.

The characteristics of the objectives have the following implications:

Students are to aim for the same learning objective for a given course, independently of the context or the location in which they are taking the course.

All the students enrolled in a given course will be evaluated on their attainment of the same objective.

Students will be advised in advance concerning what is expected of them and can concentrate their energy on the learning corresponding to these expectations.

Since a first- or second-level operational objective, situational or behavioural, clearly defines the expected outcome and learning procedure for a given course, it is possible to measure the attainment of the objective in question directly and equitably.

6 Organizational Structure

PHASES AND SECTIONS OF THE SOCIOVOCATIONAL INTEGRATION SERVICES PROGRAM

PHASE 1 Training and sociovocational integration activities			PHASE 2 Training activities concerning the process of integration into employment
Developing employability	Acquiring and developing sociovocational skills	Acquiring and developing specific vocational skills	Acquiring and developing skills necessary for successful integration into employment
1.1	1.2	1.3	2.1
Section 1.1.1 Social, political and economic environment (theoretical) Section 1.1.2 Knowing one's vocational profile Section 1.1.3 Where to look for work Section 1.1.4 How to enter the job market Section 1.1.5 Social, political and economic environment (practical)	Section 1.2.1 Personal development Section 1.2.2 Communication Section 1.2.3 Teamwork Section 1.2.4 Cognitive development Section 1.2.5 Work habits Section 1.2.6 Vocational and professional development Section 1.2.7 Acquiring sociovocational skills	Section 1.3.1 Qualification for unskilled occupations Section 1.3.2 Qualification for semi-skilled occupations	Section 2.1.1 Job placement support Section 2.1.2 Keeping a job

7 Evaluation of learning

The evaluation of learning is a process intended to provide an assessment of the value of an adult's competencies, skills, attitudes and knowledge in certain areas of his/her development with a view to making the best possible decisions about the student's future orientation.

The two principal types of evaluation in use are formative and summative evaluation.

The Ministère de l'Éducation du Québec issues and updates the definitions of the domain which the school boards use for the evaluation of competencies. (Reference: *General Education for Adults, 2000-2001 Directives, Ministère de l'Éducation*, section 4.1)

8 Certification of studies

The ministère de l'Éducation du Québec, with the school boards, establishes and updates the management rules for the certification of studies, which are described in the *Administrative Guide for the Certification of Studies in General Education for Adults and in Vocational Education, 1997-98*.

Various summative evaluation instruments, such as definitions of the domain, should be used. The courses in the Sociovocational Integration Services program count as credits at the presecondary and Secondary Cycle One levels. These credits cannot be accumulated toward a secondary school diploma (SSD). The school board is responsible for sending students a statement of learning achievement at least twice a year. (Reference: *Basic Adult Education Regulation, Order in Council 652-2000*, section 26.)

Since 1997-1998, adults having successfully completed the sociovocational integration services program may be granted a training certificate in sociovocational integration of adults awarded by the Minister of Education jointly with the school board that is submitting the request. (Reference: *Basic Adult Education Regulation, Ordre in Council 652-2000*, section 10 and section 32. *Info/Sanction*, numbers 287 and 326.)

9 Courses in the Sociovocational Integration Services program

SOCIOVOCATIONAL INTEGRATION SERVICES

PHASE 1 Training and sociovocational integration activities			PHASE 2 Training activities concerning the process of integration into employment
Developing employability 1.1	Acquiring and developing sociovocational skills 1.2	Acquiring and developing specific vocational skills 1.3	Acquiring and developing skills necessary for successful integration into employment 2.1
Section 1.1.1 Social, political and economic environment (theoretical) Section 1.1.2 Knowing one's vocational profile Section 1.1.3 Where to look for work Section 1.1.4 How to enter the job market Section 1.1.5 Social, political and economic environment (practical)	Section 1.2.1 Personal development Section 1.2.2 Communication Section 1.2.3 Teamwork Section 1.2.4 Cognitive development Section 1.2.5 Work habits Section 1.2.6 Vocational and professional development Section 1.2.7 Acquiring sociovocational skills	Section 1.3.1 Qualification for unskilled occupations Section 1.3.2 Qualification for semi-skilled occupations	Section 2.1.1 Job placement support Section 2.1.2 Keeping a job

SOCIOVOCATIONAL INTEGRATION SERVICES

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PHASE 1: TRAINING AND SOCIOVOCATIONAL INTEGRATION ACTIVITIES

GLOBAL OBJECTIVE

To develop the general employability of adult students by means of an integrative approach and by ensuring that the students acquire skills related to their vocational integration plan.

This phase has three parts:

- 1.1 Developing employability.
- 1.2 Acquiring and developing sociovocational skills.
- 1.3 Acquiring and developing specific vocational skills.

1.1 DEVELOPING EMPLOYABILITY

The part on developing employability is divided into five sections.

SECTION 1.1.1 SOCIAL, POLITICAL AND ECONOMIC ENVIRONMENT (THEORETICAL)
--

TERMINAL OBJECTIVE

To understand the impact of the social, political and economic environment on them and on their effort to enter or re-enter the job market.

SPECIFIC OBJECTIVES

To understand the structure of the job market.

To understand the education system.

To be aware of conditions in the local and regional job market.

To know the requirements of the world of work.

To understand labour legislation.

COURSE CODE	COURSE TITLE
SVI-P001-1	The Culture of Work
SVI-P002-1	Trades and Occupations
SVI-P003-1	Realities in the World of Work
SVI-1001-1	Collecting Educational and Vocational Information
SVI-1002-3	Practicum: Exploring the Environment
SVI-1003-1	Introduction to the World of Work
SVI-1004-1	Information Research Techniques

SOCIOVOCATIONAL INTEGRATION SERVICES

SECTION 1.1.1

**THE CULTURE OF WORK
SVI-P001-1**

SOCIOVOCATIONAL INTEGRATION SERVICES

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

COURSE TITLE: The Culture of Work

EXPECTED OUTCOME

By participating in the required activities of the learning context according to the indicated criteria, the students will be able to **find their way in the culture of the job market**.

SPECIFICATIONS

At the end of this course, the students will:

- Be familiar with the notion of entrepreneurial culture.
- Have an idea how to act with co-workers.
- Be aware of the importance of adapting to the culture of a milieu in order to integrate into it.

LEARNING CONTEXT

Phase 1: Familiarization with the culture of the job market

- Finding out about the components of the culture of the job market (ways of acting, thinking, behaving, speaking, judging, etc.).
- Finding out about the factors that influence how people act in a workplace associated with the individual as employer or employee, with the life of the group and with the workplace itself.
- Discussing rumours in the workplace and their consequences

- Finding out about the nature and role of official and informal norms of behaviour in the performance of tasks, communications with co-workers, relations with authority or customers, etc.
- Considering the culture of the job market as a code of ethics and of good behaviour.

Phase 2: Participation in activities associated with the culture of the job market

- Examining the concepts of employee and employer, and the relationship between the two concepts.
- On the basis of hypothetical situations, analyzing the dynamics of a relationship between an employer and employee (supply and demand) in order to recognize how their respective perceptions of each other may influence their attitudes and behaviour, their interpersonal relations, and the work climate.
- On the basis of cases presented to the class, discovering together the factors that guide the management philosophy, the beliefs, values, etc., that employers generally hold.
- On the basis of hypothetical situations involving a new job, observing which attitudes favour integration and which do not.

Phase 3: Evaluation of their ability to adapt to the culture of the workplace

- Making a list of measures to take during the process of integration into a job, in order to overcome a problem encountered in a job situation.
- Finding ways to improve the ways they act and feel with co-workers and superiors.

INSTRUCTIONAL GUIDELINES

The teacher should:

- Create an atmosphere of trust conducive to the sharing of opinions, participation, and self-awareness.
- Encourage the students to experiment with new behaviours.
- Use role-plays and simulations representing the workplace.
- Make sure that all the students are able to participate fully.
- Make available appropriate recent literature (excerpts from books, summaries, audio-visual materials).
- Stress the importance of honesty, an open mind, and objectivity in all discussions.

- Encourage the students to use their new learning in their personal life and at work.
- Help the students carry out their self-evaluation and provide them with appropriate tools (charts and questionnaires stimulating reflection and analysis).
- Prepare hypothetical situations related to the world of work.

PARTICIPATION CRITERIA

Phase 1

- Gather information.

Phase 2

- Participate in activities and discussions according to the instructions they receive.

Phase 3

- Present a list of at least three measures applicable to each of the two situations below:
 - integration into the workplace;
 - a problem experienced on the job.
- Indicate at least two ways to improve the way they feel and act in two respects:
 - with co-workers;
 - with superiors.

SECOND-LEVEL OPERATIONAL OBJECTIVE

None.

SOCIOVOCATIONAL INTEGRATION SERVICES

SECTION 1.1.1

**TRADES AND OCCUPATIONS
SVI-P002-1**

SOCIOVOCATIONAL INTEGRATION SERVICES

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

COURSE TITLE: Trades and Occupations

EXPECTED OUTCOME

By participating in the required activities of the learning context according to the indicated criteria, the students will be able to **identify trades and occupations that interest them.**

SPECIFICATIONS

At the end of this course, the students will:

- Know the sectors of economic activity.
- Be aware of the variety of trades and occupations.
- Choose one or several trades or sectors to explore.

LEARNING CONTEXT

Phase 1: Familiarization with the variety of trades and occupations

- Learning about the different sectors of economic activity and the trades and occupations within each sector.
- Distinguishing among the various types of unskilled, semi-skilled, and skilled jobs.
- Considering the requirements of the job market concerning trades and occupations.
- Discussing their perception of traditional and non-traditional trades.

- Discussing their preferences and their aptitudes for one or several trades.

Phase 2: Gathering information on particular sectors and trades

- Choosing sectors of economic activity or trades to explore.
- Using the information provided, doing research on sectors with a strong demand for labour and those with an excess labour supply. Examining the local and regional job market.
- Participating in a class visit to a workplace with a fair number of occupations.
- Presenting their observations and reactions in a group meeting following the visit to the workplace and the examination of the supply and demand of labour.

Phase 3: Evaluation of their aptitude for and interest in a trade

- Choosing at least one trade to explore and describing the requirements and tasks associated with one or more trades.
- Meeting people who practise the trade(s) they have chosen and gathering information on the organization of the work, working conditions, and requirements of the trade in question.
- Reporting on their meeting with the workers.
- Comparing their new perception of the trade with the image they had before their meetings with the workers, in order to clarify their aptitude for and interest in the trade.

INSTRUCTIONAL GUIDELINES

The teacher should:

- Create an atmosphere of trust conducive to the sharing of opinions, participation, and self-awareness.
- Encourage the students to experiment with new behaviours.
- Use role-plays and simulations representing the workplace.
- Make sure that all the students are able to participate fully.

- Make available appropriate recent literature (excerpts from books, summaries, audio-visual materials).
- Stress the importance of honesty, an open mind, and objectivity in all discussions.
- Encourage the students to use their new learning in their personal life and at work.
- Help the students carry out their self-evaluation and provide them with appropriate tools (charts and questionnaires stimulating reflection and analysis).
- Prepare hypothetical situations related to the world of work.

PARTICIPATION CRITERIA

Phase 1

- Participate in the information sessions and discussions.

Phase 2

- Gather information on the labour supply and demand in different sectors.
- Participate in the visit to the workplace and the discussions following the visit.

Phase 3

- Tell the class what trade(s) they have decided to explore.
- Report on their meetings with the workers (context in which the trade is practised, requirements, working conditions).
- Compare their new perception of the trade with the image they had before their meeting with the workers.
- Clarify their aptitude for and interest in the trade.

SECOND-LEVEL OPERATIONAL OBJECTIVE

None.

SOCIOVOCATIONAL INTEGRATION SERVICES

SECTION 1.1.1

**REALITIES IN THE WORLD OF WORK
SVI-P003-1**

SOCIOVOCATIONAL INTEGRATION SERVICES

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

COURSE TITLE: Realities in the World of Work

EXPECTED OUTCOME

By participating in the required activities of the learning context according to the indicated criteria, the students will be able to **learn about realities in the world of work and know where they stand with respect to those realities.**

SPECIFICATIONS

At the end of this course, the students will:

- Know the main components of the world of work and be able to take them into account throughout their progress toward employability.
- Understand their role as workers in the context of the realities of the world of work.

LEARNING CONTEXT

Phase 1: Familiarization with realities in the world of work

- Learning about the different socioeconomic factors that influence the world of work and employment possibilities (economic and political systems, globalization of markets, technical developments, competition, etc.).
- Learning how businesses and other workplaces function (type of administration, management philosophy, structure, resources, etc.).
- Becoming aware of the roles of individuals and of the hierarchy in a work environment.
- Discussing in a class meeting their perceptions concerning their new information about realities in the world of work.

Phase 2: Self-perception in the workplace

- Participating in a role-playing activity involving different roles in a work situation (relationship between workers and their superiors, task performance).
- Sharing with the class their observations concerning the various roles played in the activity.
- In small groups, considering the requirements of different roles in the workplace and their own demands concerning the workplace.
- Discussing how to behave in their relationships with representatives of authority in the workplace.
- On the basis of examples presented to the class, identifying the personal values of the workers and the social values that influence a work environment, and observing the way the people involved communicate.
- In the class as a whole, discussing social values, their own personal values and the adjustments it is necessary to make in order to integrate into the world of work.

Phase 3: Evaluation of their ability to adapt to the world of work

- Taking stock of their strengths and weaknesses in their interaction with co-workers and superiors and their handling of responsibilities.
- Observing, among the aspects of their behaviour they selected, those that concern their relationship with authority and evaluating their opinions concerning the demands of authority.
- Sharing with the class their observations on their relationship with authority.
- Meeting employers and learning what they expect and require of their employees.
- Choosing means by which to adjust their own attitudes to those that hold sway in the world of work.

INSTRUCTIONAL GUIDELINES

The teacher should:

- Create an atmosphere of trust conducive to the sharing of opinions, participation, and self-awareness.
- Encourage the students to experiment with new behaviours.
- Use role-plays and simulations representing the workplace.
- Make sure that all the students are able to participate fully.
- Make available appropriate recent documentation (excerpts from books, summaries, audio-visual material).
- Stress the importance of honesty, an open mind, and objectivity in all discussions.
- Encourage the students to use their new learning in their personal life and at work.
- Help the students carry out their self-evaluation and provide them with appropriate tools (charts and questionnaires stimulating reflection and analysis).
- Prepare hypothetical situations related to the world of work.

PARTICIPATION CRITERIA

Phase 1

- Participate in the group discussions.
- Gather information.

Phase 2

- Participate in the activities and discussions according to the instructions.

Phase 3

- Present a list of at least ten requirements of the job market.
- Do an evaluation indicating at least three ways in which they interact well with co-workers and superiors and three ways in which their behaviour in this respect needs improvement.
- Participate in the discussions.
- Indicate at least two ways to improve their integration into the world of work.

SECOND-LEVEL OPERATIONAL OBJECTIVE

None.

SOCIOVOCATIONAL INTEGRATION SERVICES

SECTION 1.1.1

**COLLECTING EDUCATIONAL AND VOCATIONAL
INFORMATION**

SVI-1001-1

SOCIOVOCATIONAL INTEGRATION SERVICES

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

COURSE TITLE: Collecting Educational and Vocational Information

EXPECTED OUTCOME

By participating in the required activities of the learning context according to the indicated criteria, the students will be able to **gather educational and vocational information**.

SPECIFICATIONS

At the end of this course, the students will:

- Know the available resources (locations, documents, tools) in an information search.
- Use information-gathering methods.

LEARNING CONTEXT

Phase 1: Familiarization with gathering educational and vocational information

- Learning about the sectors of economic activity.
- Learning about government employment programs.
- Learning about the components of the school system and enrolment and assistance services (levels of education, general education, vocational education, orientation services, etc.).
- Learning about research tools and locations of information (Centre Travail-Québec [CTQ], Société québécoise de développement de la main-d'oeuvre [SQDM], Société de gestion du réseau informatique des commissions scolaires [GRICS], libraries, chambers of commerce, etc.).

- Learning how to use the various information sources.
- Learning about charts and methods of information gathering.

Phase 2: Doing research

- Making a list of the information sources (*National Occupational Classification* [NOC], *Répertoire informatisé de données en information scolaire et professionnelle* [REPÈRE], Services d'accueil et référence destinés aux adultes [AREF], monographs, etc.).
- Using the available research tools and information sources to gather information on a trade.
- Gathering information on educational and vocational requirements.

Phase 3: Research results

- Sharing with a small group the information they have found about a trade.
- Sharing their observations concerning the information gathering process.

INSTRUCTIONAL GUIDELINES

The teacher should:

- Create an atmosphere of trust conducive to the sharing of opinions, participation, and self-awareness.
- Encourage the students to experiment with new behaviours.
- Use role-plays and simulations representing the workplace.
- Make sure that all the students are able to participate fully.
- Make available appropriate recent literature (excerpts from books, summaries, audio-visual materials).
- Stress the importance of honesty, an open mind, and objectivity in all discussions.
- Encourage the students to use their new learning in their personal life and at work.
- Help the students carry out their self-evaluation and provide them with appropriate tools (charts and questionnaires stimulating reflection and analysis).

- Prepare hypothetical situations related to the world of work.

PARTICIPATION CRITERIA

Phase 1

- Participate in the information sessions.

Phase 2

- Participate in the activities and discussions according to the instructions.
- Do research on a trade.

Phase 3

- Present the information they have gathered using a specific work method.

SECOND-LEVEL OPERATIONAL OBJECTIVE

In order to achieve the first-level objective, the students should have previously attained second-level objectives such as:

Before undertaking the activities in each of the phases:

Master the basics of reading and writing English.

SOCIOVOCATIONAL INTEGRATION SERVICES

SECTION 1.1.1

**PRACTICUM: EXPLORING THE ENVIRONMENT
SVI-1002-3**

SOCIOVOCATIONAL INTEGRATION SERVICES

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

COURSE TITLE: Practicum: Exploring the Environment

EXPECTED OUTCOME

By participating in the required activities of the learning context according to the indicated criteria, the students will be able to **choose from among the trades they have explored**.

SPECIFICATIONS

At the end of this course, the students will:

- Be aware of changes in their perceptions as a result of the practicum.
- Be familiar with the job market.
- Be familiar with various trades and work environments.
- Clarify their interest in certain types of work.

LEARNING CONTEXT

Phase 1: Familiarization with the themes to explore during their meetings with resource persons

- Becoming aware of specific aspects of certain types of work, such as requirements concerning health, skills, attitudes, knowledge, personality and responsibilities, job prospects and career advancement possibilities, hiring criteria, salary conditions, and possibilities for self-employment.
- Gathering information.
- Discussing in class their perception of the trades they had chosen, on the basis of their meetings and visits.

Phase 2: Information on practising trades in specific environments

- Contacting resource persons in various types of work to arrange personal meetings.
- Observing the work context by means of visits to the workplaces chosen.
- Gathering information during meetings with specialists in the trades chosen for exploration.
- Sharing with the class their observations about the work context and the tasks.

Phase 3: Evaluation of the impact of the practicum

- Comparing their perceptions of the work environments before and after their practicum.
- Telling the class how their perceptions have changed regarding the organization of work, working conditions, and requirements in the trades they explored.
- Evaluating the influence of experience in the choice of a type of work.

INSTRUCTIONAL GUIDELINES

The teacher should:

- Make sure the students have access to the materials and documentation necessary for the activities.
- Create a climate conducive to vocational integration.
- Help the students with their research and other aspects of the practicum.
- Encourage the students to participate in the proposed activities.
- Give the students guidelines to follow during visits to the workplace.
- Lead class discussions.
- Encourage discussion and individual expression.

PARTICIPATION CRITERIA

Phase 1

- Gather information on most of the topics.
- Participate in the discussions.

Phase 2

- Participate in the meetings and visits to the workplace.
- Follow the guidelines for visits to the workplace.
- Share with the class their observations on the meetings and visits.

Phase 3

- Present a comparative list of their perceptions before and after the practicum, indicating at least three ideas or images of the work environment that they used to have and three that they have formed as a result of the practicum.
- Choose or narrow their choice of type of work with the help of the instructor, taking into account their interests and aptitudes.

SECOND-LEVEL OPERATIONAL OBJECTIVE

None.

SOCIOVOCATIONAL INTEGRATION SERVICES

SECTION 1.1.1

**INTRODUCTION TO THE WORLD OF WORK
SVI-1003-1**

SOCIOVOCATIONAL INTEGRATION SERVICES

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

COURSE TITLE: Introduction to the World of Work

EXPECTED OUTCOME

By participating in the required activities of the learning context according to the indicated criteria, the students will be able to **learn about the job market**.

SPECIFICATIONS

At the end of this course, the students will:

- Be aware of the organization of the job market.
- Know the legal principles applicable to the job market.
- Be aware of conditions in the job market at the present time.

LEARNING CONTEXT

Phase 1: Familiarization with the job market

- Learning about the social norms related to employment.
- Making a list of factors that influence the job market.
- Considering the impact of social and economic changes on the job market.
- Learning about measures designed to help adults integrate or reintegrate into the job market.

- Learning about the laws and rules that govern the job market and the labour force and about workers' rights and legal remedies.
- Listing employers' requirements and the attitudes to work that employers look for.

Phase 2: Familiarization with the impact of social changes on employment

- On the basis of hypothetical situations involving social and economic changes, becoming aware of the impact of these changes on the job market and proposing realistic, creative ways of coping with the problems they create.
- Using hypothetical situations and working in small groups, identifying support measures suited to the examples presented and indicating the rights or remedies that apply in each case.
- On the basis of data on the local and regional sectors of economic activity, identifying instances of labour surpluses and shortages and discussing their effects in various areas of employment.

Phase 3: Perception of the situation in the job market

- Doing an overall assessment of their discoveries about growth areas in the job market and obstacles to job entry.
- Sharing their ideas on the situation in the job market with the class members.

INSTRUCTIONAL GUIDELINES

The teacher should:

- Create an atmosphere of trust conducive to the sharing of opinions, participation, and self-awareness.
- Encourage the students to experiment with new behaviours.
- Use role-plays and simulations representing the workplace.
- Make sure that all the students are able to participate fully.
- Make available appropriate recent documentation (excerpts from books, summaries, audio-visual materials).

- Stress the importance of honesty, an open mind, and objectivity in all discussions.
- Encourage the students to use their new learning in their personal life and at work
- Help the students carry out their self-evaluation and provide them with appropriate tools (charts and questionnaires that stimulate reflection and analysis).
- Prepare hypothetical situations related to the world of work.

PARTICIPATION CRITERIA

Phase 1

- Participate in the information-gathering activities.
- Participate in the discussions.

Phase 2

- Participate in the hypothetical situations.
- Participate in the discussions and problem-solving sessions.

Phase 3

- Do an evaluation indicating at least three promising areas and three difficulties associated with their integration into the job market.
- Share their observations with the class.

SECOND-LEVEL OPERATIONAL OBJECTIVE

In order to achieve the first-level objective, the students should have previously attained second-level objectives such as:

Before undertaking the activities in each of the phases:

Have a personal plan to enhance their employability.

SOCIOVOCATIONAL INTEGRATION SERVICES

SECTION 1.1.1

**INFORMATION RESEARCH TECHNIQUES
SVI-1004-1**

SOCIOVOCATIONAL INTEGRATION SERVICES

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

COURSE TITLE: Information Research Techniques

EXPECTED OUTCOME

By participating in the required activities of the learning context according to the indicated criteria, the students will be able to **use information research techniques**.

SPECIFICATIONS

At the end of this course, the students will:

- Know the available resources (locations, documents, tools) to use in gathering information.
- Use information gathering methods

LEARNING CONTEXT

Phase 1: Familiarization with information gathering

- Learning about the role of effective information gathering in their efforts to enhance their employability.
- Learning about research tools and locations of information (CTQ, SQDM, GRICS, libraries, chambers of commerce, etc.).
- Learning about charts and methods of data collection.

Phase 2: Research

- Using tools and sources of information to gather information on a trade.
- Using information about academic requirements.
- Sharing with a small group the information they have found about a trade.

Phase 3: Evaluation of the information search

- Sharing their observations concerning the information collection process and the possibility of practising a given trade.
- Choosing certain areas in which to seek information on certain trades throughout their job search.

INSTRUCTIONAL GUIDELINES

The teacher should:

- Create an atmosphere of trust conducive to the sharing of opinions, participation, and self-awareness.
- Encourage the students to experiment with new behaviours.
- Use role-plays and simulations representing the workplace.
- Make sure that all the students are able to participate fully.
- Make available appropriate recent documentation (excerpts from books, summaries, audio-visual material).
- Stress the importance of honesty, an open mind, and objectivity in all discussions.
- Encourage the students to use their new learning in their personal life and at work.
- Help the students carry out their self-evaluation and provide them with appropriate tools (charts and questionnaires that stimulate reflection and analysis).
- Prepare hypothetical situations related to the world of work.

PARTICIPATION CRITERIA

Phase 1

- Participate in the information sessions.

Phase 2

- Do research to learn more about the context and requirements of a trade.
- Share the results of their research with a small group.

Phase 3

- Choose some trades to research further, on their own.

SECOND-LEVEL OPERATIONAL OBJECTIVE

In order to achieve the first-level objective, the students should have previously attained second-level objectives such as:

Before undertaking the activities in each of the phases:

Master the basics of reading and writing English.

SECTION 1.1.2**KNOWING ONE'S VOCATIONAL PROFILE****TERMINAL OBJECTIVE**

To make an occupational choice based on their personal characteristics and objective conditions.

SPECIFIC OBJECTIVES

To know themselves as workers.

To clarify their ideas about work and its role in their life.

To analyze their interests, abilities, values, experience, and training.

COURSE CODE**COURSE TITLE**

SVI-P004-2

Functions of Work

SVI-1005-2

Career Choice Education

SVI-1006-1

Practicum: Validating Career Choice

SOCIOVOCATIONAL INTEGRATION SERVICES

SECTION 1.1.2

**FUNCTIONS OF WORK
SVI-P004-2**

SOCIOVOCATIONAL INTEGRATION SERVICES

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

COURSE TITLE: Functions of Work

EXPECTED OUTCOME

By participating in the required activities of the learning context according to the indicated criteria, the students will be able to **choose a short list of functions for further exploration.**

SPECIFICATIONS

At the end of this course, the students will:

- Know the local and regional sectors of economic activity.
- Be aware of the variety of occupations.
- Choose some occupations to explore.
- Be aware of their image of themselves as workers.

LEARNING CONTEXT

Phase 1: Familiarization with the concepts of sector of economic activity and functions of work

- Learning about the different sectors of economic activity and the functions of work within each sector.
- Distinguishing between the unskilled, semi-skilled and skilled trades.
- Considering the requirements of the job market for various jobs.

- Discussing their perception of traditional and non-traditional sectors.
- Indicating the influence of economic conditions on their choices.

Phase 2: Research

- Considering the kinds of work they have already done and relating them to their choices and preferences.
- Discussing the results of their self-assessment with the class.
- Listing the skills, aptitudes, attitudes, and knowledge required for certain functions of work.
- Doing research on economic sectors to which their work experience seems to correspond.
- Discussing in small groups the results of their research and seeking to broaden their focus to include traditional and non-traditional sectors they have not yet looked into.
- On the basis of hypothetical situations, describing to representatives of certain sectors of activity their experience in functions of work in another sector of activity.

Phase 3: Synthesis

- On the basis of jobs they have held, developing a coherent presentation of their experience in one or more sectors of economic activity.
- Creating a preliminary list of jobs and functions of work in the sectors of activity that interest them.

INSTRUCTIONAL GUIDELINES

The teacher should:

- Encourage the students to adopt individual approaches.
- Use a success-oriented approach and encourage pride in previous success.
- Supervise the students' research.

- Lead class discussions.
- Encourage discussion and self-expression.

PARTICIPATION CRITERIA

Phase 1

- Participate in the discussions.
- Gather information.

Phase 2

- Participate in the discussions and activities.
- Do research.
- Present their list of personal qualities and other requirements for at least three functions of work.

Phase 3

- Present a coherent summary of their work experience.
- Make a preliminary list of occupations to explore, including at least two traditional functions of work and two non-traditional ones.

SECOND-LEVEL OPERATIONAL OBJECTIVES

In order to achieve the first-level objective, the students should have previously attained second-level objectives such as:

Before undertaking the activities in each of the phases:

1. Apply decision-making methods.
2. Know the structures and organization of the job market.

SOCIOVOCATIONAL INTEGRATION SERVICES

SECTION 1.1.2

**CAREER CHOICE EDUCATION
SVI-1005-2**

SOCIOVOCATIONAL INTEGRATION SERVICES

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

COURSE TITLE: Career Choice Education

EXPECTED OUTCOME

By participating in the required activities of the learning context according to the indicated criteria, the students will be able to **choose a career and establish a plan of action.**

SPECIFICATIONS

At the end of this course, the students will:

- Be aware of their own personal situation.
- Evaluate their occupational choice(s) and all their implications.
- Develop a plan of action to help them achieve their occupational goals.

LEARNING CONTEXT

Phase 1: Familiarization with the importance of procedure in choosing a career

- Participating in an activity that allows them to perceive the importance of defining and following a procedure for choosing a career.
- Listing aspects of the job market and the education system that influence the social, political, and economic environment (present trends, technological change, economic consequences, sectors of activity with a strong demand for labour, etc.).
- Clarifying their occupational profile (fields of interest, values, and physical, general, and interpersonal aptitudes) and forming an image of their future based on their needs and values.

- Learning about the nature and function of each step in the procedure for choosing a career.
- Discussing in class the importance of choosing a career.

Phase 2: Self-evaluation

- Listing their skills, personality traits, education, personal and work experience, etc.
- Writing up their occupational profile: interests, values, needs, requirements, aptitudes, and social, political, and economic conditions, etc.
- On the basis of their list and their occupational profile, taking into account the possible implications of a job and establishing their priorities (income, status, personal achievements, time and space management, playing a key role, personal relationships, meaningful life, etc.)
- On the basis of their self-evaluation and with the help of reference works, choosing occupations that correspond to their occupational profile and their aspirations.
- Gathering information on requirements and working conditions in the occupations selected, (remuneration, tasks, prospects for advancement, etc.).
- Comparing the requirements of the occupations selected with their personal characteristics.

Phase 3: Development of a plan of action appropriate for their career choice

- Choosing an occupational objective that is appropriate for them (one first choice and one second choice).
- Evaluating the implications of their choices with the help of analytical charts on which they can indicate internal factors (fears, needs, self-confidence, motivation, etc.) and external factors (family pressures, time available, geographical mobility, financial needs, etc.).
- Developing a step-by-step plan of action covering any measures they may need to take.

INSTRUCTIONAL GUIDELINES

The teacher should:

- Create an atmosphere of trust conducive to the sharing of opinions, participation, and self-awareness.
- Encourage the students to experiment with new behaviours.
- Use role-plays and simulations representing the workplace.
- Make sure that all the students are able to participate fully.
- Make available appropriate recent documentation (excerpts from books, summaries, audio-visual materials).
- Stress the importance of honesty, an open mind, and objectivity in all discussions.
- Encourage the students to use their new learning in their personal life and at work.
- Help the students carry out their self-evaluation and provide them with appropriate tools (charts and questionnaires that stimulate reflection and analysis).
- Prepare hypothetical situations related to the world of work.

PARTICIPATION CRITERIA

Phase 1

- Participate in the activities and discussions.

Phase 2

- Participate in the activities and discussions according to the instructions.
- Do their self-evaluation according to the instructions.

Phase 3

- Develop a plan of action appropriate for their choice of career and include alternative plans in case the first ones don't work out.

SECOND-LEVEL OPERATIONAL OBJECTIVE

None.

SOCIOVOCATIONAL INTEGRATION SERVICES

SECTION 1.1.2

**PRACTICUM: VALIDATING CAREER CHOICE
SVI-1006-1**

SOCIOVOCATIONAL INTEGRATION SERVICES

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

COURSE TITLE: Practicum: Validating Career Choice

EXPECTED OUTCOME

By participating in the required activities of the learning context according to the indicated criteria, the students will be able to **validate their career choice**.

SPECIFICATIONS

At the end of this course, the students will:

- Be aware of the employee's place in an enterprise.
- Be familiar with the work environment.
- Evaluate themselves as workers.

LEARNING CONTEXT

Phase 1: Observation of activities in the workplace

- Observing the work context.
- Identifying the tasks associated with the trade and observing how each task is carried out.

Phase 2: Participation in tasks under supervision

- Participating, with the person responsible for helping the trainee in the workplace, in tasks and certain other activities.
- Discussing, with the person responsible for helping the trainee in the workplace, new aspects of the work, points to clarify, and measures for overcoming difficulties or improving productivity at work.

- Evaluating, at least three times, the quality of their participation in the practicum in the following regards: professional behaviour; communication with the co-workers, quality and speed of work, ability to integrate into and work with the team, observance of rules and instructions, respect for rules of hygiene, ability to adapt to situations.

Phase 3: Comparison of their preconception of the workplace with their experience of it

- Identifying aspects of the occupation that differ from their initial ideas about it.
- Discussing the accuracy of their initial ideas about the occupation, the enterprise, the workplace itself, and the way people act in it, as compared with their perception of these factors after the practicum.
- Discussing the importance of experience in choosing an occupation: aptitudes, tastes, interests, type of enterprise.
- Evaluating their choice of career.

INSTRUCTIONAL GUIDELINES

The teacher should:

- Before the practicum, prepare a follow-up chart indicating all the factors on which the trainees must evaluate themselves during the practicum. Give a copy of this chart to each student.
- Ensure the cooperation of the people responsible for supervising the practicum and clarify with them the procedural details of the practicum and the responsibilities of each person, especially as regards trainee evaluation.
- Prepare follow-up meetings and advise the students when they will take place.
- Make sure that the people responsible for supervising the students provide appropriate support while at the same time allowing the students to exercise their autonomy.

- Provide follow-up to the practicum by obtaining the students' comments and those of the practicum supervisors.
- In follow-up meetings, offer encouragement to students experiencing difficulties.
- Maintain close collaboration between the school and the workplace.

PARTICIPATION CRITERIA

Phase 1

- Respect the firm's rules concerning the activities trainees may and may not engage in and concerning the schedule.
- Prepare a written report commenting on at least five focuses of observation and describing tasks carried out or observed during the practicum.
- Do a self-evaluation related to the criteria provided to the business.

Phase 2

- Work assiduously.
- Demonstrate autonomy in the performance of tasks.
- Make an effort to adapt rapidly to all new or urgent situations.

Phase 3

- Meet with the teacher to share their opinions of themselves as workers.
- Participate actively in group discussions about the practicum experience.
- Evaluate their career choice.

SECOND-LEVEL OPERATIONAL OBJECTIVE

None.

SECTION 1.1.3 WHERE TO LOOK FOR WORK
--

TERMINAL OBJECTIVE

To be familiar with the full range of places to look for work and of potential employers.

SPECIFIC OBJECTIVES

To understand the variety of places where they may find jobs.

To explore the usual places for seeking work and unusual or non-traditional places.

To become aware of potential employers.

COURSE CODE

COURSE TITLE

SVI-P005-1

Where to Look for Work

SVI-1007-1

Practicum: Where to Look for Work

SOCIOVOCATIONAL INTEGRATION SERVICES

SECTION 1.1.3

**WHERE TO LOOK FOR WORK
SVI-P005-1**

SOCIOVOCATIONAL INTEGRATION SERVICES

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

COURSE TITLE: Where to Look for Work

EXPECTED OUTCOME

By participating in the required activities of the learning context according to the indicated criteria, the students will be able to **know where they must look for work**, bearing in mind their occupational choices.

SPECIFICATIONS

- At the end of this course, the students will:
- Know the full range of places to look for work.
- Choose some places where they will find potential employers in the field they have chosen.
- Identify places to look for work, taking into account both their personal profiles and social, political, and economic factors.

LEARNING CONTEXT

Phase 1: Familiarization with possible places to look for work

- Becoming aware of the role of location in their job seeking plans.
- Understanding the concepts of direct and indirect locations.
- Examining the relationship between the places where they look for work, their personal profiles, and the current social, political, and economic situation.
- Identifying sources of information to consult.

Phase 2: Activities aimed at identifying places to look for work

- Participating in a group activity consisting in listing various direct and indirect places to look for work (library, placement agency, school, association, union, parity committee, etc.).
- Using the information sources to establish a list of potential employers in their occupational field and in their region.

Phase 3: Detailed evaluation of their lists of places to look for work

- Using the lists they made during their survey of places to look for work, developing a plan of action for visits to direct and indirect places to seek work.
- Present their plan of action to the class.

INSTRUCTIONAL GUIDELINES

The teacher should:

- Make available appropriate recent documentation (newspapers, magazines, telephone books, repertories, etc.).
- Explain how to use the reference works.
- Supervise activities allowing the students to identify places to look for work.
- Provide the participants with charts that facilitate the gathering and analysis of information.
- Make sure the participants keep the information they have gathered during the activities so that they can use it during the group discussions.
- Lead and supervise group discussions.
- Encourage discussion and self-expression.
- Encourage an independent, personalized approach.

PARTICIPATION CRITERIA

Phase 1

- Take an interest in the information provided.
- Participate in asking questions during discussions.

Phase 2

- Consult the information sources placed at their disposal.
- Participate in the proposed activities.
- Make a list of employers to visit and places to explore.

Phase 3

- Use the tools of analysis that are provided.
- Present their plan of action to the class. Include in it at least three new indirect places in addition to the direct sites, and agree to discuss the plan of action with the class members.

SECOND-LEVEL OPERATIONAL OBJECTIVES

In order to achieve the first-level objective, the students should have previously attained second-level objectives such as:

Before undertaking the activities in each of the phases:

1. Choose their occupation and define their fields of interest.
2. Find precise information in the reference works.
3. Describe the information to look for in the exploration.
4. Remember that their personal behaviour during meetings has an influence on their outcome.

SOCIOVOCATIONAL INTEGRATION SERVICES

SECTION 1.1.3

**PRACTICUM: WHERE TO LOOK FOR WORK
SVI-1007-1**

SOCIOVOCATIONAL INTEGRATION SERVICES

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

COURSE TITLE: Practicum: Where to Look for Work

EXPECTED OUTCOME

By participating in the required activities of the learning context according to the indicated criteria, the students will be able to **choose from among the places to look for work that they explore.**

SPECIFICATIONS

At the end of this course, the students will:

- Explore direct and indirect places for finding potential employers in the field they have chosen.
- Recognize their affinity or lack of affinity with the places visited.
- Be aware of the decisive influence of social, political, and economic factors.

LEARNING CONTEXT

Phase 1: Planning the practicum

- Learning about the steps in the planning of the practicum to explore places to look for work.
- Adapting the lists and overall plan of action established during the “Where to look for work” course prior to the practicum.
- Becoming aware of the rules, conditions, and means for gaining access to the places to be explored (direct and indirect).
- Establishing the plan and schedule of the practicum, taking into account the time available, the geographical situation, accessibility, etc.

Phase 2: Activities aimed at finding and exploring places to look for work

- Exploring places according to the plan.
- Noting the observations made during the exploration.
- Comparing their perception of the places before and after exploring them.

Phase 3: Evaluation and clarification of choices of places to look for work

- On the basis of the observations made during the exploration, analyzing individually the information collected regarding their relative affinity or non-affinity with the places explored, and evaluating the places in this respect.
- Telling the class about the results of their analysis of the places explored and demonstrating their relative affinity for them.

INSTRUCTIONAL GUIDELINES

The teacher should:

- Encourage exploration.
- Provide charts and data.

PARTICIPATION CRITERIA

Phase 1

- Establish a plan and a schedule.
- Take the appropriate measures (telephone calls, visits, etc.).
- Use planning tools (maps, bus and metro schedules, etc.).

Phase 2

- Take into account key personal and vocational factors.
- Visit direct and indirect locations, including three new ones.
- Display initiative in the exploration of places.
- Use data-collection tools.

Phase 3

- Use the analytic tools provided.
- Present the results of their analysis to the class and agree to discuss them with the other class members.
- For each place explored, make a list that includes at least two positive aspects and two negative ones, judged in terms both of the students' own qualities and of the place in question.

SECOND-LEVEL OPERATIONAL OBJECTIVES

In order to achieve the first-level objective, the students should have previously attained second-level objectives such as:

Before undertaking the activities in each of the phases:

1. Acquire the skill targeted in the course "Where to look for work."

Before undertaking the activities in Phase 2 (Activities aimed at finding and exploring places to look for work):

2. Find information in reference works.
3. Describe the factors to note during the exploration.
4. Show concern for the importance of attitude in making contact with people.

Before undertaking the activities in Phase 3 (Evaluation and clarification of choices of places to look for work):

5. Recognize information relevant to the evaluation.

SECTION 1.1.4 HOW TO ENTER THE JOB MARKET

TERMINAL OBJECTIVE

To choose strategies and develop skills necessary for entering the job market.

SPECIFIC OBJECTIVES

To know various methods for entering the job market and have the skills associated with them.

To choose a method for entering the job market that corresponds to their personality and the workplace.

To use various techniques related to the vocational integration method selected.

To understand what self-marketing means.

COURSE CODE

COURSE TITLE

SVI-P006-1

How to Enter the Job Market

SVI-1008-1

How to Look for Work

SVI-1009-1

How to Market your Skills

SVI-1010-2

Practicum: How to Adapt to the Job Market

SOCIOVOCATIONAL INTEGRATION SERVICES

SECTION 1.1.4

**HOW TO ENTER THE JOB MARKET
SVI-P006-1**

SOCIOVOCATIONAL INTEGRATION SERVICES

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

COURSE TITLE: How to Enter the Job Market

EXPECTED OUTCOME

By participating in the required activities of the learning context according to the indicated criteria, the students will be able to **use creative job-search tools and techniques**.

SPECIFICATIONS

At the end of this course, the students will:

- Apply creative job-search techniques.
- Evaluate their job search.

LEARNING CONTEXT

Phase 1: Use of job-search tools

- Listing the job-search tools at their disposal (telephone directories, etc.).
- Listing the personalized tools used in a job search (resumé, covering letter, visiting card, etc.).
- Learning about the steps in the job search.
- Using the lists of potential employers that they drew up in the previous courses.
- Establishing a personal plan of action setting out each step of their job search.
- Establishing a follow-up system enabling them to note the steps taken and the progress made each day.

Phase 2: Use of job-search tools

- Paying attention to selection criteria and requirements mentioned in speeches or statements by employers in their region.
- Using role-plays in the classroom, applying job-search techniques in simulated telephone conversations about job openings, job interviews, sending applications, etc., and taking turns so that each student has a chance to play the roles of observer, job-seeker, and employer.
- Discussing their personal perception of each of the roles.

Phase 3: Evaluation of their job search

- Writing a personal evaluation of the strong points and weak points in their job-search techniques, as revealed by the role-plays.
- Sharing with the class the results of their self-evaluation.

INSTRUCTIONAL GUIDELINES

The teacher should:

- Create an atmosphere of trust conducive to the sharing of opinions, participation, and self-awareness.
- Encourage the students to experiment with new behaviours.
- Use role-plays and simulations representing the workplace.
- Make sure that all the students are able to participate fully.
- Make available appropriate recent literature (excerpts from books, summaries, audiovisual materials).
- Stress the importance of honesty, an open mind, and objectivity in all discussions.
- Encourage the students to use their new learning in their personal life and at work.

- Help the students carry out their self-evaluation and provide them with appropriate tools (charts and questionnaires stimulating reflection and analysis).
- Prepare hypothetical situations related to the world of work.

PARTICIPATION CRITERIA

Phase 1

- Participate in data collection and discussions.
- Present their personal plan of action.

Phase 2

- Participate in the role-plays and discussions.
- Share their observations with the class.

Phase 3

- Write a personal evaluation indicating at least two strong points in their job-search techniques, and two aspects requiring improvement.

SECOND-LEVEL OPERATIONAL OBJECTIVES

In order to achieve the first-level objective, the students should have previously attained second-level objectives such as:

Before undertaking the activities in each of the phases:

1. Explore places to look for work.
2. Make a list of potential employers, local and regional.

SOCIOVOCATIONAL INTEGRATION SERVICES

SECTION 1.1.4

HOW TO LOOK FOR WORK

SVI-1008-1

SOCIOVOCATIONAL INTEGRATION SERVICES

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

COURSE TITLE: How to Look for Work

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **use job-search tools and techniques** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Referring to existing or potential jobs in the field they have chosen.
- On the basis of a self-evaluation carried out earlier.

GENERAL PERFORMANCE CRITERIA

- Systematic organization of the job-search.
- Coherence and realism of the plan.
- Documents well presented.
- Accurate description of the job-search techniques and the interview.
- Periodic readjustment of the original plan.

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR	SPECIFIC PERFORMANCE CRITERIA
A. Establish a job-search plan.	<ul style="list-style-type: none"> • Observance of the steps in the planning process • Plan appropriate for the occupation chosen • Means selected appropriate for the jobs targeted • Clear definition of each step • Realistic timetable
B. Write their resumé.	<ul style="list-style-type: none"> • Inclusion of all relevant information: <ul style="list-style-type: none"> - work experience - education - experiential learning - personal information • Inclusion of all supporting documents • Neat, careful presentation • Correct chronological order
C. Write a personal covering letter.	<ul style="list-style-type: none"> • Letter content appropriate • Inclusion of all relevant information
D. Present their application.	<ul style="list-style-type: none"> • Use of each document at the appropriate time • Transmission of the application directly to the person in charge of hiring • Effective use of job-search techniques

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR (CONT'D)	SPECIFIC PERFORMANCE CRITERIA (CONT'D)
E. Participate in a hiring interview.	<ul style="list-style-type: none"> • Appropriate attitudes • Appropriate presentation • Punctuality at the interview • Clear expression • Appropriate level of language
F. Evaluate the hiring interview.	<ul style="list-style-type: none"> • Personal evaluation of the interview • Accurate identification of the points to improve • Appropriate measures to improve their weak points

SECOND-LEVEL OPERATIONAL OBJECTIVES

In order to achieve the first-level objective, the students should have previously attained Second-level objectives such as:

Before learning how to establish a job-search plan (A):

1. Choose an occupation.
2. Know their skills, preferences, interests, degree of mobility, strengths and weaknesses, etc.
3. Have a grasp of factors that influence their job search: conditions in the job market, working conditions, particular requirements, etc.

Before learning how to write their resumé (B):

4. Understand the nature and function of a resumé.

Before learning how to write a personal covering letter (C):

5. Understand the nature and function of a covering letter.

Before learning how to present their application (D):

6. Know the steps and measures to take before presenting their application.

Before learning how to participate in a hiring interview (E):

7. Indicate appropriate and inappropriate attitudes and behaviours in a hiring interview.
8. Describe a hiring interview and how it functions.

SOCIOVOCATIONAL INTEGRATION SERVICES

SECTION 1.1.4

HOW TO MARKET YOUR SKILLS

SVI-1009-1

SOCIOVOCATIONAL INTEGRATION SERVICES

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

COURSE TITLE: How to Market your Skills

EXPECTED OUTCOME

By participating in the required activities of the learning context according to the indicated criteria, the students will be able to **establish a strategy for marketing their skills to potential employers.**

SPECIFICATIONS

At the end of this course, the students will:

- Know the principles of persuasion and of self-marketing.
- Apply self-marketing techniques.
- Evaluate their self-marketing measures.

LEARNING CONTEXT

Phase 1: Familiarization with the principles of marketing oneself to potential employers

- Participating in an activity that enables them to grasp the importance of developing a self-marketing strategy as part of their job search.
- Learning how to market their skills to potential employers: making their resumé look good, letters of introduction, interview techniques, communication skills, self-marketing, self-confidence, and so on.
- Learning things that will help them find a job.
- Making a list of the basic components of an effective self-marketing campaign.

Phase 2: Observation and performance of self-marketing activities

- On the basis of their personal and working experience, defining their approach to self-marketing.
- Experimenting with self-marketing techniques that allow them to perceive their strong and weak points.
- Discussing the difficulties encountered in applying self-marketing techniques.
- On the basis of case studies, in a small group, developing self-marketing strategies, proposing ways of coping with difficulties, and discussing their appropriateness.

Phase 3: Evaluation of their ability to develop a strategy for marketing their skills to potential employers

- Doing a personal self-evaluation to establish their strong and weak points as self-marketers.
- Developing a plan of action with objectives to attain and measures to take in order to become more effective self-marketers and job seekers.

INSTRUCTIONAL GUIDELINES

The teacher should:

- Create an atmosphere of trust and openness.
- Use group leadership techniques to facilitate discussion and participation.
- Encourage individual self-expression.
- Make sure the students have access to the materials and documentation necessary for the activities.
- Use role-plays and simulations representing the workplace.
- Help the students recognize their potential and their limitations.
- Encourage and support students experiencing assertiveness and communication difficulties.
- Encourage the students to experiment with new behaviours.

- Provide exercises and charts that help the students use their observational and analytical skills.

PARTICIPATION CRITERIA

Phase 1

- Show interest in the information provided.
- Take notes.
- Participate in the activities and discussions.

Phase 2

- Ask questions and suggest some answers during activities.
- Agree to try out various self-marketing techniques.
- Use the analytical tools provided.

Phase 3

- Do a self-evaluation indicating at least two strong points and two weaker points that need improvement.
- Indicate at least two measures to take in order to improve.
- Draw up a plan for marketing their skills.

SECOND-LEVEL OPERATIONAL OBJECTIVES

In order to achieve the first-level objective, the students should have previously attained second-level objectives such as:

Before undertaking the activities in Phase 1 (Familiarization with the principles of marketing oneself to potential employers):

1. Define the concept of a “professional self.”
2. Describe the elements of effective communication: self-confidence, clarity, logical organization, openness to others, self-control, etc.

Before undertaking the activities in Phase 2 (Observation and performance of self-marketing activities):

3. Know the obstacles to self-marketing.

Before undertaking the activities in Phase 3 (Evaluation of their ability to develop a strategy for marketing themselves to potential employers):

4. Note all information that can help with their analysis.
5. Decide what to consider in developing a plan of action.

SOCIOVOCATIONAL INTEGRATION SERVICES

SECTION 1.1.4

**PRACTICUM: HOW TO ADAPT TO THE JOB MARKET
SVI-1010-2**

SOCIOVOCATIONAL INTEGRATION SERVICES

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

COURSE TITLE: Practicum: How to Adapt to the Job Market

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **use vocational integration methods with potential employers** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Using:
 - creative job-search techniques;
 - a list of potential employers.
- With the help of:
 - the available tools;
 - personalized tools.

GENERAL PERFORMANCE CRITERIA

- Coherence of the plan of action.
- Optimal use of available time.
- Well-organized job search.
- Application of self-marketing techniques.

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR	SPECIFIC PERFORMANCE CRITERIA
A. Prepare a plan of action.	<ul style="list-style-type: none"> • Personalized plan • Inclusion of all appropriate steps • Inclusion of all appropriate elements
B. Establish telephone contact with employers.	<ul style="list-style-type: none"> • Proper presentation of themselves and their reason for calling • Accuracy and relevance of information conveyed
C. Send out their application.	<ul style="list-style-type: none"> • Inclusion of all appropriate documents • Documents neat and of good quality • Recipient clearly indicated
D. Participate in hiring interviews.	<ul style="list-style-type: none"> • Punctuality at interview • Personal appearance appropriate for the context of the interview • Quality of self-marketing • Appropriate attitudes toward the members of the hiring committee • Appropriate answers
E. Do some form of follow-up after sending their application to potential employers.	<ul style="list-style-type: none"> • Obtaining confirmation that the application was received • Effective reminder of their availability • Appropriate verification of the employer's response to their candidacy

SECOND-LEVEL OPERATIONAL OBJECTIVES

In order to achieve the first-level objective, the students should have previously attained second-level objectives such as:

Before undertaking the activities:

1. Create personalized job-search tools.
2. Use job-search techniques.
3. Use self-marketing techniques.

SECTION 1.1.5 SOCIAL, POLITICAL AND ECONOMIC ENVIRONMENT (PRACTICAL)
--

TERMINAL OBJECTIVE

To act on or react to their social, political, and economic environment on the basis of their sociovocational integration plan.

SPECIFIC OBJECTIVES

To prepare a plan of action for vocational integration or job maintenance or both.

To use the appropriate networks.

To put their plan of action into effect.

COURSE CODE	COURSE TITLE
SVI-P007-2	Self-Knowledge and Assertiveness
SVI-1011-2	Non-Traditional Activities
SVI-1012-2	Professional Resources at Work
SVI-1013-1	Rights at Work
SVI-1014-1	Plan of Action

SOCIOVOCATIONAL INTEGRATION SERVICES

SECTION 1.1.5

SELF-KNOWLEDGE AND ASSERTIVENESS

SVI-P007-2

SOCIOVOCATIONAL INTEGRATION SERVICES

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

COURSE TITLE: Self-Knowledge and Assertiveness

EXPECTED OUTCOME

By participating in the required activities of the learning context according to the indicated criteria, the students will be able to **use techniques of assertiveness and self-awareness**.

SPECIFICATIONS

At the end of this course, the students will:

- Recognize the advantages of autonomy in various spheres of daily life.
- Recognize their relative autonomy or dependence.
- Use new self-awareness and assertiveness techniques.

LEARNING CONTEXT

Phase 1: Familiarization with assertiveness

- Learning about self-esteem, personal power, autonomous decision-making, and financial autonomy.
- Learning about factors that encourage and discourage autonomous behaviour.
- Discussing types of behaviour associated with assertiveness and its opposite: self-assertion, submission, anger, aggression, etc.
- Indicating the preconditions for personal power and for greater personal power.
- Indicating the tools that favour assertiveness and personal power.

- Learning about the paths followed by some successful people: (values, beliefs, situation in life, personal development, etc.) and indicating what they have learned from these examples.
- Describing their own situation (family, work, social) and indicating the extent to which they consider themselves dependent or autonomous.

Phase 2: Familiarization with assertiveness techniques

- On the basis of examples, discussing ways to exercise assertiveness and identifying those that favour communication and those that hinder it.
- On the basis of hypothetical situations in which they take various roles, observing their own behaviours and reactions concerning assertiveness.
- On the basis of examples presented in class, observing the development of a form of economic individuality and noting the advantages of financial autonomy.
- Discussing with the class their present attitudes and beliefs regarding their own economic situation and their motivation to improve it by changing their behaviour and attitudes.
- Using hypothetical situations, identifying power struggles and indicating the stakes.
- Examining with the other members of the class the relationship between self-awareness (in various areas: values, interests, aptitudes, skills, motivation, needs, etc.), personal situation and assertiveness.

Phase 3: Evaluation of their autonomy and assertiveness

- Considering their own limitations with respect to assertiveness and finding ways to use the tools provided in this course to help them assert themselves more often and in an appropriate way.
- Considering their present emotional and social responsibilities and finding ways to increase their power and autonomy in various areas (work, interpersonal relationships, lifestyle, education, recreational activities, finances, personal development, etc.).
- Setting objectives for their personal development towards autonomy.

INSTRUCTIONAL GUIDELINES

The teacher should:

- Create an atmosphere of trust and openness.
- Use group leadership techniques to encourage the sharing of opinions, participation, and discussion.
- Encourage self-expression.
- Make sure the students have access to the materials and documentation necessary for the activities.
- Use role-plays and simulations as learning contexts.
- Help the students recognize their potential and their limitations.
- Encourage and support students who experience assertiveness and communication difficulties.
- Encourage the students to experiment with new behaviours.
- Provide exercises and charts that help the students observe and analyze the hypothetical situations.

PARTICIPATION CRITERIA

Phase 1

- Gather information.
- Participate in the activities according to the instructions.

Phase 2

- Participate in the discussions and activities according to the instructions.

Phase 3

- Find at least three ways to use the assertiveness techniques presented in this course.
- Find at least three ways to increase their power and autonomy in various spheres of their life.
- Set objectives for their personal development from dependence to autonomy.

SECOND-LEVEL OPERATIONAL OBJECTIVE

None.

SOCIOVOCATIONAL INTEGRATION SERVICES

SECTION 1.1.5

NON-TRADITIONAL ACTIVITIES

SVI-1011-2

SOCIOVOCATIONAL INTEGRATION SERVICES

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

COURSE TITLE: Non-Traditional Activities

EXPECTED OUTCOME

By participating in the required activities of the learning context according to the indicated criteria, the students will be able to **evaluate the appropriateness for them of so-called non-traditional activities.**

SPECIFICATIONS

At the end of this course, the students will:

- Be aware of the influence of traditions and cultural norms on their choice of occupation.
- Clarify the requirements of occupations that are considered non-traditional.
- Recognize the advantages of choosing a career in a non-traditional field.

LEARNING CONTEXT

Phase 1: Familiarization with non-traditional activities

- Learning about the factors to consider regarding non-traditional activities: myths, prejudices, social and cultural barriers, popular attitudes, values, beliefs, cultural heritage, etc.
- Sharing with the class their experiences and beliefs concerning the exercise of a non-traditional activity.

- Making a list of prejudices and social and cultural barriers towards the exercise of non-traditional activities.
- Making a list of factors that should guide a person's choice of occupation, independently of social conditioning: education, personal norms, motivation, the personal investment required, etc.

Phase 2: Activities related to non-traditional activities

- Learning about the skills required for certain so-called non-traditional tasks (physical strength, skill, etc.).
- Learning about the wage standards and working conditions in non-traditional activities.
- Sharing the results of their research with the class and adjusting their personal beliefs and ambitions.
- Examining, in class, the relationship between prejudices, beliefs, and attitudes.
- On the basis of examples presented in class, trying to identify prejudices and beliefs that influence attitudes.
- Discussing the emotions and reactions caused by the difficulties of exercising a non-traditional activities.
- On the basis of hypothetical situations, observing common attitudes towards people in non-traditional activities and proposing arguments that favour communication.

Phase 3: Evaluation of their interest in exercising a non-traditional activity

- Recognizing their personal resistances and the limiting effect of conditioning on their attitudes regarding non-traditional activities.
- Making a list of the potential advantages in pursuing a non-traditional career.
- Indicating non-traditional sectors of activity in which they might be interested and finding out how to obtain more information about them.

INSTRUCTIONAL GUIDELINES

The teacher should:

- Create an atmosphere of trust and openness.
- Use group leadership techniques to encourage the sharing of opinions, participation, and discussion.
- Encourage self-expression.
- Make sure the students have access to the materials and documentation necessary for the activities.
- Use role-plays and simulations as learning contexts.
- Help the students recognize their potential and their limitations.
- Encourage and support students who experience assertiveness and communication difficulties.
- Encourage the students to experiment with new behaviours.
- Provide exercises and charts that help the students observe and analyze the hypothetical situations.

PARTICIPATION CRITERIA

Phase 1

- Participate in the activities according to the instructions.

Phase 2

- Gather information.
- Participate in the discussions and activities according to the instructions.

Phase 3

- List at least three examples of personal resistances and cultural conditioning that limit their openness to non-traditional activities.
- List at least three reasons why it may be advantageous to consider a non-traditional career.
- Indicate at least two non-traditional sectors of activity that aroused their interest.
- Indicate at least three ways to learn more about requirements and conditions in these sectors.

SECOND-LEVEL OPERATIONAL OBJECTIVE

None.

SOCIOVOCATIONAL INTEGRATION SERVICES

SECTION 1.1.5

PROFESSIONAL RESOURCES AT WORK

SVI-1012-2

SOCIOVOCATIONAL INTEGRATION SERVICES

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

COURSE TITLE: Professional Resources at Work

EXPECTED OUTCOME

By participating in the required activities of the learning context according to the indicated criteria, the students will be able to **consult employee assistance services in their workplace.**

SPECIFICATIONS

At the end of this course, the students will:

- Be aware of the advantages of using employee assistance services.
- Identify services to use in the workplace.

LEARNING CONTEXT

Phase 1: Familiarization with the importance of using the resources available in the workplace

- Participating in an activity that enables them to understand the importance of using the employee assistance services in their workplace.
- Becoming aware of the different services that employers offer their employees.
- Learning about the specific roles of the various employee assistance resources in the workplace.
- Becoming aware, by means of activities based on real-life experiences, of their rights, as employees, to information and assistance.
- Learning how to obtain information about employee assistance programs and about the organizations that offer such assistance.

Phase 2: Activities related to the use of employee assistance services

- Participating in an activity to identify and list the employee assistance services in the workplace.
- Using hypothetical situations, in small groups, indicating the services to use in the examples cited and taking measures to obtain the information they required.
- Discussing in class the advantages of using these services.
- Learning about the different employee assistance services available.

Phase 3: Gathering information on employee assistance services

- Communicating with the people who run the employee assistance services to obtain information on specific services (income security, retirement savings, insurance, etc.) and sharing this information with the class.

INSTRUCTIONAL GUIDELINES

The teacher should:

- Create an atmosphere of trust and openness.
- Use group leadership techniques to encourage the sharing of opinions, participation, and discussion.
- Encourage self-expression.
- Make sure the students have access to the materials necessary for the activities.
- Use role-plays and simulations as learning contexts.
- Help the students recognize their potential and their limitations.
- Encourage and support students who experience assertiveness and communication difficulties.
- Encourage the students to experiment with new behaviours.
- Provide exercises and charts that help the students observe and analyze the hypothetical situations.

PARTICIPATION CRITERIA

Phase 1

- Participate in the activities according to the instructions.
- Gather information.

Phase 2

- Participate in the activities and discussions according to the instructions.

Phase 3

- Consult the people in charge of the employee assistance services in the appropriate manner.
- Share the results of their research with the class.

SECOND-LEVEL OPERATIONAL OBJECTIVE

None.

SOCIOVOCATIONAL INTEGRATION SERVICES

SECTION 1.1.5

RIGHTS AT WORK

SVI-1013-1

SOCIOVOCATIONAL INTEGRATION SERVICES

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

COURSE TITLE: Rights at Work

EXPECTED OUTCOME

By participating in the required activities of the learning context according to the indicated criteria, the students will be able to **know the rights and responsibilities of workers in their workplace.**

SPECIFICATIONS

At the end of this course, the students will:

- Know the essentials concerning their rights and responsibilities in the workplace.
- Be aware of the advantages of financial planning and management.

LEARNING CONTEXT

Phase 1

- Learning about the legal principles regarding workers' rights and responsibilities.
- Considering the economic implications of their return to work.
- Discussing the advantages of financial planning.
- Discussing the importance and the advantage of knowing their rights and responsibilities as workers.
- Making a list of legal texts on labour law (*Charter of Rights and Freedoms, Occupational Health and Safety Act, Labour Standards Act, etc.*) and finding out how to consult them.

Phase 2

- Gathering information on the role or mandate of organizations that shape the world of work (unions; Commission de la santé et de la sécurité du travail; ministère de l'Industrie, du Commerce, de la Science et de la Technologie; Commission des droits de la personne du Québec, etc.) and establishing the relationship between their respective roles and the legal texts that define them.
- Learning about the procedures to follow to ensure that their rights are respected in case of discrimination, dismissal, harassment, etc.
- On the basis of hypothetical situations, observing the changes that occur in the functioning of the household as a result of the return to work of a parent (children and parents, couple, children).
- Discussing in class the measures to take to promote the successful reorganization of household habits to cope with the return to work of one member.
- Discussing their attitudes to the factors to consider in the management of their personal finances and the household budget (consumption and credit; earnings and expenses; sources of income; financial needs and priorities; relationship with banks; financial values, etc.).

Phase 3

- Sharing with the class the results of their research on the role or mandate of the organizations that shape the world of work.
- Finding ways to improve their financial planning and management.

INSTRUCTIONAL GUIDELINES

The teacher should:

- Create an atmosphere of trust and openness.
- Use group leadership techniques to encourage the sharing of opinions, participation, and discussion.
- Encourage self-expression.
- Make sure the students have access to the materials necessary for the activities.
- Use role-plays and simulations as learning contexts.

- Help the students recognize their potential and their limitations.
- Encourage and support students who experience assertiveness and communication difficulties.
- Encourage the students to experiment with new behaviours.
- Provide exercises and charts that help the students observe and analyze the hypothetical situations.

PARTICIPATION CRITERIA

Phase 1

- Participate in the activities and discussions according to the instructions.

Phase 2

- Participate in the activities and discussions according to the instructions

Phase 3

- Share with the class the results of their research on the respective mandates of at least two organizations that shape the world of work.

SECOND-LEVEL OPERATIONAL OBJECTIVE

None.

SOCIOVOCATIONAL INTEGRATION SERVICES

SECTION 1.1.5

**PLAN OF ACTION
SVI-1014-1**

SOCIOVOCATIONAL INTEGRATION SERVICES

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

COURSE TITLE: Plan of Action

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **develop their own plan of action** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- On the basis of their occupational choice.
- On the basis of their self-evaluation.

GENERAL PERFORMANCE CRITERIA

- Short-, medium-, and long-term factors taken into consideration.
- Inclusion, in each step of the plan, of the measures for carrying out that step.
- Realism of the proposed measures.

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR	SPECIFIC PERFORMANCE CRITERIA
A. Establish the steps of their plan of action.	<ul style="list-style-type: none"> • Inclusion of all appropriate elements • Establishment of a timetable and a chronological order to respect • Realistic steps • Presentation of the model used
B. Estimate local and regional job openings.	<ul style="list-style-type: none"> • Rigorous and appropriate estimation • Consideration of their own aspirations and options regarding mobility
C. Select the measures necessary to achieve each step.	<ul style="list-style-type: none"> • Adequate measures • Inclusion of elements of self-evaluation in each step
D. Clarify the requirements imposed by the choices they have made.	<ul style="list-style-type: none"> • Full and realistic description • Indication of the resources needed to fulfil the requirements • Evaluation of the financial commitment required • Inclusion of medium- and long-term projections
E. Evaluate the realism of their plan of action.	<ul style="list-style-type: none"> • Consideration of personal factors (self-confidence, safety) • Consideration of external factors (environment, support) • Accurate evaluation of the implications for their family life of their return to work
F. Foresee possible difficulties and ways to deal with them.	<ul style="list-style-type: none"> • Complete inventory of possible difficulties (time available, education, mobility, etc.) • Appropriate efforts to find solutions

SECOND-LEVEL OPERATIONAL OBJECTIVE

In order to achieve the first-level objective, the students should have previously attained second-level objectives such as:

Before learning how to establish the steps of their plan of action (A):

Know the purpose of a plan of action and how to use it.

SOCIOVOCATIONAL INTEGRATION SERVICES

PHASE 1 Training and sociovocational integration activities			PHASE 2 Training activities concerning the process of integration into employment
Developing employability	Acquiring and developing sociovocational skills	Acquiring and developing specific vocational skills	Acquiring and developing skills necessary for successful integration into employment
1.1	1.2	1.3	2.1
	Section 1.2.1 Personal development Section 1.2.2 Communication Section 1.2.3 Teamwork Section 1.2.4 Cognitive development Section 1.2.5 Work habits Section 1.2.6 Vocational and professional development Section 1.2.7 Acquiring sociovocational skills		

PHASE 1: TRAINING AND SOCIOVOCATIONAL INTEGRATION ACTIVITIES

1.2 ACQUIRING AND DEVELOPING SOCIOVOCATIONAL SKILLS

This part contains seven sections.

SECTION 1.2.1 PERSONAL DEVELOPMENT

TERMINAL OBJECTIVES

To establish their generic skills in personal development.

To acquire and develop generic skills applicable to their vocational integration plans.

SPECIFIC OBJECTIVES

To know their personal resources and use them to influence the course of events.

To adjust or change their approach while accepting the consequences of their actions.

To acquire a positive attitude to change.

To be capable of finishing a task despite obstacles.

To recognize their individual value as workers and to be able to overcome obstacles and deal with difficulties.

To be capable of realizing the import of their actions and to show that they are prepared to take responsibility for them.

COURSE CODE	COURSE TITLE
SVI-1015-1	Independence and Initiative
SVI-1016-1	Adapting to Change
SVI-1017-1	Persistence
SVI-1018-1	Self-Confidence
SVI-1019-1	Gaining a Sense of Responsibility

SOCIOVOCATIONAL INTEGRATION SERVICES

SECTION 1.2.1

**INDEPENDENCE AND INITIATIVE
SVI-1015-1**

SOCIOVOCATIONAL INTEGRATION SERVICES

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

COURSE TITLE: Independence and Initiative

EXPECTED OUTCOME

By participating in the required activities of the learning context according to the indicated criteria, the students will be able to **take stock of their capacity to act autonomously and to take initiative within the limits of the work they are responsible for.**

SPECIFICATIONS

At the end of this course, the students will:

- Understand how autonomy develops.
- Be aware of their ability to act on their own in a context of autonomous organization of work.
- Be aware of their ability to use their own resources to master a work situation in which initiative is required.

LEARNING CONTEXT

Phase 1: Familiarization with the development of autonomy and initiative

- Taking stock of the factors that favour autonomy: spontaneity, flexibility, self-confidence, intentions and motivations, personal needs and values, assertiveness.
- Becoming aware of attitudes related to autonomy and those related to heteronomy.
- Becoming aware of the qualities underlying positive initiative (creativity, perseverance, energy, practicality, organizational ability, ambition, motivation).
- Thinking about work experiences involving autonomy, initiative, openness to experimentation, and renewal in different situations and examining their ability to show self-confidence in a decision-making process.

Phase 2: Familiarization with ways of fostering the development of autonomy and initiative

- Using role-plays and hypothetical situations to analyze the various personal or external dimensions or factors that have led to behaviour showing initiative (psychological state, self-confidence, maturity, cognitive functioning, external support, urgency of the situation, stakes or advantages to be gained).
- On the basis of a hypothetical situation requiring the exercise of autonomy, taking part in a group discussion on the various ways a person could react and analyzing the possible effects of these reactions on the handling of the situation (e.g., absence of the person in authority or lack of external control).
- Using situations experienced in their work life, examining their own reactions in conditions that call for autonomy and initiative and their own styles of decision making and problem solving (intuitive, rational, or dependent).
- On the basis of hypothetical situations, trying out behaviours involving taking the initiative.

Phase 3: Evaluation of their ability to function in a context of autonomous organization of work and to use their own resources to master a work situation requiring initiative

- Evaluating their priorities for improvement in their ways of reacting in situations requiring initiative and autonomy.
- Discussing their observations in a group discussion.
- Finding ways to develop their autonomy and initiative in the context of their work.

INSTRUCTIONAL GUIDELINES

The teacher should:

- Create an atmosphere of trust conducive to the sharing of opinions, participation, and self-awareness.
- Make available appropriate recent documentation (excerpts from books, summaries, audiovisual materials).
- Create learning contexts that allow the exercise of initiative and autonomy.
- Provide exercises and charts that help the students think and use their analytical skills.
- Use role-plays and simulations representing the workplace.
- See that the discussion takes place in an atmosphere of mutual respect.
- Stress the importance of honesty, an open mind, and objectivity in all discussions.
- Encourage the students to use their new learning at work.

PARTICIPATION CRITERIA

Phase 1

- Gather information.
- Take part in the discussions.

Phase 2

- Carry out all the activities according to the instructions.
- Gather information on ways of fostering autonomy and initiative.

Phase 3

- Present the results of their evaluation, indicating:
 - at least two strengths and two weaknesses in their capacity to act autonomously;
 - at least two strengths and two weaknesses in their capacity to take initiative.
- Share with the other students at least three effective ways to apply what they have learned in other areas of their work life.

SECOND-LEVEL OPERATIONAL OBJECTIVE

None.

SOCIOVOCATIONAL INTEGRATION SERVICES

SECTION 1.2.1

ADAPTING TO CHANGE

SVI-1016-1

SOCIOVOCATIONAL INTEGRATION SERVICES

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

COURSE TITLE: Adapting to Change

EXPECTED OUTCOME

By participating in the required activities of the learning context according to the indicated criteria, the students will be able to **adapt their behaviour to the work context**.

SPECIFICATIONS

At the end of this course, the students will:

- Know the general principles of the process of change.
- Apply principles of behavioural adaptation.
- Evaluate their ability to function in a context that requires them to make adjustments.

LEARNING CONTEXT

Phase 1: Familiarization with the general principles of the process of change

- Learning what factors influence flexibility and adaptability to change (self-confidence, personal experience, support, open-mindedness, problem-solving skills, perceptions of situations).
- Considering effective ways of dealing with change.
- Learning about attitudes related to resistance to change (adaptive behaviours versus defense mechanisms), e.g., compensation, displacement, reaction formation, identification, introjection, isolation, rationalization, sublimation, denial, repression, projection, regression.
- Thinking about the obstacles to efforts to adapt to change, e.g., habit, fear of risk, lack of information.

- Looking at their own way of adapting to change in situations they have experienced in their personal lives or work situations.

Phase 2: Application of various techniques that aid the process of adapting to change

- Using concrete situations to observe and compare behaviour showing various degrees of flexibility and attitudes showing various degrees of openness, and analyze their effects on performance.
- Discussing their observations and comparing them with their own reactions.
- Experimenting with their own ways of applying techniques for adaptation through role-plays of new or unexpected situations.
- Using role-plays to experiment with adaptation techniques in a work context, e.g., progressively, defining the problem, analyzing various hypotheses, defining the change desired, becoming aware of their resistances, giving them up, and formulating and carrying out a plan for making a change.
- Using role-plays to experiment with the “avalanche technique”: making small changes; resolving interpersonal difficulties; recognizing fears, tensions, and feelings; recalling survival techniques and applying them when needed.

Phase 3: Evaluation of their ability to function in a context that requires flexibility and adaptability

- Taking stock of the skills they have acquired or developed in this course.
- Taking stock of the strengths and weaknesses in their way of adapting to change.
- Finding ways to consolidate their new learning and improve their weak points.

INSTRUCTIONAL GUIDELINES

The teacher should:

- Create an atmosphere of trust conducive to the sharing of opinions, participation, and self-awareness.
- Encourage the students to try out new behaviours.
- Use role-plays and simulations representing the workplace.
- Make sure that all the students are able to participate fully.
- Make available appropriate recent documentation (excerpts from books, summaries, audiovisual materials).
- Stress the importance of honesty, an open mind, and objectivity in all discussions.
- Encourage the students to use their new learning at work.
- Help the students carry out their self-evaluation and provide them with appropriate tools (charts and questionnaires stimulating reflection and analysis).

PARTICIPATION CRITERIA

Phase 1

- Participate in information gathering.
- Take part in the discussions.
- Indicate at least one weakness in their way of adapting to change.

Phase 2

- Take part in the discussions.
- Take part in various practical applications according to the instructions given.

Phase 3

- Present their learning, indicating:
 - at least two strengths and two weaknesses in their way of adapting to change;
 - two techniques they have assimilated or improved in this course.
- Indicate at least two ways they can improve their adaptability to change.

SECOND-LEVEL OPERATIONAL OBJECTIVE

In order to achieve the first-level objective, the students should have previously attained second-level objectives, such as:

Before undertaking the activities in Phase 2:

Know how to use the vocabulary associated with the concepts of flexibility and adaptability.

SOCIOVOCATIONAL INTEGRATION SERVICES

SECTION 1.2.1

PERSISTENCE

SVI-1017-1

SOCIOVOCATIONAL INTEGRATION SERVICES

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

COURSE TITLE: Persistence

EXPECTED OUTCOME

By participating in the required activities of the learning context according to the indicated criteria, the students will be able to **show persistence in their work**.

SPECIFICATIONS

At the end of this course, the students will:

- Know behaviours involved in showing persistence in attaining an objective at work.
- Recognize the importance of developing persistence.
- Apply techniques to overcome foreseeable or unforeseeable obstacles.
- Be aware of their attitudes and their ability to deal with obstacles.

LEARNING CONTEXT

Phase 1: Familiarization with behaviours associated with persistence

- Taking stock of factors that influence persistence: will, motivation, needs, personality, clear vision of objectives, experience of success, precise definition of ends and means.
- Discussing behaviours associated with persistence, e.g., progressively defining, deciding, committing oneself, and taking action.
- Using situations experienced at work to look at problems related to showing persistence in the workplace.
- Becoming aware of their determination and their self-image in relation to persistence, and of their resistances when they encounter obstacles.

Phase 2: Application of techniques for overcoming obstacles

- Using hypothetical situations to examine the effect of persistence on performance at work and to become aware of problem-solving methods to apply in these situations.
- Using simulations to examine the attitudes and actions of a person who has problems at work associated with persistence and suggesting ways the person can improve his or her behaviour.
- Taking part in group activities using hypothetical situations in which they apply various techniques related to persistence, e.g., taking advantage of opportunities, optimizing time available, focusing their energy, acting promptly and strategically, and showing enthusiasm, self-confidence, respect, precision, tenacity, tact, common sense, efficiency.

Phase 3: Evaluation of their ability to develop persistence

- Taking stock of their strengths and weaknesses associated with persistence in doing their work.
- Finding ways to use the techniques they have learned in their personal life and future work.

INSTRUCTIONAL GUIDELINES

The teacher should:

- Create an atmosphere of trust conducive to the sharing of opinions, participation, and self-awareness.
- Make available appropriate recent documentation (excerpts from books, summaries, audiovisual materials).
- Provide exercises and charts that help the students think and use their analytical skills.
- Stress the importance of honesty, an open mind, and objectivity in all discussions.
- Encourage the students to use their new learning at work.
- See that the activities run smoothly.
- Prepare learning contexts related to the workplace.
- Help the students recognize their strengths and their limitations.

PARTICIPATION CRITERIA

Phase 1

- Gather information.
- Take part in the discussions.

Phase 2

- Agree to experiment with ways of overcoming obstacles.
- Follow the instructions for participation in the activities.

Phase 3

- Present the results of their evaluation, indicating at least two strengths and two weaknesses in their persistence in doing their work.
- Share with the other students at least three effective ways of applying their learning to other areas of their work.

SECOND-LEVEL OPERATIONAL OBJECTIVE

None.

SOCIOVOCATIONAL INTEGRATION SERVICES

SECTION 1.2.1

SELF-CONFIDENCE

SVI-1018-1

SOCIOVOCATIONAL INTEGRATION SERVICES

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

COURSE TITLE: Self-Confidence

EXPECTED OUTCOME

By participating in the required activities of the learning context according to the indicated criteria, the students will be able to **show self-confidence in the context of their work.**

SPECIFICATIONS

At the end of this course, the students will:

- Be familiar with the general principles of self-confidence.
- Know the factors that influence the development of self-confidence.
- Apply techniques to increase their self-confidence.
- Be aware of their ability to increase their self-confidence.

LEARNING CONTEXT

Phase 1: Familiarization with general principles related to self-confidence

- Becoming aware of various factors related to self-confidence: self-esteem, self-image, assertiveness, skills, strengths, resources, abilities, limitations.
- Thinking about a definition of self-confidence that takes into account interdependence and determination.
- On the basis of a hypothetical situation, identifying the characteristics of a self-confident person.

Phase 2: Becoming aware of factors that influence the development of self-confidence

- Realizing the influence of messages conveyed by people around them (parents, teachers, etc.).
- Taking stock of their experiences of success and examining their effect on their self-confidence.
- Discussing mechanisms that increase the feeling of self-confidence: accepting oneself, following a constructive code of conduct, giving oneself time, recognizing and respecting one's needs and values, listening to oneself, giving oneself the right to have opinions, freeing oneself from dependencies, being realistic, and giving oneself the right to make mistakes.
- Discussing attitudes, behaviours, and feelings that undermine self-confidence: fear, blame, complaining, criticism, the need for attention and approval, a lack of close friends, a desire to win at all costs, abuse, depression, misunderstandings, selfishness and greed, indecision, procrastination, deceit, self-pity, comparison in social relationships.

Phase 3: Familiarization with ways of fostering self-confidence

- Using hypothetical situations to observe and compare various behaviours related to self-confidence shown by people in the workplace.
- On the basis of their work experience, becoming aware of their belief system, influences from their reading and other sources, and their role-models, and taking stock of their personal qualities (dominant traits and personal, interpersonal, and vocational skills).
- Using hypothetical situations to experiment with techniques to increase their self-confidence: taking risks to overcome fear, clearly defining the thing feared, formulating hypotheses about the worst possible consequences, making an individual plan to neutralize fear, setting attainable objectives, thinking about negative events differently, and “programming” themselves to think positively.

Phase 4: Evaluation of their capacity to develop self-confidence

- Taking stock of their strengths and weaknesses related to self-confidence.
- Finding ways to increase their self-confidence at work.

INSTRUCTIONAL GUIDELINES

The teacher should:

- Create a climate conducive to personal growth.
- Use appropriate techniques to encourage the sharing of ideas and opinions.
- Encourage the students to express themselves.
- Make available appropriate documentation (excerpts from books, reference texts, evaluation questionnaires, videos, etc).
- See that the discussion takes place in an atmosphere of mutual respect.
- Prepare learning contexts representing the workplace.

PARTICIPATION CRITERIA

Phase 1

- Gather information on the various concepts dealt with.
- List the qualities of a self-confident person.

Phase 2

- Take part in the discussions.

Phase 3

- Carry out the activities according to the instructions.
- Gather data on techniques for developing self-confidence.

Phase 4

- Present the results of their evaluation, indicating at least two strengths and two weaknesses related to self-confidence.
- Share with the other students at least three ways to increase self-confidence.

SECOND-LEVEL OPERATIONAL OBJECTIVE

None.

SOCIOVOCATIONAL INTEGRATION SERVICES

SECTION 1.2.1

GAINING A SENSE OF RESPONSIBILITY

SVI-1019-1

SOCIOVOCATIONAL INTEGRATION SERVICES

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

COURSE TITLE: Gaining a Sense of Responsibility

EXPECTED OUTCOME

By participating in the required activities of the learning context according to the indicated criteria, the students will be able to **show a sense of responsibility in doing their work.**

SPECIFICATIONS

At the end of this course, the students will:

- Know the general principles associated with a sense of responsibility.
- Recognize the importance of developing their sense of responsibility.
- Be aware of the consequences of their actions.
- Be aware of their strengths and limitations with respect to responsibility.

LEARNING CONTEXT

Phase 1: Familiarization with the general principles associated with a sense of responsibility

- Listing the qualities of a person who displays a sense of responsibility at work: tact and judgement, respect for commitments, application, perseverance, quality of work, following instructions, care in handling equipment and materials, punctuality, regular attendance, etc.
- Discussing responsible behaviour at work: sincerity and loyalty, striving for excellence, generosity, intellectual curiosity, striving for harmony, foresight, recognition of positive effects.

- Thinking about their own behaviours associated with responsibility in the workplace and their effect on their work.
- Listing their own qualities, strengths, and difficulties related to responsible behaviour at work.

Phase 2: Familiarization with various aspects of the development of a sense of responsibility

- Becoming aware of the factors that influence the acquisition and development of responsible behaviour: acquiring skills, controlling one's feelings, clarifying one's objectives, etc.
- Becoming aware of behaviour conducive to finding and keeping a job.
- Using simulation exercises to explore different kinds of responsible behaviour in the workplace, e.g., taking advantage of opportunities, taking risks, optimizing the time available, relying on one's personal strengths, focussing one's energy, etc.
- On the basis of hypothetical situations, carrying out the five steps for developing a sense of responsibility: setting an objective, establishing a plan of action, taking action in accordance with the plan, honestly and effectively evaluating the effect of the actions taken, and adjusting their plan on the basis of their evaluation.

Phase 3: Evaluation of their ability to adopt responsible behaviour

- Making an evaluation of the skills acquired or developed in this course.
- Taking stock of their strengths and weaknesses in relation to their showing responsibility at work.
- Finding ways to apply the skills they have acquired or developed at work and to become a more responsible person at work.

INSTRUCTIONAL GUIDELINES

The teacher should:

- Create an atmosphere of trust that encourages the sharing of opinions, participation, discussion, and awareness.
- Make available appropriate recent documentation (excerpts from books, summaries, audio-visual materials).
- Provide exercises and charts that help the students think and use their analytical skills.
- Stress the importance of honesty, an open mind, and objectivity in all discussions.
- See that the discussion takes place in an atmosphere of mutual respect.
- Encourage the students to use their new learning at work.
- See that the activities run smoothly.
- Prepare learning contexts related to the workplace.
- Help the students recognize their strengths and their limitations.

PARTICIPATION CRITERIA

Phase 1

- Express their impressions in the discussions.
- Gather information on the requirements of a code of ethics.
- Present the list of qualities they have compiled.

Phase 2

- Carry out the activities according to the instructions.
- Gather information on the factors that influence the acquisition and development of responsible behaviour.

Phase 3

- Present the results of their evaluation, indicating:
 - at least two strengths and two weaknesses related to how they show responsibility at work;
 - at least two skills they have acquired or developed in this course.
- Share with the other students at least three effective ways of extending what they have learned to other areas of their working life.

SECOND-LEVEL OPERATIONAL OBJECTIVE

None.

SECTION 1.2.2 COMMUNICATION

TERMINAL OBJECTIVES

To establish their generic skills in communication.

To improve their generic skills in communication with respect to their vocational integration plan.

SPECIFIC OBJECTIVES

To develop the ability to form genuine relationships with people around them.

To transmit oral and written messages intelligibly and understand them correctly.

COURSE CODE**COURSE TITLE**

SVI-1020-1

Oral Communication Skills at Work

SVI-1021-1

Written Communication Skills at Work

SOCIOVOCATIONAL INTEGRATION SERVICES

SECTION 1.2.2

ORAL COMMUNICATION SKILLS AT WORK

SVI-1020-1

SOCIOVOCATIONAL INTEGRATION SERVICES

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

COURSE TITLE: Oral Communication Skills at Work

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **communicate orally at work** in accordance with the following conditions, criteria, and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Using simulation exercises representing the workplace.

GENERAL PERFORMANCE CRITERIA

- Accurate interpretation of oral information.
- Clear oral expression.
- Appropriate vocabulary for the circumstances and the persons spoken to.
- Appropriate non-verbal attitude.

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR	SPECIFIC PERFORMANCE CRITERIA
A. Obtain information or make an appointment by telephone.	<ul style="list-style-type: none"> • Precise formulation of requests and questions • Attentive listening to answers • Notes taken on information received
B. Transmit an instruction.	<ul style="list-style-type: none"> • Clear formulation • Checking that the person has understood
C. Communicate with co-workers in various situations.	<ul style="list-style-type: none"> • Checking the perceptions of the persons spoken to • Expression of their own perceptions • Appropriate vocabulary • Listening without preconceptions • Appropriate non-verbal attitude
D. Communicate with superiors.	<ul style="list-style-type: none"> • Precise formulation of suggestions, facts, ideas, etc. • Clear expression • Appropriate level of language • Appropriate attitude of active listening
E. Evaluate their oral communication.	<ul style="list-style-type: none"> • Accurate identification of points to be improved • Correct evaluation of the effectiveness of their communication

SECOND-LEVEL OPERATIONAL OBJECTIVES

In order to achieve the first-level objective, the students should have previously attained second-level objectives, such as:

Before undertaking the activities:

1. Distinguish between the roles of their superiors and those of their colleagues.
2. Recognize the importance of non-verbal expression in communication.
3. Describe the characteristics of effective communication in the workplace.
4. Recognize behaviours that are favourable and unfavourable to effective communication.

SOCIOVOCATIONAL INTEGRATION SERVICES

SECTION 1.2.2

**WRITTEN COMMUNICATION SKILLS AT WORK
SVI-1021-1**

SOCIOVOCATIONAL INTEGRATION SERVICES

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

COURSE TITLE: Written Communication Skills at Work

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **communicate in writing** in accordance with the following conditions, criteria, and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- On the basis of written instruction provided by the teacher.
- Using forms related to the workplace and explanatory documents provided with them.
- Using newspapers, magazines, etc.

GENERAL PERFORMANCE CRITERIA

- Accurate interpretation of written information.
- Clear unambiguous expression in writing.

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR	SPECIFIC PERFORMANCE CRITERIA
A. Find out about job offers published in newspapers, posted in employment centers, etc.	<ul style="list-style-type: none"> • Effective use of available sources of written information • Accurate interpretation
B. Fill out forms such as job applications, deductions at source, insurance, income tax returns, etc.	<ul style="list-style-type: none"> • Accurate interpretation of the questions • Clear, pertinent information provided
C. Write a help wanted advertisement or notice.	<ul style="list-style-type: none"> • Clear, complete information • Application of self-marketing techniques
D. Make note of information provided orally.	<ul style="list-style-type: none"> • All main ideas recorded • Accurate interpretation
E. Interpret written instructions on equipment, signals, brochures, etc.	<ul style="list-style-type: none"> • Accurate interpretation • Written information taken into account
F. Interpret written instructions from a superior or colleague.	<ul style="list-style-type: none"> • Accurate interpretation • Appropriate checking of their interpretation

SECOND-LEVEL OPERATIONAL OBJECTIVE

In order to achieve the first-level objective, the students should have previously attained second-level objectives, such as:

Before undertaking the activities:

Know how to read and write.

SECTION 1.2.3 TEAMWORK

TERMINAL OBJECTIVES

To establish their generic skills related to teamwork.

To develop their generic skills related to teamwork.

SPECIFIC OBJECTIVES

To mobilize the energies of a group, elicit and support cooperation, and influence the course of activities with a view to attaining objectives.

To accomplish specific tasks with a group of people, taking into account each person's resources.

COURSE CODE**COURSE TITLE**

SVI-1022-1

Working in Teams

SOCIOVOCATIONAL INTEGRATION SERVICES

SECTION 1.2.3

WORKING IN TEAMS

SVI-1022-1

SOCIOVOCATIONAL INTEGRATION SERVICES

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

COURSE TITLE: Working in Teams

EXPECTED OUTCOME

By participating in the required activities of the learning context according to the indicated criteria, the students will be able to **work as part of a team in the workplace**.

SPECIFICATIONS

At the end of this course, the students will:

- Be familiar with the general principles of teamwork in the workplace.
- Apply the principles of teamwork in the workplace.
- Evaluate their ability to work as part of a team in the workplace.

LEARNING CONTEXT

Phase 1: Familiarization with the general principles of teamwork in the workplace

- Becoming familiar with different forms of teamwork.
- Listing factors that influence the functioning of a work team, e.g., commitment, leadership, communication.
- Learning about the degrees of participation in work teams.
- Finding out about the various roles within a team.
- Thinking about their own way of working within a team.

Phase 2: Application of the rules for working in a team in the workplace

- Using practical situations to observe the functioning of work teams and making note of their observations.
- Discussing the attitudes and behaviours they have observed and proposing ways of establishing effective cooperation to attain common objectives.
- Taking part personally in a work team.
- Comparing their way of working individually with their way of working in a group.
- Participating in a work team in order to examine and experiment with the use of the personal resources of the team members in a way that complements their own resources and that takes into account those of the group as a whole.

Phase 3: Evaluation of their ability to work as part of a group in the workplace

- Taking stock of the skills they have acquired or developed in this course.
- Taking stock of their strengths and weaknesses in working as part of a team.
- Finding ways to consolidate their new learning and improve in their weak points.

INSTRUCTIONAL GUIDELINES

The teacher should:

- Create an atmosphere of trust and openness.
- Make sure the students have access to the sources of information necessary for the activities.
- Encourage the students to use communication techniques in the team.
- Clarify any points that are unclear or not understood by the students and correct any errors.

- Prepare learning contexts representing real workplaces.
- Encourage the students to experiment with new behaviours.
- Help the students with their self-evaluation and their efforts to improve.

PARTICIPATION CRITERIA

Phase 1

- Participate in gathering information.
- Take part in the discussions.
- Give at least one strength and one weakness in their way of working as part of a team.

Phase 2

- Use the tools provided for observation and analysis according to the instructions given.
- Participate in sharing ways to cooperate effectively in group activities or endeavours.
- Apply the appropriate rules in new situations.

Phase 3

- Take stock of their ability to work as part of a team and give at least two of their strengths and two weaknesses in this area.
- Propose at least two means they can use to improve their behaviour as members of a team.

SECOND-LEVEL OPERATIONAL OBJECTIVE

None.

SECTION 1.2.4 COGNITIVE DEVELOPMENT

TERMINAL OBJECTIVES

To establish their generic skills in the area of cognitive development.

To improve their generic skills in the area of cognitive development.

SPECIFIC OBJECTIVES

To gather and process information.

To judge, evaluate, and choose.

To foresee, plan, and organize.

To decide.

To solve problems.

To invent, imagine, and create.

To think abstractly.

To learn.

To explain and demonstrate.

COURSE CODE**COURSE TITLE**

SVI-P008-1

Cognitive Skills

SVI-1023-1

Problem-Solving Strategies

SVI-2001-1

Cognitive Processes

SOCIOVOCATIONAL INTEGRATION SERVICES

SECTION 1.2.4

COGNITIVE SKILLS

SVI-P008-1

SOCIOVOCATIONAL INTEGRATION SERVICES

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

COURSE TITLE: Cognitive Skills

EXPECTED OUTCOME

By participating in the required activities of the learning context according to the indicated criteria, the students will be able to **recognize and develop their cognitive skills**.

SPECIFICATIONS

At the end of this course, the students will:

- Be familiar with the various cognitive skills.
- Recognize the advantages of using their cognitive skills.
- Extend the use of their cognitive skills to different work-related situations.

LEARNING CONTEXT

Phase 1: Familiarization with ways of learning and applying cognitive skills

- Finding out about the processes of memorizing, concentrating, listening, etc.
- Becoming familiar with various individual ways of learning and functioning.
- Thinking about stress in relation to learning and evaluation.
- Becoming aware of the negative effects of blocks on the ability to learn.
- Discussing the importance of organizing information to facilitate learning.

Phase 2: Learning exercises

- Using hypothetical situations to experiment with different ways of learning and discover their own particular way.
- Using hypothetical situations involving the gathering and handling of information to do concentration and memorization exercises.
- Taking part in a group discussion on the obstacles they encountered in doing the exercises and their effects on the results of the exercises.
- Repeating memorization, concentration, and visual comparison exercises in order to understand the process and observe the obstacles that arise.

Phase 3: Application and use of cognitive skills

- Identifying situations in the workplace in which they can apply their new cognitive skills; transferring their learning by describing how it can be used in these situations.
- Observing the advantages that result from the application and transfer of their learning.
- Finding ways to develop the habit of using their learning and improving their cognitive skills.

INSTRUCTIONAL GUIDELINES

The teacher should:

- Create an atmosphere of trust conducive to the sharing of opinions, participation, and self-awareness.
- Encourage the students to experiment with new behaviours.
- Use role-plays and simulations representing the workplace.
- Make sure that all the students are able to participate fully.
- Make available appropriate recent documentation (excerpts from books, summaries, audiovisual materials).

- Stress the importance of honesty, an open mind, and objectivity in all discussions.
- Encourage the students to use their new learning in their personal life and at work.
- Help the students carry out their self-evaluation and provide them with appropriate tools (charts and questionnaires stimulating reflection and analysis).
- Prepare learning contexts related to the world of work.

PARTICIPATION CRITERIA

Phase 1

- Gather information.
- Take part in the discussions.

Phase 2

- Participate in the activities according to the instructions.
- Take part in the discussions.

Phase 3

- Keep a personal journal of their progress.
- Find at least two situations in which their new cognitive skills can be applied and describe the results in each situation.
- Give at least two advantages of the application of their cognitive skills in each situation.
- Find at least three ways to acquire the habit of using their cognitive skills.

SECOND-LEVEL OPERATIONAL OBJECTIVES

In order to achieve the first-level objective, the students should have previously attained second-level objectives, such as:

Before undertaking the activities:

1. Become familiar with the vocabulary on cognitive skills.
2. Define ways of learning and functioning.

SOCIOVOCATIONAL INTEGRATION SERVICES

SECTION 1.2.4

PROBLEM-SOLVING STRATEGIES

SVI-1023-1

SOCIOVOCATIONAL INTEGRATION
FIRST-LEVEL OPERATIONAL OBJECTIVE
SITUATIONAL OBJECTIVE

COURSE TITLE: Problem-Solving Strategies

EXPECTED OUTCOME

By participating in the required activities of the learning context according to the indicated criteria, the students will be able to **use problem-solving strategies**.

SPECIFICATIONS

At the end of this course, the students will:

- Know various problem-solving strategies.
- Recognize the advantages of using problem-solving strategies.
- Use at least two problem-solving strategies.

LEARNING CONTEXT

Phase 1: Familiarization with problem-solving strategies

- Learning about the process of problem solving.
- Becoming familiar with various problem-solving strategies and knowing their various steps.
- In a small group, examining difficult or conflictual situations, recognizing what strategy to use to solve the problem, and sharing it with the group.

Phase 2: Problem-solving exercises

- Using role-plays of problem situations, following the steps of the problem-solving process: observing, taking stock, gathering information, organizing the information, planning the stages of action, making connections, making hypotheses of solutions, evaluating the hypotheses, making a decision, carrying out the decision.
- Deciding which of the steps of the problem-solving process are easy and natural and which are difficult and out of character for them.
- Sharing their thoughts with the others in the group.

Phase 3: Application of problem-solving strategies

- Clearly defining each step of the problem-solving strategy chosen.
- Observing the possible advantages and effects of applying a problem-solving strategy.
- Taking stock of their strengths and weaknesses in problem solving.
- Finding ways to develop the habit of using problem-solving strategies at work.

INSTRUCTIONAL GUIDELINES

The teacher should:

- Keep close track of the students' progress to see whether they are applying their learning on problem solving.
- Create an atmosphere of trust conducive to the sharing of opinions, participation, and self-awareness.
- Encourage the students to experiment with new behaviours.
- Use role-plays and simulations representing the workplace.
- Make sure that all the students are able to participate fully.
- Create an atmosphere of trust conducive to the sharing of opinions, participation, and self-awareness.
- Stress the importance of honesty, an open mind, and objectivity in all discussions.
- Encourage the students to use their new learning in their personal life and at work.

- Help the students carry out their self-evaluation and provide them with appropriate tools (charts and questionnaires that stimulate reflection and analysis).
- Prepare learning contexts related to the world of work.

PARTICIPATION CRITERIA

Phase 1

- Gather information.
- Participate in the activities according to the instructions.

Phase 2

- Participate in the activities according to the instructions.
- Describe to the group at least two steps in the problem-solving process they find easy and two steps they find difficult.

Phase 3

- Keep track of their progress in a personal journal.
- Describe their favorite problem-solving strategy and its steps.
- Give at least two advantages or effects of using a problem-solving strategy.
- Evaluate themselves, giving two strengths and two points to be improved in the area of problem solving.
- Find two ways to use problem-solving strategies more at work.

SECOND-LEVEL OPERATIONAL OBJECTIVES

In order to achieve the first-level objective, the students should have previously attained second-level objectives, such as:

Before undertaking the activities:

1. Know the vocabulary on problem solving.
2. Master the concepts in the area of cognitive skills.

SOCIOVOCATIONAL INTEGRATION SERVICES

SECTION 1.2.4

COGNITIVE PROCESSES

SVI-2001-1

SOCIOVOCATIONAL INTEGRATION

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

COURSE TITLE: Cognitive Processes

EXPECTED OUTCOME

By participating in the required activities of the learning context according to the indicated criteria, the students will be able to **apply various cognitive processes in various work-related situations**.

SPECIFICATIONS

At the end of this course, the students will:

- Know the various cognitive processes.
- Compare situations.
- Imagine various problem-solving situations, evaluate them, and choose the best one on the basis of criteria commonly applied in the world of work.

LEARNING CONTEXT

Phase 1: Familiarization with cognitive processes

- Becoming familiar with the techniques of induction, deduction, abstraction, extrapolation, etc.
- Becoming familiar with techniques for developing creativity.
- Using exercises to increase creativity in order to exploit their own creative potential.
- Sharing the results of the creativity exercises with the group.
- Evaluating the results, distinguishing their evaluation from their personal opinion.

Phase 2: Experimentation with cognitive processes in the workplace

- Using simple case studies in which thought and an effort at understanding are required before taking action to analyze the process at work and evaluating the results.
- Drawing a parallel between a case studied and a situation experienced in the workplace or during a practicum.
- Sharing their thoughts with the group, explaining and demonstrating what caused resistances and evaluating the degrees of responsibility, autonomy, and initiative shown in the strategies used.

Phase 3: Creation of scenarios

- Using situations experienced in the workplace or in a practicum to analyze a difficulty that arose in a relationship with a colleague or superior, imagining scenarios of possible solutions, and choosing the best scenario.
- Showing why the scenario chosen is the best.
- Experimenting with the scenario in class, using role-plays, or in the workplace or practicum with the persons concerned.
- Identify their strengths and weaknesses in applying cognitive processes.

INSTRUCTIONAL GUIDELINES

The teacher should:

- Create an atmosphere of trust conducive to the sharing of opinions, participation, and self-awareness.
- Encourage the students to experiment with new behaviours.
- Use role-plays and simulations representing the workplace.
- Make sure that all the students are able to participate fully.
- Make available appropriate recent documentation (excerpts from books, summaries, audiovisual materials).
- Stress the importance of honesty, an open mind, and objectivity in all discussions.

- Encourage the students to use their new learning at work and in their personal lives.
- Help the students carry out their self-evaluation and provide them with appropriate tools (charts and questionnaires that stimulate reflection and analysis).
- Prepare learning contexts related to the world of work.

PARTICIPATION CRITERIA

Phase 1

- Gather information.
- Take part in the activities.

Phase 2

- Participate in the activities according to the instructions.
- Share their results and be willing to discuss them.

Phase 3

- Suggest at least two scenarios to resolve a difficult situation involving work.
- Show why the scenario they have chosen is the best choice.
- Be willing to try out the solution chosen.
- Identify at least two strengths and two points to improve in their application of cognitive processes.

SECOND-LEVEL OPERATIONAL OBJECTIVES

In order to achieve the first-level objective, the students should have previously attained second-level objectives, such as:

Before undertaking the activities:

1. Apply problem-solving strategies.
2. Use cognitive skills.
3. Have some work experience (practicum or workplace).
4. Use the vocabulary for discussing cognitive processes.

SECTION 1.2.5 WORK HABITS

TERMINAL OBJECTIVES

To establish their generic skills in the area of work habits.

To improve their generic skills in the area of work habits.

SPECIFIC OBJECTIVES

To perform tasks for which they are responsible, applying standards of quality to their work.

To develop concentration, consistency, and endurance in carrying out a repetitive task.

To become aware of the impact of their actions on occupational safety and take them into account in practical work.

To maintain the required level of performance even in stressful situations.

To know how to deal with unexpected occurrences and changes in a work situation.

COURSE CODE	COURSE TITLE
SVI-P009-1	Sense of Accomplishment
SVI-P010-1	Repetitive Tasks
SVI-1024-1	Adapting to Work
SVI-1025-1	Work Management Skills

SOCIOVOCATIONAL INTEGRATION SERVICES

SECTION 1.2.5

SENSE OF ACCOMPLISHMENT

SVI-P009-1

SOCIOVOCATIONAL INTEGRATION SERVICES

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

COURSE TITLE: Sense of Accomplishment

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **perform a task, applying standards of quality**, in accordance with the following conditions, criteria, and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Using simulation exercises that reproduce the working conditions of a job in production (e.g., brochures, recipe books, collections of sayings, greeting cards).
- Using the appropriate equipment and supplies.

GENERAL PERFORMANCE CRITERIA

- Observance of the work rules and methods in effect.
- Effective performance of tasks.
- Observance of quality standards for the work.

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR	SPECIFIC PERFORMANCE CRITERIA
A. Analyze and prepare the work to be done.	<ul style="list-style-type: none"> • Description of the task in the overall organization of the work to be done • Complete listing of the specific techniques for performing the task concerned • Proper preparation of the equipment and supplies required • Accurate estimation of the time required • Satisfactory organization of the work station
B. Carry out parts of the work under supervision.	<ul style="list-style-type: none"> • Observance of occupational health and safety rules with respect to themselves and others • Observance of instructions on the work • Rigorous application of standards of quality in effect • Responsibilities completely fulfilled
C. Use a method for evaluating the quality of the work.	<ul style="list-style-type: none"> • Reasonable evaluation of the work • Observance of all criteria applicable to specific tasks (proper handling, precision, etc.) • Recognition of the corrections required
D. Adjust their work methods.	<ul style="list-style-type: none"> • Corrections made to attain the expected result (method, manual dexterity, concentration, attention to detail) • Identification of attitudes and behaviours that hinder the attainment of objectives on quality

SECOND-LEVEL OPERATIONAL OBJECTIVES

In order to achieve the first-level objective, the students should have previously attained second-level objectives, such as:

Before learning to analyze and prepare the work to be done (A):

1. Identify the criteria to be applied.
2. Describe the task to be performed.

Before learning to carry out parts of the work under supervision (B):

3. Describe concepts related to the quality of work (presentation, form, cleanliness, finishing, attention to detail, precision, accuracy, etc.).

Before learning to use a method for evaluating the quality of the work (C):

4. Be familiar with the standards of quality in various job sectors (administration, customer service, etc.).

Before learning to adjust their work methods (D):

5. Grasp the importance of concepts related to personal responsibility, the company image, improvement of performance, and quality of work.
6. Grasp the importance of perseverance and rigour.

SOCIOVOCATIONAL INTEGRATION SERVICES

SECTION 1.2.5

REPETITIVE TASKS

SVI-P010-1

SOCIOVOCATIONAL INTEGRATION SERVICES

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

COURSE TITLE: Repetitive Tasks

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **perform a repetitive task** in accordance with the following conditions, criteria, and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Using simulation exercises that reproduce the real conditions of repetitive tasks (e.g., brochures, recipe books, collections of sayings, greeting cards).
- Using the appropriate equipment and materials.

GENERAL PERFORMANCE CRITERIA

- Attention, endurance, and consistency maintained.
- Constant production.
- Rigorous observance of the production process.

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR	SPECIFIC PERFORMANCE CRITERIA
A. Analyze and prepare the work to be done.	<ul style="list-style-type: none"> • General description of the task in the overall organization of the work to be done • Complete listing of the specific techniques for performing the task to be accomplished • Satisfactory organization of the work station • Proper preparation of the materials and equipment needed
B. Carry out all the steps in repetitive tasks.	<ul style="list-style-type: none"> • Respect for the rhythm of the work • Responsibilities completely fulfilled • Use of an effective method for maintaining concentration • Observance of occupational health and safety rules with respect to themselves and others • Observance of ergonomic rules • Maintaining constant production and acceptable performance
C. Use a method for evaluating their performance.	<ul style="list-style-type: none"> • Observance of the production criteria with respect to quality and time • Accurate evaluation of their performance
D. Tidy the work station.	<ul style="list-style-type: none"> • Cleanliness of the work station • Order of the materials and equipment

SECOND-LEVEL OPERATIONAL OBJECTIVES

In order to achieve the first-level objective, the students should have previously attained second-level objectives, such as:

Before learning to analyze and prepare the work to be done (A):

1. Realize the importance of attitudes and behaviour with respect to a repetitive task.
2. Describe a work task.

Before learning to carry out all the steps in repetitive tasks (B):

3. Determine sources of information on the work in case something unexpected occurs.
4. Describe some health and safety rules related to the work.

Before learning to use a method for evaluating their performance (C):

5. Master the system of measurement used in the workplace.
6. Realize the importance of perseverance and rigour.

SOCIOVOCATIONAL INTEGRATION SERVICES

SECTION 1.2.5

ADAPTING TO WORK

SVI-1024-1

SOCIOVOCATIONAL INTEGRATION SERVICES

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

COURSE TITLE: Adapting to Work

EXPECTED OUTCOME

By participating in the required activities of the learning context according to the indicated criteria, the students will be able to **adapt to the workplace and the job market**.

SPECIFICATIONS

At the end of this course, the students will:

- Be familiar with the general principles of adaptation to new situations.
- Apply principles related to behavioural adaptation.
- Evaluate their ability to function in an environment requiring constant adaptation.

LEARNING CONTEXT

Phase 1: Familiarization with situations requiring adaptation

- Listing factors in their own workplace that necessitate constant adaptation.
- Listing factors in the job market that necessitate constant adaptation.
- Becoming familiar with the process of suffering or withdrawal that follows a loss (job, social status, income, role, etc.).
- Discussing behaviour that promotes adaptation and behaviour that hinders it.
- Thinking about ways to adapt to new work situations.

Phase 2: Application of techniques that facilitate adaptation

- Using situations they have experienced in their personal lives or at work to look at their own ways of dealing with situations requiring frequent adaptation.
- Listing values and perceptions that hinder adaptation to the job market.
- Participating in different situations requiring adaptation to schedules, rules, unofficial norms, etc.
- Using situations involving job applications to find ways and means to adapt to a job situation and increase their sense of responsibility.

Phase 3: Evaluation of their ability to adapt to new situations

- Identifying their skills in making transitions, adapting to new situations, etc.
- Listing the resources of their friends and family and work acquaintances that could facilitate their adaptation to different situations.
- Finding ways of improving their behaviour in situations requiring adaptation.

INSTRUCTIONAL GUIDELINES

The teacher should:

- Create an atmosphere of trust that encourages the sharing of opinions, participation, discussion, and awareness.
- Encourage the students to experiment with new behaviours.
- Use role-plays and simulations representing the workplace.
- Make sure that all the students are able to participate fully.
- Make available appropriate recent documentation (excerpts from books, summaries, audiovisual materials).
- Stress the importance of honesty, an open mind, and objectivity in all discussions.
- Encourage the students to use their new learning in their personal lives and at work.
- Help the students carry out their self-evaluation and provide them with appropriate tools (charts and questionnaires stimulating reflection and analysis).

- Prepare learning contexts related to the world of work.

PARTICIPATION CRITERIA

Phase 1

- Participate in information-gathering activities.
- Take part in the discussions.

Phase 2

- Participate in the activities according to the instructions.

Phase 3

- Evaluate their skills and difficulties in adapting to new situations, giving two skills and two difficulties.
- Suggest at least two ways to improve their skills in adaptation.

SECOND-LEVEL OPERATIONAL OBJECTIVES

In order to achieve the first-level objective, the students should have previously attained second-level objectives, such as:

Before undertaking the activities:

1. Apply specific techniques for personal development and communication.
2. Know the vocabulary of concepts related to adaptation.

SOCIOVOCATIONAL INTEGRATION SERVICES

SECTION 1.2.5

WORK MANAGEMENT SKILLS

SVI-1025-1

SOCIOVOCATIONAL INTEGRATION SERVICES

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

COURSE TITLE: Work Management Skills

EXPECTED OUTCOME

By participating in the required activities of the learning context according to the indicated criteria, the students will be able to **ensure self-control in everyday life**.

SPECIFICATIONS

At the end of this course, the students will:

- Be familiar with the general principles of the control of stress.
- Recognize their own reactions in stressful situations.
- Apply techniques for controlling stress.
- Become aware of their habits and ability to handle themselves in stressful situations.

LEARNING CONTEXT

Phase 1: Familiarization with controlling feelings and reactions related to stress

- Listing stress factors in the workplace.
- Identifying sources and factors of stress related to the environment, interpersonal relations, authority relationships, personal life, etc.
- Using their work experience to examine their personal habits in stressful situations.
- Becoming familiar with feelings related to stress.
- Finding ways to respond positively to stress.

- Learning about techniques for controlling feelings related to stress.
- Identifying attitudes that are appropriate (at the right time and place) and those to avoid in dealing with stress.

Phase 2: Application of techniques of self-control

- Using hypothetical situations involving stress in the workplace to examine their own ways of reacting and controlling their feelings, and analyzing the effects on their performance and interpersonal relationships (e.g., with new co-workers, difficult new instructions, unexpected occurrences).
- Using the same hypothetical situations to play the role of an employer who gives very demanding instructions and examining the stress this causes for someone under his or her authority.
- Using similar situations to apply techniques for controlling their feelings under stress and looking at the benefits of these techniques.

Phase 3: Evaluation of their skills in self-control

- Making an evaluation of the techniques and skills they have acquired or used in the course.
- Taking stock of their strengths and weaknesses with respect to self-control at work.
- Finding ways to consolidate their new learning and improve in their weak points.

INSTRUCTIONAL GUIDELINES

The teacher should:

- Create an atmosphere of trust that encourages the sharing of opinions, participation, discussion, and awareness.
- Encourage the students to experiment with new behaviours.
- Use role-plays and simulations representing the workplace.
- Make sure that all the students are able to participate fully.

- Make available appropriate recent documentation (excerpts from books, summaries, audiovisual materials).
- Stress the importance of honesty, an open mind, and objectivity in all discussions.
- Encourage the students to use their new learning in their personal lives and at work.
- Help the students carry out their self-evaluation and provide them with appropriate tools (charts and questionnaires stimulating reflection and analysis).
- Prepare learning contexts related to the world of work.

PARTICIPATION CRITERIA

Phase 1

- Participate in information-gathering activities.
- Take part in the discussions.

Phase 2

- Take part in the discussions.
- Participate in the activities according to the instructions.

Phase 3

- Present an evaluation of their learning, indicating:
 - **at least two strengths and two points to be improved in relation to self-control;**
 - **two techniques they acquired or improved in the course.**
- Indicate at least two ways of improving their ability to control feelings related to stress.

SECOND-LEVEL OPERATIONAL OBJECTIVE

In order to achieve the first-level objective, the students should have previously attained second-level objectives, such as:

Before undertaking the activities:

Use the vocabulary associated with controlling feelings related to stress.

SECTION 1.2.6 VOCATIONAL AND PROFESSIONAL DEVELOPMENT

TERMINAL OBJECTIVES

To establish their generic skills with respect to vocational and professional development.

To improve their generic skills with respect to vocational and professional development.

SPECIFIC OBJECTIVES

To show interest in setting vocational and professional objectives.

To understand what the overall organizational structure consists of and recognize the importance of establishing objectives for taking effective, appropriate action.

To understand what organizational culture is.

COURSE CODE	COURSE TITLE
SVI-1026-1	Personal Motivation
SVI-1027-1	Strategic Orientation
SVI-1028-1	Culture of the Organization

SOCIOVOCATIONAL INTEGRATION SERVICES

SECTION 1.2.6

PERSONAL MOTIVATION

SVI-1026-1

SOCIOVOCATIONAL INTEGRATION SERVICES

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

COURSE TITLE: Personal Motivation

EXPECTED OUTCOME

By participating in the required activities of the learning context according to the indicated criteria, the students will be able to **develop personal motivation and set vocational objectives.**

SPECIFICATIONS

At the end of this course, the students will:

- Be familiar with the factors and habits that reinforce motivation.
- Recognize the impact of work on their lives.
- Evaluate their ability to maintain their motivation in a work situation or job hunt.

LEARNING CONTEXT

Phase 1: Familiarization with motivation

- Becoming aware of the factors that affect motivation and discouragement.
- Thinking about the causes of motivation and discouragement in their personal lives by analyzing past experiences.
- Learning about the impact of work on life as a whole (social recognition, income, etc.).
- Thinking about the impact of work and of inactivity and the lack of work, taking into account their personal values and living conditions.
- Identifying habits they should develop to strengthen their motivation.

Phase 2: Recognition of factors in motivation

- Taking part in a group discussion on elements of motivation and discouragement in their perception of the job market.
- Applying motivation techniques to change their perception of the job market.
- Using a list of employers visited during some of their practicums in sociovocational services to evaluate their motivation to get a job with the various employers, taking into account their personal values and needs and their evaluation of the potential impact.
- Using information-gathering checklists to research all information needed to evaluate their personal interests.

Phase 3: Evaluation of personal motivation

- Evaluating the research by making a list of employers they are highly motivated to work for and another list of employers they are little motivated to work for, explaining the reasons and criteria underlying their evaluation.
- Finding ways to use what they have learned in the course about motivation in situations involving obtaining and keeping a job.

INSTRUCTIONAL GUIDELINES

The teacher should:

- Create an atmosphere of trust that encourages the sharing of opinions, participation, discussion, and awareness.
- Encourage the students to experiment with new behaviours.
- Use role-plays and simulations representing the workplace.
- Make sure that all the students are able to participate fully.
- Make available appropriate recent documentation (excerpts from books, summaries, audiovisual materials).
- Stress the importance of honesty, an open mind, and objectivity in all discussions.
- Encourage the students to use their new learning in their personal lives and at work.

- Help the students carry out their self-evaluation and provide them with appropriate tools (charts and questionnaires stimulating reflection and analysis).
- Prepare learning contexts related to the world of work.

PARTICIPATION CRITERIA

Phase 1

- Gather information.
- Take part in the discussions.

Phase 2

- Take the appropriate steps to obtain the information required for their evaluation.
- Use evaluation checklists and information-gathering methods.

Phase 3

- Present the results of their evaluation, indicating two factors in motivation or discouragement for each employer visited.
- Share with the group at least two ways to use the knowledge acquired in the course to obtain or keep a job.

SECOND-LEVEL OPERATIONAL OBJECTIVE

In order to achieve the first-level objective, the students should have previously attained second-level objectives, such as:

Before undertaking the activities:

Know their personal values and occupational choice as well as places to look for work.

SOCIOVOCATIONAL INTEGRATION SERVICES

SECTION 1.2.6

**STRATEGIC ORIENTATION
SVI-1027-1**

SOCIOVOCATIONAL INTEGRATION SERVICES

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

COURSE TITLE: Strategic Orientation

EXPECTED OUTCOME

By participating in the required activities of the learning context according to the indicated criteria, the students will be able to **define their strategic employment orientation**.

SPECIFICATIONS

At the end of this course, the students will:

- Know the various types of workers in the job market.
- Be aware of the reality of the job market.
- Consider the advantages of keeping their strategic employment orientation up to date.

LEARNING CONTEXT

Phase 1: Familiarization with strategic employment orientation in the current job market

- Obtaining information about the roles and working conditions of workers in the workplace.
- Obtaining information about various types of workers on the job market: freelancers, contract workers, seasonal workers, permanent employees, etc.
- Sharing their views on the instability of employment in relation to the possibility of embarking on a career suited to the reality of the job market.
- Discussing attitudes toward the compromises to be made with respect to the work to be done when one starts out in a job.

- Evaluating their learning in related areas of activity in their working life.
- Finding out about continuing training and the opportunities it opens up, and learning about the need to keep their skills up to date.

Phase 2: Observation of various career paths

- Attending talks by resource persons working in various fields, continuing education, product design, etc.
- Meeting people who have taken paths suited to various circumstances in their occupational life and asking them about their work experiences and their perceptions of the working world.
- Sharing with the group the results of their interviews with people who have various work experience, and describing their feelings about their own career path.

Phase 3: Identification of their own employment orientation

- Making a list of possible career plans in the sector or occupation they have chosen.

INSTRUCTIONAL GUIDELINES

The teacher should:

- Create an atmosphere of trust that encourages the sharing of opinions, participation, discussion, and awareness.
- Encourage the students to experiment with new behaviours.
- Use role-plays and simulations representing the workplace.
- Make sure that all the students are able to participate fully.
- Make available appropriate recent documentation (excerpts from books, summaries, audiovisual materials).
- Stress the importance of honesty, an open mind, and objectivity in all discussions.
- Encourage the students to use their new learning in their personal life and at work.

- Help the students carry out their self-evaluation and provide them with appropriate tools (charts and questionnaires stimulating reflection and analysis).
- Prepare learning contexts related to the world of work.

PARTICIPATION CRITERIA

Phase 1

- Participate in the information gathering and discussions.

Phase 2

- Take part in the meetings.
- Talk to at least three workers and take notes.

Phase 3

- Suggest at least three possible career paths that take into account their general and specific skills, factors in their personal life, and their occupational choice.

SECOND-LEVEL OPERATIONAL OBJECTIVES

In order to achieve the first-level objective, the students should have previously attained second-level objectives, such as:

Before undertaking the activities:

1. Visit places to look for a job.
2. Know factors in the social, political, and economic environment.
3. Apply job-search techniques.

SOCIOVOCATIONAL INTEGRATION SERVICES

SECTION 1.2.6

**CULTURE OF THE ORGANIZATION
SVI-1028-1**

SOCIOVOCATIONAL INTEGRATION SERVICES

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

COURSE TITLE: Culture of the Organization

EXPECTED OUTCOME

By participating in the required activities of the learning context according to the indicated criteria, the students will be able to **relate to various organizational cultures**.

SPECIFICATIONS

At the end of this course, the students will:

- Be aware of the existence of a culture specific to every workplace.
- Recognize the importance of a phase of observation of social norms in a workplace.
- Evaluate their ability to adapt to different cultures.

LEARNING CONTEXT

Phase 1: Familiarization with organizational culture

- Finding out about the concept of organizational culture.
- Becoming aware of the existence of non-verbal communication, appearances, customary practices, proprieties, permissible behaviour, unofficial norms, etc.
- Sharing with the group their experiences with unofficial rules, implicit norms, or non-verbal communication.

- Describing social norms in the workplace and associating them with specific types of workplaces (family business, government enterprise, private business, large company, small or medium-size company, etc.) and sectors of activity.
- Discussing attitudes that should be fostered and attitudes that should be avoided with respect to the organizational culture of a workplace.

Phase 2: Observation of organizational cultures

- Extending their study to life in the classroom, the school, etc., in order to discover the unofficial social norms (customary place of each student in the classroom, acceptable behaviour, dress code, manner, use of familiar language, etc.).
- Thinking about their way of integrating into the culture of a place and discussing it with the group.
- In small groups, comparing the organizational culture in two workplaces in the same sector of activities.
- Using situations prepared by the group or the teacher to discover and define the implicit or unofficial norms followed by the members of a group and observe the interaction between the members of a group and people who want to join the group.
- Making the connection between integration into a new workplace and performance in the job.

Phase 3: Evaluation of their ability to integrate into the organizational culture of a workplace

- Taking stock of their attitudes and prejudices to determine social norms that are favourable or unfavourable to their integration into the specific culture of a workplace.
- Making a list of acceptable or approved norms and a list of norms that are hard to accept (with respect to dress, language, etc.).
- Finding ways to adapt to the specific culture of various workplaces.

INSTRUCTIONAL GUIDELINES

The teacher should:

- Create an atmosphere of trust that encourages the sharing of opinions, participation, discussion, and awareness.
- Encourage the students to experiment with new behaviours.
- Use role-plays and simulations representing the workplace.
- Make sure that all the students are able to participate fully.
- Make available appropriate recent documentation (excerpts from books, summaries, audiovisual materials).
- Stress the importance of honesty, an open mind, and objectivity in all discussions.
- Encourage the students to use their new learning in their personal lives and at work.
- Help the students carry out their self-evaluation and provide them with appropriate tools (charts and questionnaires stimulating reflection and analysis).
- Prepare learning contexts related to the world of work.

PARTICIPATION CRITERIA

Phase 1

- Take part in the discussions.

Phase 2

- Participate in the activities according to the instructions.

Phase 3

- Present an evaluation indicating at least three attitudes that are favourable and three that are unfavourable to their integration into the culture of a workplace.
- Make a list of norms that exist in a workplace and divide them up in terms of their own affinities and oppositions to the culture of the workplace.
- Indicate at least two ways to improve their integration into the organizational culture of a workplace.

SECOND-LEVEL OPERATIONAL OBJECTIVE

In order to achieve the first-level objective, the students should have previously attained second-level objectives, such as:

Before undertaking the activities:

Visit places to look for a job.

SECTION 1.2.7 ACQUIRING SOCIOVOCATIONAL SKILLS
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TERMINAL OBJECTIVE

To acquire and improve sociovocational skills directly related to their personal sociovocational integration plan.

SPECIFIC OBJECTIVE

To participate actively in a practicum suited to their personal sociovocational integration plan in order to acquire sociovocational skills.

COURSE CODE

COURSE TITLE

SVI-1029-1

Practicum: Acquiring Sociovocational Skills

SOCIOVOCATIONAL INTEGRATION SERVICES

SECTION 1.2.7

**PRACTICUM: ACQUIRING SOCIOVOCATIONAL SKILLS
SVI-1029-1**

SOCIOVOCATIONAL INTEGRATION SERVICES

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE

COURSE TITLE: Practicum: Acquiring Sociovocational Skills

EXPECTED OUTCOME

By participating in the required activities of the learning context according to the indicated criteria, the students will be able to **adopt sociovocational attitudes consistent with the workplace.**

SPECIFICATIONS

At the end of this course, the students will:

- Recognize and experiment with the sociovocational attitudes expected in the workplace chosen.
- Be aware of the demands of the job market with respect to attitudes.
- Look at how their own attitudes correspond to the demands of the workplace.

LEARNING CONTEXT

Phase 1: Preparation for the practicum

- Choosing where to do their practicum on the basis of their occupational choice and its context, or their main interests if they have not yet made their choice.
- Defining, for each day of their practicum, progressive objectives that correspond to their abilities and sociovocational skills.
- Discussing with the group weekly objectives that have been set on the basis of their sociovocational skills and sharing ways they could improve.

Phase 2: Participation in the practicum

- Carrying out the work expected during the practicum.
- Observing their personal attitudes and experimenting with new ways of acting related to the weekly focus of their practicum.
- Discussing their experience with the group.

Phase 3: Evaluation of the practicum

- Making notes on their observations and experiments every day of their practicum.
- Preparing an evaluation of the attainment of their personal objectives.

INSTRUCTIONAL GUIDELINES

The teacher should:

- Ensure that the practicum takes place in alternation with the courses in Phase 1.2. For example, the practicum could make up one day a week, during which the student would put into practice the concepts from the courses in section 1.2.1 on personal development one week and then the next week the practicum would focus on concepts acquired in section 1.2.2 on communication, and so on.
- Monitor the students and provide continuous evaluation in cooperation with the person responsible in the workplace where the students are doing their practicum.

PARTICIPATION CRITERIA

Phase 1

- Choose a place to do their practicum and have their choice approved by the teacher.
- Define the main focus and the objectives of the practicum.

Phase 2

- Define and experiment with approaches in accordance with the subject dealt with.
- Make notes on their observations in the appropriate documents.
- Share with the group their progress toward reaching their personal objective.

Phase 3

- Keep a log on a continuing basis.
- Present a weekly evaluation of the progress toward their personal objectives in each area explored in the practicum.

SECOND-LEVEL OPERATIONAL OBJECTIVE

In order to achieve the first-level objective, the students should have previously attained second-level objectives, such as:

Before undertaking the activities:

Take courses on acquiring and developing sociovocational skills (Phase 1.2).

SOCIOVOCATIONAL INTEGRATION SERVICES

PHASE 1 Training and sociovocational integration activities			PHASE 2 Training activities concerning the process of integration into employment
Developing employability	Acquiring and developing sociovocational skills	Acquiring and developing specific vocational skills	Acquiring and developing skills necessary for successful integration into employment
1.1	1.2	1.3	2.1
		Section 1.3.1 Qualification for unskilled occupations Section 1.3.2 Qualification for semi-skilled occupations	

PHASE 1: TRAINING AND SOCIOVOCATIONAL INTEGRATION ACTIVITIES

1.3 ACQUIRING AND DEVELOPING SPECIFIC VOCATIONAL SKILLS

This part contains two sections.

SECTION 1.3.1 QUALIFICATION FOR UNSKILLED OCCUPATIONS

TERMINAL OBJECTIVE

To master the tasks of an unskilled occupation as practised in a specific workplace.

SPECIFIC OBJECTIVES

To know the tasks and operations of an unskilled occupation as practised in a specific workplace.

To define the skills to be acquired or developed in an unskilled occupation as practised in a specific workplace.

To carry out the tasks in accordance with the criteria in an unskilled occupation as practised in a specific workplace.

COURSE CODE

COURSE TITLE

SVI-P011-3	Practicum: Vocational Qualification I (Unskilled)
SVI-P012-3	Practicum: Vocational Qualification II (Unskilled)
SVI-P013-3	Practicum: Vocational Qualification III (Unskilled)
SVI-P014-3	Practicum: Vocational Qualification IV (Unskilled)
SVI-P015-3	Practicum: Vocational Qualification V (Unskilled)
SVI-P016-3	Practicum: Vocational Qualification VI (Unskilled)

SOCIOVOCATIONAL INTEGRATION SERVICES

SECTION 1.3.1

**PRACTICUM: VOCATIONAL QUALIFICATION I
(UNSKILLED)
SVI-P011-3**

**PRACTICUM: VOCATIONAL QUALIFICATION II
(UNSKILLED)
SVI-P012-3**

**PRACTICUM: VOCATIONAL QUALIFICATION III
(UNSKILLED)
SVI-P013-3**

**PRACTICUM IV
PRACTICUM: VOCATIONAL QUALIFICATION III
(UNSKILLED)
SVI-P014-3**

**PRACTICUM: VOCATIONAL QUALIFICATION V
(UNSKILLED)
SVI-P015-3**

**PRACTICUM: VOCATIONAL QUALIFICATION VI
(UNSKILLED)
SVI-P016-3**

SOCIOVOCATIONAL INTEGRATION SERVICES

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

COURSE TITLE: Practicum: Vocational Qualification (Unskilled)

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **carry out tasks in an unskilled occupation** in accordance with the following conditions, criteria, and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- On the basis of:
 - **specific instructions;**
 - **reference manuals (as needed).**
- Using the tools and equipment of the occupation.

GENERAL PERFORMANCE CRITERIA

- Observance of occupational health and safety rules.
- Systematic work method.
- Work done carefully according the methods used in the workplace.
- Observance of time limits.

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR	SPECIFIC PERFORMANCE CRITERIA
A. Plan the work.	<ul style="list-style-type: none"> • Planning done according to the instructions • Appropriate division into steps • Good organization of time available
B. Apply the occupational health and safety rules for the occupation.	<ul style="list-style-type: none"> • Strict observance of safety measures with respect to themselves and others • Strict observance of safety measures with respect to themselves and others
C. Use tools and equipment.	<ul style="list-style-type: none"> • Appropriate choice • Proper use • Care, precautions, and good maintenance
D. Carry out the tasks.	<ul style="list-style-type: none"> • Use of proper work techniques and methods • Work done according to the instructions • All tasks carried out
E. Evaluate their work.	<ul style="list-style-type: none"> • Evaluation of their attitudes and habits with respect to the work • Control of the quality of the finished product • Observance of instructions on the quality of the work
F. Clean and tidy the work area.	<ul style="list-style-type: none"> • Tidiness of work area and proper storage of tools and equipment • Observance of safety rules in storing equipment • Cleanliness of work area

SECOND-LEVEL OPERATIONAL OBJECTIVES

In order to achieve the first-level objective, the students should have previously attained second-level objectives, such as:

Before learning to plan the work (A):

1. Describe the steps of the work.
2. Estimate how long the tasks take.

Before learning to apply the occupational health and safety rules for the occupation (B):

3. Describe the accident risks in the occupation.

Before learning to use tools and equipment (C):

4. Know and name the tools and equipment used.

Before learning to carry out the tasks (D):

5. Describe the techniques and methods used in each task.

Before learning to evaluate their work (E):

6. List the quality criteria for the work and the finished product.

Before learning to clean and tidy the work area (F):

7. List the steps and tasks in regular maintenance.
8. Describe the criteria for an orderly work area.

SECTION 1.3.2 QUALIFICATION FOR SEMI-SKILLED OCCUPATIONS

TERMINAL OBJECTIVE

To master the tasks of a semi-skilled occupation as practised in a specific workplace.

SPECIFIC OBJECTIVES

To know the tasks and operations of a semi-skilled occupation as practised in a specific workplace.

To define the skills to be acquired or developed in a semi-skilled occupation as practised in a specific workplace.

To carry out the tasks in accordance with the criteria in a semi-skilled occupation as practised in a specific workplace.

COURSE CODE	COURSE TITLE
SVI-3001-3	Practicum: Vocational Qualification I (Semi-Skilled)
SVI-3002-3	Practicum: Vocational Qualification II (Semi-Skilled)
SVI-3003-3	Practicum: Vocational Qualification III (Semi-Skilled)
SVI-3004-3	Practicum: Vocational Qualification IV (Semi-Skilled)
SVI-3005-3	Practicum: Vocational Qualification V (Semi-Skilled)
SVI-3006-3	Practicum: Vocational Qualification VI (Semi-Skilled)

SOCIOVOCATIONAL INTEGRATION SERVICES

SECTION 1.3.2

**PRACTICUM: VOCATIONAL QUALIFICATION I
(SEMI-SKILLED)
SVI-3001-3**

**PRACTICUM: VOCATIONAL QUALIFICATION II
(SEMI-SKILLED)
SVI-3002-3**

**PRACTICUM: VOCATIONAL QUALIFICATION III
(SEMI-SKILLED)
SVI-3003-3**

**PRACTICUM: VOCATIONAL QUALIFICATION IV
(SEMI-SKILLED)
SVI-3004-3**

**PRACTICUM: VOCATIONAL QUALIFICATION V
(SEMI-SKILLED)
SVI-3005-3**

**PRACTICUM: VOCATIONAL QUALIFICATION VI
(SEMI-SKILLED)
SVI-3006-3**

SOCIOVOCATIONAL INTEGRATION SERVICES

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

COURSE TITLE: Practicum: Vocational Qualification (Semi-Skilled)

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **carry out tasks in a semi-skilled occupation** in accordance with the following conditions, criteria, and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- On the basis of:
 - **specific instructions;**
 - **reference manuals (as needed).**
- Using the tools and equipment of the occupation.

GENERAL PERFORMANCE CRITERIA

- Observance of occupational health and safety rules.
- Systematic work method.
- Work done carefully according the methods used in the workplace.
- Observance of time limits.

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR	SPECIFIC PERFORMANCE CRITERIA
A. Plan the work.	<ul style="list-style-type: none"> • Planning done according to the instructions • Appropriate division into steps • Good organization of time available
B. Apply the occupational health and safety rules for the occupation.	<ul style="list-style-type: none"> • Strict observance of safety measures with respect to themselves and others • Observance of the rules of hygiene (where necessary)
C. Use tools and equipment.	<ul style="list-style-type: none"> • Appropriate choice • Proper use • Care, precautions, and good maintenance
D. Carry out the tasks.	<ul style="list-style-type: none"> • Use of proper work techniques and methods • Work done according to the instructions • All tasks carried out
E. Evaluate their work.	<ul style="list-style-type: none"> • Evaluation of their attitudes and habits with respect to the work • Control of the quality of the finished product • Observance of instructions on the quality of the work
F. Clean and tidy the work area.	<ul style="list-style-type: none"> • Tidiness of work area and proper storage of tools and equipment • Observance of safety rules in storing equipment • Cleanliness of work area

SECOND-LEVEL OPERATIONAL OBJECTIVES

In order to achieve the first-level objective, the students should have previously attained second-level objectives, such as:

Before learning to plan the work (A):

1. Describe the steps of the work.
2. Estimate how long the tasks take.

Before learning to apply the occupational health and safety rules for the occupation (B):

3. Describe the accident risks in the occupation.

Before learning to use tools and equipment (C):

4. Know and name the tools and equipment used.

Before learning to carry out the tasks (D):

5. Describe the techniques and methods used in each task.

Before learning to evaluate their work (E):

6. List the quality criteria for the work and the finished product.

Before learning to lean and tidy the work area (F):

7. List the steps and tasks in regular maintenance.
8. Describe the criteria for an orderly work area.

SOCIOVOCATIONAL INTEGRATION SERVICES

PHASE 1 Training and sociovocational integration activities			PHASE 2 Training activities concerning the process of integration into employment
Developing employability	Acquiring and developing sociovocational skills	Acquiring and developing specific vocational skills	Acquiring and developing skills necessary for successful integration into employment
1.1	1.2	1.3	2.1
			Section 2.1.1 Job placement support Section 2.1.2 Keeping a job

PHASE 2: TRAINING ACTIVITIES CONCERNING THE PROCESS OF INTEGRATION INTO EMPLOYMENT

2.1 ACQUIRING AND DEVELOPING SKILLS NECESSARY FOR SUCCESSFUL INTEGRATION INTO EMPLOYMENT

GLOBAL OBJECTIVE

Monitor the process of integration into the workplace.

This phase consists of a single part, which is divided into two sections.

SECTION 2.1.1 JOB PLACEMENT SUPPORT

TERMINAL OBJECTIVE

To adjust the job-search process.

SPECIFIC OBJECTIVES

To counter the negative effects of an unsuccessful job search.

To provide feedback on places to look for a job.

To provide feedback on job-search methods.

To adjust their plan of action.

To update their job-search tools.

COURSE CODE

COURSE TITLE

SVI-1030-4

Meeting the Job Challenge

SVI-1031-2

Practicum: Meeting the Job Challenge

SOCIOVOCATIONAL INTEGRATION SERVICES

SECTION 2.1.1

MEETING THE JOB CHALLENGE

SVI-1030-4

SOCIOVOCATIONAL INTEGRATION SERVICES

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

COURSE TITLE: Meeting the Job Challenge

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **update their job-search tools** in accordance with the following conditions, criteria, and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Individually, using examples of job-search tools.

GENERAL PERFORMANCE CRITERIA

- Consistent and realistic weekly job-search plan of action.
- Optimal use of time available.
- Well-organized job search.
- Effective job-search tools developed and used.

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR	SPECIFIC PERFORMANCE CRITERIA
<p>A. Counter the negative effects of looking for a job.</p>	<ul style="list-style-type: none"> • Appropriate means used to get through periods of inactivity or lack of work • Realistic view of the job market • Use of strategies to deal with and overcome rejection by employers
<p>B. Analyze their situation as persons without a job.</p>	<ul style="list-style-type: none"> • Realistic image of themselves as employees • Precise, accurate recognition of their strengths and difficulties with respect to the job search
<p>C. Update their job-search tools:</p> <ul style="list-style-type: none"> - personal evaluation - resumé - business card 	<ul style="list-style-type: none"> • Clear, precise personal evaluation • Inclusion of all information on their interests, abilities, and experience • Proper presentation of the document • Conciseness • Inclusion of all information on their work experience, studies and training, and other experience; personal data; and any other relevant information • Good self-presentation in terms of the job sought • Level of language and vocabulary consistent with personality and career choice

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR (CONT'D)	SPECIFIC PERFORMANCE CRITERIA (CONT'D)
<ul style="list-style-type: none"> - job-search kit - covering letter 	<ul style="list-style-type: none"> • Inclusion of all documents: resumé, covering letter, visiting card, information on job-search possibilities, list of employers, application forms, letters of thanks, letters of recommendation • Quality of the presentation • Conciseness • Pertinence of the experience and activities listed • Use of correct grammar and syntax
<p>D. Apply job-search techniques again:</p> <ul style="list-style-type: none"> - telephone contact - information interview - job-interview 	<ul style="list-style-type: none"> • Proper presentation and explanation of reason for calling • Quick identification of person to contact • Two interviews per week • Pertinence of information gathered • Accurate interpretation of information on job possibilities • Appropriate answers • Quality of self-marketing • Accuracy of their self-evaluation • Appropriate non-verbal behaviour

SECOND-LEVEL OPERATIONAL OBJECTIVES

In order to achieve the first-level objective, the students should have previously attained second-level objectives, such as:

Before learning to neutralize the negative effects of looking for a job (A):

1. Interpret the responses associated with inactivity or lack of work (shock, crisis, adaptation, etc.).
2. Find ways to deal with and overcome reactions associated with unemployment or inactivity (verbalizing their pain and anger, making acceptable compromises while maintaining their dignity, etc.).
3. Show concern with attitudes and means to counter the discouragement associated with a job search.

Before learning to analyze their situation as a person without a job (B):

4. Define an attitude and indicate its elements.
5. State the effects of a positive or a negative attitude on their everyday activities, their studies, or a job search.
6. Become aware of their attitudes.
7. Apply two techniques of positive thinking, e.g., affirmations and positive self-visualization.
8. Grasp the importance of having a positive attitude in their everyday activities in their studies or during a job search.

SOCIOVOCATIONAL INTEGRATION SERVICES

SECTION 2.1.1

**PRACTICUM: MEETING THE JOB CHALLENGE
SVI-1031-2**

SOCIOVOCATIONAL INTEGRATION SERVICES

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

COURSE TITLE: Practicum: Meeting the Job Challenge

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **seek work in a certain number of potential workplaces** in accordance with the following conditions, criteria, and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- On the basis of:
 - **job-search tools;**
 - **lists of employers in the local area and the region.**
- Using job-search techniques.

GENERAL PERFORMANCE CRITERIA

- Concern for performance and quality in the job search.
- Demonstration of appropriate attitudes for the current context of the job market.
- Accurate evaluation of the results of each phase.

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR	SPECIFIC PERFORMANCE CRITERIA
A. List potential workplaces.	<ul style="list-style-type: none"> • Accurate evaluation of employment possibilities in various enterprises • Workplaces chosen in accordance with their career choice and their chances of being hired
B. Approach potential employers.	<ul style="list-style-type: none"> • Proper use of job-search tools • Effective use of job-search techniques • Exhaustive evaluation of daily activities
C. Take part in job interviews.	<ul style="list-style-type: none"> • Accuracy of answers • Quality of self-marketing • Attitudes and self-presentation appropriate for the context of the interview
D. Establish an employment agreement.	<ul style="list-style-type: none"> • Clarification of the expectations of the two parties • Comparative analysis of needs • Search for a common ground of agreement and negotiation of an arrangement (where applicable)

SECOND-LEVEL OPERATIONAL OBJECTIVES

In order to achieve the first-level objective, the students should have previously attained second-level objectives, such as:

Before learning to list possible workplaces (A):

1. Know the sectors of activity in the local area and the region.
2. Visit a range of workplaces.

Before learning to approach potential employers (B):

3. Update their job-search tools.
4. Be able to apply job-search techniques.

Before learning to take part in job interviews (C):

5. Apply interview methods.

Before learning to establish an employment agreement (D):

6. Know their personal needs.

SECTION 2.1.2 KEEPING A JOB

TERMINAL OBJECTIVE

To use the appropriate resources to keep a job.

SPECIFIC OBJECTIVES

To look back on their experience as job seekers and workers.

To look forward with a view to improving their situation as workers.

COURSE CODE

SVI-1032-2

COURSE TITLE

Keeping a Job

SOCIOVOCATIONAL INTEGRATION SERVICES

SECTION 2.1.2

**KEEPING A JOB
SVI-1032-2**

SOCIOVOCATIONAL INTEGRATION SERVICES

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

COURSE TITLE: Keeping a Job

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **use techniques and resources to keep a job** in accordance with the following conditions, criteria, and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- On the basis of problems in keeping a job that reflect real working conditions in the job market.
- Using strategies to keep their job in accordance with real conditions in the job market.

GENERAL PERFORMANCE CRITERIA

- Observance of rules and methods in force in the workplace.
- Observance of the principles of communication and of teamwork.
- Evidence of an observant mind, initiative, self-control, and the ability to adapt to unexpected or unusual situations.
- Concern for and recognition of the importance of being open to change.
- Effective performance of their tasks.

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR	SPECIFIC PERFORMANCE CRITERIA
<p>A. Look back on their experience as job seekers and workers.</p>	<ul style="list-style-type: none"> • Accurate evaluation of their vocational skills • Accurate evaluation of their sociovocational skills • Correct analysis of their interpersonal relationships in the workplace
<p>B. Identify the obstacles to their keeping a job.</p>	<ul style="list-style-type: none"> • Correct analysis of the intrinsic and extrinsic obstacles to their keeping a job • Detailed analysis of current employment conditions • Thorough analysis of the employment context • Acknowledgement of official and unofficial rules and norms in the workplace • Analysis of personal factors in their situation as workers • Accurate identification of the source of the problem
<p>C. Apply techniques to improve their ability to keep a job in the short term.</p>	<ul style="list-style-type: none"> • Clear definition of their role in the workplace • Realistic awareness of their responsibility in dealing with the problem • Exhaustive identification of areas where an employee can take action • Identification of areas that take priority • Effective application of a problem-solving process • Emotional self-control

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR (CONT'D)	SPECIFIC PERFORMANCE CRITERIA (CONT'D)
D. Evaluate the results.	<ul style="list-style-type: none"> • Exhaustive identification of improvements made • Detailed description of the means used • Accurate identification of improvements still to be made
E. Carry out a personal evaluation with a view to improving their ability to keep a job in the medium and long term.	<ul style="list-style-type: none"> • Presentation of a plan of action to attain personal objectives in the medium and long term • Application of dynamic methods or techniques for drawing on their personal resources • Accurate identification of means to take to maintain a satisfactory quality of life at work • Establishment of an effective support network. • Autonomous follow-up of the process of improving their personal situation

SECOND-LEVEL OPERATIONAL OBJECTIVES

In order to achieve the first-level objective, the students should have previously attained second-level objectives, such as:

Before learning to look back on their experience as job seekers and workers (A):

1. Describe what employers seek in terms of:
 - **work habits;**
 - **generic skills;**
 - **ability to meet expectations;**
 - **attitudes.**

Before learning to identify the obstacles to their keeping a job (B):

2. Describe intrinsic and extrinsic obstacles to keeping a job:
 - **obstacles related to the workplace;**
 - **obstacles related to the work;**
 - obstacles related to the person.

Before learning to apply techniques to improve their ability to keep a job in the short term (C):

3. Recognize things an employee has no control over.

APPENDIX

SOCIOVOCATIONAL INTEGRATION SERVICES

FIRST-LEVEL OPERATIONAL OBJECTIVE (SITUATIONAL OBJECTIVE)

- Situational objectives favour the acquisition of competencies related to sociovocational integration, to the development of attitudes appropriate for the prevailing conditions in the job market, and so on.
- Situational objectives are appropriate for variable contexts where it is difficult to define standardized expected outcomes. The variability of the contexts makes it impossible to ensure that all students accomplish the same tasks or carry out the same experiments; thus they cannot be expected to have identical and predetermined learning outcomes.
- Situational objectives contribute above all to the personal development of students who will be entering unskilled or semi-skilled occupations.
- Situational objectives make it possible to take into consideration the personal dimensions of all the students, including their values and attitudes, which go beyond the framework of well-defined, predictable, observable behaviours.

EXPECTED OUTCOME

The expected outcome indicates a general goal to be targeted during the learning activities in a given course.

The statement of competency comprises an action verb and complement describing the competency to be acquired by participating in the required activities of the learning context according to the indicated criteria.

SPECIFICATIONS

The specifications define the key elements of the competency and clarify the expected outcome.

LEARNING CONTEXT

The learning context describes the pedagogical situation in which the students are placed in order to acquire a given competency:

- The information presented in the learning context should provide teachers with guidelines for the preparation of learning activities.
- One or two types of activities in each phase should enable teachers to evaluate the student's participation.

Phase 1

- Information.

Phase 2

- Performing tasks, acquiring a deeper understanding, or becoming more involved.

Phase 3

- Synthesis, integration or self-evaluation.

A supplementary phase may be necessary in instances where the students must take an additional step before acquiring the competency in question.

INSTRUCTIONAL GUIDELINES

The instructional guidelines define the means teachers should use to help the students learn and to ensure that all the students receive similar guidance and supervision.

PARTICIPATION CRITERIA

- The participation criteria describe the requirements regarding participating that each student must fulfill in each phase.
- They concern actions or behaviours that demonstrate participation, and not preestablished outcomes.
- They concern observable signs of participation.

SOCIOVOCATIONAL INTEGRATION SERVICES

FIRST-LEVEL OPERATIONAL OBJECTIVE (BEHAVIOURAL OBJECTIVE)

- Behavioural objectives are appropriate for learning that is easy to define and for which there are objective indicators.
- They express an educational intention in terms of observable actions and measurable outcomes that students are expected to attain by the end of a course.
- They define actions and outcomes that make it possible to verify that students have acquired a competency; evaluation is based on performance under specific conditions and according to precise criteria relative to a product or result that is identical for all students.

EXPECTED OUTCOME

The expected outcome states the global behaviour targeted at the end of each course.

The statement of competency comprises a verb describing the action to be carried out and a complement describing the product or result to be obtained according to the conditions, criteria, and specifications stated.

CONDITIONS FOR PERFORMANCE EVALUATION

The conditions for performance evaluation define the context of the evaluation carried out to verify the students' acquisition of a competency:

- According to instructions.
- Using tools, equipment, etc.

GENERAL PERFORMANCE CRITERIA

The general performance criteria define the qualitative and quantitative requirements associated with the performance of a task or activity.

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR	SPECIFIC PERFORMANCE CRITERIA
<ul style="list-style-type: none"> • They describe the basic elements of a competency in terms of specific behaviours. • They represent a major component of the competency. • They are associated with an action or the application of learning. • The specifications as a whole often correspond to the whole process leading to the acquisition of a competency. 	<ul style="list-style-type: none"> • They define the requirements the students have to fulfill. • They provide complete and specific indications concerning the requirements associated with the acquisition of a major component of the competency.

SECOND-LEVEL OPERATIONAL OBJECTIVES

The second-level operational objectives make it possible to verify the acquisition of knowledge, skills, and outlooks or attitudes that are deemed necessary preconditions for the learning required to attain the first-level operational objectives.

- They help prepare the students to undertake in the appropriate manner the learning necessary to acquire a competency.
- They constitute a minimum requirement and are presented as suggestions only.

