

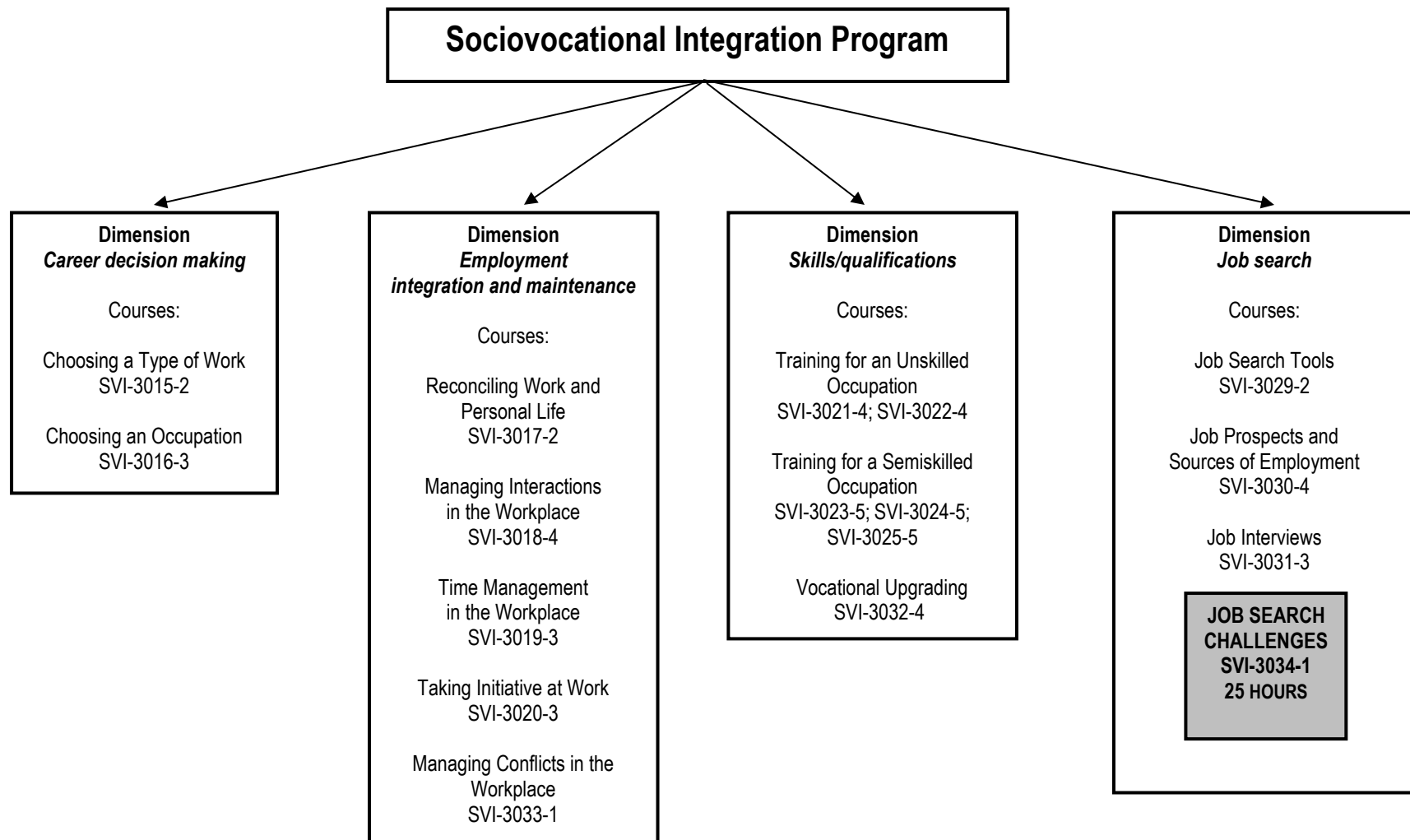
SVI-3034-1 Job Search Challenges

Secondary Cycle 2



Sociovocational Integration

Situating the Course *Job Search Challenges*



Introduction to the Course *Job Search Challenges*

The objective of the course *Job Search Challenges* is to enable adults to deal competently with real-life situations that involve upgrading their job search.

By the end of this course, adults will be able to draw up and implement a job search development plan.

Dealing with Work-Related Situations

Dealing effectively with work-related situations is based on actions. These actions are grouped into categories and draw on a set of resources that include operational competencies and essential knowledge. During the learning process, adults are expected to construct knowledge related to these resources in order to be able to deal appropriately with their real-life situations.

The class of situations, categories of actions, operational competencies and essential knowledge constitute the compulsory elements of the course. Details on these elements may be found under the appropriate headings.



Class of Situations

This course focuses on the class of situations *Upgrading a job search*.

When adults wish to find a job after a layoff, a career change or a period of incarceration, they may have to update their job search skills. To successfully stand out from others in a competitive job market, adults undertake a process of development tailored to their training and job search needs. They rely on accurate and up-to-date

information, as well as effective tools and strategies adapted to their job search situation.

The table below provides examples of work-related situations associated with this class of situations. These examples can be used to develop learning situations. Furthermore, since these situations are numerous and unpredictable, the teacher can refer to any pertinent real-life situation that is related to the class and adapted to adults' needs.

Class of Situations	Examples of Real-Life Situations
Upgrading a job search	<ul style="list-style-type: none">Seeking employment after being laid offSeeking part-time employmentSeeking employment after a period of incarcerationSeeking employment after a career change

Categories of Actions

The *categories of actions* are groups of actions that are appropriate for dealing with the real-life situations in the course. The *examples of actions* listed in the table below illustrate the scope of the categories and serve as a guide in conducting the learning activities.

Categories of Actions	Examples of Actions
<ul style="list-style-type: none"> Drawing up a job search development plan 	<ul style="list-style-type: none"> Asks for feedback after a job interview Consults a resource person to verify the effectiveness of his/her resume Identifies areas of improvement relative to the use of job prospects and sources of employment Participates in an evaluation meeting regarding his/her process leading to employability
<ul style="list-style-type: none"> Implementing his/her job search development plan 	<ul style="list-style-type: none"> Participates in a simulated telephone conversation with an employer Consults a guide to learn to write a resumé Prepares for a simulated job interview for a job as a sales clerk Revises his/her guide to making phone calls to follow-up with an employer

Compulsory Elements and End-of-Course Outcomes

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

Class of Situations

Upgrading a job search

Categories of Actions

- Drawing up a job search development plan
- Implementing his/her job search development plan

Operational Competencies

Exercises critical and ethical judgment

- Identifies his/her strengths and limitations
- Distinguishes between fact and opinion
- Distinguishes between his/her perceptions and those of others
- Justifies the goal(s) of his/her job search development plan
- Evaluates the extent to which he/she is satisfied with each job search development activity

Acts methodically

- Compares his/her actual performance with the expected performance level
- Follows the procedures
- Records progress made in his/her job search development plan

Essential Knowledge⁵⁵

- Job search tools
- Strategies for presenting oneself to a potential employer
- Job search development goal(s)
- Job search development plan
- Conditions for a successful development activity

⁵⁵ All of the compulsory essential knowledge is outlined under the heading *Essential Knowledge*.

The end-of-course outcomes describe how adults should use the compulsory elements to deal with the real-life situations addressed in the course.

End-of-Course Outcomes

To deal with the real-life situations in the class of situations *Upgrading a job search*, adults draw up and implement a job search development plan.

To draw up a job search development plan, adult learners identify their strengths and limitations regarding the rules for writing and presenting job search tools, as well as strategies for presenting themselves to potential employers. To do so, they compare their actual performance with the expected performance level. They distinguish between fact and opinion and distinguish between their perceptions and those of others. They set one or more clear and precise job search development goals. They explain the extent to which each goal is feasible and meaningful on a personal and occupational level, and estimate the time required to achieve it. They draw up an action plan for achieving their job search development goal(s). The plan describes the specific aspects of the job search skills to be developed, the type of development activities that will meet these needs, the internal and external resources they can rely on, deadlines, pitfalls and obstacles they may encounter, as well as alternative solutions and follow-up measures.

When implementing their job search development plan, adults follow the procedures that will enable them to carry out the development activities they have chosen and draw on the relevant internal and external resources. In each case, they take into account the conditions for a successful development activity. They actively participate in the activities, attend them regularly and meet deadlines. As they carry out job search activities, they apply what they have learned. They record their progress in their development plan by making connections with the job search skills to be developed. They evaluate the extent to which they are satisfied with each job search development activity and revise their job search development plan, if necessary.

Evaluation Criteria

- Draws up a realistic job search plan
- Methodically implements his/her job search development plan

Operational Competencies

The contribution of each operational competency is described in terms of the actions that are appropriate for dealing with the real-life situations in this course. These operational competencies are addressed in other courses and therefore all the courses taken together should contribute to their development.

In this course, only the following operational competencies are addressed: *Exercises critical and ethical judgment* and *Acts methodically*.

Contribution of the operational competency *Exercises critical and ethical judgment*

This competency involves the capacity to question and assess the personal and social problems encountered in work-related situations according to the rules and principles of sound judgment.

When determining their job search development needs, adults assess their strengths and limitations. They distinguish between fact and opinion and between their perceptions and those of others. They justify their job search development goal(s).

When implementing their job search development plan, adults evaluate the extent to which they are satisfied with each development activity.

Contribution of the operational competency *Acts methodically*

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

When determining their job search development needs, adults compare their actual performance with the performance level expected by the company.

When implementing their job search development plan, adults follow the procedures that will enable them to carry out the development activities chosen, and record the progress made in their plan.

Essential Knowledge

Essential knowledge is organized into categories. All of the knowledge mentioned under this heading is compulsory, except for the information in parentheses that serves to clarify or define the scope of the knowledge in question.

Job search tools

- Résumé (rules for writing and presenting)
- Business card (rules for writing and presenting)
- Letter of interest (rules for writing and presenting)
- Follow-up letter (rules for writing and presenting)

Strategies for presenting oneself to a potential employer

- Offer of services
- Follow-up activities
- Job interview

Job search development goal

- Establishment of a job search development goal
- Job search development goal: clear, precise, feasible, meaningful on a personal and occupational level, and limited in time

Job search development plan

- Job search skills to be developed
- Types of job search development (courses given in a school, consulting with an expert or a resource person, self-teaching)
- Internal resources (needs, motivation, personal qualities, time) and external resources (educational institutions, employment agencies, training manual, colleague, mentor)
- Schedules
- Possible pitfalls and obstacles
- Alternative solutions
- Follow-up measures (periodic review, logbook, discussions with a mentor, etc.)

Conditions for a successful job search development activity

- Active participation
- Regular attendance
- Observance of deadlines
- Application of what was learned in carrying out his/her job search activities

Attitudes

The development of certain attitudes, particularly those described in the table below, is facilitated by drawing on certain elements of essential knowledge. These attitudes also help adult learners to better exercise the operational competencies and make it easier to deal with the class of situations in question. The attitudes in and of themselves are not evaluated; however, their development is an important aspect of the learning process.

Open-mindedness	Sense of responsibility
<p>Adults who are open-minded consider different viewpoints and question their usual way of doing things. This attitude makes them more likely to thoroughly investigate and discover new outlooks when drawing up a job search development plan.</p> <p>Connections between open-mindedness and certain elements of essential knowledge</p> <p>This attitude can be addressed more specifically in learning situations that involve the following elements of essential knowledge:</p> <ul style="list-style-type: none"> • Job search development goal • Job search development plan <p>Connections between open-mindedness and the operational competency <i>Exercises critical and ethical judgment</i></p> <p>This attitude can be addressed more specifically in learning situations that involve the development of this operational competency, notably with respect to the following actions:</p> <ul style="list-style-type: none"> • Identifies his/her strengths and limitations • Distinguishes between fact and opinion • Distinguishes between his/her perceptions and those of others 	<p>Adults who are responsible keep their commitments and assume the consequences of their decisions when implementing their job search development plan.</p> <p>Connections between a sense of responsibility and certain elements of essential knowledge</p> <p>This attitude can be addressed more specifically in learning situations that involve the following elements of essential knowledge:</p> <ul style="list-style-type: none"> • Conditions for a successful job search development activity <p>Connections between a sense of responsibility and the operational competency <i>Acts methodically</i></p> <p>This attitude can be addressed more specifically in learning situations that involve the development of this operational competency, notably with respect to the following actions:</p> <ul style="list-style-type: none"> • Follows the procedures that will enable him/her to carry out the type of activities he/she has chosen • Records progress made in his/her job search development plan

Complementary Resources

The following resources are provided as suggestions only and consist of references that may be consulted in learning situations.

Social Resources	Material Resources
<ul style="list-style-type: none"> • Network of personal and work-related contacts • Educational institutions • Employment agencies 	<ul style="list-style-type: none"> • Print and electronic documents on job searches and the labour market (magazines, books, newspapers, websites, etc.) • Personalized job search tools (business cards, letter of interest, job application form, resumé, etc.) • Assessment form on rules for writing and presenting job search tools and strategies to introduce himself/herself to potential employers

Learning Situation

The following learning situation is provided as an example to show teachers how the principles of the education reform can be applied in the classroom.

It is authentic in the sense that it addresses a real-life situation (taken from the class of situations in the course) that adults may find themselves in. It is sufficiently open and comprehensive to allow adult learners to explore several important aspects related to dealing with this real-life situation.

The examples of actions presented in the course help the teacher to identify those actions that an adult would take to deal with the real-life situation. The teacher can then refer to these examples in order to develop appropriate learning activities.

The learning situation is organized in terms of the three steps of the teaching-learning process, which are as follows:

- planning learning
- actual learning

- integrating and reinvesting learning

These steps highlight the principles of the education reform insofar as they encourage adults to be active, to reflect on their learning and to interact with their peers when the learning context is suitable.

They include learning activities and may also include evaluation activities intended to support adults in the learning process.

These activities help learners to construct knowledge related to the compulsory elements of the course that are targeted by the learning situation concerned: one or more categories of actions, essential knowledge and the actions of the operational competencies associated with the categories of actions.

The example provided also refers to certain teaching strategies—instructional methods and techniques—that can be selected according to the learners, the context and the learning environment. Certain learning strategies may also be suggested, as well as a variety of material and social resources.

Example of a Learning Situation

Title: *A call like no other!*

Problem addressed in the learning situation:

- Upgrade his/her techniques for offering his/her services by telephone

Instructional methods:

- Interactive presentation
- Exercise in pairs
- Simulation
- Individual work

Expected work:

- Completed questionnaire on techniques for offering his/her services
- Preparing and participating in a simulation of a phone call to an employer
- Completed assessment form regarding offering his/her services by phone
- Self-evaluation and reflection on his/her strengths and limitations with respect to applying for a job by phone
- Recording progress and revision of a job search development plan

Approximate time allotted: 5 hours, 10 minutes for a class of 14 adults

- Presentation of the learning situation and instructions: 30 minutes
- Reflection on training needs: 15 minutes
- Questionnaire on techniques for offering services: 20 minutes
- Preparing for a simulation of a phone call to an employer: 1 hour
- Participating in a simulation of a phone call to an employer: 10 minutes per adult
- Self-evaluation and reflection on his/her strengths and limitations with respect to applying for a job by phone: 30 minutes
- Recording progress and revision of a job search development plan: 15 minutes

Example of a Learning Situation (cont.)

Planning learning

- The teacher presents the learning situation:

In your job search development plan, you planned training activities to improve your techniques for offering your services.

Sometimes it's more appropriate to contact an employer by phone, such as when requesting an interview, an information meeting or a practicum. You will have the opportunity to upgrade your techniques for offering your services during this learning situation. You will participate in a simulation of a phone call, with your teacher playing the role of an employer.

- The teacher specifies the steps involved in the learning situation and works with the adults in establishing a schedule for the simulations. The teacher must also make sure that all the adults understand what they are being asked to do and that they are motivated to carry out the activity.

Actual learning

- To help adults reflect on the training they need regarding using phone calls in a job search, the teacher asks:

- *Do you feel comfortable speaking to a potential employer by phone?*
- *Do you feel that some techniques are more effective than others?*
- *Do you prepare before making a call?*
- *Do you benefit from this preparation?*
- *In what type of situation is it appropriate to apply for a job by phone?*

The teacher takes advantage of the opportunity to assess these methods of offering services and to address the adult's questions and concerns regarding this subject.

- In pairs, the adults complete a questionnaire to reactivate prior learning on techniques for offering their services:

- What is the main goal of phone calls?
- How should I prepare?
- When are the best times to contact an employer?
- Should I tell the receptionist why I am calling?

- The teacher then asks the adults to prepare for a simulated phone call. He or she asks them to find a job posting in a newspaper or on a job search website, and then provides them time to prepare. To help them prepare, the teacher suggests that the students review their guide to phone calls and refer to their revised version.

- The teacher provides each adult with an assessment form and designates observers to record strengths and limitations during the simulation. The teacher, who plays the role of the employer, invites each adult to take a turn simulating a phone call. The teacher can be inspired by the following examples to add variety to the activity:

- The adult does not specify the desired job and the employer offers him or her a position that does not meet his or her expectations.
- The employer puts the call on hold, then returns to the phone and asks the adult where they were in the conversation.
- The employer has a name that is difficult to pronounce.
- The employer does not provide his or her name unless the adult asks.

- The employer is absent. The receptionist asks to take a message and would like to know the reason for the call.
 - The employer responds that he or she does not need new employees.
 - The employer is rushed because he or she has work to complete.
- The observers return their assessment forms to the adult participant once the simulation is complete. The participant must do a self-evaluation and complete the reflection on his or her strengths and limitations regarding applying for a job by phone.
- At the end of the telephone simulation, the teacher invites the adults to record their progress in their development plan, making connections with the competencies to be developed in regard to methods for offering their services. The adults evaluate the extent to which they are

satisfied with the activity and revise their job search development plan, if necessary.

Integrating and reinvesting learning

To consolidate the learning from this learning situation, the teacher suggests that the students experiment with other phone call simulations. The role of the employer can be played by the teacher or by a peer.

The adults are then invited to reinvest the learning in their active job search and to continue to record their progress in their job search development plan.

Elements of the Course Addressed by the Learning Situation

Class of situations	
Upgrading a job search	
Learning Situation	
<i>A call like no other!</i>	
Categories of Actions	
<ul style="list-style-type: none"> • Drawing up a job search development plan • Implementing his/her job search development plan 	
Operational Competency	Essential Knowledge
Exercises critical and ethical judgment <ul style="list-style-type: none"> • Identifies his/her strengths and limitations • Distinguishes between fact and opinion • Distinguishes between his/her perceptions and those of others • Evaluates the extent to which he/she is satisfied with each job search development activity Acts methodically <ul style="list-style-type: none"> • Compares his/her actual performance with the expected performance level • Records progress made in his/her job search development plan 	Strategy for presenting oneself to a potential employer <ul style="list-style-type: none"> • Offer of services Job search development plan <ul style="list-style-type: none"> • Follow-up measures (periodic review, logbook, discussions with a mentor, etc.) Conditions for a successful job search development activity <ul style="list-style-type: none"> • Active participation • Regular attendance • Observance of deadlines • Application of what was learned in carrying out his/her job search activities
Attitude	Complementary resources
<ul style="list-style-type: none"> • Open-mindedness 	<ul style="list-style-type: none"> • Personalized job search tools (resumé, business cards) • Assessment form regarding job search (phone calls)