

Unit 4

Career Preparation: Life and Work Building

Overview

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Purpose

The purpose of this unit is to provide students with opportunities to reflect on processes that strengthen the life and work building process. Students will develop knowledge of the following topics:

- **Topic 1:** Personal Aspirations, Motivation and Success
- **Topic 2:** Creating, Securing and Maintaining Work
- **Topic 3:** Reflection

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Profile

In the *Career Preparation: Life and Work Building* unit students will explore topics and engage in learning activities that provide them with knowledge and tools they can utilize in their work-related endeavours. As this is the final unit in the course, students will have opportunity to reflect on their career development process and re-evaluate the many resources and tools introduced to them throughout the course. Students should finish this course with the understanding that they are still at the very early stages of their career development process and they will revisit many of the concepts introduced throughout the course at many times throughout their lifetime.

Implementation

Unit 4 is intended to be delivered to students upon their completion of Units 1-3 but there is significant opportunity for teachers to integrate components of this unit throughout the course of the school year. For example, *Topic 2: Creating, Securing and Maintaining Work* has SCO's that students may wish to address at an earlier point in the school year, particularly activities pertaining to the development of cover letters, résumés and other job-related correspondence. *Topic 3: Reflection* is best covered when students have completed all course content preceding it.

Suggested Timeline

Unit 4 will typically require approximately 20% of the total course time allocation to deliver.

The timeline below is provided as guidance for the teacher.

- **Topic 1:** Personal Aspirations, Motivation and Success
 - SCO 4.01-4.02: 3 classes
- **Topic 2:** Creating, Securing and Maintaining Work
 - SCO 4.03: 2 classes
 - SCO 4.04: 2 classes
 - SCO 4.05: 2 classes
 - SCO 4.06: 3 classes
 - SCO 4.07: 4 classes
- **Topic 3:** Reflection
 - SCO 4.08-4.09: 6 classes
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Outcomes and Strategies

Topic 1: Personal Aspirations, Motivation and Success

Specific Curriculum Outcomes

Suggested Teaching and Learning Strategies

Students will be expected to

4.01 demonstrate an understanding of the terms: aspirations, motivation and personal success [3.401, 3.402]

Teacher Preparation

The purpose of this outcome is to enhance student appreciation of how aspirations and motivation influence success. A general perception is often that individual success is primarily related to one's level of intelligence. Although this is a factor, personal determination and hard work are also paramount to the realization of success.

Teachers should:

- discuss the terms and how these terms are connected to the career development process:
 - **aspiration:** a will to succeed, a cherished desire;
 - **motivation:** the driving force or desire of personal goals that propels individuals to take and sustain action; an individual's reason for his/her actions; the inspiration to act;
 - **success:** when action results in the desired outcome.
- ask students to consider the influence of positive thinking on motivation;
- discuss with students the concept that aspirations, motivations and success are personal and related to values. For example, if one values wealth, their aspirations, motivations and measure of success will be related to an improvement of their financial situation, whereas, if an individual values helping others, it will be related to how much they can positively impact the quality of another person's life;
- discuss when an individual's aspirations, motivations and measure of success are counterproductive to one's career development process (e.g., inappropriate behaviour, criminal activity, addictions, etc.).

Student Activities

Students could generate a list of people they feel have achieved success (e.g., Mother Teresa, Craig Kielburger, Bill Gates and others), and create a table that indicates their perception of the individual's 'aspirations' and 'motivations', and 'success'.

Suggested Assessment and Evaluation Strategies

Resources/Notes

Journal Activity

- Students could write definitions of the terms: aspirations, motivations and success. They could also reflect on the questions:
 - How are my goals influenced by my motivations and attitudes?
 - How do my values influence my motivation?

Performance - Role play

- Have students role-play behaviour using positive attitudes and negative attitudes. Generate a list of possible terms that could change the negative or positive attitudes as depicted by the role play.

Journal Activity

- Ask students reflect on a time when they were successful and relate the success to their aspirations and motivations.

Paper and Pencil:

- Ask students to consider a profile of one of the individuals in the student activity, and ponder the following questions: Would I have felt successful in this situation? How has this person's success influenced their life and work?

Careers for Life Text Reference

Make Self-Motivation a Habit, p.82

Activity: Mission not impossible!, p.82

Success and Achievement, p.258

The Will to Succeed, p.259

Activity: What is success?, p.259

Profile: Geoff Eaton, p.260

Activity: Changing priorities, p.260

Topic 1: Personal Aspirations, Motivation and Success (cont'd)

Specific Curriculum Outcomes

Suggested Teaching and Learning Strategies

Students will be expected to

4.02 explain how one's personal aspirations and motivation change over time and impact career decisions [2.401, 3.401]

Teacher Preparation

The purpose of this outcome is to provide students an opportunity to reflect on their personal aspirations and motivations and to engage in discussions around how these have changed and will continue to change with time. Career decisions are and continue to be influenced by one's aspirations, motivations and perceptions of success. Teachers could engage students in discussions or activities that allow them to reflect on how these can be positive or negative influences and be productive or counterproductive.

Students need to understand that values influence their career and life choices. For some people work choice reflects their values while for others, this occurs in other career opportunities, such as volunteering, leisure activities, etc.

Student Activities

Students could:

- list their personal aspirations/motivations from age five, ten and present day and associate each aspiration with a personal value (refer to a list of personal values) and link these with personal examples of achievements (e.g., Personal Aspiration: "to join cadets" - Personal Value: "working with others" - Example of Achievement: "cadet badge".)
- describe how their personal success can enhance their personal development and ability to access and maintain occupational opportunities. Personal success can be achieved through work experiences and other life experiences, e.g., community contribution, leisure activities, etc.

Suggested Assessment and Evaluation Strategies**Paper and Pencil:**

- Students could construct a chart, scale, or graph to project and compare how their motivations may change at different life stages: present, ages 25, 35, 55 and 65.

Interview:

- Students could interview an adult to learn about how their personal motivations and aspirations changed over time. A copy of their questions and the resultant answers should be placed in the CCP.

Journal Entry

- Ask students to reflect on how their community contribution experiences impact or influence one's aspirations and motivation.

Resources/Notes**Careers for Life Text Reference**

Profile: Geoff Eaton, p.260

Activity: Changing priorities, p.260

Activity: Making your dreams a reality, p.263

Topic 2: Creating, Securing and Maintaining Work

Specific Curriculum Outcomes Suggested Teaching and Learning Strategies

Students will be expected to

4.03 develop a personal résumé
[4.401]

Teacher Preparation

This outcome introduces the first aspect of the job application process, the résumé. Students should understand the purpose and basic components of a résumé and develop or refine their personal résumé. Students need to understand that the content of a résumé reflects one's relevant experiences. As well, the style and content of a résumé will change to reflect the job that one is seeking.

Résumé. A personal information document that summarizes a person's work history, education, accomplishments and achievements, leisure activities, work goals, etc., that is presented to potential employers. Sometimes called a curriculum vitae, or CV for short.

A résumé is a visual document that is used when an individual is seeking employment. It is an important document that is often the means by which an individual first presents themselves to a prospective employer. Thus, it becomes a tool through which one can market himself or herself to the employer. Often when employers are filling positions, especially when there are numerous applications, his/her decision around who they will interview is often based on a review of the résumé. It is critical that the résumé:

- is carefully edited for spelling, punctuation, and grammar.
- is visually appealing.
- contains relevant information that reflects the specific job.
- shows the employer how perfect the person is for the job.
- is organized in a logical fashion.
- presents the person in a positive light.

(cont'd p. 178)

Suggested Assessment and Evaluation Strategies

Resources/Notes

Portfolio (CCP)

- Students could place in their CCP a draft and final version of completed résumés, and comment on how they have changed over the time period of this course.

Careers for Life Text Reference

A Portrait of You, p.202

Résumé Types, p.203

Dana's Résumés, pp.204–205

Activity: Write your résumé, p.206

Review/Critique

- Students could critique prepared résumés developed for specific job opportunities and evaluate the “applicant’s” skills, work experience, education and suitability as indicated in the résumé. They could indicate if the résumé was indicative of providing a “good first impression” for the employer.

Employability Skills Portfolio (ESP)

- Students could place a final version of their personal résumé for inclusion in their Employability Skills Portfolio.

<http://www.jobsetc.ca/>

Click on index and search for Resumes

Topic 2: Creating, Securing and Maintaining Work (cont'd)

Specific Curriculum Outcomes

Suggested Teaching and Learning Strategies

Students will be expected to

(cont'd from p. 176)

4.03 develop a personal résumé
[4.401]

Teachers should review with students the two main types of résumés and note their specific characteristics:

- **Chronological.** The chronological résumé is organized by job titles with the most recent job experience listed first. This style is most suited to individuals who have an extensive work history.
- **Functional.** The functional résumé arranges employment history into sections that highlight areas of skill and accomplishment. This style is most suited to individuals who do not have a lot of relevant work history but want to match their skill development and accomplishments with the job duties.

Student Activities

Students could:

- critically review sample résumé formats, reflecting on the style, components, content, visual appeal, etc.
- review job ads and write different types of résumés for each ad.
- explore various résumé development tools that are available in word processing software, online career software and at various Internet sites.
- have classmates critically review each others' résumés and provide constructive criticism where appropriate.

Suggested Assessment and Evaluation Strategies

Resources/Notes

Paper and pencil

- Students will edit their personal resumes and create a working copy of each of the Chronological and Functional forms.

Youth.ca

<http://www.youth.gc.ca/eng/topics/jobs/resume.shtml>

Performance

- Students will conduct a constructive peer review of their résumés.

LMI Works

<http://www.lmiworks.nl.ca>

Jobweb

http://www.jobweb.com/resumes_interviews.aspx?id=896

Career Cruising

www.careercruising.com

Topic 2: Creating, Securing and Maintaining Work (cont'd)

Specific Curriculum Outcomes Suggested Teaching and Learning Strategies

Students will be expected to

4.04 identify specific job opportunities and complete any required job application forms [4.401]

Teacher Preparation

The purpose of this outcome is to continue to enhance students' understanding of the job application process. Another part of the process is completion of job applications. Students need to become familiar with the language of such applications and proficient with their completion. It is only through practice that students will gain confidence with this part of the process.

Teachers could share their personal experience related to the job application process to their students and indicate how this aspect of seeking a job is so important. In the province of Newfoundland and Labrador teacher application forms are readily available at school district offices and/or posted online at district web sites, and would serve as a starting point for a discussion of the requirements of this outcome.

Student Activities

Students could:

- identify various sample job application forms and practice completing the required information. Sample job applications can be obtained by visits or calls to employers or through an online search. Many forms are available online, especially through the Public Service Commission, Human Resources Skills Development Canada (HRSDC), and through many major corporations.
- engage in a role-play exercise whereby they assume the role of the employer and must draft a job application form for specific job positions available at their company/business. The exercise would help students appreciate the importance of attaining appropriate information from individuals through the job application process.

Suggested Assessment and Evaluation Strategies

Resources/Notes

Portfolio (CCP)

- students could place in their CCP completed copies of three sample, authentic job application forms.

Role Play

- Students can take on the role of the employer in an occupation of their choice and develop an application form for a job within their occupation. This application should be reviewed and filled out by a class mate and a constructive critique undertaken. The application, critique and responses can be placed in the CCP.

Careers for Life Text Reference

Some Practical Advice, pp.196–198

Filling Out the Application Form, p.199

Activity: You are applying, p.200

References, p.200

Activity: Your references, p.200

Telephoning, p.201

Activity: Telephone contact, p.201

Career Cruising

www.careercruising.com

Topic 2: Creating, Securing and Maintaining Work (cont'd)

Specific Curriculum Outcomes

Suggested Teaching and Learning Strategies

Students will be expected to

4.05 develop a variety of cover letters for specific job applications [4.401]

Teacher Preparation

The next important part of the job application process is the completion of a cover letter. The cover letter is usually designed specifically for a particular job competition or posting and provides an individual an opportunity to inform the employer how he or she could contribute to the company.

It is important that the cover letter:

- is carefully edited for spelling, punctuation, and grammar.
- is addressed to the person responsible for hiring.
- is written in the applicant's own words.
- presents the person in a positive light.
- identifies the specific job for which the person is applying.
- where applicable, indicates how the person learned about the job.
- indicates why the person is interested in the company or the specific work.
- notes why the person feels he/she is qualified for the job.
- shows that the person is informed about the company.
- indicates to the person doing the hiring how the applicant will follow-up with additional information.

Aspects of the above can be covered by distributing and discussing examples of good cover letters.

Suggested Student Activities

Students could:

- critically review sample cover letter formats, reflecting on the style, components, content, visual appeal, etc.
- review job ads and write different types of cover letters for each ad.
- explore various cover letter development tools that are available in word processing software, online career software and at various Internet sites.
- ask their classmates to critically review each others' cover letters and provide constructive criticism where appropriate.

Suggested Assessment and Evaluation Strategies

Resources/Notes

Portfolio (CCP)

- Students could place in their CCP completed copies of sample, authentic cover letters.

Careers for Life Text Reference

Making a First Impression, pp.207–209

Interview

- Students could have their cover letters reviewed by local employers for positive feedback and advice.

Portfolio (ESP)

- Students should place their final version of a general cover letter in their ESP.

Topic 2: Creating, Securing and Maintaining Work (cont'd)

Specific Curriculum Outcomes

Suggested Teaching and Learning Strategies

Students will be expected to

4.06 outline the preparation required and the skills necessary to successfully participate in a job interview [4.401]

Teacher Preparation

The purpose of this outcome is to familiarize students with the job interview, as part of the job application process, and to provide them with opportunities to practice interview skills by engaging in mock interviews. Students need to appreciate that interview skills develop with practice. The interview process is the final stage of the hiring process and it allows an applicant to present him/her self to the employer. Interviews are traditionally conducted face-to-face but there are circumstances that warrant interviews to be conducted via telephone or other telecommunication means (i.e., audio/video conferencing).

Teachers should review the most common 'Do's' of the interview process. Interviewees should:

- know the job being interviewed for and associated responsibilities.
- be prepared by anticipating the interview questions beforehand.
- make up a list of appropriate questions to ask the interviewer(s).
- be cognizant of their own body language and use appropriately.
- dress appropriately.
- act business like and professionally.
- keep all questions to the interviewer(s) job related – don't waste the interviewer(s) time.
- be punctual.
- be positive and show enthusiasm.

(cont'd p. 186)

Suggested Assessment and Evaluation Strategies

Resources/Notes

Paper and Pencil

- Students could develop a set of the “Top 10” questions they could expect an employer to ask at a job interview for a particular position and then develop appropriate answers. The answers could be based on their personal background or on a fictitious background they develop for this activity.
- Students could develop a set of questions they could ask the employer referenced in the first part of this activity.

Case Studies

- Students could be provided with several case studies of people who have attended an interview. From this perspective, the student acts as the employer and chooses the best candidate for the position. Students should be able to rationalize why they chose this candidate.

Journal Entry

- Students could reflect on how their interview techniques have changed/improved after undergoing this process.

Journal Entry

- Students could reflect on how their interview techniques can impact securing a position.

Careers for Life Text Reference

A Two-Way Exchange, p.214

Activity: You're the boss, p.214

Before the Interview, p.215

Activity: Preparing yourself, p.215

During the Interview, pp.216–217

Activity: The questions, p.217

Interview Do's and Don'ts, pp.218–220

Activity: Analysis, p.221

After the Interview, p.221

Activity: Practice interviewing, p.221

Topic 2: Creating, Securing and Maintaining Work (cont'd)

Specific Curriculum Outcomes

Suggested Teaching and Learning Strategies

Students will be expected to

(cont'd from p. 184)

4.06 outline the preparation required and the skills necessary to successfully participate in a job interview [4.401]

Teachers should review with students the three interview stages:

1. Introductory Stage

- This is the part of the interview where one introduces himself/herself to the interviewer(s) and establishes a rapport. For face-to-face interviews, one should greet with a firm handshake, a smile, and eye-contact. One must remember the name of the individual(s) interviewing and use the name(s) at points during the interview. Interviewees should wait to be offered a seat. During the introductory stage, the interviewer may ask a few casual questions. It should be noted that first impressions are lasting impressions.

2. Information Exchange Stage

- This is the part of the interview where the interviewer asks specific questions, the candidate answers and then the candidate has an opportunity to ask the interviewer relevant questions. The candidate, through a demonstration of his/her ability to communicate well, highlights qualifications, experience, and skills. During this stage, the candidate must demonstrate he/she is the best person for the job. It is always wise for the interviewee to bring extra copies of their employability skills portfolio and résumé to the interview.

3. Closing Stage

- This is the part of the interview where the candidate can make concluding remarks (e.g., say something that they previously forgot to mention, ask additional questions, or to further demonstrate their strong interest in the job). The interviewer should make a statement about the next step (e.g., who and if or when someone will be in contact with the candidate) but if the interviewer does not mention this information the candidate should ask these questions. The candidate should say goodbye, close with a handshake and a statement that reflects that he/she looks forward to hearing from the interviewer.

(cont'd p. 188)

Suggested Assessment and Evaluation Strategies

Resources/Notes

Role Playing

- As a class activity, each student could be asked to apply for one of several jobs posted by the teacher. Students would submit a cover letter and résumé for the position. Each student would then proceed through a mock interview for each position conducted by the teacher (or other guests). Interviews could be video-taped and critiqued by the student as a form of self-assessment.

Youth.ca

<http://www.youth.gc.ca/eng/topics/jobs/interview.shtml>

Monster

<http://tools.monster.com/virtualinterviews/random/>

Memorial University

<http://www.mi.mun.ca/placement/pdf/INTERVIEW%20TECHNIQUES%20AND%20TIPS.pdf>

LMI Works

<http://www.lmiworks.nl.ca>

Topic 2: Creating, Securing and Maintaining Work (cont'd)

Specific Curriculum Outcomes

Suggested Teaching and Learning Strategies

Students will be expected to

(cont'd from p. 186)

4.06 outline the preparation required and the skills necessary to successfully participate in a job interview [4.401]

Suggested Student Activities

Students could:

- engage in mock interviews exchanging between the roles of job applicant and interviewer. Students could work in pairs to conduct the interviews and then switch roles. They should offer constructive criticism to each other during the process in an effort to improve the performance of the interviewee. Students may wish to avail of other teachers, parents, employers, etc., to participate in their mock interviews.
- share with their classmates any interview experiences they may have pertaining to work, community contribution or other activity.

Suggested Assessment and Evaluation Strategies

Resources/Notes

Topic 2: Creating, Securing and Maintaining Work (cont'd)

Specific Curriculum Outcomes

Suggested Teaching and Learning Strategies

Students will be expected to

4.07 review and determine the ideal personal skills, behaviours and attitudes required to seek/create, secure and maintain work [2.402,4.401]

Teacher Preparation

The career development process begins as a young child and continues throughout life. Throughout the process, students make many decisions that translate into short term, medium term and long term plans. These plans are constantly refined and changed to reflect growth and development and the reality of one's life.

Many factors combine to influence personal decisions and respective plans. The development of self or personal characteristics, how the self interacts and engages with others, the acquisition of skills and knowledge, life changes, the sources of influence, and the ability to access and assess occupational information are just some of these factors.

Teachers could review with students the progress made in the course and the particular activities that focused on 'self'. Students need to make the connection between the information acquired during the course and how it can assist them with the rest of their lives. In particular, students need to reflect on 'what they possess', 'what they require' in terms of personal skills, behaviours and attitudes and 'how they will acquire' them. Students should be reminded about the concept of lifelong learning.

Suggested Student Activities

Students could:

- reflect on the personal skills, behaviours and attitudes they currently possess that are related to desired or projected future plans. This reflection should be a catalyst for students to begin to develop or refine career plans.

Suggested Assessment and Evaluation Strategies

Resources/Notes

Journal Entry

- Students could review their Goal Setting assignment from Unit 2. They could make necessary changes to their plans with respect to their increased knowledge of attitudes, behaviors and skills needed to secure their goals. Students should refer to their CCP for their Goal Setting plans.

Careers for Life Text Reference

Starting Out, p.181

Taking Action, p.185

Activity: Planning strategies, p.185

Learn or Lose, pp.232–233

Activity: Illustrating lifelong learning, p.233

The High Five, p.235

Activity: Creating your own High Five, p.236

Reflection, p.236

Activity: Understanding your questions, p.236

Answering the Questions, p.237

Activity: Understanding your answers, p.237

Hopes and Dreams, p.263

Activity: Making your dreams a reality, p.263

Topic 3: Reflection

Specific Curriculum Outcomes

Suggested Teaching and Learning Strategies

Students will be expected to

- 4.08** present and submit the completed personal employability skills portfolio (ESP) [4.401]
- 4.09** present and submit the completed course content portfolio (CCP), which includes the community contribution activity record (CCAR) [4.401]

Teacher Preparation

Teachers could use the final classes to provide presentation time for students. Students could be encouraged to share their ESP and CCP material with their classmates by formally presenting them during class time. This would provide opportunity for the teacher to bring closure to the course and review the major topics covered. As well, students could benefit from learning more about other students' progress and provide valuable suggestions to each other.

By the end of the course, the ESP should be well-developed and poised to be a valuable, lifelong tool for the student. Students need to be reminded that the ESP they have now developed will continue to be "work in progress" and they will need to regularly add to the document as they continue to mature and encounter new life experiences.

Teachers may wish to consider collecting copies of various completed student ESP's for use as 'model ESP's' in future course deliveries.

The CCP should now be a rather complete record of the student's progress in the course. Teachers could conference with students individually and point out the areas of career development for which the student demonstrated a strong understanding and where there needs to be further refinement and enhancement.

Suggested Student Activities

Students could:

- update their CCAR's, complete a written reflection of their community contribution experiences and present a brief synopsis to the class.
- present their CCP to the class, which includes all activities and reflections completed throughout the school year.
- present their ESP to the class or to the teacher.

Suggested Assessment and Evaluation Strategies

Resources/Notes

Presentation

- Students could have a prearranged interview time with their course teacher toward the end of the school year. During the interview, students could submit and present both their CCP and ESP to their teacher for review and discuss the quality and quantity of entries. This time should be seen as a comprehensive assessment of the students' culmination of work and learning in the course.

Careers for Life Text Reference

Unit 6 Summary, p.264

