



APPENDIX A

Blackline Masters: Units 1–5

Blackline Masters

Unit 1

- **BLM 1:** Three Spheres of Life (Introduction)
- **BLM 2:** Annual Education Plan: Life/Work Planning
- **BLM 3:** Increasing Self-Awareness (1.A.1–1.A.3)
- **BLM 4:** For Love and Money (1.A.8)
- **BLM 5:** Writing Rubric: Reflective Essay (1.A.1–1.A.8)
- **BLM 6:** Three Spheres of Life Revisited: Ideal Balance (1.B.1)
- **BLM 7:** Fishbowl Group Discussion (1.B.3–1.B.4)
- **BLM 8:** Deer Lodge School Staffing: Group Problem Solving (1.B.4)
- **BLM 9:** Typical Characteristics of Grade 10 Students (1.C.2–1.C.3)
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- **BLM 14:** Job or Occupation? (2.D.1)
- **BLM 15:** Life/Work Designs (2.D.1)
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- **BLM 17:** Labour Market Trends (2.D.7)
- **BLM 18:** Comparing Occupations (2.D.8)
- **BLM 19:** Small Business Plan Guide (2.E.2)
- **BLM 20:** Venn Diagram (2.F.1–2.F.3)
- **BLM 21:** Life Roles and Responsibilities (2.F.1–2.F.3)
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- **BLM 25:** Multiple Intelligences Inventory Checklist (3.H.1)
- **BLM 26:** Multiple Intelligences and Learning Styles (3.H.1)
- **BLM 27:** Life/Work Building and Career Planning (3.J.1–3.J.2)
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- **BLM 29:** Employability Skills 2000+ (4.K.1)
- **BLM 30:** Employability Skills Plan (4.K.1)
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- **BLM 32:** Working Conditions and Benefits (4.K.6)
- **BLM 33:** Networking (4.K.9–4.K.10)

Unit 5

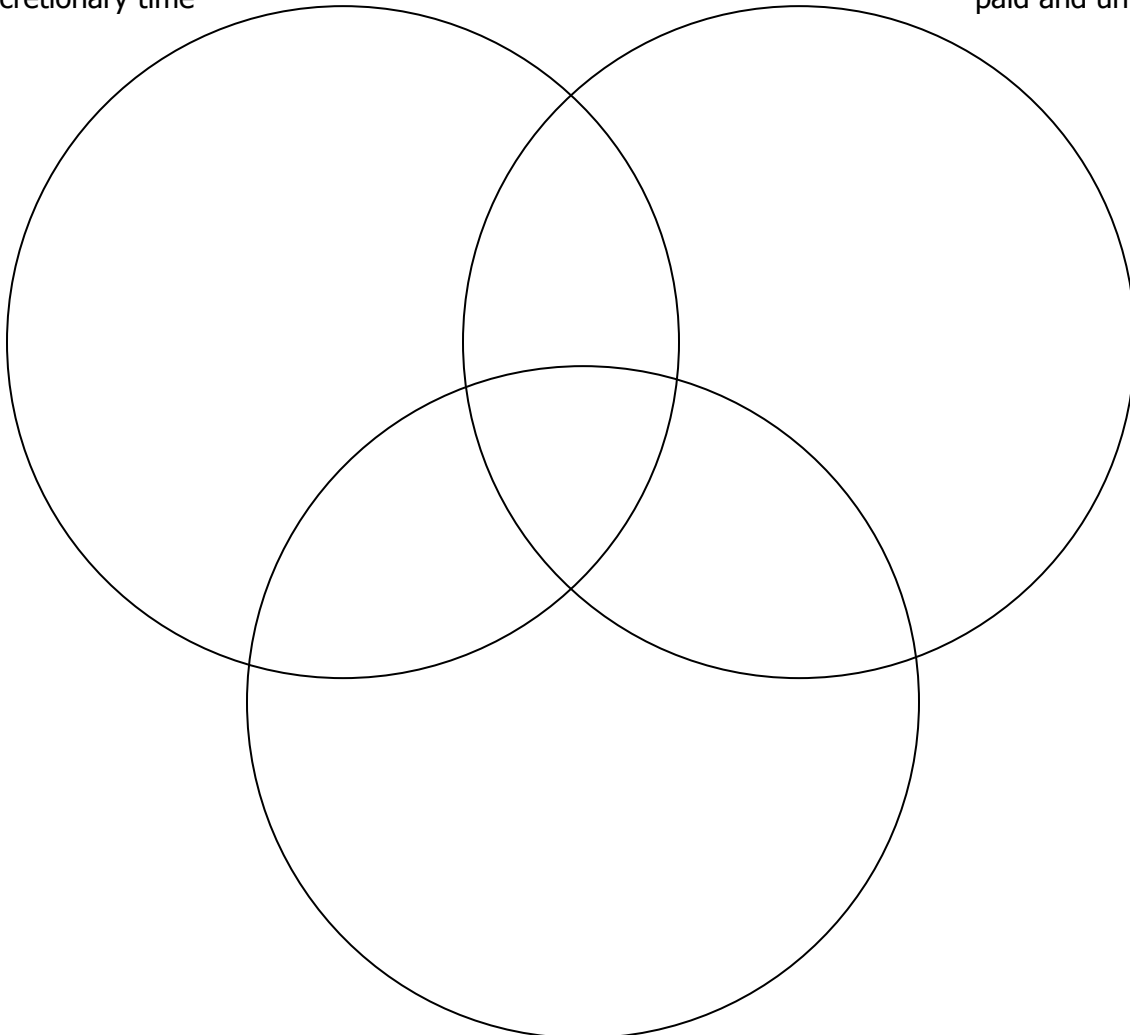
- **BLM 34:** Career and Community Experience Training Plan (5.D.2)
- **BLM 35:** Career and Community Experience Student Log (5.D.3)
- **BLM 36:** Career and Community Experience Evaluation Form—General (5.J.1)
- **BLM 37:** Career and Community Experience Evaluation Form—Specific Skills (5.J.1)
- **BLM 38:** Annual Education Plan Assessment (5.J.3)

Three Spheres of Life

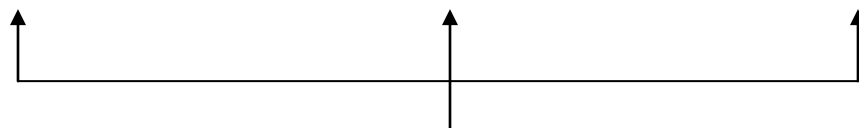
Instructions: List activities from your own life in each of the three spheres below. Activities that belong in more than one sphere should be written in the overlapping part of the appropriate circles. Share your results and discuss with a partner or small group.

Leisure
discretionary time

Work
paid and unpaid



Learning
formal and informal



**Relationships with others and our culture
will influence the three spheres.**

Annual Education Plan

Life/Work Planning

Name	_____	Year of Graduation	_____
Address	_____	School	_____
Phone Number	_____	Parent/Guardian	_____
Date	_____	Grade Level	_____

Goals for achievement

A. Set goals and plan action:

List your top five interests.
(see 1.A.1 and 1.A.8)

List your top five skills.
(see 1.A.1 and 2.F.1)

List five of your personality
traits. (see 1.A.1)



List your top work values.
(see 1.A.1, 2.E.1, and 2.G.6)

Planning

List your personal strengths recognized by
yourself and others.
(see 1.A.1, 1.A.2, 1.A.7, and 1.B.4)

List your ideal working conditions.
(see 2.D.6 and 2.G.1)

List your strongest learning styles. (see 3.H.1)

Annual Education Plan (2)

“Find something you love to do and you will never work a day in your life.”

Choose three long-term occupational goals and list the following information for each occupation. (see 3.I.2 and 3.I.3)

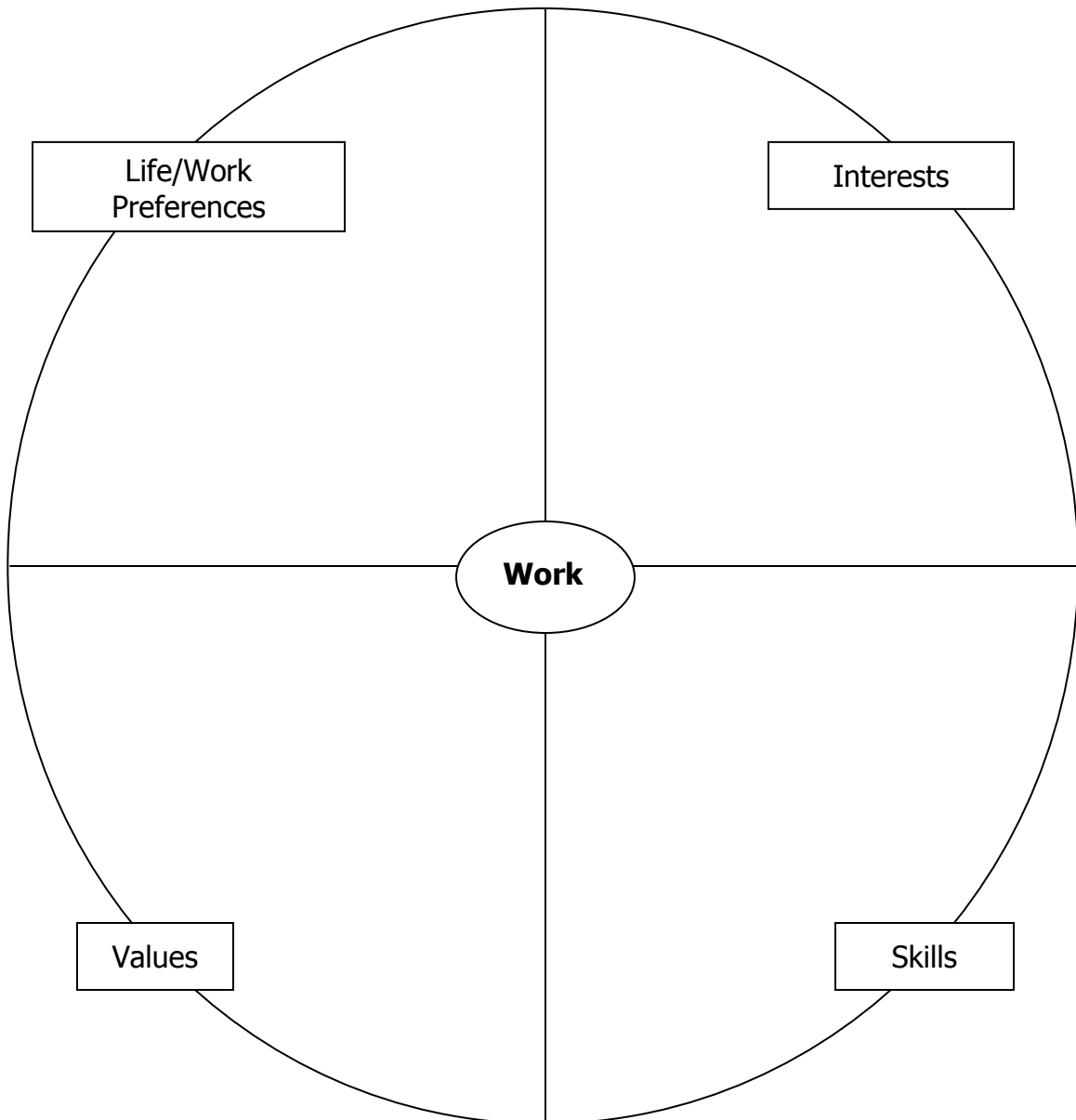
Occupation			
Training and education routes			
Program/training location			
Entrance requirements (prerequisites, etc.)			
Tuition fees/training costs per year			
Reflect as to how interests, work values, skills, personality traits, individual strengths, and working conditions influence your life/work goals.			

List short-term occupational goals related to school (e.g., course selection for Grade 11, academic performance, participation in extracurricular activities related to future goals, attendance). (see 3.J.4)

List short-term occupational goals related to activities outside school (e.g., find volunteer work or part-time work in related occupations, save money for post-secondary education, interview a person in an occupation of interest). (see 3.J.4)

Increasing Self-Awareness Career Planning Process Diagram

What characteristics would describe satisfying work for you?



Work that accommodates our skills, interests, values, and personal preferences will bring us the most satisfaction.

For Love and Money

Part I

Step 1: In the spaces below, list 10 things you love to do. Don't limit yourself to work- or school-related activities.

Ten Things I Love to Do	Codes
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Step 2: Analyze the activities on your list by adding the following codes, when applicable, in the column beside your list:

- **\$** for any item that costs more than **\$10** to do
- **A** for any item that you prefer to do **alone**
- **P** for any item that requires **planning**
- ✓ for any item that you have **done** in the past two weeks

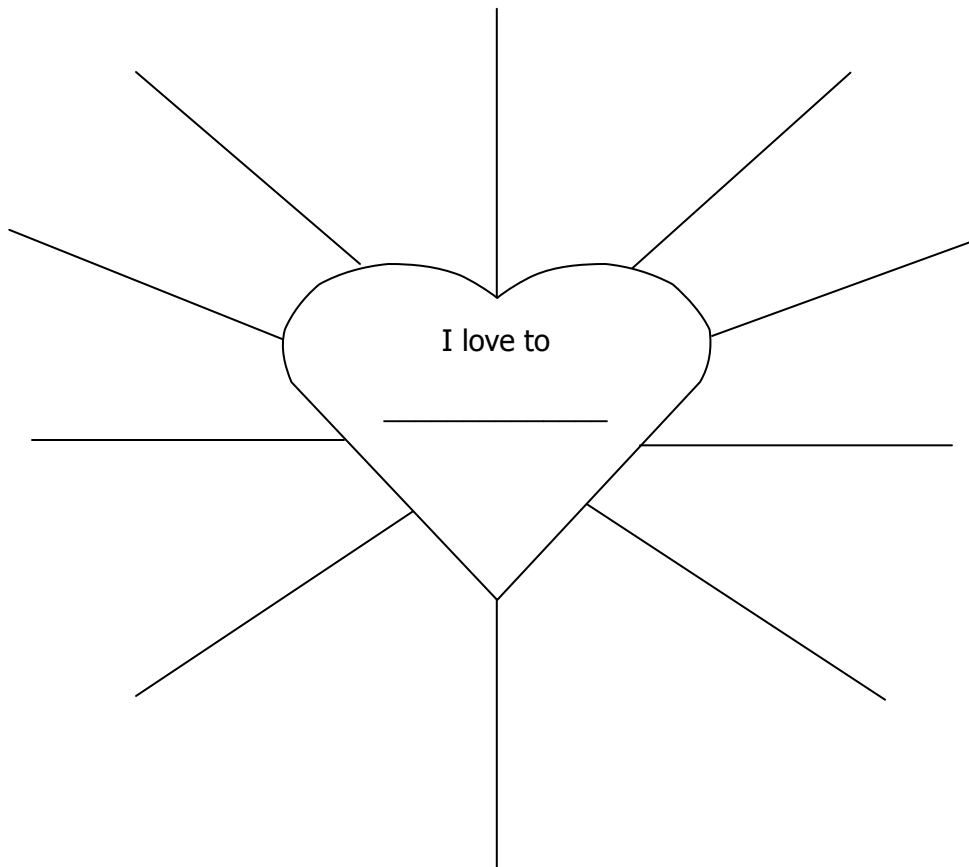
Step 3: Read over your list and reflect on it in a journal entry or mind map. What are you happy with? What are you not happy with? Why? What surprised you? Attach your reflection to this BLM.

For Love and Money (2)

Part II

Step 1: Choose one of the items from your list of things you love to do, and write that item in the middle of the web below.

Step 2: Also on the web below, brainstorm possible ways to make money, building on that activity that you love. For example, if you love giving parties, the branches coming out from the centre could include catering, bartending, planning parties, and selling party supplies. (Feel free to add branches and sub-branches to the web as needed.)



Step 3: Create two or three more webs using other activities on your list.

For Love and Money (3)

Part III

The activities we love can be powerful motivators for action.

Some of your ideas for making money may be outrageous, but some might be worth exploring further. In the space below, list any job ideas that have potential, and reflect on what you would enjoy about such work.

Writing Rubric: Reflective Essay

	Advanced 4	Proficient 3	Basic 2	Below Basic 1
Content	<p>Responses show that the writer</p> <ul style="list-style-type: none"> ▪ meets all the criteria listed in Score Point 3 ▪ memorably presents the experience for the reflection ▪ is creative and original ▪ makes the reader understand the abstract ideas underlying the reflection through use of specific detail 	<p>Responses show that the writer</p> <ul style="list-style-type: none"> ▪ effectively focuses on a single subject including related experiences and observations ▪ is thoughtful, convincing, insightful, and exploratory ▪ is firmly grounded in the subject ▪ reveals a strong connection between the subject and the experience(s) ▪ analyzes the experience by looking at more than one angle ▪ explores the subject in personal and general reflections 	<p>Responses show that the writer</p> <ul style="list-style-type: none"> ▪ does not go deeply enough into the reflection ▪ talks too much about himself/herself instead of the experience ▪ uses concrete detail ▪ is limited to flimsy generalizations 	<p>Responses show that the writer</p> <ul style="list-style-type: none"> ▪ assumes experience that prompted reflection is implicit in the response
Language Use & Style	<ul style="list-style-type: none"> ▪ uses language to be convincing ▪ implicitly reveals feelings and thoughts through presentation of the experience ▪ consistently uses appropriate language ▪ reveals ideas through use of comparison and imagery 	<ul style="list-style-type: none"> ▪ presents the experience through use of concrete, sensory language, quotations, and narrative accounts that effectively use dialogue, action, and pacing ▪ uses precise language 	<ul style="list-style-type: none"> ▪ uses only simple, generic language 	<ul style="list-style-type: none"> ▪ uses only simple, obvious statements
Organization	<ul style="list-style-type: none"> ▪ shows deep insight through a natural flow of ideas and an effective conclusion 	<ul style="list-style-type: none"> ▪ achieves unity through a natural progression of ideas 	<ul style="list-style-type: none"> ▪ has lapses in coherence ▪ has the tendency to digress 	<ul style="list-style-type: none"> ▪ does not have coherence in writing ▪ is not organized in writing

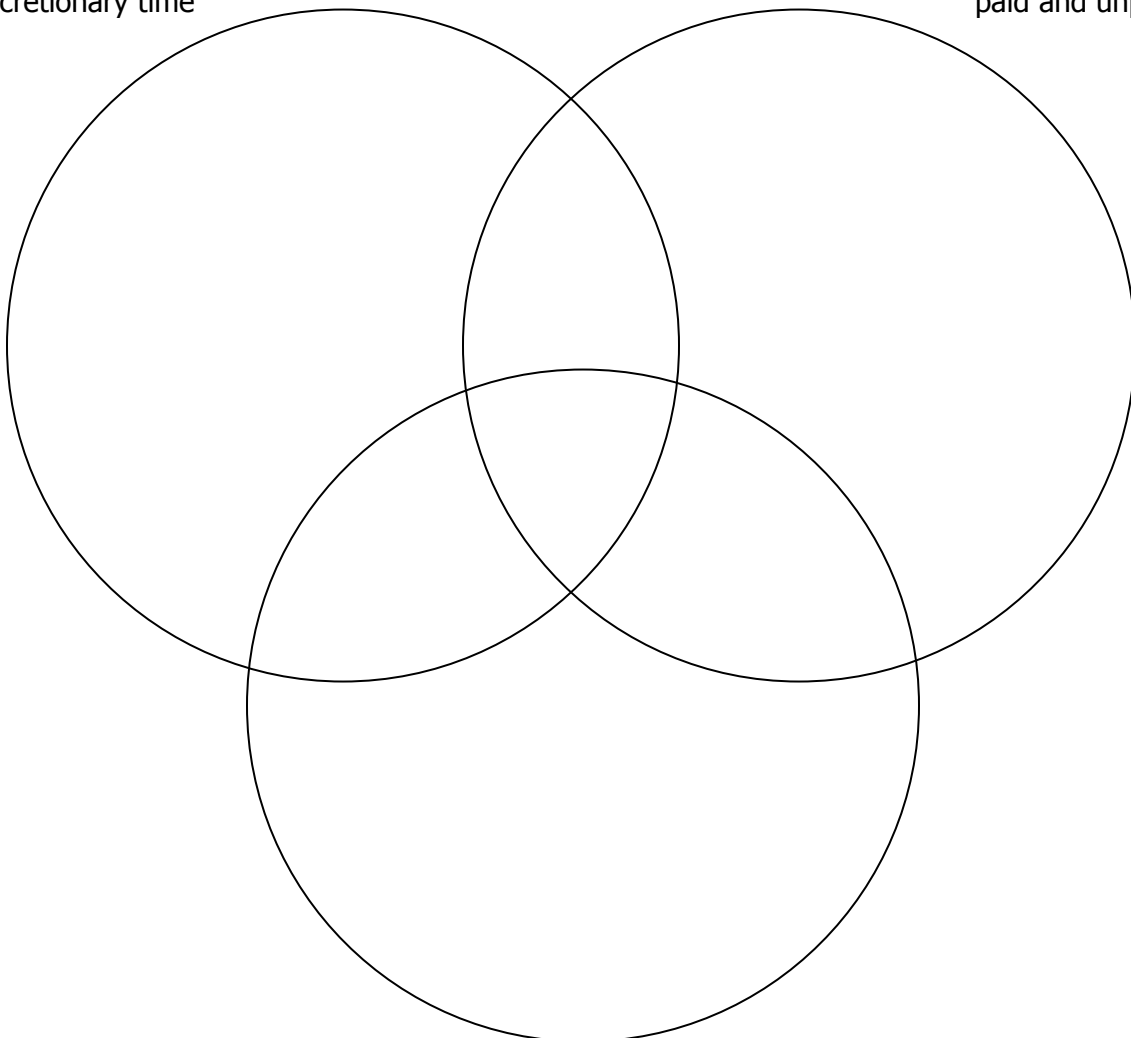
Three Spheres of Life Revisited

Ideal Balance

Instructions: Write the activities listed in your one-week 24-hour log in the appropriate spheres, and then rearrange them and add or remove activities to create what you consider to be an ideal balance among the three spheres of life.

Leisure
discretionary time

Work
paid and unpaid



Learning
formal and informal

Fishbowl Group Discussion

Ground Rules

- Observers are not allowed to speak during the discussion. Their job is to listen and learn.
- The **facilitator** is responsible for keeping the discussion going by asking questions and for ensuring that all members of the fishbowl have an opportunity to speak.
- Everyone in the fishbowl must have an opportunity to talk.
- The fishbowl discussion should last for _____ minutes.

Group Discussion Skills

Take note of students in the fishbowl discussion who

- initiate discussion
- offer information, ideas, or opinions about the topic
- ask for information, others' ideas or opinions, or ask constructive, critical questions
- summarize points
- clarify contributions by others
- verbally or non-verbally support, help, agree, or joke to relieve tension
- encourage others to speak (verbally or non-verbally)
- express disagreement appropriately (verbally or non-verbally)

Write down specific examples of skills observed.

Deer Lodge School Staffing: Group Problem Solving

Instructions to Group Members

1. Do not show your cards to others members of your group. You must give your clues orally.
2. By listening to the clues of each group member and by using reasoning skills, fit the right person to the right job.
3. The people listed below all work in the Deer Lodge School.

Mr. Leggot
Mr. Coco
Miss McCormick
Mrs. Thibeault
Miss Klotz
Mr. Dumanski

4. Listed below are the jobs within the school.

Principal
Vice-principal
Counsellor
Secretary
Biology teacher
Caretaker

5. Your group should select a secretary. In your solution, you should show why according to the clues and the above information, only one person is possible for each job in the school.

Cut here—do not hand out to students

Answer Key

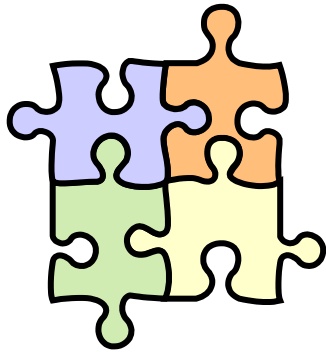
Principal	Mrs. Thibeault
Vice-principal	Mr. Leggot
Counsellor	Mr. Dumanski
Secretary	Mr. Coco
Biology teacher	Miss McCormick
Caretaker	Miss Klotz

Deer Lodge School Staffing: Group Problem Solving (2)

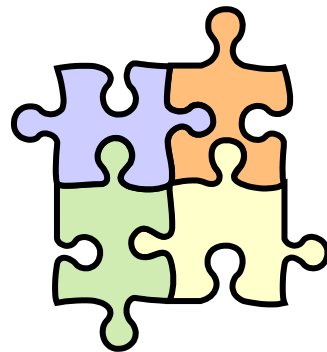
Deer Lodge School Staffing Clue Cards

Teacher Instructions: Copy as many sets of cards below as there are groups of six. Cut along dotted lines to make six clue cards.

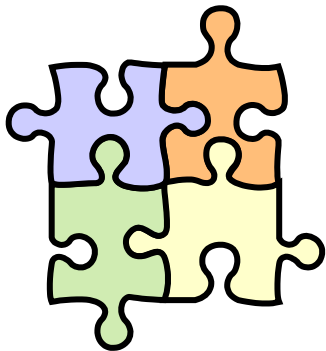
Mr. Leggot is a bachelor and slightly bald.



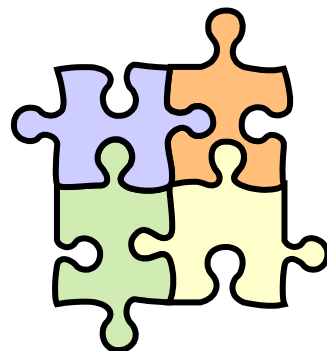
The counsellor is the secretary's son-in-law.



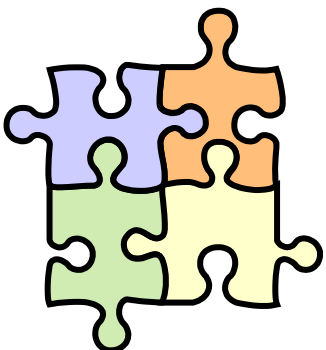
Mr. Dumanski is 25 years old.



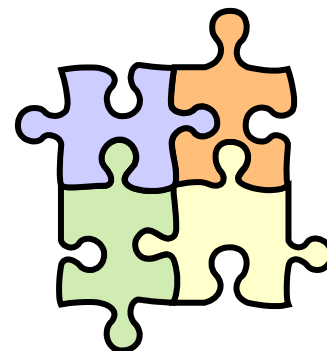
The vice-principal is the principal's grandson.



Miss Klotz is the biology teacher's stepsister and comes from Morden.



Mr. Coco is a neighbour of the principal, who has two sons.



Typical Characteristics of Grade 10 Students

Physical Characteristics

- Some Grade 10 students are still in a stage of extremely rapid growth and experience a changing body image and self-consciousness.
- Grade 10 students are able to sit still and concentrate on one activity for longer periods than previously but still need interaction and variety.
- Generally, adolescents require more sleep than the average adult, so they may come to school tired, as a result of part-time jobs or activity overload.

Cognitive Characteristics

- Grade 10 students are increasingly capable of abstract thought and are in the process of revising their former concrete thinking into fuller understanding of general principles.
- Grade 10 students are less absolute in their reasoning, more able to consider diverse points of view. They recognize that knowledge may be relative to context.
- Many basic learning processes have become automatic by Grade 10, freeing students to concentrate on complex learning.
- Many Grade 10 students have developed specialized interests and expertise and need to connect what they are learning to the world outside school.

Moral and Ethical Characteristics

- Many Grade 10 students are working at developing a personal ethic, rather than following a prescribed set of values and code of behaviour.
- Many Grade 10 students are sensitive to personal or systemic injustice. They are often idealistic and impatient with the realities that make social change slow or difficult.
- Grade 10 students are shifting from an egocentric view of the world to one centred in relationships and community.
- Grade 10 students tend to have high standards for adult competency and consistency and are resistant to arbitrary authority.

Typical Characteristics of Grade 10 Students (2)

Social Characteristics

- Many Grade 10 students continue to be intensely concerned with how peers view their appearance and behaviour. Much of their sense of self is still drawn from peers, with whom they may adopt a “group consciousness,” rather than making autonomous decisions.
- Peer acceptance is often more important than adult approval. Adolescents frequently express peer identification through slang, musical choices, clothing, body decoration, and behaviour.
- Crises of friendship and romance can distract students away from academics.
- Although Grade 10 students may have an aloof demeanour, they still expect and welcome a personal connection with the adults in their lives.

Psychological and Emotional Characteristics

- It is often important for Grade 10 students to see that their autonomy and emerging independence are respected. They need a measure of control over what happens to them.
- Many Grade 10 students need to understand the purpose and relevance of activities, policies, and processes. Some express a growing sense of autonomy through questioning authority. Others may be passive and difficult to engage.
- Students at this stage may be more reserved, aloof, and guarded than previously, both with adults and with peers.
- Students with a history of difficulties in school may be sophisticated in their understanding of school procedures and resistant to efforts to help.
- Grade 10 students often have a clearer sense of identity than they have had in previous years and are capable of being more reflective and self-aware.

That Was Then, This Is Now

Instructions: In the chart below, list physical, social, psychological, and emotional characteristics of yourself when you were eight years old in the first column, and characteristics of yourself now in the second column.

When your chart is complete, write a reflective journal entry on the back of the paper about how you have grown and how you will continue to change and grow in the future. How will these changes affect your ability to deal with work-related situations?

	When I was eight years old, I . . .	Now, I . . .
Physical Characteristics		
Social Characteristics		
Psychological Characteristics		
Emotional Characteristics		

Stress Management

What is Stress?

Stress is the “wear and tear” our bodies experience as we adjust to our continually changing environment; it has physical and emotional effects on us and can create positive or negative feelings. As a positive influence, stress can help compel us to action; it can result in a new awareness and an exciting new perspective. As a negative influence, it can result in feelings of distrust, rejection, anger, and depression, which in turn can lead to health problems such as headaches, upset stomach, rashes, insomnia, ulcers, high blood pressure, heart disease, and stroke. With the death of a loved one, the birth of a child, a job promotion, or a new relationship, we experience stress as we readjust our lives. In so adjusting to different circumstances, stress will help or hinder us depending on how we react to it.

How Can I Eliminate Stress from My Life?

As we have seen, positive stress adds anticipation and excitement to life, and we all thrive under a certain amount of stress. Deadlines, competitions, confrontations, and even our frustrations and sorrows add depth and enrichment to our lives. Our goal is not to eliminate stress but to learn how to manage it and how to use it to help us. Insufficient stress acts as a depressant and may leave us feeling bored or dejected; on the other hand, excessive stress may leave us feeling “tied up in knots.” What we need to do is find the optimal level of stress which will individually motivate but not overwhelm each of us.

How Can I Tell What is Optimal Stress for Me?

There is no single level of stress that is optimal for all people. We are all individual creatures with unique requirements. As such, what is distressing to one may be a joy to another. And even when we agree that a particular event is distressing, we are likely to differ in our physiological and psychological responses to it.

The person who loves to arbitrate disputes and moves from job site to job site would be stressed in a job which was stable and routine, whereas the person who thrives under stable conditions would very likely be stressed on a job where duties were highly varied. Also, our personal stress requirements and the amount which we can tolerate before we become distressed changes with our ages.

It has been found that most illness is related to unrelieved stress. If you are experiencing stress symptoms, you have gone beyond your optimal stress level; you need to reduce the stress in your life and/or improve your ability to manage it.

How Can I Manage Stress Better?

Identifying unrelieved stress and being aware of its effect on our lives is not sufficient for reducing its harmful effects. Just as there are many sources of stress, there are many possibilities for its management. However, all require work toward change: changing the source of stress and/or changing your reaction to it. How do you proceed?

Stress Management (2)

1. Become aware of your stressors and your emotional and physical reactions.

Notice your distress. Don't ignore it. Don't gloss over your problems.

Determine what events distress you. What are you telling yourself about meaning of these events?

Determine how your body responds to the stress. Do you become nervous or physically upset? If so, in what specific ways?

2. Recognize what you can change.

Can you change your stressors by avoiding or eliminating them completely?

Can you reduce their intensity (manage them over a period of time instead of on a daily or weekly basis)?

Can you shorten your exposure to stress (take a break, leave the physical premises)?

Can you devote the time and energy necessary to making a change (goal setting, time management techniques, and delayed gratification strategies may be helpful here)?

3. Reduce the intensity of your emotional reactions to stress.

The stress reaction is triggered by your perception of danger—physical danger and/or emotional danger. Are you viewing your stressors in exaggerated terms and/or taking a difficult situation and making it a disaster?

Are you expecting to please everyone?

Are you overreacting and viewing things as absolutely critical and urgent? Do you feel you must always prevail in every situation?

Work at adopting more moderate views; try to see the stress as something you can cope with rather than something that overpowers you.

Try to temper your excess emotions. Put the situation in perspective. Do not labour on the negative aspects and the *what ifs*.

4. Learn to moderate your physical reactions to stress.

Slow, deep breathing will bring your heart rate and respiration back to normal.

Relaxation techniques can reduce muscle tension. Electronic biofeedback can help you gain voluntary control over such things as muscle tension, heart rate, and blood pressure.

Medications, when prescribed by a physician, can help in the short term in moderating your physical reactions. However, they alone are not the answer. Learning to moderate these reactions on your own is a preferable long-term solution.

5. Build your physical reserves.

Exercise for cardiovascular fitness three to four times a week (moderate, prolonged rhythmic exercise is best, such as walking, swimming, cycling, or jogging).

Eat well-balanced, nutritious meals.

Maintain your ideal weight.

Avoid nicotine, excessive caffeine, and other stimulants.

Mix leisure with work. Take breaks and get away when you can.

Get enough sleep. Be as consistent with your sleep schedule as possible.

6. Maintain your emotional reserves.

Develop some mutually supportive friendships/relationships.

Pursue realistic goals which are meaningful to you, rather than goals others have for you that you do not share.

Expect some frustrations, failures, and sorrows.

Always be kind and gentle with yourself—be a friend to yourself.

Bullying in the Workplace

What is workplace bullying?

Bullying is usually seen as acts or verbal comments that could mentally hurt or isolate a person in the workplace. Sometimes, bullying can involve negative physical contact as well. Bullying usually involves repeated incidents or a pattern of behaviour that is intended to intimidate, offend, degrade, or humiliate a particular person or group of people. It has also been described as the assertion of power through aggression.

Is bullying a workplace issue?

Currently there is little occupational health and safety legislation in Canada that specifically deals with bullying in the workplace. Quebec legislation includes “psychological harassment” in the “Act Respecting Labour Standards.” Some jurisdictions have legislation on workplace violence in which bullying is included. In addition, employers have a general duty to protect employees from risks at work. This duty can mean both physical harm and mental health. Many employers choose to address the issue of bullying as both physical and mental harm can “cost” an organization.

In general, there will be differences in opinion and sometimes conflicts at work. However, behaviour that is unreasonable and offends or harms any person should not be tolerated.

What are examples of bullying?

While bullying is a form of aggression, the actions can be both obvious and subtle. It is important to note that the following is not a checklist, nor does it mention all forms of bullying. This list is included as a way of showing some of the ways bullying may happen in a workplace. Also remember that bullying is usually considered to be a pattern of behaviour where one or more incidents will help show that bullying is taking place.

Examples include the following:

- spreading malicious rumours, gossip, or innuendo that is not true
- excluding or isolating someone socially
- intimidating a person
- undermining or deliberately impeding a person’s work
- physically abusing or threatening abuse
- removing areas of responsibilities without cause
- constantly changing work guidelines
- establishing impossible deadlines that will set up the individual to fail
- withholding necessary information or purposefully giving the wrong information
- making jokes that are “obviously offensive” by spoken word or email
- intruding on a person’s privacy by pestering, spying, or stalking
- assigning unreasonable duties or workload that are unfavourable to one person (in a way that creates unnecessary pressure)
- underwork—creating a feeling of uselessness
- yelling or using profanity
- criticizing a person persistently or constantly
- belittling a person’s opinions
- unwarranted (or undeserved) punishment
- blocking applications for training, leave, or promotion
- tampering with a person’s personal belongings or work equipment

Bullying in the Workplace (2)

It is sometimes hard to know if bullying is happening at the workplace. Many studies acknowledge that there is a fine line between strong management and bullying. Comments that are objective and are intended to provide constructive feedback are not usually considered bullying, but rather are intended to assist the employee with their work.

If you are not sure an action or statement could be considered bullying, you can use the "reasonable person" test. Would most people consider the action unacceptable?

How can bullying affect an individual?

People who are the targets of bullying may experience a range of effects. These reactions include the following:

- shock
- anger
- feelings of frustration and/or helplessness
- increased sense of vulnerability
- loss of confidence
- physical symptoms such as
 - inability to sleep
 - loss of appetite
- psychosomatic symptoms such as
 - stomach pains
 - headaches
- panic or anxiety, especially about going to work
- family tension and stress
- inability to concentrate
- low morale and productivity

How can bullying affect the workplace?

Bullying affects the overall "health" of an organization. An "unhealthy" workplace can have many effects. In general these include:

- increased absenteeism
- increased turnover
- increased stress
- increased costs for employee assistance programs (EAPs), recruitment, etc.
- increased risk for accidents / incidents
- decreased productivity and motivation
- decreased morale
- reduced corporate image and customer confidence
- poorer customer service

Bullying in the Workplace (3)

What can you do if you think you are being bullied?

If you feel that you are being bullied, discriminated against, victimized, or subjected to any form of harassment,

Do

- **Firmly** tell the person that his or her behaviour is not acceptable and ask him or her to stop. You can ask a supervisor or union member to be with you when you approach the person.
- **Keep** a factual journal or diary of daily events. Record the following:
 - the date, time and what happened in as much detail as possible
 - the names of witnesses
 - the outcome of the event

Remember, it is not just the character of the incidents, but the number, frequency, and especially the pattern that can reveal the bullying or harassment.

- **Keep** copies of any letters, memos, emails, faxes, et cetera, received from the person.
- **Report** the harassment to the person identified in your workplace policy, your supervisor, or a delegated manager. If your concerns are minimized, proceed to the next level of management.

Do not

- **Do not retaliate.** You may end up looking like the perpetrator and will most certainly cause confusion for those responsible for evaluating and responding to the situation.

What can an employer do?

The most important component of any workplace prevention program is management commitment. Management commitment is best communicated in a written policy. Since bullying is a form of violence in the workplace, employers may wish to write a comprehensive policy that covers a range of incidents (from bullying and harassment to physical violence).

A workplace violence prevention program must

- be developed by management and employee representatives
- apply to management, employees, clients, independent contractors, and anyone who has a relationship with your company
- define what you mean by workplace bullying (or harassment or violence) in precise, concrete language
- provide clear examples of unacceptable behaviour and working conditions
- state in clear terms your organization's view toward workplace bullying and its commitment to the prevention of workplace bullying
- precisely state the consequences of making threats or committing acts of violence
- outline the process by which preventive measures will be developed
- encourage reporting of all incidents of bullying or other forms of workplace violence
- outline the confidential process by which employees can report incidents and to whom
- assure no reprisals will be made against reporting employees
- outline the procedures for investigating and resolving complaints
- describe how information about potential risks of bullying/violence will be communicated to employees

Bullying in the Workplace (4)

- make a commitment to provide support services to victims
- offer a confidential Employee Assistance Program (EAP) to allow employees with personal problems to seek help
- make a commitment to fulfill the prevention training needs of different levels of personnel within the organization
- make a commitment to monitor and regularly review the policy
- state applicable regulatory requirements, where possible

What are some general tips for the workplace?

Do

- **Encourage** everyone at the workplace to act towards others in a respectful and professional manner.
- **Have** a workplace policy in place that includes a reporting system.
- **Educate** everyone that bullying is a serious matter.
- **Try to work out** solutions before the situation gets serious or "out of control."
- **Educate** everyone about what is considered bullying and whom they can go to for help.
- **Treat** all complaints seriously, and deal with complaints promptly and confidentially.
- **Train** supervisors and managers in how to deal with complaints and potential situations. Encourage them to address situations promptly whether or not a formal complaint has been filed.
- **Have** an impartial third party help with the resolution, if necessary.

Do not

- **Do not ignore** any potential problems.
- **Do not delay** resolution. Act as soon as possible.

Understanding Terms

Read the following definitions* of terms related to career development:

work

A set of activities with an intended set of outcomes, from which it is hoped that a person will derive personal satisfaction and contribute to some greater goal. Work is not necessarily tied to paid employment but to meaningful and satisfying activities (e.g., volunteer work, hobbies).

job

A set of tasks that take place in a particular environment. Jobs may be paid or unpaid, part-time or full-time, and of short or long duration.

occupation

A group of similar jobs found in different industries or organizations.

career

A lifestyle concept that involves the sequence of work, learning, and leisure activities in which one engages throughout a lifetime. Careers are unique to each person and are dynamic, unfolding throughout life. Careers include how persons balance their paid and unpaid work and personal life roles.

The following table** gives some examples to help you to distinguish between jobs and occupations.

Sample Titles	Category
Restaurant server	Occupation
Prime Minister of Canada	Job
Family physician at the North End Clinic in Halifax	Job
Maintenance worker	Occupation
Computer software designer at Expert Works in Calgary	Job
President of University of Manitoba in Winnipeg	Job

*Source: Canadian Standards and Guidelines for Career Development Practitioners. *Code of Ethics 2004*. www.career-dev-guidelines.org/career_dev/ (23 July 2007). Reproduced with permission.

**Source: de Schiffart, Clarence. "Samples and Definitions." *Blueprint for Life/Work Designs Implementation Guide*. Lorraine Haché and Clarence de Schiffart. Ottawa, ON: National Life/Work Centre, 2002. Appendix A6. Adapted with permission of the National Life/Work Centre.

Job or Occupation?

Instructions

Identify whether each title listed in the first column would be categorized as a job or occupation. Fill in the category in the second column by writing either "job" or "occupation."

Sample Titles	Category
Construction worker	
Police officer	
Administrative assistant for the Assistant Deputy Minister of Manitoba Education and Training	
Managing editor of <i>Cottage Life</i> magazine	
Art teacher at Springfield Collegiate in Oakbank	
Biology teacher	
Actor	
Mechanic at Midas Muffler on Pembina Highway in Winnipeg	
CEO of Mikkelson-Coward & Co Ltd in Winnipeg	
Truck driver	
Information technology consultant	

Life/Work Designs

Career development is about growing through life and work; about learning, experiencing, living, working, and changing; about creating and discovering pathways through one's life and work.

When purposeful, career development
is about actively creating the life one wants to live and the
work one wants to do.

Whether or not we purposefully create the life we want, life—and career development—happens anyway. None of us can avoid learning, experiences, living, working, and changing!

Each of us has a career. Each of us develops. Work and life are inextricably intertwined.

All of which leads to the concept of "life/work designs." Life/work design captures the ideas that

- life and work, although sometimes distinct, are not separate
- life and work are best designed in harmony
- life/work can be designed (fully recognizing that not all designs come to full fruition) and continuously redesigned

Designing one's life/work involves

- gathering information about and exploring the various options and one's various preferences, abilities, and interests
- making, following through on, and revising goals and plans to achieve an appropriate balance between life and work

Matching Interests and Skills with Occupations Using the National Occupational Classification

Instructions

1. Go to the Government of Canada NOC website at <http://noc.esdc.gc.ca> and choose your language of choice.
2. Click on The Career Handbook—counselling component of NOC 2001.
3. Click on the Classification Structure link on the menu on the left.
4. Choose a skill type or category of occupations that you are interested in (for example, number 3, Health Occupations).
5. Choose an occupation that interests you, and click on the NOC code.
6. Print off the details of the occupation (examples of job titles, profile summary, descriptor profile, etc.).
7. To interpret the Profile Summary, print off "A Synopsis of Descriptors and Labels," which can be found by clicking the question mark link beside Profile Summary. For more detail about attitudes, interests, data/people/things, et cetera, click on the question mark link beside that item.
8. Using the Profile Summary and the Descriptor Profile, fill in the chart below for this occupation.
9. Go back to the list of occupations classifications and/or the list of occupations in the same classification, and choose four more occupations to explore.
10. In the final column of the chart below, list the various skills and interests that are common to almost all of the occupations you explored.

Occupation	Aptitudes/Skills	Interests	Common Interests and Skills

Labour Market Trends

Various factors influence the labour market—the following trends are having an impact on today's labour market in Canada.

Demographic Trends—Baby Boom and Baby Bust

The unusually large number of people born during the Baby Boom of the 1950s and 1960s are currently retiring, while the people replacing them, born during the Baby Bust, are much fewer in number. This is resulting in a profound reduction of people in the workforce.

Economic Trends

The Canadian economy today is described as a knowledge-based economy, which means there has been a shift away from primary industries (such as agriculture, fishing, and forestry) toward technological industries (such as telecommunications). The trend toward a more global economy is also a factor—cross-border trade and technological advances mean that career opportunities are available around the world.

Social Trends

Youth today, recognizing that ours is a knowledge-based economy and that education is important to their future careers, tend to spend more time in school, which means they are slower to enter the labour force.

Small Business Plan Guide

Student name: _____

School: _____

Telephone: _____ Fax Number: _____

Section 1—Introduction

A. Identify and describe the product or service your business is planning to offer in your school.

B. Is this product or service a need or a want? Explain.

Section 2—Organization

A. Is this business

- a one-time-only venture?
- replacing an already existing service/product?
- competing with an already existing service/product?

B. Is your business going to be

- run by an elected CEO?
- run by a board of directors?
- run by democratic majority voting?

Section 3—Action Plan

A. Goal: _____

Small Business Plan Guide (2)

B. Objectives to reach goals:

Delivery system for providing product/service: _____

Location: _____

Time frame/deadlines: _____

Financing: _____

Marketing strategies: _____

Target population: _____

Evaluation—how will we know if we have succeeded? _____

Materials needed: _____

C. Tasks that will help complete the objectives:

Assigned to:

Small Business Plan Guide (3)

D. Skills required to complete tasks:

Communication skills: _____

Mathematical skills: _____

Problem-solving skills: _____

Social skills: _____

Technological skills: _____

Research skills: _____

Section 4—Final Results

A. Total student time logged (add together each student's time): _____

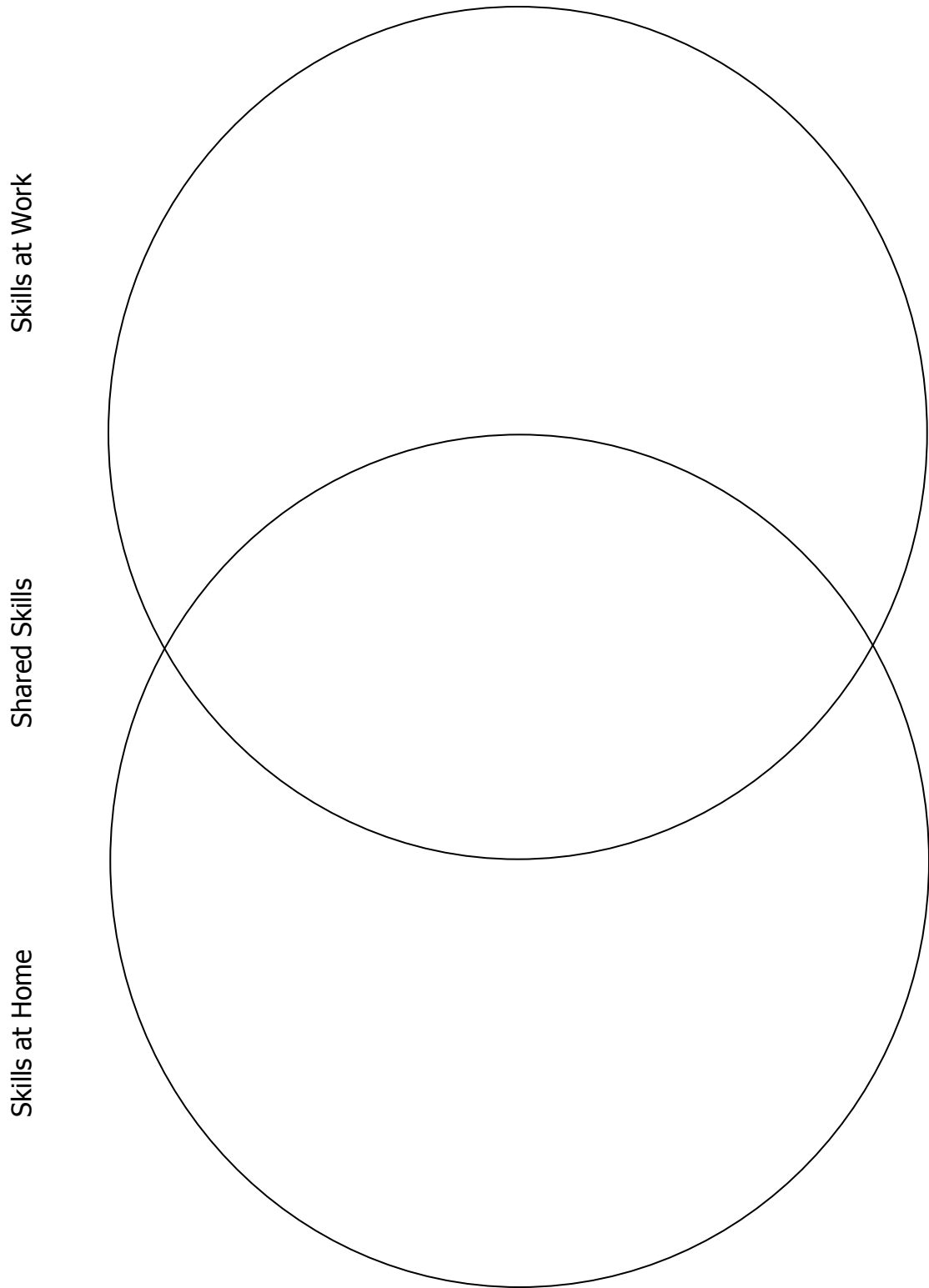
B. Total income: _____

C. Total expenses: _____

D. Profit (total income (B) – minus total expenses (C) = profit):

E. Profit (D) divided by total student hours (A) provides hourly rate of pay per student:

Venn Diagram



Life Roles and Responsibilities

Instructions:

1. Look over the list of life roles below.
2. Cross off any life roles that do not and will not apply to you.
3. Add any life roles you play to the list in the blank spaces.
4. With the help of your group, in the second column, list the responsibilities and/or skills that go along with each life role.

Life Role	Responsibilities/Skills
Family Member (son, daughter, sister, brother, cousin, etc.)	
Friend	
Learner	
Volunteer	
Citizen	
Worker	
Leisure user	
Athlete	

Leisure as a Part of Life/Work

Part 1: One-week log

Keep a log of all of your leisure (outside of school and work) activities for one week. Note the start and finish times beside each activity.

Monday	Tuesday	Wednesday	Thursday	Friday
Saturday		Sunday		

Leisure as a Part of Life/Work (2)

Part 2: Analyze activities

Examine your activities, and code them in the following way:

- Circle the five activities you did most often/spent most time at.
- Underline the five activities you did least often/spent least time at.
- Draw a star next to your five favourite activities.
- Draw a line through your five least favourite activities.

Part 3: Reflect on activities

Answer the following questions in a reflective journal entry in the space below:

- Are the activities you do most often are your favourite activities?
- Are the activities you do least often are your least favourite?
- Do your favourite activities relate to/match with your goals and dreams for your future life?
- Do you need to add some new activities in order to reach your goals? If so, what?

Leisure as a Part of Life/Work (3)

Part 4: Action Plan

Plan some leisure activities that will match with your preferred future lifestyle by filling in the chart below.

Goals	Leisure Activities	Resources/ Contact Person	Steps to Take
Educational:			
Career:			
Personal:			
Social:			
Other:			

Styles of Conflict Management

Collaborating—all sides win: All parties realize that people see things differently, and they examine all of the options and viewpoints and work toward finding a solution that will meet as many needs and concerns as possible.

Pros:

- maintains positive relationships among all parties
- gets feelings out into the open and dealt with
- accommodates strong feelings about issues

Cons:

- takes time

Example of collaborating to resolve a conflict: _____

Compromising—meeting halfway: Parties “split the difference” or each give up a little bit so that everyone gets some of what they want, but no one gets everything they want.

Pros:

- a quick and easy solution
- fair

Cons:

- no one is completely satisfied
- doesn't accommodate strong feelings about issues very well

Example of compromising to resolve a conflict: _____

Accommodating—giving in: One party decides the issue is not worth the conflict and accepts the other party's position or one party admits an error.

Pros:

- keeps the peace and maintains positive relationships, at least in the short term

Cons:

- unexpressed feelings and resentments may build up and affect relationships in the long term

Example of accommodating to resolve a conflict: _____

Styles of Conflict Management (2)

Avoiding—withdrawing: One party avoids or leaves the conflict or diverts attention from it.

Pros:

- keeps the peace
- no one gets hurt

Cons:

- nothing is resolved
- feelings are repressed and could have repercussions

Example of avoiding a conflict: _____

Forcing—coercion: One party insists that one solution/position is right and must prevail.

Pros:

- resolves the issue quickly
- reinforces the “rightness” of a position

Cons:

- may foster ill will among parties
- all feelings are not brought out into the open

Example of using force to resolve a conflict: _____

Getting help: One or more parties realize they do not have the tools, knowledge, and/or power to resolve the conflict so they seek out someone who does.

Pros:

- ensures a thoughtful resolution

Cons:

- delays the resolution

Example of getting help to resolve a conflict: _____

The Rewards of Work

Why do lottery winners decide to continue working at their jobs? Why are some people so reluctant to retire? Why are young people eager to enter the workforce? Why do some people spend hours every week volunteering?

In your group, brainstorm possible rewards from working.

Look at your group's list of rewards, and sort them into the following categories: psychological, emotional, social, economic, and other.

Psychological Rewards	Emotional Rewards	Social Rewards	Economic Rewards	Other Rewards

What are the top five rewards you would want in a job?

How do these translate into values—how do they show what is important to you?



Check the five top values you have listed on your AEP, and revise them if necessary.

Multiple Intelligences Inventory Checklist

Using the scale below, give each statement a number that best represents your response.
1—Not at all like me 2—A little like me 3—Somewhat like me 4—A lot like me 5—Definitely me
 Add the total for each category and then identify your top five intelligences.

Verbal/Linguistic	
1. I like puns and other wordplay.	
2. I feel comfortable and get positive reinforcement when dealing with language and words.	
3. I enjoy completing crosswords and other word games.	
4. I remember things exactly as they are said to me.	
5. I like to take part in debates and/or discussions.	
6. I prefer writing long- and short-answer responses rather than multiple choice responses.	
7. I enjoy keeping a written journal, and/or writing stories and articles.	
8. I like to read a lot.	
My Verbal/Linguistic Total	
Logical/Mathematical	
1. I work best in an organized work area.	
2. I enjoy math and/or science.	
3. I keep a "things to do" list.	
4. I enjoy playing brainteasers and games that involve logical thinking.	
5. I like to ask "why" questions and seek clarification of issues and concerns.	
6. I work best when I have a day planner or timetable.	
7. I quickly grasp cause-and-effect relationships.	
8. I am good at estimating.	
My Logical/Mathematical Total	
Visual/Spatial	
1. I understand colour combinations and what colours work well together.	
2. I enjoy solving jigsaw, maze, and/or other visual puzzles.	
3. I read charts and maps easily.	
4. I have a good sense of direction.	
5. I like to watch the scenes and activities in movies.	
6. I have vivid dreams when sleeping.	
7. I can anticipate the moves and consequences in a game plan (i.e., hockey sense, chess sense).	
8. I remember things best by seeing them.	
My Visual/Spatial Total	

Multiple Intelligences Inventory Checklist (2)

Interpersonal	
1. I work best through interaction with people.	
2. I enjoy team sports rather than individual sports.	
3. Being around people energizes me.	
4. I prefer group activities rather than ones I do alone.	
5. I enjoy learning about different cultures.	
6. I usually talk over my personal problems with a friend.	
7. I enjoy sharing my ideas and feelings with others.	
8. I work best in cooperative groups where I can discuss issues with others.	
My Interpersonal Total	
Intrapersonal	
1. I am a private person, and I like my private inner world.	
2. I have a few close friends.	
3. I have strong opinions about controversial issues.	
4. I work best when activity is self-paced.	
5. I am not easily influenced by other people.	
6. I have a good understanding of my feelings and how I will react to situations.	
7. I often raise questions concerning values and beliefs.	
8. I understand that I am responsible for my own behaviour.	
My Intrapersonal Total	
Body/Kinesthetic	
1. I like to move, tap, or fidget when sitting.	
2. I participate in extreme sports (i.e., sea kayaking, snowboarding, mountain biking).	
3. I am curious as to how things feel and I tend to touch objects to examine the texture.	
4. I am well coordinated.	
5. I like working with my hands.	
6. I prefer to be physically involved rather than sitting and watching.	
7. I understand best by doing (touching, moving, and interacting).	
8. I enjoy creating things with my hands.	
My Body/Kinesthetic Total	

Multiple Intelligences Inventory Checklist (3)

Musical	
1. I play music in my head.	
2. I make up a rhyme to remember something.	
3. It is easy for me to follow the beat of music.	
4. I like setting songs and poems to music.	
5. I keep time when music is playing.	
6. I can hear an off-key note.	
7. I find it easy to engage in musical activities.	
8. I feel proud of my musical accomplishments.	
My Musical Total	
Naturalistic	
1. I have a collection (i.e., shells, mugs, rocks, hockey cards).	
2. I notice similarities and differences in trees, flowers, and other things in nature.	
3. I am actively involved in protecting the environment.	
4. I enjoy digging for and discovering artifacts and unusual items.	
5. I prefer to be outdoors rather than indoors.	
6. I like planting and caring for a garden.	
7. I enjoy fishing and tracking.	
8. I learn best when I can go on field trips to explore and observe nature exhibits, museums, or the outdoors.	
My Naturalistic Total	

My Top Five Multiple Intelligences

1. _____
2. _____
3. _____
4. _____
5. _____

Multiple Intelligences and Learning Styles

Intelligence	How strong I am in this area	What this says about my preferred learning style
verbal/linguistic		Verbal/linguistic learners think in words and learn by reading, speaking, and listening, by playing word games, and by creating texts such as poems and stories, using tools such as books, computers, games, multimedia, tape recorders, and lectures.
logical/mathematical		Logical/mathematical learners think conceptually and abstractly, noticing patterns and relationships. They learn by experimenting and investigating, solving puzzles, mysteries, and logic games, and asking big questions. They tend to need the big picture or concept before they can focus on the details.
interpersonal/social		Interpersonal/social learners learn by interacting with others during group activities, discussions, debates, seminars, and dialogues, using tools such as telephones, audio conferencing, video conferencing, computer conferencing, writing, and email.
musical/rhythmic		Musical/rhythmic learners are sensitive to rhythm and sound and learn by speaking rhythmically, turning lessons into lyrics, and tapping out time using tools such as music, musical instruments, radios, stereos, CD-ROMs, and multimedia.
intrapersonal/introspective		Intrapersonal/introspective learners are intuitive and in tune with their inner feelings. They learn independently using tools such as books, diaries, privacy, and time to themselves.
visual/spatial		Visual/spatial learners think in terms of physical space. They learn by representing, viewing, picturing images, and manipulating objects, using tools such as models, graphics, charts, photographs, drawings, 3-D models, videos, video conferencing, television, and multimedia.

Multiple Intelligences and Learning Styles (2)

Intelligence	How strong I am in this area	What this says about my preferred learning style
body/kinesthetic		Body/kinesthetic learners have a keen sense of body awareness and move effectively. They learn through physical activity, hands-on experiences, acting out, and role playing, using such tools as equipment, real objects, and props.
naturalistic*		Naturalistic learners observe and care for the natural environment. They learn by noting observations, similarities and differences, and changes in the environment and by going on field trips to explore nature exhibits, museums, or the outdoors, using tools such as binoculars, telescopes, microscopes, cameras, and magnifiers.
existentialist*		Existentialist learners are concerned with the "ultimate" questions about human existence, such as why we are here on earth and how we should best spend our time here, and they are very aware of the diversity, complexity, and wonder of the universe. They see beyond the obvious to the deeper meaning of events and issues. They learn best when the subject matter is related to their main purpose in life and when they understand the theory and philosophy behind the subject. They learn through ceremonies, meditation, reflection, contemplation, reading, and discussion.

* Aboriginal communities include naturalists and existentialists among Howard Gardner's multiple intelligences. Brian McLeod provides summary definitions for naturalist and existentialist learners:

Naturalist learners—believe and appreciate that humans co-exist with all forms of life on this planet. They explore and try to understand how all things on earth are related to each other. Traditional knowledge of the cycles of life, balance, and respect for life are intrinsic to this learning.

Existentialist learners—seek vision to understand the path chosen for one to fulfill one's roles and responsibilities in their life walks. Ceremonies such as fasting, vision quests, sun dances, et cetera, are all part of strengthening the understanding of the natural world. The emphasis is not so much on trying to answer the question "What is the purpose or meaning of life?" but rather the question "What is a good way to honour life (my relations) with my purpose?" A deeper relationship to the Creator is central to this learning.

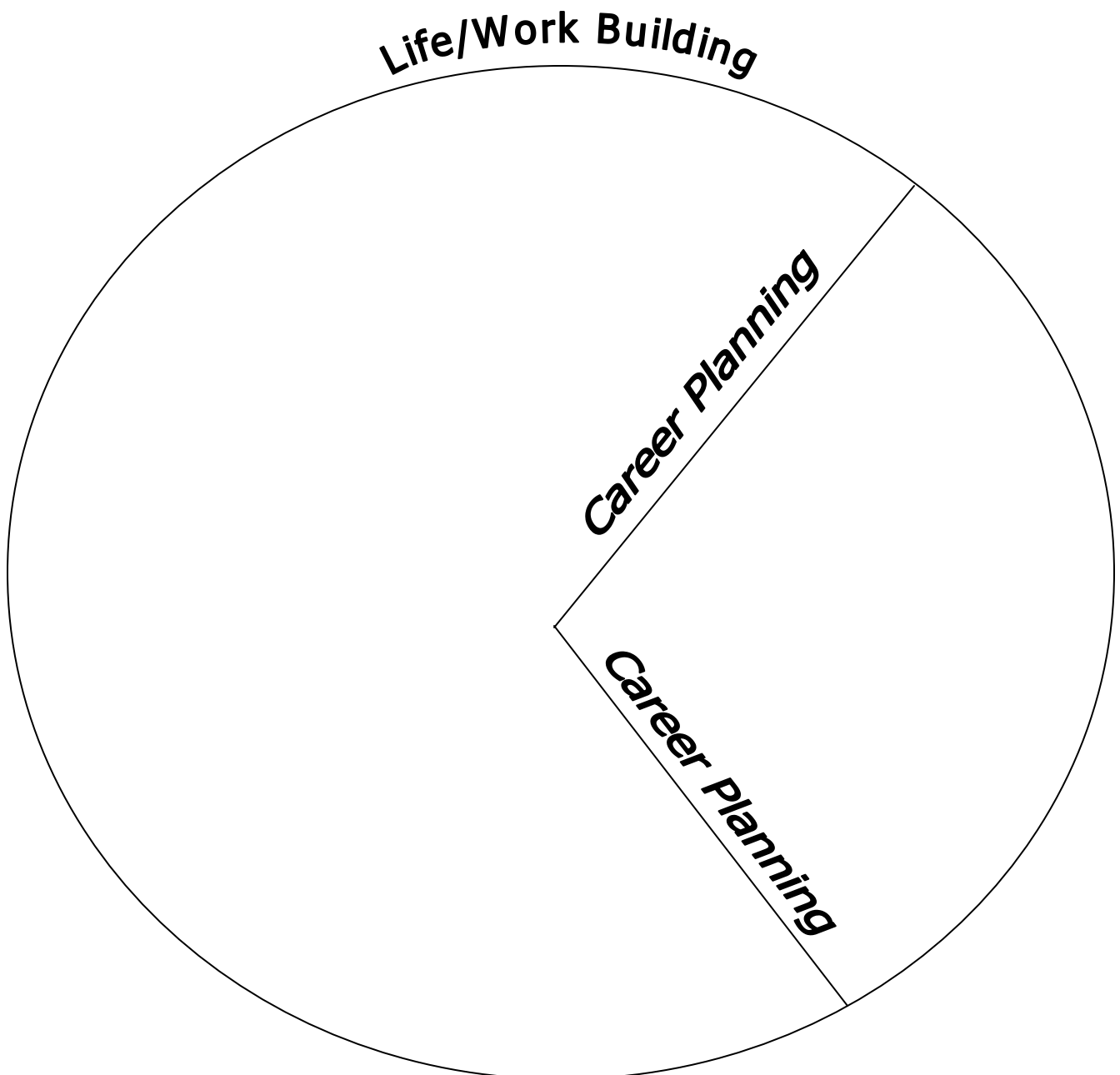
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Life/Work Building and Career Planning

Instructions: In the triangular portion of the Life/Work Building circle below, write and/or draw decisions you have made or plan to make as part of your career plan—these could be decisions to acquire new skills through some kind of training, decisions to volunteer with an organizations to make connections with people, decisions to spend time reading up on related topics, and so on.

From each decision represented in the Career Planning section, write or draw some way that it relates to either your learning or your leisure plans in the Life/Work Building circle, outside of the triangular portion. Draw arrows and/or use colour codes to make the connection between the career part and the life/work part clear.



High Five Plus One

No matter what career path is chosen, there are some things that remain constant for all people. Canadian career development specialists originally called these constants the “High Five.” Some children have already learned about the High Five in school. A sixth principle has been recently added, giving us the “High Five Plus One.”

Change Is Constant

We change constantly, and so does the world around us—including the working world. Chances are that a single occupation will no longer take workers from the beginning to the end of their working lives. Adaptability is an important skill to carry into the world of work.



Learning Is Ongoing

Graduating from high school or a post-secondary program doesn't mean that your education is complete. Education is not limited to classrooms in a school. Opportunities to learn are everywhere! Learn to recognize them and make your learning a lifelong experience.

Focus on the Journey

Travelling through life is like travelling down a road: having a destination gives direction, but most of the time is spent moving along. Pay attention to the journey, with all of its pitfalls, sidetracks, opportunities, and highways to new destinations.



Follow Your Heart

Dreaming about your future can help you to understand what you really want in life. Knowing what you want and keeping it in mind can give you the motivation you need to deal with life's challenges. Listen to your inner voice.

Access Your Allies

The journey of life is not taken alone. Life is like a team sport, and your team members are your friends, family, teachers, and neighbours. Any of them can be willing and helpful allies when it comes to judging what steps to take on life's path.



Know Yourself


The career planning constant or principle “Know Yourself” is the latest addition to the High Five Plus One. Knowing your true self by examining your values, beliefs, and interests in as much detail as possible will help you with career decisions as you travel along your career path.

Employability Skills 2000⁺

Employability Skills 2000⁺

The skills you need to enter, stay in, and progress in the world of work—whether you work on your own or as a part of a team.

These skills can also be applied and used beyond the workplace in a range of daily activities.

Fundamental Skills The skills needed as a base for further development	Personal Management Skills The personal skills, attitudes and behaviours that drive one's potential for growth	Teamwork Skills The skills and attributes needed to contribute productively
<p><i>You will be better prepared to progress in the world of work when you can:</i></p> <p>Communicate</p> <ul style="list-style-type: none"> • read and understand information presented in a variety of forms (e.g., words, graphs, charts, diagrams) • write and speak so others pay attention and understand • listen and ask questions to understand and appreciate the points of view of others • share information using a range of information and communications technologies (e.g., voice, e-mail, computers) • use relevant scientific, technological and mathematical knowledge and skills to explain or clarify ideas <p>Manage Information</p> <ul style="list-style-type: none"> • locate, gather and organize information using appropriate technology and information systems • access, analyze and apply knowledge and skills from various disciplines (e.g., the arts, languages, science, technology, mathematics, social sciences, and the humanities) <p>Use Numbers</p> <ul style="list-style-type: none"> • decide what needs to be measured or calculated • observe and record data using appropriate methods, tools and technology • make estimates and verify calculations <p>Think & Solve Problems</p> <ul style="list-style-type: none"> • assess situations and identify problems • seek different points of view and evaluate them based on facts • recognize the human, interpersonal, technical, scientific and mathematical dimensions of a problem • identify the root cause of a problem • be creative and innovative in exploring possible solutions • readily use science, technology and mathematics as ways to think, gain and share knowledge, solve problems and make decisions • evaluate solutions to make recommendations or decisions • implement solutions • check to see if a solution works, and act on opportunities for improvement 	<p><i>You will be able to offer yourself greater possibilities for achievement when you can:</i></p> <p>Demonstrate Positive Attitudes & Behaviours</p> <ul style="list-style-type: none"> • feel good about yourself and be confident • deal with people, problems and situations with honesty, integrity and personal ethics • recognize your own and other people's good efforts • take care of your personal health • show interest, initiative and effort <p>Be Responsible</p> <ul style="list-style-type: none"> • set goals and priorities balancing work and personal life • plan and manage time, money and other resources to achieve goals • assess, weigh and manage risk • be accountable for your actions and the actions of your group • be socially responsible and contribute to your community <p>Be Adaptable</p> <ul style="list-style-type: none"> • work independently or as a part of a team • carry out multiple tasks or projects • be innovative and resourceful: identify and suggest alternative ways to achieve goals and get the job done • be open and respond constructively to change • learn from your mistakes and accept feedback • cope with uncertainty <p>Learn Continuously</p> <ul style="list-style-type: none"> • be willing to continuously learn and grow • assess personal strengths and areas for development • set your own learning goals • identify and access learning sources and opportunities • plan for and achieve your learning goals <p>Work Safely</p> <ul style="list-style-type: none"> • be aware of personal and group health and safety practices and procedures, and act in accordance with these 	<p><i>You will be better prepared to add value to the outcomes of a task, project or team when you can:</i></p> <p>Work with Others</p> <ul style="list-style-type: none"> • understand and work within the dynamics of a group • ensure that a team's purpose and objectives are clear • be flexible: respect, be open to and supportive of the thoughts, opinions and contributions of others in a group • recognize and respect people's diversity, individual differences and perspectives • accept and provide feedback in a constructive and considerate manner • contribute to a team by sharing information and expertise • lead or support when appropriate, motivating a group for high performance • understand the role of conflict in a group to reach solutions • manage and resolve conflict when appropriate <p>Participate in Projects & Tasks</p> <ul style="list-style-type: none"> • plan, design or carry out a project or task from start to finish with well-defined objectives and outcomes • develop a plan, seek feedback, test, revise and implement • work to agreed quality standards and specifications • select and use appropriate tools and technology for a task or project • adapt to changing requirements and information • continuously monitor the success of a project or task and identify ways to improve <div style="text-align: right;">  <p>The Conference Board of Canada</p> <p>255 Smyth Road, Ottawa ON K1H 8M7 Canada Tel. (613) 526-3280 Fax (613) 526-4857 Internet: www.conferenceboard.ca/education</p> </div>

Employability Skills Plan

Skill Area	What evidence do I have that demonstrates these skills?	How can I acquire more evidence to demonstrate these skills?
Communicate		
Manage Information		
Use Numbers		
Think and Solve Problems		
Demonstrate Positive Attitudes and Behaviours		
Be Responsible		

Employability Skills Plan (2)

Skill Area	What evidence do I have that demonstrates these skills?	How can I acquire more evidence to demonstrate these skills?
Be Adaptable		
Learn Continuously		
Work Safely		
Work with Others		
Participate in Projects and Tasks		

Manitoba Employment Standards Quiz

Instructions: For each of the statements below, determine whether it is true or false, and write either **True** or **False** in the space following the statement. If the statement is false, correct it to be true by crossing out, replacing, and/or adding the necessary words to the statement.

1. The current minimum wage is \$9.00 per hour. _____
2. Employees are entitled to a 45-minute unpaid break after completing five hours of work. _____
3. Employees (except security personnel, caretakers, and power engineers who live in the buildings where they work) are entitled to at least one day of rest (24 hours) without pay in each week. _____
4. Standard hours of work are eight hours per day and 40 hours per week. _____
5. In the construction or landscaping industries, the standard hours of work are different. _____
6. Once a work schedule has been approved, the employer can change it at any time. _____
7. If a schedule changes after an employee has reported for work, the employee must be paid for the length of the shift or for four hours, whichever is greater. _____
8. Employers who ask or allow employees to work longer than the standard hours of work must pay these employees double their regular hourly wage for each hour worked during overtime. _____
9. Employees who perform primarily management functions and employees who substantially control the hours of work and earn twice the Manitoba average industrial wage are excluded from standard hours of work and overtime. _____
10. Employees under 17 years of age must have a permit from the Employment Standards Branch before they can work. _____
11. People under 18 years of age are not allowed to work alone between the hours of 11:00 p.m. and 6:00 a.m. _____

Manitoba Employment Standards Quiz (2)

12. Employees under 16 years of age are not allowed to work at pruning, repairing, maintaining, or removing trees. _____
13. There are 10 general holidays throughout the year. _____
14. Easter Sunday is not a general holiday. _____
15. Employees must be paid at least once a month and within 10 days of the end of a pay period. _____
16. Employees cannot work overtime without the knowledge or permission of their employers. _____
17. Employees who work on general holidays are normally entitled to 1.5 times the regular rate of pay for the hours worked, in addition to their general holiday pay. _____
18. After five years of service, employees are entitled to four weeks of vacation. _____
19. Employers who wish to terminate employees must give notice of termination or pay wages equal to what would normally be earned during the notice. _____
20. Employers do not have to pay employees for their required breaks. _____

Manitoba Employment Standards Quiz (3)
Answer Key

1. False The current minimum wage is [*insert current amount*] per hour.
2. False Employees are entitled to a **30-minute** unpaid break after completing five hours of work.
3. True
4. True
5. True
6. True
7. False If the schedule changes after an employee has reported for work, the employee must be paid for the length of the shift or for **three** hours, whichever is greater.
8. False Employers who ask or allow employees to work longer than the standard hours of work must pay these employees **1.5 times** their regular hourly wage for each hour worked during overtime.
9. True
10. False Employees under **16** years of age must have a permit from the Employment Standards Branch before they can work.
11. True
12. True
13. False There are **eight** general holidays throughout the year.
14. True
15. False Employees must be paid at least **twice** a month and within 10 days of the end of a pay period.
16. True
17. True
18. False After five years of service, employees are entitled to **three** weeks of vacation.
19. False Employees who wish to terminate employees **do not always have to** give notice of termination or pay wages equal to what would normally be earned during the notice.
20. True

Working Conditions and Benefits

Working Conditions & Benefits	Other:			
	Pension Plan			
	Group Insurance			
	Leaves and Vacation			
	Job Security and Termination			
	Work Schedule and Overtime			
	Job			

Career and Community Experience Training Plan

Student Name:	School Contact Telephone Number:	Community Site Address:
Teacher/Monitor Name:	School Fax Number:	Community Site Telephone Number:
Community Site (Business Name):	School Address:	Community Site Fax Number: Community Site Email Address:

Student Area of Interest: _____

Description of employer safety orientation provided: _____

Day/Hours to be worked: _____

General outline:

[Description of nature of activities to be performed during the community experience placement (e.g., participate in all facets of working in a clothing retail store, including customer relations, money management, and store inventory)]

Community Placement Specific Skills/Duties/Tasks

The following duties will be observed or performed alone or with assistance, and these workplace skills will be developed. The student will also receive a rating on a scale of 1 to 5:

- 1 represents no exposure
- 2 indicates exposure only; general information provided but no opportunity to practise
- 3 indicates practised activities, but additional training and practice are required
- 4 represents proficient performance; activities were performed under supervision; however, additional training and practice will be beneficial
- 5 indicates superior performance; performs activity independently without supervision and has sound understanding of activity

Skill/Duty	Observed	Performed with help	Performed alone	Rating
Handle customer payments	—	—	—	—
Provide quality customer service	—	—	—	—
Stock shelves	—	—	—	—
Create displays	—	—	—	—
Handle customer complaints	—	—	—	—
Demonstrate knowledge of stock	—	—	—	—
Maintain displays	—	—	—	—
Price merchandise	—	—	—	—
Maintain general store	—	—	—	—
Inventory store stock	—	—	—	—
Order stock	—	—	—	—
Follow store policies	—	—	—	—

The above list of duties for work site training competencies has been determined in consultation with three retail clothing stores: Swanson, Neroes, and the Den.

Community Supervisor Comments:

Career and Community Experience Training Plan (2)

Employability Skills:

The student recognizes and respects people's diversity, individual differences, and perspectives.

Performed with help

Performed alone

N/A

The student is willing to change preferred way of doing things.

The student is able to recognize when something needs to be done without being told.

The student is able to function effectively under pressure.

The student is able to act in accordance with personal and group health and safety practices.

The student is able to make difficult decisions in a timely manner.

The student is thorough (i.e., complete and accurate) in work.

Additional Community Supervisor Comments:

Teacher /Monitor Comments:

Related Courses Taken/Planned:

- a) in school _____
- b) _____
- c) in the community _____

By their signatures, the parties below signify their agreement with the terms of the Training Plan above:

School:	Student/Parent or Guardian:	Community Site:
Contact Name (print): _____	_____ (student signature)	Contact Name (print) : _____
_____ (signature)	_____ (parent/guardian signature)	_____ (signature)
Date:	Date:	Date:

Career and Community Experience Student Log

Student name: _____ Community Site: _____

School: _____ Community Supervisor: _____

Teacher/Monitor: _____

Date	Task(s)	Equipment used	Comments/Reflections (on attitudes, skills, procedures, and on my expectations and goals)

Additional Comments:

Date _____ Student _____ Community Supervisor _____
(signature) (signature)

Career and Community Experience Evaluation Form—General

Student: _____

Course: _____

Teacher: _____

School: _____

Dates of Placement—Evaluation Time Frame:
 from: _____
 to _____ 20____

Community site:

Tel: _____
 Fax: _____

Supervisor:

Type of Placement:

Please evaluate this student in the sections that are applicable to this type of placement and discuss this evaluation with the student.

Please indicate your level of satisfaction with the student's participation in the career and community placement experience by placing an (X) in the appropriate box.

	5	4	3	2	1	n/a
Evaluation Criteria Personal Management Skills	Strongly Agree	Agree	Okay	Disagree	Strongly Disagree	
The student interacts well with others.						
The student demonstrates reliable behaviour patterns in attendance and punctuality.						
The student demonstrates a positive attitude toward the job and the organization.						
The student is able to determine when to ask for help and when to complete the task independently.						
The student is able to learn new skills.						
The student's appearance, personal neatness, and grooming are appropriate.						
The student has demonstrated the ability to orally give and exchange thoughts and information about the on-site experiences.						
The student has demonstrated the ability to listen and clarify thoughts and information sent out by others.						

Career and Community Experience Evaluation Form—General (2)

Please indicate your level of satisfaction with the student’s participation in the career and community experience by placing an (x) in the appropriate box.

	5	4	3	2	1	n/a
Evaluation Criteria Employability Skills	Strongly Agree	Agree	Okay	Disagree	Strongly Disagree	
The student is respectful of others.						
The student has demonstrated honesty and integrity at the community location.						
The student accepts constructive criticism.						
The student demonstrates the ability to adapt to new tasks/situations.						
The student shows initiative (is a self-starter) while learning and working on tasks.						
The student stays on task and completes assignments in a responsible way.						
The student demonstrates the ability to make difficult decisions in a timely manner.						
The student is able to function effectively under pressure and maintain self-control in the face of hostility or provocation.						
The student understands and follows safety procedures.						
The student has gained considerable knowledge and technical expertise.						

Strengths/Abilities:	Areas Requiring Improvement:
----------------------	------------------------------

Comments:

Career and Community Experience Evaluation Form—General (3)

	5	4	3	2	1	n/a
Evaluation Criteria Other Essential Skills	Strongly Agree	Agree	Okay	Disagree	Strongly Disagree	
The student reads and uses information from textual and digital sources.						
The student reads and uses a variety of information displays (e.g., graphs, tables, schematics).						
The student demonstrates responsible use of technology and digital media.						
The student is able to read numbers and think in terms of quantities.						
The student is able to use a computer and standard software packages (e.g., word processing, email, spreadsheets).						
The student is able to think analytically, conceptually, and strategically.						
The student demonstrates problem-solving skills.						
The student demonstrates decision-making ability.						
The student is able to gather and disseminate diagnostic information.						
The student is able to plan, organize, and effectively implement tasks and projects.						
The student is willing and able to learn independently.						
The student is able to express ideas clearly and persuade intended audiences using the written word.						
The student is aware of and sensitive to cultural differences.						

Note: Also use Career and Community Experience Evaluation Form—Specific Skills when students participate in longer term placements.

This evaluation has been discussed with the student participating in the program. Yes/No

Community Supervisor

(signature) (date)

Teacher/Monitor

(signature) (date)

Student

(signature) (date)

Parent/Guardian

(signature) (date)

Community Supervisor Comments:

Teacher/Monitor Comments:

Student Comments:

Sample

Career and Community Experience Evaluation Form— Specific Skills

Student Name:	School Contact Telephone Number:	Community Site Address:
Teacher/Monitor Name:	School Fax Number:	Community Site Telephone Number:
Community Supervisor Name:	School Address:	Community Site Fax Number: Community Site Email Address:

Student Area of Interest: _____

Evaluation Time Frame:

Starting from _____

until _____.

Community Placement Specific Skills/Duties/Tasks

The list of duties/skills for this community site placement was developed in consultation with three clothing retail stores: Store A, Store B, and Store C. These duties were observed or performed alone or with assistance, and these workplace skills were developed. The student has been rated on a score of 1 to 5 to indicate skill proficiency:

- 1 represents no exposure
- 2 indicates exposure only; general information provided but no opportunity to practise
- 3 indicates practised activities, but additional training and practice are required
- 4 represents proficient performance; activities were performed under supervision; however, additional training and practice will be beneficial
- 5 indicates superior performance; performs activity independently without supervision and has sound understanding of activity

Skill/Duty	Observed	Performed with Help	Performed Alone	Rating
<i>Examples:</i>				
Handling customer payment	X	X	X	5
Stocking shelves	X	X	X	4
Providing quality customer service	X	X	X	3
Ordering stock				1

Career and Community Experience Evaluation Form—
Specific Skills (2)

Community Supervisor Comments:

Teacher/Monitor Comments:

Student Reflections on the Experience:

Future Directions:

Community Supervisor _____
(signature) (date)

Teacher/Monitor _____
(signature) (date)

Student _____
(signature) (date)

Parent/Guardian _____
(signature) (date)

Annual Education Plan Assessment

Name: _____ **Date:** _____

	Does not meet expectations	Partially meets expectations	Meets expectations	More than meets expectations
<p>A. Set goals and plan action</p> <p>In my Annual Education Plan (AEP), I</p>				
<ul style="list-style-type: none"> ▪ clearly identify my interests, skills, personality, and values 				
<ul style="list-style-type: none"> ▪ use evidence to identify my personal strengths 				
<ul style="list-style-type: none"> ▪ identify my preferred learning style and its impact on my career planning 				
<ul style="list-style-type: none"> ▪ clearly describe my long-term occupational goals 				
<ul style="list-style-type: none"> ▪ using evidence, reflect on the suitability of my occupational choice 				
<p>B. Four-Year Education Plan</p> <p>In my Four-Year Education Plan (on page 3 of my AEP), I</p>				
<ul style="list-style-type: none"> ▪ clearly identify my course selection plan for Grades 11 and 12 				
<ul style="list-style-type: none"> ▪ provide justification for my course selection plan 				

Comments:

