



APPENDIX A

Blackline Masters: Units 1–5

Blackline Masters

Unit 1

- **BLM 1:** Career Management Assessment (1.A.1)
- **BLM 2:** Transition Plan (1.A.2)
- **BLM 3:** The Resiliency Quiz (1.A.3)
- **BLM 4:** Venn Diagram (1.A.4)
- **BLM 5:** Application to Wright College (1.A.1–1.A.4)
- **BLM 6:** “Okay to Be You” Sample Newsletter (1.A.5)

Unit 2

- **BLM 7:** Presentation Rubric (2.D.1)
- **BLM 8:** Occupation Profiles Chart (2.D.1)
- **BLM 9:** Labour Market Trends Chart (2.E.1)
- **BLM 10:** The Evolving World of Work (2.E.2)
- **BLM 11:** Canadian Demographics (2.E.2)
- **BLM 12:** Lifestyle Factors Table (2.F.2)
- **BLM 13:** Brochure Memo (2.G.2)

Unit 3

- **BLM 14:** High Five Plus One (3.H.2)
- **BLM 15:** Goal-Setting Guidelines (3.H.4)
- **BLM 16A:** Monthly Budget: Post-secondary Education/Training (3.I.2)
- **BLM 16B:** Monthly Budget: Directly to Employment (3.I.2)

Unit 4

- **BLM 17:** Essential Skills—The Foundation for Success (4.K.1)
- **BLM 18:** Employability Skills 2000+ (4.K.1)
- **BLM 19:** Resumé Assessment (4.K.3)
- **BLM 20:** Debate Rubric (4.K.6)

Unit 5

- **BLM 21:** Career Research Interview Questionnaire (5.D.3)
- **BLM 22:** Career and Community Experience Expectations Agreement Guidelines (5.D.3)
- **BLM 23:** Career and Community Experience Student Log (5.J.1)
- **BLM 24:** Career and Community Experience Training Plan (5.J.1)
- **BLM 25:** Career and Community Experience Evaluation Form—General (5.J.1)
- **BLM 26:** Career and Community Experience Evaluation Form—Specific Skills (5.J.1)
- **BLM 27:** Career Management Assessment (5.J.3)
- **BLM 28:** My Career Portfolio and the GLOs (5.D.4)

Career Management Assessment

In the first column on the right, rate your strength as described in the statement on the left. In the next column, rate your fellow employees/classmates as you perceive their strengths. Use a scale from 1 to 5, where 1 is low and 5 is high.

Descriptive Statements	Rating Myself	Rating Colleagues
<p>1. I have a positive self-image. (My self-confidence helps me influence other people in my life. I am able to find ways to maintain my self-confidence in difficult or new situations.)</p>		
<p>2. I can interact effectively with others. (When I interact with other people, I ask questions because I want to learn about them. I listen more than I talk about myself in communication with others. I do not try to control situations or others.)</p>		
<p>3. I can adapt to change and personal growth. (I have developed good health habits. I have been able to manage stress and express my feelings. I use strategies to adapt to changes.)</p>		
<p>4. I participate in lifelong learning. (I understand how skills are transferable. I demonstrate behaviours and attitudes that contribute to achieving my goals. I undertake continuous learning activities.)</p>		
<p>5. I can effectively use career information. (I know how to interpret and use labour market information. I know how my interests, knowledge, skills, beliefs, and attitudes can be transferable to various work roles. I know what working conditions I want for myself.)</p>		
<p>6. I can understand the relationship between the economy and society. (I understand how work can satisfy our needs. I understand the effect of work on people's lifestyles. I understand how society's needs and functions affect the supply of goods and services.)</p>		
<p>7. I can create, secure, and maintain work. (I know the importance of personal qualities to create, get, and keep work. I know how to locate, interpret, and use labour market information. I have developed work search tools and skills—resumés, portfolios, etc.)</p>		
<p>8. I can make career-enhancing decisions. (I understand how my personal beliefs and attitudes affect my decision-making process. I know how to apply problem-solving strategies. I know how to develop a range of creative scenarios supportive of my preferred future. I am able to demonstrate skills, knowledge, and attitudes required to assess work and learning opportunities.)</p>		

Career Management Assessment (2)

Descriptive Statements	Rating Myself	Rating Colleagues
9. I can effectively balance life and work roles. (I am aware of my various life roles and the responsibilities linked to them. I understand how those work and life roles have an impact on our preferred future or lifestyle. I understand the kind of work, family, and leisure activities I feel will contribute to a balanced life.)		
10. I can recognize reasons for life/work changes. (I understand the changing life roles of men and women in work and family settings. I understand how contributions both inside and outside the home are important to family and society. I demonstrate attitudes, behaviours, and skills that contribute to the elimination of gender bias and stereotyping.)		
11. I am able to plan and manage my life and work future. (I demonstrate behaviours and attitudes that reflect the High Five Plus One messages: change is constant, learning is ongoing, follow your heart, focus on the journey, access your allies, and know yourself. I set life/work goals that reflect my preferred future. I know how to plan and apply coping strategies or new life/work scenarios during transition periods.)		

Transition Plan

Life/Work Transitioning

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 three reasons why work is important. (See 2.E.3)

List your top three learning styles. (See 3.H.1)

List your top five skills. (See 1.A.2 and 4.K.1)

List your top five interests. (See 1.A.2)



List your top five values. (See 1.A.2)

Transitioning

List the top two areas in which you prefer to work. (See 2.D.2)

List some qualities that reflect your personal temperament. (See 1.A.2)

List three behaviours/attitudes that you displayed in completing a successful activity. (See 1.A.4)

List short-term goals related to school (e.g., course selection for Grade 12, academic performance, participation in extra-curricular activities related to future goals, attendance, applications for post-secondary institutions). (See 3.H.4)

(Post-secondary applications should include a backup plan.)

Transition Plan (3)

Plan 1: Three-year–post-secondary training/work plan. (See 3.J.2)

	Year 1	Year 2	Year 3
Program/Work			
Location			
Expenses			
Living accommodations and food expenses			
Tuition fees/ occupational expenses			
Miscellaneous expenses (health care, clothing, communications, etc.)			
Transportation costs			
Total expenses			
Income			
Sources of income			
Total income			
Difference: Total income – total expenses =			

Transition Plan (4)

Plan 2: An alternative plan or backup plan if Plan 1 doesn't work. This may be the result of changes in the economy, the labour market, personal circumstances, or personal choice. (See 3.J.2)

	Year 1	Year 2	Year 3
Program/Work			
Location			
Expenses			
Living accommodations and food expenses			
Tuition fees/ occupational expenses			
Miscellaneous expenses (health care, clothing, communications, etc.)			
Transportation costs			
Total expenses			
Income			
Sources of income			
Total income			
Difference: Total income – total expenses =			

Transition Plan (5)

This plan should be reviewed regularly and revised as needed. Teachers instructing this course should share the student's Transition Plan with parents/guardians and request their signatures and comments. The school should save a copy of this document for the student's file and the student should retain the original in his or her portfolio.

Parent/Guardian Signature

Date

Student Signature

Date

Student Comments:

Parent/Guardian Comments:

The Resiliency Quiz

Part 1

People bounce back from tragedy, trauma, risks, and stress by having certain conditions in their lives. These conditions are listed below. The more times you answer “yes” to the statements below, the greater the chances are that you can bounce back from your life’s problems “with more power and more smarts.”

And doing that is one of the surest ways to increase your self-esteem.

Answer “yes” or “no” to the following. Then celebrate your “yes” answers and decide how you can change your “no” answers to “yes.”

1. Caring and Support

- _____ I have several people in my life who give me unconditional love, who listen to me without judging, and who I know are “there for me.”
- _____ I am involved in a school-, work-, faith-related, or other group where I feel cared for and valued.
- _____ I treat myself with kindness and compassion, and take time to nurture myself (including eating right and getting enough sleep and exercise).

2. High Expectations for Success

- _____ I have several people in my life who let me know they believe in my ability to succeed.
- _____ I get the message “You can succeed” at work or school.
- _____ I believe in myself most of the time, and generally give myself positive messages about my ability to accomplish my goals—even when I encounter difficulties.

3. Opportunities for Meaningful Participation

- _____ My voice (opinion) and choice (what I want) are heard and valued in my close personal relationships.
- _____ My opinions and ideas are listened to and respected at my work or school.
- _____ I provide service through volunteering to help others or for a cause in my community, faith organization, or school.

4. Positive Bonds

- _____ I am involved in one or more positive after-work or after-school hobbies or activities.
- _____ I participate in one or more groups (such as a club, faith community, or sports team) outside of work or school.
- _____ I feel close to most people at my work or school.

The Resiliency Quiz (2)

5. Clear and Consistent Boundaries

- _____ Most of my relationships with friends and family members have clear, healthy boundaries (which include mutual respect, personal autonomy, and each person in the relationship both giving and receiving).
- _____ I experience clear, consistent expectations and rules at my work or in my school.
- _____ I set and maintain healthy boundaries for myself by standing up for myself, not letting others take advantage of me, and saying "no" when I need to.

6. Life Skills

- _____ I have (and use) good listening, honest communication, and healthy conflict resolution skills.
- _____ I have the training and skills I need to do my job well, or I have all the skills I need to do well in school.
- _____ I know how to set a goal and take the steps to achieve it.

Part 2

People also successfully overcome life difficulties by drawing upon internal qualities that research has shown are particularly helpful when encountering a crisis, major stressor, or trauma.

The following list can be thought of as a "personal resiliency-builder" menu. No one has everything on this list. When "the going gets tough," you probably have three or four of these qualities that you use most naturally and most often.

It is helpful to know which are your primary resiliency builders, how have you used them in the past, and how can you use them to overcome the present challenges in your life.

You can also decide to add one or two of these to your resiliency-builder menu if you think they would be useful for you.

The Resiliency Quiz (3)

Personal Resiliency Builders

Individual Qualities that Facilitate Resiliency

Put a plus sign (+) by the top three or four resiliency builders you use most often. Ask yourself how you have used these in the past or currently use them. Think of how you can best apply these resiliency builders to current life problems, crises, or stressors.

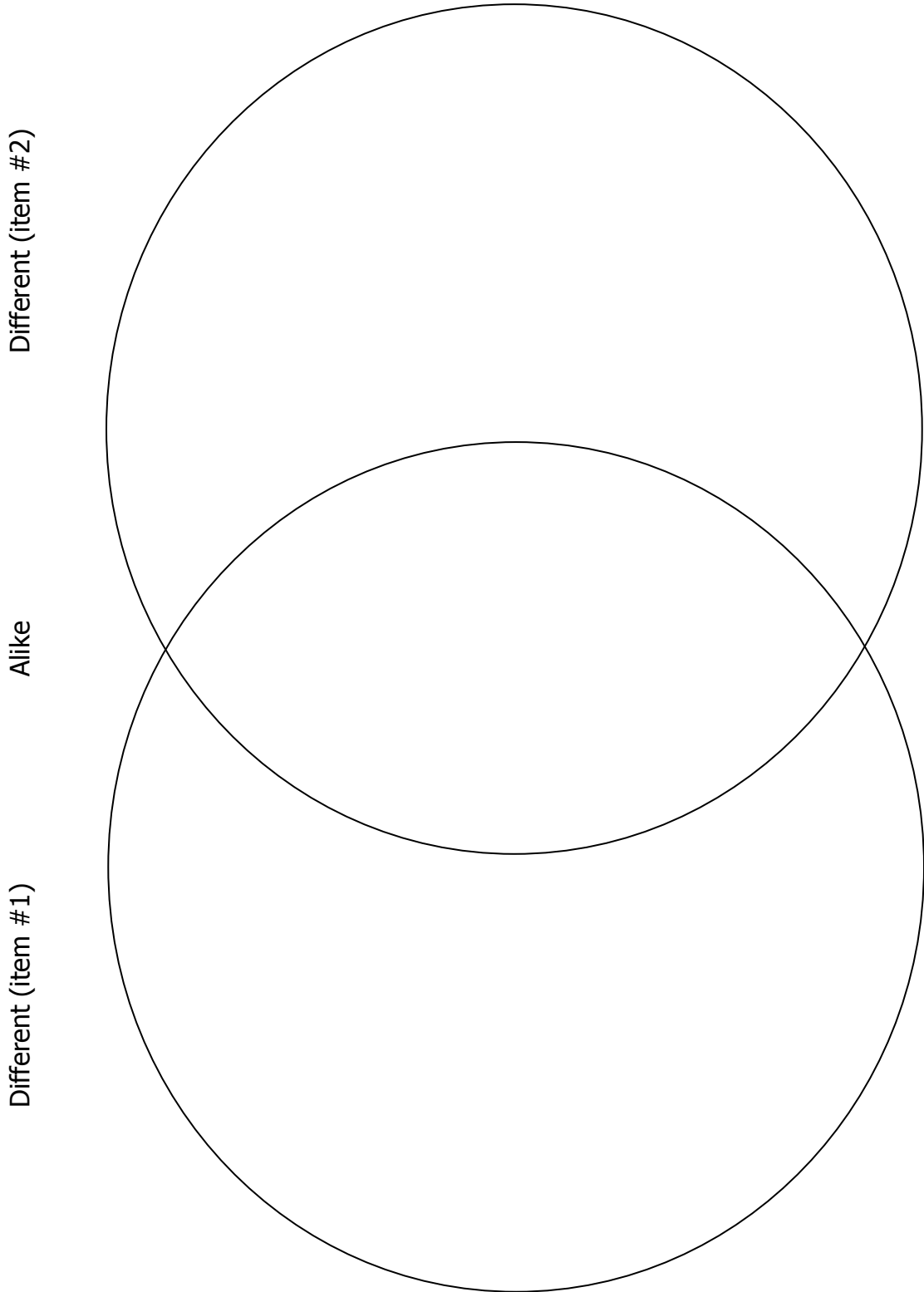
- Relationships—I am sociable/able to be a friend/able to form positive relationships.
- Humour—I have a good sense of humour.
- Inner Direction—I base choices or decisions on internal evaluation (I have an internal locus of control).
- Perceptiveness—I have an insightful understanding of people and situations.
- Independence—I am able to distance myself from unhealthy people and situations. I have autonomy.
- Positive View of Personal Future—I am optimistic. I expect a positive future.
- Flexibility—I can adjust to change and can bend as necessary to positively cope with situations.
- Love of Learning—I have a capacity for and connection to learning.
- Self-Motivation—I have internal initiative and positive motivation from within.
- Competence—I am “good at something.” I have personal competence.
- Self-Worth—I have feelings of self-worth and self-confidence.
- Spirituality—I have a personal faith in something greater.
- Perseverance—I keep on despite difficulty. I don’t give up.
- Creativity—I express myself through artistic endeavour.

You Can Best Help Yourself or Someone Else Be More Resilient by . . .

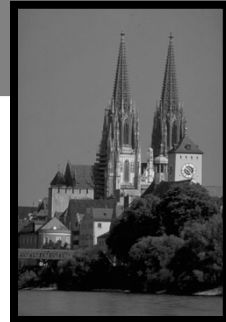
- Communicating the Resiliency Attitude: “What is right with you is more powerful than anything that is wrong with you.”
- Focusing on the person’s strengths more than problems and weaknesses, and asking “How can these strengths be used to overcome problems?” One way to do this is to help yourself or another identify and best utilize top personal resiliency builders listed in The Resiliency Quiz, Part 2.
- Providing for yourself, or another, the conditions listed in The Resiliency Quiz, Part 1.
- Having patience—successfully bouncing back from a significant trauma or crisis takes time.

Venn Diagram

Comparing _____ and _____.
(item #1) (item #2)



APPLICATION TO WRIGHT COLLEGE



Letter of Application

Welcome to Wright College, the place you want to be. As part of the application to this institution you must include a two-page, typed letter of introduction. The letter is an opportunity for us to get to know you and the attributes you may have that will help you to succeed at our highly competitive college.

The structure of the letter is simple and must be followed so that all letters in the application competition can be compared fairly. Use the following headings:

- Introduction
- Personal Attributes that Ensure Success
- Personal Goals Already Met
- Personal Goal(s) Established
- Anticipated Barriers to Success and Possible Solutions

Scoring

Each of the responses will be scored using the following criteria and mark allotments:

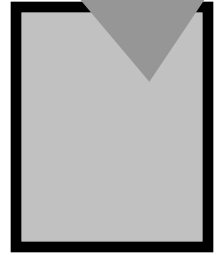
- Provides a detailed and reflective portrayal of oneself. /10
- Identifies personal strengths and how these have contributed to goals met and goals set. /10
- Explains the possible barriers that may impede success and has identified a few possible solutions to deal with these barriers. /10

Total /30



Newsletter Date
Volume 1, Issue 1

OK TO BE YOU



What I Have Learned about Myself since Grade 7

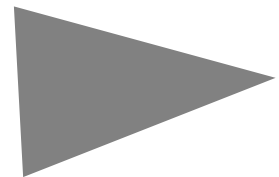
Grade 7 can be a pretty rough grade. There are so many different events happening in your life: sometimes a change in school, new friends to be made, old friends to let go of, more demanding school work, and more freedom to venture outside of the house. All of these circumstances play havoc with your feelings about yourself and how you will react to new situations. Feeling self-confident helps you make good choices when there are decisions placed in front of you, such as a common dilemma: to follow my friends or to stick to what I think is right.

Here are some personal reflections from a group of Grade 12 students who have reflected on what they have learned through some of their experiences in Grade 7 through Grade 11. We hope you will learn from some of these reflections and be able to make positive decisions as well.



Personal Storyline

Write a paragraph that would contribute to this newsletter and describe what you think teens can do to improve their self-images. Within the article, describe how an improved self-image will affect relationships with others at work, at school, and in the home.



Presentation Rubric

	1	2	3	4	5
Content (resources used in the presentation and research)	<ul style="list-style-type: none"> There is no presentation of resources that could be used in researching the occupations. 	<ul style="list-style-type: none"> There is a presentation of resources that could be used in researching the occupations. The presentation is not clear. 	<ul style="list-style-type: none"> There is a presentation of resources that could be used in researching the occupations. The presentation was clear. 	<ul style="list-style-type: none"> There is a presentation of resources that could be used in researching the occupations. The presentation was very clear. 	<ul style="list-style-type: none"> There is a presentation of resources that could be used in researching the occupations. The presentation was very clear and detailed.
Organization (clear introduction, development and conclusion, clear focus, within time limits)	<ul style="list-style-type: none"> Sequence of information is difficult to discern. Big ideas are missing or not highlighted. The presentation is within time limits. 	<ul style="list-style-type: none"> Sequence is difficult to follow—it may jump around too much. Big ideas are missing or not highlighted. Presentation may not be within time limit. 	<ul style="list-style-type: none"> The sequence is somewhat clear. Transitions may be missing. Big ideas are missing or not highlighted. Presentation may be over time limit. 	<ul style="list-style-type: none"> The sequence is clear. Transitions are smooth. Big ideas are identified. Presentation may be over time limit. 	<ul style="list-style-type: none"> The sequence is clear. Transitions are smooth Big ideas are highlighted. The group is not over the time limit.
Creativity (stimulating, original, involves audience)	<ul style="list-style-type: none"> Presentation does not include an initial hook or activator to engage audience. There is no originality to the presentation. The audience is not involved. 	<ul style="list-style-type: none"> The hook for the presentation is not engaging. Some parts of the presentation are original. The audience is not involved or is slightly involved. 	<ul style="list-style-type: none"> The hook for the presentation is engaging. Many parts of the presentation are original. The audience is somewhat involved. 	<ul style="list-style-type: none"> The hook for the presentation is engaging. Many parts of the presentation are original. The audience is involved. 	<ul style="list-style-type: none"> The hook for the presentation is engaging and contains a WOW factor. The presentation is original and involves the audience to a large degree.
Communication Skills (eye contact, use of visuals, volume and pace of voice)	<ul style="list-style-type: none"> Students read from papers and offer no eye contact. There are no visuals used. Voices may not be easily heard. 	<ul style="list-style-type: none"> There is some loss of eye contact. Few visuals are used to assist in the organization of presentation. Some members of the group are difficult to hear. 	<ul style="list-style-type: none"> There is some reference to notes but mostly eye contact is maintained. Visuals are used but could be more effective. Most members of the group are heard clearly. 	<ul style="list-style-type: none"> There is no reference to notes and eye contact is maintained. Visuals are used effectively. Everyone is clearly heard. 	<ul style="list-style-type: none"> Eye contact is maintained at all times. The visuals are used effectively. All voices are clear.

Occupation Profiles Chart

Occupation	1.	2.
Salary Range		
Education/ Training Required		
Work Prospects		
Working Conditions (hours, indoor/outdoor, alone/with others, etc.)		
Duties		
Other Important Information		

Labour Market Trends Chart

Trend: A long-term change in social direction, broad in scope, and identified by many sources.

Trends affect us in a number of different ways, in our personal life, in our jobs, and as consumers.

There are consequences and effects on the economy from what we may think of as very simple trends. For example, an **aging population** can lead to more products and services (such as housing and television programming) geared to seniors.

Directions:

1. Examine the examples filled in the chart below. Add to the lists of changes and opportunities.
2. Identify three more trends that have developed in the last five to ten years.
3. Identify the type of trend each is—social, demographic, technological, environmental, economic, et cetera.
4. List the changes that have occurred as result of each of these trends.
5. Identify work or lifestyle opportunities that have opened up because of each of these changes.

Trend	Type of Trend	Changes	Opportunities
Aging population	Demographic	More seniors, more retired people	Special tours/travel, stores, and recreation aimed at seniors
Emphasis on health and fitness	Social	More prevention education	Fitness centres, organic foods and produce, stores that distribute prevention products

The Evolving World of Work

Information Sheet **Overview of the Evolving World of Work**

- The world of work is in constant flux. Work and occupations are not created out of the ether. They are created out of needs for goods and services. Over time, needs shift and change. New technologies, global influences, changes in demographics of the population and spending habits of families all affect the number and type of occupations in countries and in communities.
- Ask parents to think about occupations that they have seen disappear over their own lifetime (e.g., telegraph operators, bank tellers [practically], personal secretaries). As they disappear they are replaced by new occupations (e.g., financial advisors, software developers, radiology specialists). In another 100 years, people will be doing work we can only dream about now.
- Most of us aren't concerned about the next 100 years—at least it does not preoccupy our daily thoughts. We do care, however, about the next five or ten years as it relates to our own career futures and those of our children.
- As we look at the global economy at the beginning of the 21st century, what do we now see? Global trends include
 - highly competitive trade—easy movement of people and products globally
 - increased deregulation and privatization of industry
 - information technology is a dominant force
 - multinational companies moving to all parts of the world
- As we focus more specifically on Canada, we can identify areas where demand is expected to be high. These include
 - the information technology sector—huge growth but for a relatively small and specialized number of people
 - business, financial advisory, and personal services—significant growth for much larger numbers of people as organizations contract out services, and families buy needed services now that two-income earners have become increasingly the norm
 - health and education—predicted to be on the rise after a long period of decline
 - skilled trades people—in demand
 - tourism—large growth as baby boomers age and have disposable incomes
 - small business—huge growth here and in the services small business needs to survive
- These are general across the country. One needs, of course, to look in one's own province and region to see which of these trends is growing fastest at home.

The Evolving World of Work (2)

- There has been a lot of doomsaying about the future of work and a lot of speculation about a jobless future. Many studies are now showing that there is little substance to these predictions. Predicting the future of work is risky business and a very inexact science. This is why we need to place so much emphasis on personal research. There are no certain answers—only signposts along the way.
- We know that while some areas of work disappear, others are created. And many suggest that the future workplace will be more challenging, more competitive, and less accessible for unskilled people and/or those with outdated skills who do not upgrade and pursue training to stay current. This has huge implications for our teens.
- The labour market outlook for youth is always particularly challenging. Youth unemployment has long been significantly above the adult unemployment rate and remains a national concern. There are important work challenges and difficulties for youth in Canada now. If we understand some of these, we can begin to think about how to “inoculate” our teens insofar as we can and how to help them manoeuvre cleverly, understanding where the vulnerabilities are and preparing themselves accordingly.

So let's start with the bad news first, remembering that these are only trends and not necessarily facts!

- There is a growing polarization in the Canadian labour market affecting both youth and adults—a gap between who gets work and who doesn't, who is rich and who isn't.
- In a 1990 survey, one in six Canadians described himself as poor; one in 20 as wealthy; the rest clustered in the middle. In 1995, over 20% of those who had been “better off” reported being less well off; 64% of the “poor” were also less well off.
- The youth share of the Canadian population was 13.4% in 1996 but their unemployment rate was 25%.
- Young people who do not have training beyond Grade 12 face significant obstacles in accessing good jobs and making enough money to live above the poverty line. While there are jobs for unskilled workers, they are most often low pay, low security, and “dead-end.” Youth need the tools to do well in entry jobs, learn from them, and move forward. Some of these tools are attitude and the capacity to move cleverly and strategically; another key tool is training.
- Many youth can expect delayed entry to adult roles. Youth are staying in school longer (which is good). They lack work experience (which is not good). The time it takes for them to access work that provides sufficient income to let them leave home is longer. In 1996, 44% of males between the ages of 25 to 29 were living at home; 33% of females were as well. There are many implications of this trend for families, parents, and youth.

The Evolving World of Work (3)

- Among youth, an important issue is underemployment. We need to be very concerned about this. As we emphasize education, we imply that if youth complete schooling successfully, there will be challenging interesting work that is “big enough for their spirit” waiting for them. In a 1992 survey, 31% of high school graduates and 20% of university graduates reported being overqualified for their jobs seven years after graduation. While university graduation still remains a good insurance policy against unemployment, those in non-professional faculties (e.g., humanities and sciences) tend to find work, but not necessarily in their field and not using their talents and skills to their full potential. Many, indeed most, do eventually find work in their field but it takes longer—and it takes effort. For those in professional faculties (e.g., engineering), this is much less the case. This points to the advantage of post-secondary training in a profession or skilled trade area, at least in the short term.
- The issue of “quality work” for youth is also a serious concern. Government policies have focused on creating entry-level jobs and on raising the employment rate for youth. There has been much more of a focus on increasing the quantity of jobs than on what Graham Lowe calls “quality jobs.” Yet survey after survey indicates that youth want quality, not just quantity. Quality jobs are those that offer enough challenge, interest, decent people to work with, reasonable compensation, and some level of security. Youth need to understand quality, know how to seek it out and become their own quality control managers. This is critical to manoeuvre. Part of this is to become clever and strategic about terms like “flexible” and “just-in-time” workforce. These can offer huge advantages for those who know how to manoeuvre; for those who do not, however, they can benefit only the employer who can get their work done, provide low wages, no training, no benefits, and let youth go “just in time.”

So that is the bad news. There is also good news . . . and a good amount of it!

- The work that is being created seems to be distributed across levels of training and education approximately equally—30% requiring university; 30% requiring post-secondary training and skilled trades training; 30% requiring grade 12; and 12% less than grade 12. Most jobs still require “moderate” levels of skill to enter. This is not what we tend to hear in the media where technology hype makes it sound like all workers need to be technological wizards. High skill jobs in the information technology sector remain a relatively small percentage of the overall workforce. Interestingly enough, a majority of Canadians have more computer ability than is actually required for the jobs they do. The vulnerability of the 12% who do not complete secondary school (and even those who do complete it but do not pursue additional training) is a concern for certain. Both need to learn to be clever and to manage their learning in order to progress. With the right skills and strategies, it is possible.
- Youth seek and want quality jobs. They want challenging and meaningful work, AND they have a strong work ethic when the work “matters.” Again this is contrary to how youth are often depicted.

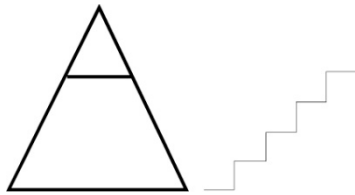
The Evolving World of Work (4)

- Small business is a huge growth sector in Canada and presents enormous opportunity for youth with an entrepreneurial spirit and/or who want to work for entrepreneurs. Small business needs most of the services of big business, just on a smaller scale. So, whether youth want to manage their own small business or service an existing one, there is opportunity.
- Finally, by 2010 demographics should work strongly in favour of youth. By then, there will be fewer youth entering the workforce and many baby boomers will have exited. Workers are expected to be in high demand and youth may become hot commodities. When commodities are hot, there is competition and employers must invest in training and incentives to attract good people. We already see this now in the high tech sector. We are beginning to see it in other sectors as well, even the retail sector. So demographics will help.

The Evolving World of Work (5)

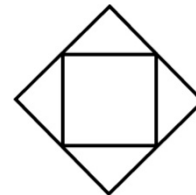
Information Sheet The Pyramid and the Diamond

Traditional Pyramid



- lots of opportunities to enter at the bottom; lots of possibilities to stay there too
- more people at the bottom, less at the top
- opportunities are mostly hierarchical
- knowledge and decision making are mostly in the top triangle—opportunity for the patient and loyal ones
- skill requirements are clear—specialists abound
- considerable differentiation between “blue collar” labourers and “white collar” professionals
- focus is on occupations/job titles

Emerging Diamond

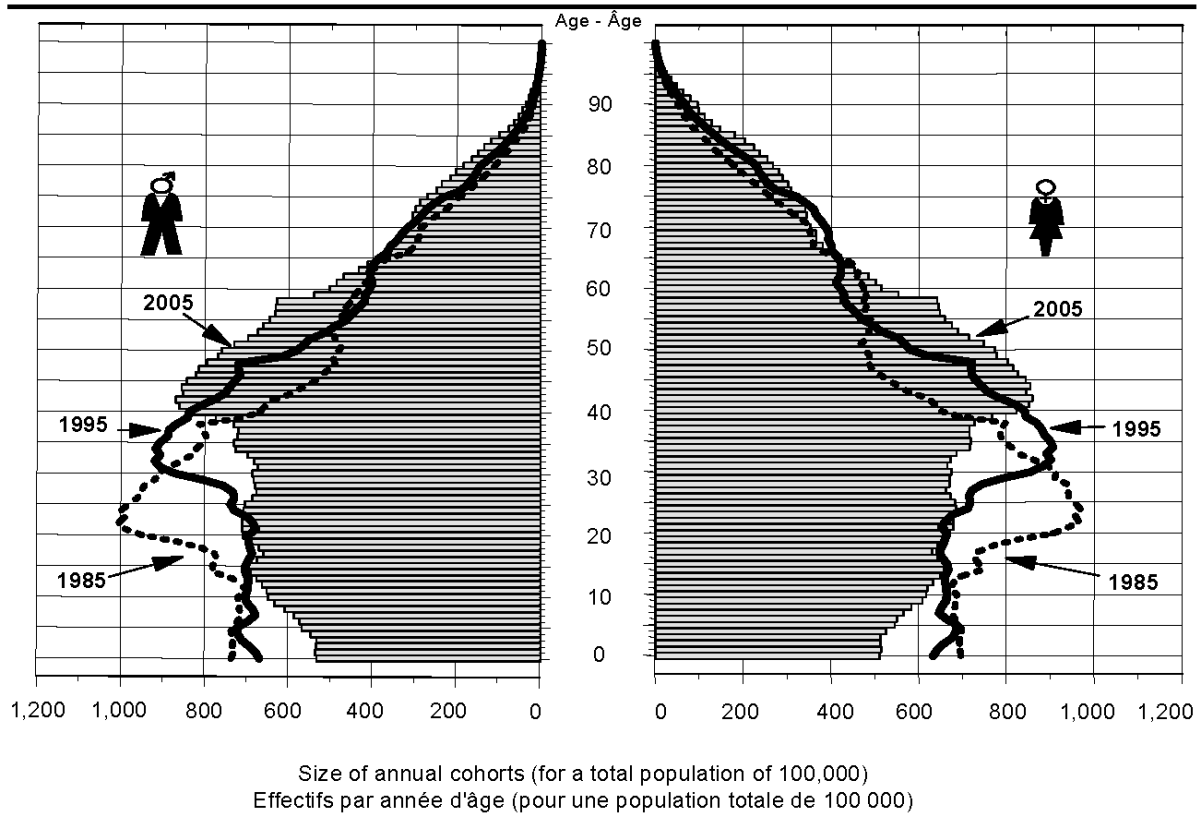


- constricted base means limited opportunity for low skill/inexperienced—assumption of basic skills
- more people in the middle, less at the bottom and top
- opportunities are mostly lateral
- knowledge and decision making are mostly in the big square—lots of opportunity for self-starters and risk takers
- transferable skills become necessary—generalists who are transferable/mobile and with ongoing learning skills and attitudes will mostly succeed
- crumbling differentiation—“aqua collar” workers are emerging as tasks expand and distinctions blur
- focus is on skills and sectors

Canadian Demographics

The following "age pyramid" chart shows how Canada's population has been aging.

Chart 4 Age pyramid of the population for July 1, 1985, 1995 and 2005, Canada
Graphique 4 Pyramide des âges de la population au 1^{er} juillet 1985, 1995 et 2005, Canada



Source: Statistics Canada. *Annual Demographic Statistics 2005 = Statistiques démographiques annuelles 2005*. Catalogue no. 91-213-XIB. Ottawa, ON: Statistics Canada, 2005. 6.

Statistics Canada information is used with the permission of Statistics Canada. Users are forbidden to copy the data and disseminate them, in an original or modified form, for commercial purposes, without permission from Statistics Canada. Information on the availability of the wide range of data from Statistics Canada can be obtained from Statistics Canada's Regional Offices, its World Wide Web site at www.statcan.gc.ca, and its toll-free access number 1-800-263-1136.

Look across the chart at various ages to see the differences in population in the different years.

Canadian Demographics (2)

The Impact of Demographics on Employment

The composition of society affects the need for goods and services industries.

Baby Boomers

The “baby boomer” population has influenced the growth in fitness and leisure activities, the purchase of educational technology at home and at work, the emphasis on health care, prevention-related goods and services, and holistic alternative forms of medicine.

Baby Boom Echo

The children of baby boomers have affected the changes in the children’s market for clothing, toys, music, and books.

The Blessed Ones

As sophisticated shoppers at the top of their income-earning power, they emphasize value over conspicuous consumption. They have created a niche market for RSSP, mutual funds, estate planning, and home renovations (to increasingly accommodate aging and disabled occupants). They offer unprecedented opportunities for companies that can offer them the kind of goods and services they will want and need.

Golden Oldies

The population over 65 has changed our emphasis on health care, and the technology, goods, and services related to that care. In addition, home care and community care services have changed and increased. These changes will continue to influence the labour market, as the baby boomers reach retirement.

Cultural Diversity

The cultural diversity in Canada today affects products and services geared to visible minorities, immigrants, and refugees. Services may include language training, translation services, and immigrant settlement services. Products may be geared to specific groups or subsets of the market (e.g., language-specific newspapers and television programs, food services and goods). Ethnic diversity has led to growth in a number of industries and occupations.

Can you think of industries or occupations that may be affected by baby boomers? by cultural diversity? Discuss.

Canadian Demographics (3)

Labour Market Supply

The supply of workers to fill jobs in the labour market is related to three factors:

- birth rate: Canada's birth rate is below replacement level.
- labour force growth: Canada's population is aging, and both the rate and absolute level of increase in the labour force will slow.
- rate of immigration: Immigration can help to minimize the population decline, but cannot realistically offset the shifting age structure of Canada. Total immigrant arrivals for Canada in 1994 did not meet the target 250 000 level planned by the federal government.

Immigration

New immigrants will take longer to adjust to the labour market because of a number of basic adaptation needs (Immigrant Services Society of BC):

- survival needs: food, shelter, clothing, language, health care orientation
- safety needs: adjustment/settlement counselling (trauma, culture shock), interpretation, translation, employment preparation, legal orientation
- social needs: being accepted and belonging
- esteem needs: gaining approval, respect, and access to programs and services

Designated Groups

The inclusion of groups that have been under-represented in the labour market, and the limitation of certain groups formerly overrepresented in the market, will have an impact on the number of workers and types of skills available to employers. The inclusion of people with disabilities will bring about a change in the work environment and in the attitudes of co-workers and employers. Changes will affect hiring procedures, and thus rearrange the composition of the labour force. If Canada is to have a labour force skilled enough to compete in the global economy, it is necessary to make effective use of all our human resources. Regulations are now being reviewed to improve legislation that helps employers identify and eliminate barriers to employment for designated group members: Aboriginal people, persons with disabilities, visible minorities, and women.

The *Employment Equity Act* is the current legislation in effect to administer and implement inclusive recruitment and retention in personnel practice. The Act ensures that employers with 100 or more employees prepare and carry out action plans to achieve a workforce in which designated group members are fairly represented.

The intent of employment equity is also to increase representation of the designated groups in occupational groups. A classic example of this is women in non-traditional occupations and in higher level management positions. Traditionally, women have been excluded from these types of positions because of their gender, not their ability. The purpose of the Act is remedial and not intended as punitive in any way towards any groups traditionally in these occupations.

Employment equity provides a new context in that the pool of applicants for jobs and for promotions will become more competitive, with more inclusive advertising and recruitment. Employment equity is sometimes blamed for problems related to the labour market, problems that are not related to equity initiatives and strategies.

What are the implications for employment for people from the designated groups? What are the implications for employment for people not in the designated groups? Discuss.

Brochure Memo

Interoffice Memorandum

To: Advertising Department
 From: Leslie Krown, CEO and President
 cc:
 Date:
 Re: Brochure

The Government of Canada has provided us with a grant to develop several brochures that encourage workers to consider non-traditional careers. The brochures must be creative and accurately reflect the career but also explain why the career may be suitable to a variety of individuals. The brochure could explain why, up until now, the career pathway has been dominated by a specific sector of the population.

The brochure must

- be on one double-sided page—software packages usually have a brochure template you can use
- provide an accurate description of the career, explaining the appropriate schooling and additional training required
- include a section on how the industry is changing to meet the needs of non-traditional workers, or perhaps how it is not changing and some of the challenges the non-traditional worker may face

Each of the brochure proposals will be considered using the following criteria:

Provides an accurate description of the career	1	1.5	2	2.5	3	3.5	4	4.5	5
Explains the necessary requirements for the career	1	1.5	2	2.5	3	3.5	4	4.5	5
Describes the changing nature of the industry or challenges	1	1.5	2	2.5	3	3.5	4	4.5	5
Organizes the information in the brochure so it is easy to read	1	1.5	2	2.5	3	3.5	4	4.5	5
Is written clearly and legibly	1	1.5	2	2.5	3	3.5	4	4.5	5
Total	/25								

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.

Goal-Setting Guidelines

1. Determine what is important to you, that is, what your values are.
2. Decide what you want in terms of a career, and make sure that this is in line with your values. This is your long-term goal.
3. List the benefits or rewards you will receive when you reach your goal. This will help to motivate you along the way.
4. Determine the steps you need to take to get to your long-term goal(s). These are your short-term goals.
5. Set deadlines for and ways to measure your short-term goals. This way you will know when you achieve them and can celebrate your successes.
6. Determine which goals should be achieved first, and focus on them.
7. Write your goals down. This way you can read them over frequently to remind yourself of your short- and long-term goals and the benefits of achieving them.

Monthly Budget: Post-secondary Education/Training

Expenses			Income	
Monthly Bills	rent		Wages	
	utilities (water, gas, electricity, etc.)		Savings	
	communications (telephone, Internet, cable TV, etc.)		Scholarships	
	other		Loans	
Daily Living	groceries		Other	
	toiletries		Total	
	other			
Transportation	car loan		<p>Note: Not all items on this list will be applicable to everyone.</p> <p>Calculate for a 12-month period that includes both in-school months and out-of-school months.</p>	
	gas/fuel			
	insurance			
	repairs			
	public transportation			
School-Related	tuition			
	books			
	student fees			
	other			
Medical	dentist			
	prescriptions			
	glasses			
	other			
Entertainment	books/magazines			
	videos/music			
	movies/plays			
	restaurants			
	concerts/clubs			
	other			
Recreation	gym fees			
	sports equipment			
	team dues			
	other			
Personal	clothing			
	gifts			
	salon/barber			
	other			
Financial Obligations	loans			
	credit cards			
	income tax			
	other			
Total				

_____ - _____ = _____
 Total income Total expenses

Monthly Budget: Directly to Employment

Expenses		Income	
Monthly Bills	rent	Wages	
	utilities (water, gas, electricity, etc.)	Savings	
	communications (telephone, Internet, cable TV, etc.)	Scholarships	
	other	Loans	
Daily Living	groceries	Other	
	toiletries	Total	
	other		
Transportation	car loan	Note: Not all items on this list will be applicable to everyone.	
	gas/fuel		
	insurance		
	repairs		
	public transportation		
Medical	dentist		
	prescriptions		
	glasses		
	other		
Entertainment	books/magazines		
	videos/music		
	movies/plays		
	restaurants		
	concerts/clubs		
	other		
Recreation	gym fees		
	sports equipment		
	team dues		
	other		
Personal	clothing		
	gifts		
	salon/barber		
	other		
Financial Obligations	loans		
	credit cards		
	income tax		
	other		
Total			

$$\text{Total income} \quad - \quad \text{Total expenses} \quad = \quad \underline{\hspace{2cm}}$$

Essential Skills – The Foundation for Success

Industry Training Partnerships defines essential skills for the workplace in Manitoba as “the reading, writing, numeracy, communication, teamwork, thinking, learning and computer skills required to successfully perform in the workplace and to maximize the use of other types of training.”

Employees at all levels must be able to


- read and understand a range of text from written work orders to online and print-based technical and policy documents
- utilize complicated workplace documents including technical manuals, blueprints, and health and safety regulations
- fill out and compose forms, work orders, and reports
- clearly speak and carefully listen in one-on-one and group settings
- know when and how to use numbers accurately whether measuring, converting imperial measurements to metric, or developing budgets and reports
- navigate through print and online sources to find information specific to a task
- think through workplace problems and challenges
- work as a team, whether on the plant floor or in company or union meetings
- keep learning and adapting to changes such as introducing International Standards Organization (ISO) requirements, and new technology

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>

Resumé Assessment

Ask the following questions when assessing your own resumé or the resúmes of others.

1. Are unique qualities, or personal accomplishments, clearly expressed?
2. Will the reader see and understand the accomplishments presented within the first few seconds of looking at the resumé?
3. Does the resumé address the needs of the target employers by showing that the applicant has solved problems similar to the ones the employers are experiencing?
4. Does the resumé convey the applicant's ability to make an impact by outlining accomplishments in a clear and compelling manner?
5. Does the resumé have a sense of action and movement? Are action verbs used wherever possible?
6. Does the resumé design draw the eye to key information? Is the page clean and uncluttered? Is the resumé easy on the eye?
7. When you read the resumé, are you impressed?

Debate Rubric

Criteria	Mastery	Above Standard	Standard	Approaches Standard	Below Standard
Opening and closing statements	<ul style="list-style-type: none"> extremely thorough, well organized presentation of arguments and evidence opening statement engages the interest of audience; closing statement leaves no unanswered issues and resonates with the audience 	<ul style="list-style-type: none"> well organized and complete presentation of arguments and evidence opening statement successfully frames the issues; closing statement summarizes many arguments made in the debate 	<ul style="list-style-type: none"> organized and generally complete presentation of arguments and evidence opening statement outlines or lists arguments and evidence but does not generate interest; closing statement does not reflect remarks made during debate 	<ul style="list-style-type: none"> somewhat organized presentation of arguments and evidence opening statement minimally outlines arguments; closing argument briefly restates the ideas offered in the opening statement 	<ul style="list-style-type: none"> arguments are unorganized, incomplete, or completely lacking in evidence opening statement and closing statements do little more than state the position of the team
Rebuttals	<ul style="list-style-type: none"> responds to issues raised by opponents with concise, accurate, logical answers effectively challenges the arguments made by opponents with argument and evidence 	<ul style="list-style-type: none"> responds to issues raised by opponents with accurate and generally concise answers challenges the arguments made by opponents; challenges are generally effective 	<ul style="list-style-type: none"> responds to most of the issues raised by opponents with generally accurate answers offers arguments, but no evidence, to counter the arguments made by opponents 	<ul style="list-style-type: none"> seems to be caught off-guard by opponents; offers tentative, somewhat accurate, but possibly vague or illogical responses attempts to challenge arguments of opponents 	<ul style="list-style-type: none"> is unable to respond to issues raised by opponents in a meaningful or accurate way
Effective use of historical evidence/content knowledge	<ul style="list-style-type: none"> demonstrates a sophisticated understanding of the issues, events, and facts relevant to the topic demonstrates thorough and accurate understanding of details as well as the ability to make original connections and interpretations 	<ul style="list-style-type: none"> demonstrates a sophisticated understanding of the issues, events, and facts relevant to the topic demonstrates thorough and accurate understanding of details as well as the ability to make original connections and interpretations 	<ul style="list-style-type: none"> demonstrates a basic and accurate understanding of the issues, events, and facts relevant to the topic relevant to the topic make basic connections between facts and concepts 	<ul style="list-style-type: none"> demonstrates a generally accurate understanding of relevant issues, events, and facts, but may exhibit minor confusion or misunderstandings seems to understand general ideas, but does not support ideas with relevant facts; OR, seems to understand facts but is unable to connect them into coherent arguments 	<ul style="list-style-type: none"> demonstrates an inadequate understanding of the history/content relevant to the topic supports statements with vague or irrelevant information, or no information at all
Use of persuasive appeals	<ul style="list-style-type: none"> makes deliberate and effective use of logical, emotional, and ethical appeals in order to persuade 	<ul style="list-style-type: none"> uses logical, emotional, and ethical appeals to enhance effectiveness of argument 	<ul style="list-style-type: none"> uses some appeals to make argument more persuasive, but may not include a mix of logical, emotional, and ethical appeals 	<ul style="list-style-type: none"> makes minimal use of persuasive appeals 	<ul style="list-style-type: none"> does not use persuasive rhetoric
Language use	<ul style="list-style-type: none"> uses language that is stylistically sophisticated and appropriate uses literary devices to enhance the argument 	<ul style="list-style-type: none"> uses language that is appropriate uses literary devices to add interest 	<ul style="list-style-type: none"> uses language that is appropriate attempts to use literary devices to add interest 	<ul style="list-style-type: none"> generally uses language that is appropriate uses basic but clear language 	<ul style="list-style-type: none"> uses colloquial, overly simplistic language uses language and syntax that is unclear
Performance	<ul style="list-style-type: none"> exhibits confidence, energy, and passion in the course of the debate maintains respectful tone accesses preparation materials with ease 	<ul style="list-style-type: none"> exhibits confidence and energy in the course of the debate maintains respectful tone uses preparation materials effectively 	<ul style="list-style-type: none"> appears nervous, yet somewhat confident maintains respectful tone use of preparation materials does not distract 	<ul style="list-style-type: none"> lacks confidence maintains respectful tone use of preparation materials distracts from quality of performance 	<ul style="list-style-type: none"> demonstrates little or no preparation fails to maintain respectful tone

Career Research Interview Questionnaire

Student Name	
Employer/Mentor Name	
Name of Company	
Job Title	

Suggested Questions

- What are the daily routines and responsibilities of this occupation? Could you describe a typical day on the job?
- Is every day basically the same or is there a lot of variety?
- How much of your day is spent working with other people?
- What specific education or employment experience is necessary to work in this occupation?
- Why did you choose this occupation? Why are you still in it?
- What changes have you seen in this occupation over the past five or ten years?
- Did you have experience in other occupations or volunteer positions that assisted you in advancing to your present position? Please explain.
- What opportunities for other positions or advancement are there in this occupation?
- What qualities and skills do you possess that make you successful in your present position?
- What other qualities and/or skills do you think will be necessary in the future?
- What are the working conditions and personal benefits in this position (e.g., salary scale, dress code, hours of work, pension plans, health care plans)?
- Are you required to travel? work evenings and weekends?
- Many occupations have mundane duties or some unpleasant working conditions. What are some, if any, of the duties and working conditions you dislike about this occupation?
- What procedures does this organization follow in the hiring of new employees for this position?
- What personal qualities and abilities is your organization looking for in someone starting out in this occupation?
- How do you see this occupation changing in the next five years? Will demand for workers increase or decrease?
- What advice do you have for a young person considering this occupation?

Please include at least **three** additional questions that you would like to ask.

Career and Community Experience Expectations Agreement Guidelines

When schools and/or school divisions develop a career and community experience agreement form for students and their parents to read and sign, they should address the following issues in their terms of agreement:

- waiving of wages or remuneration for work done as part of a career and community experience
- coverage under *The Workers Compensation Act* by Manitoba Education and Training
- health and safety precautions as determined by the school division and community placement, in accordance with school division safety and liability policies
- permission to share personal information about students
- attendance requirements (e.g., notification of planned absences in advance)
- transportation to and from community sites
- compliance with community placement requirements
- costs to the student related to the community placement
- teacher supervisor site visitations at least once every 20 placement hours
- additional requirements of particular work sites (e.g., criminal record checks, child abuse registry check, agreement of confidentiality)

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 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:

	<i>Performed with help</i>	<i>Performed alone</i>	<i>N/A</i>
The student recognizes and respects people's diversity, individual differences, and perspectives.	----	----	----
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 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	Strongly Agree	Agree	Ambivalent	Disagree	Strongly Disagree	
Personal Management Skills						
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	Ambivalent	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 knowledge and technical expertise commensurate with the time spent at the work site.						

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	Ambivalent	Disagree	Strongly Disagree	
The student reads and understands information from print and digital sources.						
The student reads and uses information from a variety of displays (e.g., graphs, tables, schematics).						
The student demonstrates responsible use of technology and digital media.						
The student is able to use numbers and to apply, interpret, and communicate mathematical information.						
The student is able to use a computer and standard software packages (e.g., word processing, email, spreadsheets) to communicate.						
The student is able to convey information effectively using handwritten or typed/keyed text.						
The student demonstrates thinking skills such as problem-solving skills and decision-making skills.						
The student exchanges thoughts and information with others orally.						
The student is able to complete tasks independently.						
The student is able to plan, organize, and effectively implement tasks and projects.						
The student works as part of a team, accomplishing tasks through cooperative efforts.						
The student demonstrates the ongoing process of acquiring skills and knowledge.						
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)

Career Management Assessment

In the first column on the right, rate your strength as described in the statement on the left. In the next column, rate your fellow employees/classmates as you perceive their strengths. Use a scale from 1 to 5, where 1 is low and 5 is high.

Descriptive Statements	Rating Myself	Rating Colleagues
<p>1. I have a positive self-image. (My self-confidence helps me influence other people in my life. I am able to find ways to maintain my self-confidence in difficult or new situations.)</p>		
<p>2. I can interact effectively with others. (When I interact with other people, I ask questions because I want to learn about them. I listen more than I talk about myself in communication with others. I do not try to control situations or others.)</p>		
<p>3. I can adapt to change and personal growth. (I have developed good health habits. I have been able to manage stress and express my feelings. I use strategies to adapt to changes.)</p>		
<p>4. I participate in lifelong learning. (I understand how skills are transferable. I demonstrate behaviours and attitudes that contribute to achieving my goals. I undertake continuous learning activities.)</p>		
<p>5. I can effectively use career information. (I know how to interpret and use labour market information. I know how my interests, knowledge, skills, beliefs, and attitudes can be transferable to various work roles. I know what working conditions I want for myself.)</p>		
<p>6. I can understand the relationship between the economy and society. (I understand how work can satisfy our needs. I understand the effect of work on people's lifestyles. I understand how society's needs and functions affect the supply of goods and services.)</p>		
<p>7. I can create, secure, and maintain work. (I know the importance of personal qualities to create, get, and keep work. I know how to locate, interpret, and use labour market information. I have developed work search tools and skills—resumés, portfolios, etc.)</p>		
<p>8. I can make career-enhancing decisions. (I understand how my personal beliefs and attitudes affect my decision-making process. I know how to apply problem-solving strategies. I know how to develop a range of creative scenarios supportive of my preferred future. I am able to demonstrate skills, knowledge, and attitudes required to assess work and learning opportunities.)</p>		

Career Management Assessment (2)

Descriptive Statements	Rating Myself	Rating Colleagues
<p>9. I can effectively balance life and work roles. (I am aware of my various life roles and the responsibilities linked to them. I understand how those work and life roles have an impact on our preferred future or lifestyle. I understand the kind of work, family, and leisure activities I feel will contribute to a balanced life.)</p>		
<p>10. I can recognize reasons for life/work changes. (I understand the changing life roles of men and women in work and family settings. I understand how contributions both inside and outside the home are important to family and society. I demonstrate attitudes, behaviours, and skills that contribute to the elimination of gender bias and stereotyping.)</p>		
<p>11. I am able to plan and manage my life and work future. (I demonstrate behaviours and attitudes that reflect the High Five Plus One messages: change is constant, learning is ongoing, follow your heart, focus on the journey, access your allies, and know yourself. I set life/work goals that reflect my preferred future. I know how to plan and apply coping strategies or new life/work scenarios during transition periods.)</p>		

My Career Portfolio and the GLOs

Directions: Beside each GLO in the chart below, describe the schoolwork, extracurricular activities, work (volunteer and paid), hobbies, and community involvement you have done that show how you have achieved the GLO. Have you included evidence for each GLO in your Career Portfolio? If not, be sure to add some.

General Learning Outcome (GLO)	Evidence Showing Achievement
GLO A: Build and maintain a positive self-image.	
GLO B: Interact positively and effectively with others.	
GLO C: Change and grow throughout life.	
GLO D: Locate and effectively use life/work information.	
GLO E: Understand the relationship between work and society/economy.	
GLO F: Maintain balanced life and work roles.	
GLO G: Understand the changing nature of life/work roles.	
GLO H: Participate in lifelong learning supportive of life/work goals.	
GLO I: Make life/work enhancing decisions.	
GLO J: Understand, engage in, and manage own life/work building process.	
GLO K: Secure/create and maintain work.	

