



## UNIT 4: JOB SEEKING AND JOB MAINTENANCE

### Assessment Plan

- GLO K: Secure/create and maintain work. 57

### Achieving the Learning Outcomes

- GLO K: Secure/create and maintain work. 59  
SLOs 4.K.1-4.K.8



## UNIT 4: JOB SEEKING AND JOB MAINTENANCE

### Assessment Plan

Assessment Target: GLO K: Secure/create and maintain work.  
SLOs 4.K.1–4.K.8

#### Assessment for Learning:

- Students chart the Essential Skills and examples of how they have demonstrated their proficiency in each one. They include these charts in their Career Portfolios. (4.K.1)
- Students record activities that demonstrate their proficiency with Employability Skills and include these activities in their Career Portfolios. (4.K.1)
- Students use their lists and discussions with employers to identify and define their personal set of skills, knowledge, and attitudes required to seek and obtain work. Their reflective journal entries should be included in their Career Portfolios. (4.K.2)
- Students complete a vocabulary exercise on personal marketing. (4.K.3)
- Students write reflective journal entries summarizing their learning about personal marketing documentation. (4.K.3)
- Students write reflective journal entries identifying what they would change to improve future interviews. (4.K.4)
- Students complete exit slips identifying possible volunteering situations that they can use to gain experience for their personal and/or career goals. (4.K.5)
- In small groups, students discuss and compile a list of the advantages and disadvantages of working in a unionized environment. (4.K.7)
- Students fill out Y-charts, reflecting on how workplace safety and health regulations will apply in the specific occupations they are interested in. (4.K.8)

### Assessment of Learning:

- Students prepare resumés for a job interview or for work placement, and in pairs, have partners use the resumé assessment questions to provide feedback about ways to improve their resumés. (4.K.3)
- Students prepare three different cover letters to accompany their resumés for three different job opportunities. (4.K.3)
- Students examine *The Employment Standards Code* for Manitoba employees and prepare an article describing the following issues: general holidays, rate of pay, minimum wages, employee leave entitlements, notice of termination, working alone, and discrimination. (4.K.6)
- Student separate into groups and hold a debate or do a Take a Stand activity over issues related to the *Standards Code*: whether or not to set a minimum wage, whether or not stores should be allowed to be open on holidays like Christmas and Easter, and so on. (4.K.6)





# UNIT 4: JOB SEEKING AND JOB MAINTENANCE

## Achieving the Learning Outcomes

### Suggested Time Allotments

- Overview 15 hours
- Secure/Create and Maintain Work 15 hours

### GLO K: Secure/create and maintain work.

Prescribed Learning Outcomes	Suggestions for Instruction
<p>Students will be able to:</p> <p>4.K.1* Identify and collect evidence supporting use of the employability skills and essential skills necessary to obtain and maintain work. (Include the skills and attitudes employers deem important.)</p>	<p><b>Essential Skills</b></p> <p>InEssential Skills</p> <p>Students review the Essential Skills (see Appendix A, BLM 17).</p> <p> Supporting websites can be found at <a href="http://www.edu.gov.mb.ca/k12/cur/cardev/gr12_found/supporting.html">www.edu.gov.mb.ca/k12/cur/cardev/gr12_found/supporting.html</a>.</p> <p>Students each develop a two-column chart with the first column identifying the essential skill and the second column listing an example of how they have demonstrated their level of proficiency in each one. These charts should be added to their Career Portfolios.</p> <p><b>Employability Skills</b></p> <p>Students each review the Employability Skills 2000+ (see Appendix A, BLM 18) and record activities that demonstrate their proficiency with employability skills. Students each include their records of these activities in their Career Portfolios.</p>
<p><b>A</b> for </p>	<p> Supporting websites can be found at <a href="http://www.edu.gov.mb.ca/k12/cur/cardev/gr12_found/supporting.html">www.edu.gov.mb.ca/k12/cur/cardev/gr12_found/supporting.html</a>.</p>
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\* **Note:** All sections designated with an asterisk\* may have been addressed to some extent with different learning activities in an earlier career development course.

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## GLO K: Secure/create and maintain work. *(continued)*

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### Prescribed Learning Outcomes

### Suggestions for Instruction

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4.K.2

Identify personal set of skills, knowledge, and attitudes that contribute to seeking and obtaining work.



#### **Personal Skills for Seeking and Obtaining Work**

In small groups, students develop lists of common skills and attitudes that employers are looking for in selecting employees.

Each group reports the results of their discussions with the class. Through class discussion, the best ideas are identified.

Students each visit an employer in one of the occupations profiled in Unit 2 (SLO 2.D.1, “Realities and Requirements of Occupations”) to discuss the importance of essential skills, employability skills, and employee attitudes needed in that occupation.

Students each write a reflective journal entry (see Appendix B) identifying their personal set of skills, knowledge, and attitudes used to seek and obtain work. The reflective journal entries should be stored in their Career Portfolios.

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4.K.3

Identify and practise the skills, knowledge, and attitudes used in preparing personal marketing documentation (e.g., resumés, portfolios, cover letters, application forms)



#### **Personal Marketing**

In a class brainstorming session, students develop ideas around the meaning and strategies of personal marketing. The discussion should include attitudes, self-promotion, preparation, time investment, common sense, and good manners.

If time permits, invite a guest speaker from an employment agency to talk about personal marketing.

Students each complete a vocabulary exercise on personal marketing.

#### **Personal Marketing Documentation**

Using the jigsaw grouping strategy (see Appendix B), students research resumé writing styles, cover letter formats, and print and online application forms.



Supporting websites can be found at [www.edu.gov.mb.ca/k12/cur/cardev/gr12\\_found/supporting.html](http://www.edu.gov.mb.ca/k12/cur/cardev/gr12_found/supporting.html).



Students each write a reflective journal entry (see Appendix B) summarizing what they have learned about each of the topics that were researched.

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## GLO K: Secure/create and maintain work. *(continued)*

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### Prescribed Learning Outcomes

### Suggestions for Instruction

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#### 4.K.3 *(continued)*

Identify and practise the skills, knowledge, and attitudes used in preparing personal marketing documentation (e.g., resumés, portfolios, cover letters, application forms)

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#### **Personal Marketing Documentation *(continued)***

Students each prepare a resumé for a job interview or for work placement and three different cover letters to accompany their resumés for three different job opportunities.

In pairs, students share their resumés and cover letters with their partners to receive feedback about ways to improve their resumés (see Appendix A, BLM 19, for resumé assessment questions). The class discusses what type of revisions can be made to improve resumés, and students each make any additional revisions required.

Class discusses the use of the Internet in a job search. In small groups, students identify the advantages and disadvantages of looking for work on the Internet and the idiosyncrasies of completing an electronic application. Groups share their conclusions with the class.



Supporting websites can be found at [www.edu.gov.mb.ca/k12/cur/cardev/gr12\\_found/supporting.html](http://www.edu.gov.mb.ca/k12/cur/cardev/gr12_found/supporting.html).

#### 4.K.4

Identify and practise the skills, knowledge, and attitudes necessary for a successful work interview, educational interview, or behavioural interview.

#### **Interview Skills**

In small groups, students research and identify the key skills, knowledge, and attitudes needed for a successful interview. The research should include behavioural interviews, educational interviews, and job interviews. The groups report their findings to the class. The class develops a master list of interviewing skills from the small group reports.



Supporting websites can be found at [www.edu.gov.mb.ca/k12/cur/cardev/gr12\\_found/supporting.html](http://www.edu.gov.mb.ca/k12/cur/cardev/gr12_found/supporting.html).

Invite a guest employer to conduct mock interviews with the students, or conduct mock interviews with each student being interviewed by two classmates.

As a class, students discuss what techniques and behaviours could be used to improve future interviews.

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Students each write a reflective journal entry (see Appendix B) identifying what they would change to improve their future interviews.

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## GLO K: Secure/create and maintain work. (continued)

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### Prescribed Learning Outcomes

### Suggestions for Instruction

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4.K.5

Explore volunteering as a proactive job search or personal development strategy.

#### **Volunteering as a Strategy for Job Search and Personal Development**

In small groups, students discuss why volunteering is useful and develop lists of possible volunteer situations where one could gain experience related to their personal and career goals.

Invite a community volunteer agency representative to make a presentation to the class about volunteering.



Supporting websites can be found at [www.edu.gov.mb.ca/k12/cur/cardev/gr12\\_found/supporting.html](http://www.edu.gov.mb.ca/k12/cur/cardev/gr12_found/supporting.html).

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Students each complete an exit slip (see Appendix B) identifying possible volunteering situations that they can use to gain experience for their personal and/or career goals.

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4.K.6\*

Recognize and articulate labour legislation and standards for Manitoba employees.

#### **Understanding Employment Standards for Manitobans**

Students each examine *The Employment Standards Code* for Manitoba employees and prepare an article describing the following issues: general holidays, rate of pay, minimum wages, employee leave entitlements, notice of termination, working alone, and discrimination. Students will include any regulations/standards that would apply specifically to their present part-time jobs and/or future occupational choices. *The Employment Standards Code* is available online at <http://web2.gov.mb.ca/laws/statutes/ccsm/e110e.php>.

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Supporting websites can be found at [www.edu.gov.mb.ca/k12/cur/cardev/gr12\\_found/supporting.html](http://www.edu.gov.mb.ca/k12/cur/cardev/gr12_found/supporting.html).

#### **Debating Employment Standards for Manitobans**

Students separate into groups and hold a debate (see Appendix A, BLM 20) or do a Take a Stand activity (see Appendix B) over issues related to the *Standards Code*: whether or not to set a minimum wage, whether or not stores should be allowed to be open on holidays like Christmas and Easter, and so on.

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\* **Note:** All sections designated with an asterisk\* may have been addressed to some extent with different learning activities in an earlier career development course.



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## GLO K: Secure/create and maintain work. (continued)

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### Prescribed Learning Outcomes

### Suggestions for Instruction

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4.K.7\*

Recognize and acknowledge the development and purpose of labour unions.

#### **The Labour Movement in Manitoba**

Provide a presentation about the Winnipeg General Strike and the impact it had on workers.

In a class brainstorming session, students identify and discuss the legacy of the early union movements and the impact on today's labour market.

Invite a guest speaker from the Manitoba Federation of Labour to talk about the purpose of the labour movement today.



Supporting websites can be found at [www.edu.gov.mb.ca/k12/cur/cardev/gr12\\_found/supporting.html](http://www.edu.gov.mb.ca/k12/cur/cardev/gr12_found/supporting.html).

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In small groups, students discuss and compile a list of the advantages and disadvantages of working in a unionized environment.

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4.K.8\*

Demonstrate an understanding of workplace safety and health regulations.

#### **Student Workplace Safety and Health**

Students review workplace safety and health regulations and guidelines, by working through the *SAFE Work Student Program* (available at [https://www.safemanitoba.com/Page%20Related%20Documents/uploads/programs\\_student.pdf](https://www.safemanitoba.com/Page%20Related%20Documents/uploads/programs_student.pdf)) or by reading sections of *Manitoba Regulation 217/2006: Workplace and Safety Health Regulation* (available at [http://www.umanitoba.ca/admin/human\\_resources/ehso/media/WSHRegs2007ConsolidatedVersion.pdf](http://www.umanitoba.ca/admin/human_resources/ehso/media/WSHRegs2007ConsolidatedVersion.pdf)).



Supporting websites can be found at [www.edu.gov.mb.ca/k12/cur/cardev/gr12\\_found/supporting.html](http://www.edu.gov.mb.ca/k12/cur/cardev/gr12_found/supporting.html).

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Students each fill out a Y-chart (see Appendix B), reflecting on how these workplace safety and health regulations will apply in the specific occupations they are interested in.

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