



UNIT 4: JOB SEEKING AND JOB MAINTENANCE

Assessment Plan

- GLO K: Secure/create and maintain work. 67

Achieving the Learning Outcomes

- GLO K: Secure/create and maintain work. 69
SLOs 4.K.1-4.K.10

UNIT 4: JOB SEEKING AND JOB MAINTENANCE

Assessment Plan

Assessment Target: GLO K: Secure/create and maintain work.
SLOs 4.K.1–4.K.10

Assessment for Learning:

- Students each freewrite about personal qualities they are taking to the workforce. When they are finished writing, students each make a two-column chart with one column of the chart for their personal qualities and the other column for examples of how they used these qualities. (4.K.1)
- Students each review the Employability Skills 2000+ and write a summary of the employability skills that they have acquired, providing an example of how they have successfully demonstrated each one. Students each add their summaries to their Career Portfolios. (4.K.2)

Or

Students work through the skills inventory section in *A Self-Managed Career Portfolio Guide*. Students each document evidence of where and how they have acquired proficiency in each of the 11 employability skills. Students each add their results to their Career Portfolios. (4.K.2)

- Students each complete a reflective journal entry identifying and assessing their strongest essential skills. (4.K.3)
- Students identify and record in their Career Portfolios three occupations that match with their strongest essential skills. (4.K.3)
- Students each write an exit slip describing how the three occupations from one of the areas required similar skills and knowledge. (4.K.4)
- Students write an exit slip giving two specific examples of how Manitoba employment standards have had an impact on workers and working conditions. (4.K.6)
- Students each complete an admit slip giving two reasons that people belong to labour unions. Provide feedback and elaboration on student responses. (4.K.7)
- Students each fill out a Y-chart reflecting on their observations and thinking about labour unions. (4.K.7)
- Students each write an exit slip listing three telephone skills needed for effective job searching. (4.K.8)
- Students each write a reflective journal entry speculating on whether their research reflects these patterns of job advertising. (4.K.8)

- Students each write a reflective journal entry speculating about the reasons for downsizing, outsourcing, part-time and temporary work positions, contract work, continuous learning, mobility, and wage flexibility. (4.K.10)
- Students each write an exit slip giving two specific examples of flexibility and adaptability in the workplace. (4.K.10)

Assessment of Learning:

- Students each write a brief report comparing and contrasting their essential skills with their employability skills. Students also comment on which skills they would like to improve in order to pursue their careers of interest. (4.K.2–4.K.3)
- Using the career information websites, students each choose three of the ten occupational areas. In each of those three areas, students each look at three specific occupations. The occupations chosen must require at least two of the student's strongest transferable employability skills. Students each record their findings on the Transferable Skills and Knowledge form. With the help of the school counsellor, students also identify high school courses that will provide transferable skills and knowledge for admission into post-secondary training in these areas. (4.K.4)
- After expert groups have reported back to original groups, students each write a quiz to determine their understanding of workplace safety and health. (4.K.5)
- Students each write a resumé for particular job opening. (4.K.9)
- Students each write a specific cover letter for their resumé. (4.K.9)
- Students participate in mock interviews for the jobs they targeted with their resumé and cover letters completed earlier in this section. (4.K.9)

UNIT 4: JOB SEEKING AND JOB MAINTENANCE

Achieving the Learning Outcomes

Suggested Time Allotments

- Overview 20 hours
- Secure/Create and Maintain Work 20 hours

GLO K: Secure/create and maintain work.

Prescribed Learning Outcomes	Suggestions for Instruction
Students will be able to: 4.K.1 Identify and evaluate personal qualities needed to acquire and maintain work.	Evaluating Personal Qualities for Work In small groups, students generate a list of personal qualities one needs to be successful at acquiring and maintaining work. The small groups share and post their lists. Students use improvisation techniques to create and demonstrate scenarios about taking directions, receiving constructive criticism, being adaptable, and exhibiting self-motivation and initiative. Divide the class into two improv teams. One team acts out sample scenarios demonstrating the wrong way to respond to the situation and the other team acts out a better way to deal with the situation. Some sample situations include the following: <ul style="list-style-type: none">■ Explain to your boss why you are late for work.■ You do not understand the instructions that your supervisor has just given you.■ You are going to let your boss know that you can't work in this area because it is unsafe.■ Your supervisor tells you that you are not doing the job correctly.■ You have completed your work assignment and you have nothing to do.■ In a job interview, you are asked to describe some of your achievements.■ During a job interview, you are asked why you left your last job. Following the improvisations, students analyze the behaviour and actions of the participants in relation to what personal qualities were effective and what were not.

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

Prescribed Learning Outcomes

Suggestions for Instruction

4.K.1 (continued)
Identify and evaluate personal qualities needed to acquire and maintain work.

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Students each freewrite about personal qualities they are taking to the workforce. When they are finished writing, students each make a two-column chart with one column of the chart for their personal qualities and the other column for examples of how they used these qualities.



Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr11_found/supporting.html.

4.K.2
Demonstrate Employability 2000+ skills and knowledge necessary to acquire and maintain work.

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Employability Skills 2000+

Students each review the Employability Skills 2000+ (see BLM 20 in Appendix A) and a write summary of the employability skills that they have acquired, providing an example of how they have successfully demonstrated each one. Students each add their summaries to their Career Portfolios.

Or

Students work through the skills inventory section (pages 25 to 31) in *A Self-Managed Career Portfolio Guide*, available at www.edu.gov.mb.ca/k12/docs/support/c_portfolio. Students each document evidence of where and how they have acquired proficiency in each of the 11 employability skills. Students each add their results to their Career Portfolios.


4.K.3
Identify and assess own essential skills.

Essential Skills

The class reviews and discusses the Essential Skills (see BLM 21 in Appendix A).

Students each go to the Essential Skills website at <https://www.canada.ca/en/employment-social-development/programs/essential-skills.html> to explore their essential skills further and to match their essential skills with occupations of interest.

Students each complete a reflective journal entry (see Appendix B) identifying and assessing their strongest essential skills.

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Students identify and record in their Career Portfolios three occupations that match with their strongest essential skills.

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Students each write a brief report comparing and contrasting their essential skills with their employability skills. Students also comment on which skills they would like to improve in order to pursue their careers of interest.

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

Prescribed Learning Outcomes

Suggestions for Instruction

4.K.4

Explore skills and knowledge that are transferable from one occupation to another.

Transferable Skills and Knowledge

In small groups, students explore the following websites:

- National Occupational Classification
<http://noc.esdc.gc.ca/English/noc/welcome.aspx?ver=16>
- Job Bank
www.jobbank.gc.ca/home-eng.do?lang=eng
www.jobbank.gc.ca/report_skillknowledge-eng.do?action=search_form

While exploring the websites, students learn how to find information about the skills and knowledge required for specific occupations and for related occupations.

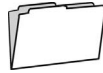
Using these websites, students each choose three of the ten occupational areas. In each of those three areas, students each look at three specific occupations. The occupations chosen must require at least two of the student's strongest transferable employability skills. Students each record their findings on the Transferable Skills and Knowledge form (see BLM 22 in Appendix A).

With the help of the school counsellor, students also identify high school courses that will provide transferable skills and knowledge for admission into post-secondary training in these areas.

The Transferable Skills and Knowledge forms are added to students' Career Portfolios.

Students each write an exit slip (see Appendix B) describing how the three occupations from one of the areas required similar skills and knowledge.

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

Prescribed Learning Outcomes

Suggestions for Instruction

4.K.5

Demonstrate an understanding of workplace safety and health regulations. (Include rights, responsibilities, and hazard recognition and control.)

Understanding Workplace Safety and Health

Present general sections of *Manitoba Regulation 217/2006: Workplace and Safety Health Regulation* (such as Part 2: General Duties, Part 4: General Workplace Requirements, Part 5: First Aid, Part 6: Personal Protective Equipment, Part 10: Harassment, and Part 11: Violence in the Workplace). Other sections and guidelines may also be presented, depending on the types of occupations students are interested in.



Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr11_found/supporting.html.

Using a jigsaw grouping procedure, students study the following areas of workplace safety and health in depth:

- rights and responsibilities
- hazard recognition—physical and ergonomic
- hazard recognition—chemical and biological (include information about Workplace Hazardous Materials Information System [WHMIS])
- hazard controls and emergency procedures



Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr11_found/supporting.html.

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After expert groups have reported back to original groups, students each write a quiz (see BLM 23 in Appendix A) to determine their understanding of workplace safety and health.

4.K.6

Recognize and discuss labour legislation and standards for Manitoba employees.

Employment Standards for Manitoba Employees

Students read *A Quick Guide to Employment Standards*, available at www.gov.mb.ca/labour/standards/doc,quick_guide,factsheet.pdf to learn about standards regarding wages, benefits, holidays, working alone, and so on.

Invite a Manitoba labour representative to give a presentation and answer questions about employment standards.



Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr11_found/supporting.html.

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Students write an exit slip (see Appendix B) giving two specific examples of how Manitoba employment standards have had an impact on workers and working conditions.

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

Prescribed Learning Outcomes

Suggestions for Instruction

4.K.7

Describe the development and purpose of labour unions.

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Purpose of Labour Unions

Students each complete an admit slip (see Appendix B) giving two reasons that people belong to labour unions. Provide feedback and elaboration on student responses.

Invite a representative from a Manitoba labour union to make a presentation about the history and the importance of the labour movement.

In small groups, students discuss and chart the costs and benefits of working in a unionized environment. A student from each group presents the group's chart to the class.

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Students each fill out a Y-chart (see Appendix B) reflecting on their observations and thinking about labour unions.



Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr11_found/supporting.html.

Let Us Rise! An Illustrated History of the Manitoba Labour Movement by Doug Smith provides information about the history of the labour movement in Manitoba.

4.K.8

Identify and use work-search strategies required to seek work.

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Work-Search Strategies: Cold Calls

Present the concept of cold calls to students with the Cold Calling handout (see BLM 24 in Appendix A).

In pairs, students practise cold calling, with one student acting as the employer and one calling for a particular purpose. Students switch roles so that everyone has a chance to make a cold call.

Students each write an exit slip (see Appendix B) listing three telephone skills needed for effective job searching.

Work-Search Strategies: Networking

Students each prepare a list of three to seven people they know who are currently employed in occupations of interest to students. Students contact these people to find out if they know of any available jobs.

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

Prescribed Learning Outcomes

Suggestions for Instruction

4.K.8 *(continued)*

Identify and use work-search strategies required to seek work.

Work-Search Strategies: Go to the Source

Divide the class into four groups, with each group using a different kind of source to research job opportunities:

- the Internet—find out how many of what kind of jobs are listed on various job-search websites
- professional networking media—look to see how many of what kinds of jobs are advertised
- employers—ask them how they seek people for job vacancies
- local employment agencies—learn how they match people to the job listings

Each group reports their findings to the class.

Provide students with the information that some experts indicate that 60–80% of jobs are hidden, 25% are advertised in the newspapers, on the Internet, and so on, and 15% are listed by public employment agencies.

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Students each write a reflective journal entry (see Appendix B) speculating on whether their research reflects these patterns.

4.K.9

Identify and use work-search strategies to obtain and maintain work.

Job Applications

Students each practise completing three or four job application forms—at least one should be an online application form. In small groups, students discuss some of the advantages and disadvantages of completing a job application online.



Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr11_found/supporting.html.

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

Prescribed Learning Outcomes

Suggestions for Instruction

4.K.9 *(continued)*
Identify and use work-search strategies to obtain and maintain work.

Resumés

Present information about types of resumés, including skills-based (functional), chronological, and combination resumés, and the need to design a resumé for a specific job opening.

In small groups, students review five sample resumés (see BLM 25 a–e in Appendix A) and identify which ones are better and why. Students use the Resumé Assessment handout (see BLM 26 in Appendix A). Class discusses the important components of a good resumé.

In small groups, students compare the advantages and disadvantages of the previously described resumé types.

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Students each write a resumé for particular job opening and assess it using the Resumé Assessment handout (see BLM 26 in Appendix A).



Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr11_found/supporting.html.

Cover Letters

Review the purpose of writing a cover letter with a resumé.

Students each write a specific cover letter for their resumés.

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Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr11_found/supporting.html.

Interviews

Review preparation for job interviews and interview skills.

Students participate in mock interviews for the jobs they targeted with their resumés and cover letters completed earlier in this section. Different configurations of interviewee and interviewer can be formed. For example, one student can be interviewed by two peers for a particular job.

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Every student should have the opportunity to be interviewed and be an interviewer.



Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr11_found/supporting.html.

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

Prescribed Learning
Outcomes

Suggestions for Instruction

4.K.10

Recognize that work opportunities often require flexibility and adaptability.

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Work Opportunities Require Flexibility and Adaptability

Students each write a reflective journal entry (see Appendix B) speculating about the reasons for downsizing, outsourcing, part-time and temporary work positions, contract work, continuous learning, mobility, and wage flexibility. (Provide definitions of each if necessary.) Students share their thinking with the class and discuss why flexibility and adaptability are part of today's workplace.

Students each interview someone who has been working for more than three years and find out how flexibility and adaptability have played a role in the person's work. Students share their results with the class.

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Students each write an exit slip (see Appendix B) giving two specific examples of flexibility and adaptability in the workplace.
