Grade 12 Career Development: Transitioning to the Workplace, University, and College

A Manitoba Curriculum
Framework of Outcomes

Interim

Manitoba

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This resource is available on the Manitoba Education and Early Childhood
Learning website at www.edu.gov.mb.ca/k12/cur/cardev/.

Disponible en français.

Available in alternate formats upon request.

Contents

Career Development Overview

The realities of the contemporary workplace and the contemporary worker have changed perceptions and uses of the concept of career. Career development is now viewed as complex and multi-dimensional, involving growing through life and work—an interweaving of learning, experiencing, living, working, changing, and identifying and discovering pathways. Thus, career development can be seen as the creation of an individual's life/work designs.

Kindergarten to Grade 12 career development is an essential component of a student's holistic development and can be intertwined in all subject area learning outcomes. Career development education helps students and teachers connect all learning concepts and student inquiry to the powerful ideas that will shape the rest of their lives.

Career development learning by design helps students become active learners and problem solvers. Students become strong critical thinkers, as they are encouraged to pose problems, seek answers, test solutions, and expand and extend their learning to other curriculum areas.

Transitioning to the Workplace, University, and College Overview

This course provides students with practical knowledge to help them transition successfully to the workplace after high school graduation or after completing post-secondary studies at a university, college, or private vocational institution (PVI).

Unlike most other career development courses, this one is designed for students who would benefit from a career development course that does not require any form of practical experiences, work experience, or volunteering. This way, it complements those courses that **do** contain practical experiences, work experience, or volunteering, such as Grades 9 to 12 career development, technical-vocational education (TVE), industrial arts (IA), human ecology (H. Ec.) courses, and Credit for Employment and Career Development Internship options.

Teachers are encouraged to emphasize the big ideas, general learning outcomes (GLOs), and specific learning outcomes (SLOs) that would best meet the needs and interests of their students. For example, if it seems that a significant percentage of students in the class will apply to enter university directly after graduation, then the teacher should emphasize GLO 5.5, which deals with university and academia. If students are interested in exploring the trades and apprenticeships, then the teacher should emphasize GLO 3.2 or 5.2, which deal with the accreditation process associated with specific occupations.

The learning outcomes in this curriculum have been developed with the understanding that students will first select one or more occupation and/or post-secondary institution in which they are interested and likely to enter, and conduct research into those, thereby completing an inquiry project. Some of the SLOs refer to "the occupation(s)" or "university or college"— that is the one that the student has selected.

Some SLOs require students to demonstrate an **awareness** of particular content, and some require students to demonstrate an **understanding** of particular content. "Demonstrate an *awareness* of . . . " is an entry-level SLO. It means that students need to become *aware* of the topic by exploring it. They do **not** need to have comprehensive conceptual understanding of the topic. Students should end up with enough awareness of the topic to know

- key information
- why it is interesting or relevant to them
- how to become better informed about it
- how it affects apprentices and journeypersons

"Demonstrate an *understanding* of . . . " is a higher-level term. Students need to have a deeper conceptual understanding of this topic than of those SLOs that begin with "Demonstrate an *awareness* of . . . " For a student to understand something, they need to be able to reflect on it, analyze it, and apply it in order to solve a problem.

Curricular Competencies

Manitoba Education and Early Childhood Learning is developing the *Framework for Learning* (see www.edu.gov.mb.ca/k12/cur/framework/index.html) that is inclusive of the four Kindergarten to Grade 12 programs offered in Manitoba: English Program, French Immersion Program, Français Program, and Senior Years Technology Education Program (see www.edu.gov.mb.ca/k12/cur/programs.html). Each program maintains the same solid foundation of goals, global competencies, learning experiences and assessment, and evaluation and reporting, as well as a consistent curriculum structure. This interim document, *Grade 12 Career Development: Transitioning to the Workplace, University, and College*, has been developed for implementation in classrooms, and its structure will be revised once the *Framework* is finalized.

Collaboration

Collaboration is essential for workers and post-secondary students to succeed, and is taught mainly in GLO 2.8 (collaborate with others). This curriculum emphasizes collaboration because workers and post-secondary students need to do the following:

- Establish and cultivate rapport with employers, instructors, co-workers, fellow students, and others.
- Study and work well as team members to learn and to accomplish tasks.
- Respect the opinions of others, including those from different cultures.

Communication

Communication is essential for workers to interact positively with co-workers, supervisors, customers, and so on in order for them to deliver important products and services. It is also central to university and college students as they interact positively with fellow students, instructors, and professors to clearly communicate what they are learning, in order to maximize their experience.

Communication is taught mainly in GLO 5.1 (cross-curricular knowledge and skills), and under GLO 2.7 (as one of the Government of Canada's Skills for Success). This curriculum emphasizes communication because workers and post-secondary students do the following:

- Apply knowledge and skills from the language arts, such as speaking, listening, reading, and writing.
- Apply effective communication skills, both in person and using various technologies.
- Read, interpret, communicate, and apply information related to products, equipment, supplies, and so on.
- Identify relevant service information and apply that information to solve workplace problems.

Creativity

Creativity is taught mainly under GLO 2.7 (as one of the Government of Canada's Skills for Success). This curriculum emphasizes creativity because workers and post-secondary students do the following:

- Take risks in expressing their curiosity and proposing new ideas, even if the feedback might be negative.
- Imagine, discuss, propose, and apply creative solutions to problems.
- Find new ways to communicate, solve problems, and organize work flow.

Connection to Self

Connection to self is addressed in GLO 2.1 (career planning), GLO 3.3 (scope of the occupation[s]), GLO 4.3 (ethics), and Big Idea 5 (education and training). This curriculum emphasizes connection to self because workers and post-secondary students will do the following:

- Learn about themselves, the occupation, and university and colleges well enough to make an informed decision regarding their futures.
- Be aware of their occupation's contributions to human health and well-being.
- Be aware of ethical issues in the workplace, university, and college.
- Make ethical decisions.

Citizenship

Citizenship is essential for high school students to successfully transition to the workplace, university, and college because they need to understand and interact with people from cultures different from their own, and work toward a more sustainable world. Citizenship is taught under GLO 3.8 (sustainability practices), and GLO 2.8

(culture). This curriculum emphasizes citizenship because workers and post-secondary students do the following:

- Acknowledge and respect diverse cultures.
- Make the most of their workplace's culture to improve its working conditions.
- Understand the cultural perspectives surrounding the workplace, university, and college.
- Modify their organization's sustainability practices to minimize its impacts on the environment.

Critical Thinking

Workers and post-secondary students need to be able to think critically in order to solve complex problems whose solutions take several steps, and might need input from several people, as well as additional resources. It is taught under GLO 2.7, (where problem solving is one of the Government of Canada's Skills for Success), and under GLO 2.9 (thinking skills).

This curriculum emphasizes critical thinking because workers and post-secondary students

- are confronted by problems that are novel and complex, and are aware that the consequences of making a poor decision could significantly affect their lives, and the lives of others
- live in a rapidly changing world, where standard processes are no longer adequate, so they need to think critically in order to develop new processes
- need to learn to solve problems by focusing only on the facts, not allowing any biases to interfere with the process
- need to learn to solve complex problems that require additional assistance and resources, and multiple steps

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Big Idea 1 Health and safety are necessary to thrive in the workplace, university, and college.

GLO 1.1: Demonstrate an awareness of the **physical health and safety** hazards and practices typical of the occupation(s).

SLO 1.1.1: Demonstrate an awareness of the **physical safety** hazards and practices typically found in the occupation(s).

SLO 1.1.2: Demonstrate an awareness of the **long-term health concerns** (including those related to ergonomics) typically found in the occupation(s).

SLO 1.1.3: Demonstrate an awareness of the importance of maintaining a **safe, clean, and orderly work area.**

Resources:

- Construction Safety Association of Manitoba:
  www.constructionsafety.ca/training/free-youth-training/
- Young Worker Readiness Certificate Course:
  https://ywrcc.safemanitoba.com/
- Apprenticeship Manitoba's *Trade Safety Awareness Curriculum for Level 1 Apprentices* is a required part of all Level 1 technical training:
  www.gov.mb.ca/aesi/apprenticeship/generalinfo/instructoreducators.html

GLO 1.2: Demonstrate an awareness of **mental health concerns, bullying, and violence** in workplaces, universities, and colleges.

SLO 1.2.1: Demonstrate an awareness of the **mental health** concerns and practices typically found in workplaces, universities, and colleges.

SLO 1.2.2: Demonstrate an awareness of **bullying** and **violence** (including sexual violence) in the workplace, universities, and colleges.

SLO 1.2.3: Demonstrate an awareness of practices to **prevent** bullying and violence (including sexual violence) in the workplace, universities, and colleges.

SLO 1.2.4: Demonstrate an awareness of practices to **respond to** incidents of bullying and violence (including sexual violence)

in the workplace, universities, and colleges, including the recording and reporting of those incidents.

SLO 1.2.5: Demonstrate an awareness of practices to **support victims** of bullying and violence (including sexual violence) in the workplace, universities, and colleges.

GLO 1.3: Demonstrate an awareness of the services that the **Workers Compensation Board** (WCB) offers to workers.

SLO 1.3.1: Demonstrate an awareness of the **services** that the WCB offers to workers.

SLO 1.3.2: Demonstrate an awareness of the likelihood that workers in the occupation(s) are **covered by WCB.**

SLO 1.3.3: Demonstrate an awareness of the reason that most workers in Manitoba are **not allowed to sue** their employers for being injured at work.

Resource:

■ Workers Compensation Board of Manitoba:
www.wcb.mb.ca/

Big Idea 2 Each workplace is unique, complex, and competitive, so it requires specific attitudes, skills, and knowledge to enter and navigate.

GLO 2.1: Demonstrate an understanding of **career planning**, and the ability to apply it to own occupation(s).

Comment:

■ Much of the content in this GLO overlaps with that found in the Grades 9 to 12 career development courses. Students who have completed one or more of those courses should focus on other GLOs.

SLO 2.1.1: Demonstrate an awareness of the skills required to manage **transitions** in the workplace and in daily life.

SLO 2.1.2: Demonstrate an understanding of own **personal aptitudes, values, interests, personality, skills, and strengths,** and the ability to apply that understanding to the occupation(s).

Questions for inquiry and/or reflection:

■ Do you do homework? If you don't like doing homework and rarely do it, then you might have a hard time succeeding in a university or college program that requires a lot of homework, or in an occupation that involves a lot of homework-like activities. For example, in some occupations, you need to conduct research, write reports, and so on.

■ Do you like working with your hands? If so, then you might consider an occupation where you would use manual skills.

■ Do you like to write?

■ Do you prefer working with

    ■ people

    ■ animals

    ■ computers or other electronic devices

    ■ machinery or equipment

SLO 2.1.3: Demonstrate an awareness of **career opportunities** in the occupation(s), and identify those opportunities that are of the most interest.

GLO 2.2: Demonstrate an understanding of **labour market information** (LMI).

SLO 2.2.1: Demonstrate an understanding of **LMI**.

SLO 2.2.2: Demonstrate the ability to **access LMI** that is relevant to the occupation(s) locally and regionally.

Resource:

■ Appendix A: Sources of Labour Market Information is found at the end of this document.

GLO 2.3: Demonstrate an understanding of **job search skills**, especially as they pertain to the occupation(s).

SLO 2.3.1: Demonstrate the awareness that searching for employment is a **competition** (like a sporting event), and that it requires a great deal of time and effort, and that job seekers often experience strong feelings of rejection when they are not successful.

Question for inquiry and/or reflection:

■ Is looking for a job (or contract work) a full-time job in itself? In other words, should a person spend at least eight hours per day looking for a job or contract work?

SLO 2.3.2: Demonstrate the ability to **identify employment opportunities** in the occupation(s), and to apply for them.

SLO 2.3.3: Demonstrate the ability to **identify potential employers and select the best match.**

Comment:

■ SLO 2.3.3 is based on the premise that, in order for the employer and employee to have a positive experience, they both need to be a good match for each other, regardless of the salary, working conditions, and so on.

SLO 2.3.4: Demonstrate an understanding of the use of **portfolios** for obtaining employment.

SLO 2.3.5: Demonstrate the skills, knowledge, and attitudes required to create a **portfolio**, the purpose of which is to obtain employment in the occupation(s).

SLO 2.3.6: Demonstrate an understanding of the use of **cover letters** and **resumés** for obtaining employment.

SLO 2.3.7: Demonstrate the skills, knowledge, and attitudes required to create a **cover letter** and **resumé**, the purpose of which is to obtain employment in the occupation(s).

Comment:

■ There are several high school courses where students create portfolios, cover letters, and resumés. If your students have already done so, then this might be time to review them, or you could omit SLOs 2.3.4 to 2.3.7.

SLO 2.3.8:   Demonstrate the ability to conduct research into and prepare for an employment **interview**.

Comment:

■ This might be a good opportunity for students to participate in a mock employment interview, if they have not yet done so, or if they feel that they would benefit from the experience.

GLO 2.4:   Demonstrate an understanding of **entrepreneurship**, especially as it pertains to the occupation(s).

SLO 2.4.1:   Demonstrate an awareness of the advantages and challenges associated with **self-employment versus working as an employee.**

SLO 2.4.2:   Demonstrate an awareness of the **self-employment opportunities** in the occupation(s).

SLO 2.4.3:   Demonstrate an understanding of the steps required to **become self-employed** in the occupation(s).

SLO 2.4.4:   Demonstrate an awareness of the steps required to **start own business** (with more than one employee or owner) in the occupation(s).

Comment:

■ SLOs 2.4.1, 2.4.2, and 2.4.3 refer to a self-employment situation where the person works as an individual self-employed contractor, and is responsible only for themself. SLO 2.4.4 refers to starting a business that involves more than one employee.

GLO 2.5:   Demonstrate financial literacy knowledge and skills related to **pay and benefits**.

SLO 2.5.1:   Demonstrate an understanding of all of the information and calculations found on **salary statements**. This includes the following:

• pay periods

• hourly wage, total wage for the pay period, gross salary, net salary, vacation pay, overtime pay, and so on

- deductions matched by the employer such as Canada Pension Plan (CPP), Employment Insurance (EI), and retirement plans
- deductions not matched by the employer, such as income tax, union dues, health insurance, and parking

Resource:

■ "Employers make CPP contributions and pay EI premiums for each employee and deduct CPP contributions and EI premiums from amounts they pay their employees and remit these amounts to the Canada Revenue Agency (CRA). For CPP contributions, the employer and employee portions are the same. For EI premiums, the employer portion is generally 1.4 times the employee portion." www.canada.ca/en/revenue-agency/services/tax/canada-pension-plan-cpp-employment-insurance-ei-rulings/cpp-ei-explained/employees-self-employed-workers-responsibilities-benefits-entitlements.html

SLO 2.5.2: Demonstrate the ability to calculate **raises or decreases** in salary.

SLO 2.5.3: Demonstrate an understanding of employer **benefit packages.**

GLO 2.6: Demonstrate the knowledge, attitudes, and skills required for young workers to make sustainable **financial decisions**.

SLO 2.6.1: Demonstrate an awareness of the need to **donate** money to individuals and organizations, including registered charities.

SLO 2.6.2: Identify short-term and long-term goals related to own financial well-being.

SLO 2.6.3: Demonstrate an awareness of **debt**, including how to manage it and the risks associated with some forms of debt such as cash advances and payday loans.

SLO 2.6.4: Demonstrate an awareness of the **expenses** and debt that young workers can incur, and sources of funding that can offset those expenses (information found at www.gov.mb.ca/aesi/apprenticeship/generalinfo/grantstax.html).

SLO 2.6.5: Demonstrate an awareness of the need to **live within one's means**.

SLO 2.6.6: Demonstrate the ability to describe ways of **managing expenses**.

SLO 2.6.7: Demonstrate the relationship between sustainable financial decisions and a person's **emotional well-being**.

SLO 2.6.8: Demonstrate an understanding of a **T4** slip and of the **income tax filing** process.

SLO 2.6.9: Demonstrate an awareness of **compound interest** and how it increases debt and savings.

SLO 2.6.10: Demonstrate an awareness of **savings and investments**, including savings accounts, Registered Savings Plans (RSPs), tax-free savings accounts (TFSAs), and mutual funds.

SLO 2.6.11: Demonstrate the knowledge required to **apply** an understanding of financial literacy to making decisions regarding education and career goals.

GLO 2.7: Demonstrate an understanding of the importance of **employability skills** and the Government of Canada's **Skills for Success**.

SLO 2.7.1: Demonstrate an awareness of the need for **punctuality** and **reliability** in the workplace and in post-secondary education.

SLO 2.7.2: Demonstrate an awareness of the need for **organizational** skills.

SLO 2.7.3: Demonstrate an awareness of the need for **continuously building occupational skills and knowledge.**

SLO 2.7.4: Demonstrate an awareness of the need to **communicate** effectively.

SLO 2.7.5: Demonstrate an awareness of the need for **creativity and innovation**.

SLO 2.7.6: Demonstrate an awareness of the need for **lifelong learning**.

Resources:

■ www.canada.ca/en/services/jobs/training/initiatives/skills-success/tools.html
■ www.canada.ca/en/services/jobs/training/initiatives/skills-success/understanding-individuals.html

GLO 2.8: Demonstrate an awareness of **culture**, and the ability to **collaborate** with others.

SLO 2.8.1: Demonstrate an awareness of **culture**, including Indigenous cultures.

SLO 2.8.2: Demonstrate an awareness of the role of **culture in the workplace**.

SLO 2.8.3: Demonstrate an awareness of the **cultures that are typical of the occupation(s), universities, and colleges.**

Question for inquiry and/or reflection:

- The typical culture of an occupation(s) is related to a number of factors, including typical salary and working conditions, typical age and gender, education level, and whether people work together or in isolation. Here are examples of occupation(s) with different cultures:

  - taxi drivers
  - ballet dancers
  - police officers

  In your opinion, what is the typical culture of your occupation(s)?

SLO 2.8.4: Demonstrate an understanding of the need to **respect the opinions of others**.

SLO 2.8.5: Demonstrate an awareness of the advantages of **diversity** in the workforce.

SLO 2.8.6: Demonstrate an awareness of the experiences that **Indigenous students** have entering and flourishing in the workforce, universities, and colleges.

SLO 2.8.7: Demonstrate an awareness of the need for **collaboration** in the workforce, universities, and colleges.

GLO 2.9: Demonstrate an awareness of the **thinking skills** required in the workplace.

SLO 2.9.1: Demonstrate awareness of the **six cognitive functions** associated with thinking (problem solving, decision making, critical thinking, job task planning and organizing, significant use of memory, finding information).

SLO 2.9.2: Demonstrate an awareness of how the six cognitive functions are **used** in the occupation(s), university, and college.

Resource:

- Canada. *Skills for Success—Assessment and Training Tools:* www.canada.ca/en/services/jobs/training/initiatives/skills-success/tools.html

Big Idea 3   Each occupation is complex and has unique characteristics, which potential employees need to understand in order to make informed decisions.

GLO 3.1:   Demonstrate an understanding of the **purpose** of the occupation(s) (how it benefits society).

> **SLO 3.1.1:**   Demonstrate an understanding of the **purpose** of the occupation(s) (how it benefits society).

> **Questions for inquiry and/or reflection:**

> - How does the occupation(s) benefit people?
> - Was there a time when the occupation(s) did not exist in any form at all? If so, how were things different for people during that time?
> - What would the world be like if the occupation(s) ceased to exist, and those goods and/or services were no longer provided?

GLO 3.2:   Demonstrate an awareness of the **accreditation** (if any) associated with the occupation(s).

> **SLO 3.2.1:**   Demonstrate an awareness of whether any accreditation is associated with the occupation.

> **SLO 3.2.2:**   Demonstrate an awareness of whether the accreditation (if any) is **voluntary** or compulsory.

> **Resource:**

> - List of Manitoba compulsory trades (Relevant only if the occupation is a trade.): www.gov.mb.ca/aesi/apprenticeship/discover/mbtrades/compulsarytrades.html

> **SLO 3.2.3:**   Demonstrate an awareness of the **accrediting agency** (if any).

> **SLO 3.2.4:**   Demonstrate an awareness of the process required to **earn the accreditation**.

> **SLO 3.2.5:**   Demonstrate an awareness of whether the accreditation is **transferable** from one Canadian province to another, and from one country to another.

GLO 3.3:   Demonstrate an awareness of the **scope** of the occupation(s).

> **SLO 3.3.1:**   Demonstrate an awareness of the **scope** of the occupation(s) locally, across Canada, and internationally.

Questions for inquiry and/or reflection:

■ Describe the typical employers in this occupation(s) (e.g., small or large private companies, contractors, institutions like hospitals and schools, government agencies).

■ Name some local employers in your area. What types of organizations are they?

SLO 3.3.2: Demonstrate an awareness of the **sector** with which the occupation(s) is associated and how it fits into that sector.

Comment:

■ Classifications of sectors include, but are not restricted to, industrial, construction, transportation, and service.

SLO 3.3.3: Demonstrate an awareness of **industry groups** and **associations** affiliated with the occupation(s).

Question for inquiry and/or reflection:

■ Find websites of organizations such as industry groups and associations and other types of organizations that are affiliated with your occupation(s).

SLO 3.3.4: Demonstrate an awareness of **specializations** in the occupation(s) on which employees can focus.

Examples:

■ An automotive service technician may specialize in transmissions or diesel engines. This is one type of specialization.

■ A second type of specialization involves trades such as the three electrical trades, construction electrician, power electrician, and industrial electrician. Each is a separate trade, and apprentices need to complete four levels to become accredited in that trade. However, Level 1 is identical in all three trades. After apprentices have completed the first level, they then specialize in one of the trades.

GLO 3.4: Demonstrate an understanding of the **salaries and benefits** and working conditions that are typical in the occupation(s).

SLO 3.4.1: Demonstrate an understanding of the **salaries and benefits** that are typical in the occupation(s).

Question for inquiry and/or reflection:

■ What salary can employees in the occupation(s) expect to earn?

SLO 3.4.2: Demonstrate an understanding of **unusual salary arrangements**, such as gratuities, bonuses, stipends, and internships (paid and unpaid).

Questions for inquiry and/or reflection:

■ What are the regulations around gratuities (tips)?

■ Why do so many young people work at unpaid internships, where they do not receive a salary?

SLO 3.4.3: Demonstrate an understanding of the **working conditions** that are typical in the occupation(s).

Questions for inquiry and/or reflection:

■ Do employees have to pay for uniforms, specific clothing, safety equipment, PPE, tools, supplies, and so on? If so, what would be the approximate costs?

■ Does working in this occupation(s) typically entail significant safety considerations?

■ Does working in this occupation(s) typically entail shift work, long commutes, long work hours, working away from home for weeks or months at a time, working alone, and so on? If so, describe.

SLO 3.4.4: Demonstrate an understanding of the **differences** between an **employee** and a **self-employed contractor**, including those working in the gig economy.

Example:

■ Two cabinetmakers are building cabinets for a hospital. One is an employee of the hospital. The other is working for a private cabinetmaking company, which has a contract to build and install cabinets in a new building that is under construction on the hospital campus. What are some of the differences in the working conditions (including salary) between the two?

Comment:

■ There are apps available that help workers to fill in gaps in their employment with small gigs.

GLO 3.5: Demonstrate an awareness of the **equipment, tools, materials, and consumables** used in the occupation(s), and the importance of managing them.

SLO 3.5.1: Demonstrate an awareness of the **equipment, tools, materials, and consumables** used in the occupation(s).

SLO 3.5.2: Demonstrate an awareness of the importance of managing (storing, cleaning, lubricating, refrigerating, maintaining,

replacing, etc.) the **equipment, tools, materials, and consumables** used in the occupation(s).

GLO 3.6: Demonstrate an awareness of the **evolution** and **technological progression** in the occupation(s).

SLO 3.6.1: Demonstrate an awareness of the origins of the occupation(s).

Questions for inquiry and/or reflection:

- What were the origins of the occupation(s)? What was it like when it first started?
- What were some of the early technologies used in the occupation(s)?
- How has the occupation(s) changed in the last 5 years, 10 years, 20 years, and 50 years?
- How can learning about the technologies of the past help a young worker do their job today?
- What are some of the newest technologies used in the occupation(s)? Describe their contribution to the occupation(s). For example:
    - Do they do things faster?
    - Do they do things more precisely?
    - Do they do things more safely?
- Are there many apps used in the occupation(s)? If so, what are some of them, and how do they contribute to the occupation(s)?
- Students could investigate whether the local high schools, colleges, private vocational institutions (PVIs), and unions teach the newest technologies. Do training programs teach these new technologies? If not, how can employees learn about them?
- What are some technological trends that will significantly change the occupation(s)?
- How is the occupation(s) expected to change in the future?
- What do I need to learn so that I will be ready to work in the occupation(s) in the future when my training will no longer be adequate to meet the changes brought on by new technologies and trends?

SLO 3.6.2: Demonstrate an awareness of the level of **digitization** of the occupation(s).

Question for inquiry and/or reflection:

■ Some occupations are more digitized than others. How digitized is your occupation(s)? Is that likely to change significantly in the future? If so, what parts of the occupation(s) are likely to become more digitized? Examples include diagnosis, communication, the use of apps, pictures, video, measurement, the Internet of Things, automated vehicles, drones, simulations, digital manuals, CAD, CAM, and social networking.

GLO 3.7: Demonstrate an awareness of the **processes** common to the occupation(s).

SLO 3.7.1: Demonstrate an awareness of the **processes** common to the occupation(s).

GLO 3.8: Demonstrate an awareness of the **sustainability practices in the occupation(s)** and their **impact on the environment.**

SLO 3.8.1: Demonstrate an awareness of the sustainability practices in the occupation(s) and their impact on the environment.

Big Idea 4   Organizations, regulations, and ethics influence the workplace.

GLO 4.1:   Demonstrate an understanding of **labour legislation**, especially as it relates to the occupation(s).

> **SLO 4.1.1:**   Demonstrate an awareness of labour legislation in Manitoba, especially as it pertains to younger workers and those working in the occupation(s).

Resources:

- Manitoba Labour Standards Fact Sheets:
  www.gov.mb.ca/labour/standards/factsheet.html
- Construction Industry Fact Sheet:
  www.gov.mb.ca/labour/standards/doc,construction,factsheet.html
- Industrial, Commercial, and Institutional (ICI) Construction Sector Fact Sheet:
  www.gov.mb.ca/labour/standards/doc,ici-wage,factsheet.html
- Heavy Construction Sector Fact Sheet:
  www.gov.mb.ca/labour/standards/doc,heavy-construction,factsheet.html

> **SLO 4.1.2:**   Demonstrate an awareness of those **labour law** concerns most commonly found in the occupation(s) in Manitoba, especially as they pertain to younger workers.

Question for inquiry and/or reflection:

- What are some of the typical labour law concerns in the occupations? Examples may include those concerns related to safety, working conditions, overtime, termination of employment, disrespectful workplaces, harassment or assault, independent contractors versus employees, and holiday pay.

> **SLO 4.1.3:**   Demonstrate an awareness of the differences in regulations regarding **overtime pay** for hourly wage earners and salaried employees.

Comment:

- Overtime pay is often 1.5 times the regular salary, and comes into effect when the worker works past the regular work hours. This is different from salaried employees (such as teachers), including those in management positions (who typically are not paid for working overtime, or, if they are paid, do not receive a higher hourly wage).

SLO 4.1.4: Demonstrate an awareness of the **grievance procedures** that employees can take when they feel that their rights have not been respected, and they do **not** belong to a union. (GLO 4.2 contains a corresponding SLO for employees who belong to a union.)

SLO 4.1.5: Demonstrate an awareness of the **rights and responsibilities of employers**.

SLO 4.1.6: Demonstrate awareness of the **rights and responsibilities of employees**.

GLO 4.2: Demonstrate an understanding of **labour unions** and their relationship to the occupation(s).

SLO 4.2.1: Demonstrate an understanding of labour unions—their purpose, history, and arguments for and against them.

Questions for inquiry and/or reflection:

■ Why did workers first organize labour unions?

■ Does labour legislation do away with the need for labour unions? (Students learn about labour legislation in GLO 4.1.)

■ Some feel that labour unions were necessary in the past, but are no longer relevant because of better labour legislation. Do you agree? Explain.

■ Is it advantageous for employees to belong to a labour union? Explain why or why not.

SLO 4.2.2: Demonstrate an awareness of **bargaining** for wages and benefits, including **individual bargaining** and **collective bargaining**.

Questions for inquiry and/or reflection:

■ Explain the differences between collective bargaining and individual bargaining.

  ■ **collective bargaining: groups** of employees such as unions bargain for wages, benefits, and working conditions for **all** of the workers

  ■ **individual bargaining: individual** employees bargain for their **own** wages, benefits, and working conditions for themselves only

■ What is a collective agreement?

■ What are the challenges and advantages of individual bargaining and collective bargaining?

SLO 4.2.3: Demonstrate an awareness of the **relationship between labour unions and the occupation(s).**

Question for inquiry and/or reflection:

■ Do employees in the occupation(s) typically belong to labour unions? If so, how does that affect their salaries and working conditions?

SLO 4.2.4: Demonstrate an awareness of the **grievance procedures** that employees can take when they feel that their employer has not respected their rights, and they belong to a union. (GLO 4.1 contains a corresponding SLO for employees who do not belong to a union.)

SLO 4.2.5: Explain the differences between, and reasons behind, **open and closed shops**.

Question for inquiry and/or reflection:

■ What is the reason given behind closed shops, where all employees are obliged to belong to a union by default? (They also have the option to opt out of union membership.)

SLO 4.2.6: Demonstrate an awareness of **Rand membership**, and how an employee can become a Rand member.

Question for inquiry and/or reflection:

■ Why would somebody want to be a Rand member? Would you?

Resource:

■ Rand formula:
https://en.wikipedia.org/wiki/Rand_formula

GLO 4.3: Demonstrate an awareness of **ethics**, and how it pertains to the occupation(s), university, and college.

SLO 4.3.1: Demonstrate an awareness of ethics.

Comment:

■ Ethics can be defined as a set of moral principles and is concerned with what is good for individuals, as well as for society in general. Examples of ethical behaviour include honesty, hard work, concern for others, and following the golden rule. Discussions about ethics can be separate from religion and law.

SLO 4.3.2: Demonstrate an awareness of the need for **ethics** in the workplace, university, and college.

Questions for inquiry and/or reflection:

One major ethical concern is cheating.

■ How do you feel about cheating in order to pass a course or to get a higher mark (which will help you enter a post-secondary program or earn a scholarship)?

■ How do you feel about other people cheating? For example, how would you feel if you needed surgery, and found out that your surgeon cheated on his exams in order to pass medical school?

SLO 4.3.3:   Demonstrate an awareness of **ethics** as they relate to the **occupation(s)**.

Examples:

■ Do employees in the occupation(s) typically come in contact with their customer's possessions? For example, do they

  ■ work in the homes or businesses of customers, or on the customer's vehicles or equipment, where they need to demonstrate respect for their customers' property?

  ■ come in close contact with the customer (such as in the medical profession, or as a hairstylist), where they need to demonstrate discretion toward that person and their body?

  ■ typically have access to confidential information about their customers or others? If so, how should they deal with that information?

Big Idea 5   Education and training are essential to entering into, and succeeding in, the workplace.

GLO 5.1:   Demonstrate an understanding of how the **cross-curricular** knowledge and skills found in school **subjects** can be transferred to other subjects, daily life, the workplace, and post-secondary education.

SLO 5.1.1:   Demonstrate an awareness of the transferable **cross-curricular** knowledge and skills found in school subjects that can help one learn what one needs to know to work in the occupation(s).

Question for inquiry and/or reflection:

■   What are some of the things that I learn in each of my high school subjects that will help me succeed in my occupation(s), university, or college, and life itself?

SLO 5.1.2:   Demonstrate an awareness of the following cross-curricular **literacy** knowledge and skills found in English language arts that will help in the occupation(s), university, or college: reading, writing, document use, and oral communication.

SLO 5.1.3:   Demonstrate an awareness of the cross-curricular **numeracy** knowledge and skills found in mathematics that will help in the occupation(s), university, or college.

SLO 5.1.4:   Demonstrate an awareness of the cross-curricular **digital and computer** knowledge and skills found in information and communication technology (ICT) that will help in the occupation(s), university, or college.

Resource:

■   Skills for Success:
www.canada.ca/en/services/jobs/training/initiatives/skills-success/tools.html

SLO 5.1.5:   Demonstrate an understanding of how knowledge and skills learned in **each high school subject** can be transferred to the occupation(s), university, or college.

Question for inquiry and/or reflection:

■   What are some of the things that I learn in each of my school subjects that can help me succeed in my occupation(s), university or college, and life itself?

GLO 5.2: Demonstrate an awareness of **trades, apprenticeship**, and the **Red Seal Program**.

Comment:

■ Only students interested in entering the trades should demonstrate an **understanding** of the detailed information in this GLO. This will make their experience more successful. Students who are not interested in entering the trades only need an **awareness** of the content in this GLO.

SLO 5.2.1: Demonstrate an understanding of the differences between **trade and non-trade occupations.**

Resource:

■ In Manitoba, trades are those occupation(s) that Apprenticeship Manitoba have designated as trades: www.gov.mb.ca/aesi/apprenticeship/discover/mbtrades/index.html

SLO 5.2.2: Demonstrate an understanding of the differences between **compulsory and voluntary** trades.

Resource:

■ Manitoba Trades: Understanding Compulsory Trades: www.gov.mb.ca/aesi/apprenticeship/discover/mbtrades/compulsarytrades.html

SLO 5.2.3: Demonstrate an understanding of **apprenticeship** in Manitoba.

Resource:

■ Discover Apprenticeship Programs: www.gov.mb.ca/aesi/apprenticeship/discover/index.html

SLO 5.2.4: Demonstrate an understanding of the steps that the apprentice needs to take in order to become a **journeyperson**.

Resource:

■ Manage Your Apprenticeship: www.gov.mb.ca/aesi/apprenticeship/manage/index.html

SLO 5.2.5: Demonstrate an understanding of the **Red Seal** Program.

Resource:

■ Red Seal Program: www.red-seal.ca/eng/w.2lc.4m.2.shtml

SLO 5.2.6: Demonstrate an understanding of Manitoba's High School Apprenticeship Program (HSAP) (information available at www.edu.gov.mb.ca/k12/cur/teched/sy_app_option.html).

GLO 5.3: Demonstrate an awareness of **training opportunities** for employees.

SLO 5.3.1: Demonstrate an understanding of **technical training providers** for apprentices, including certain high schools, private vocational institutions (PVIs) (some of whom are sponsored by unions), the Manitoba Institute of Technology and Trades (MITT), and Manitoba's three community colleges.

Resource:

■ Training opportunities are listed on the individual trade's page here: www.gov.mb.ca/aesi/apprenticeship/discover/mbtrades/index.html

SLO 5.3.2: Describe an awareness of ways in which employees stay current with the occupation(s) by **updating their understanding and skills**.

Questions for inquiry and/or reflection:

■ Workers need to update their understanding and skills by taking courses, reading trade journals, attending conferences, and so on. How do they do that? Is there a mechanism in place, or do employees have to update their skills and knowledge on their own?

■ How much time do employees have to spend outside of regular work hours updating their understanding and skills?

■ Do employees update their knowledge and skills at their own expense, or does someone else (such as their employer or government) do so?

GLO 5.4: Demonstrate an awareness of **community colleges** and how they can help one reach one's goals.

Comment:

■ Students should be aware of the differences between the types of post-secondary institutions, but focus on the type that they would be most likely to attend.

SLO 5.4.1: Demonstrate an awareness of **community colleges** and how they can help one reach one's goals.

Comment:

■ Encourage students to search the website of the community college (including MITT) that they would be the most likely to attend, to discover some of the programs that they offer, and the breadth of occupations for which they offer training.

GLO 5.5: Demonstrate an understanding of **universities** and how they can help one reach one's goals.

SLO 5.5.1: Demonstrate an awareness of how **faculties associated with professions** (such as education, law, medicine, engineering, and architecture) differ from programs from other faculties (arts, sciences, etc.)

Comments:

■ **Faculties associated with professions** are designed to prepare students to enter a specific profession, including accreditation from an accrediting body, which accredits that university program. For example, in order to become a professional engineer, students need to successfully complete an engineering program. Programs often include work experience, volunteering, co-op work experiences, practicums, and so on, either paid or unpaid. Graduates are likely to obtain employment in that profession after graduation. Students who wish to become teachers, lawyers, physicians, or engineers, and work in Manitoba, for example, need to graduate from a program that is accredited by the accrediting body in Manitoba.

■ **Faculties not associated with professions are not designed to prepare students for one specific profession** or earn specific accreditation. Instead, they prepare students for a broad range of professions. For example, students who complete a Bachelor of Arts in history or a Bachelor of Science in biology have not earned accreditation to become professional historians or biologists, partly because historians and biologists need a master's degree or a Ph.D. They also prepare students to begin their career in history or biology, as well as in many other areas. For example,

  ■ Students need to study biology in order to enter health care programs such as nursing or medicine.

  ■ Students need to study history in order to earn a history teachable in a Faculty of Education so that they will be better qualified to work as history teachers in Kindergarten to Grade 12 schools.

  ■ Students learn about accreditation in GLO 3.2.

Questions for inquiry and/or reflection:

- Some university graduates have a hard time finding employment in the area that they studied. What are some possible reasons? Would it help to learn more about career development?

SLO 5.5.2:   Demonstrate an awareness of some **universities** (either local or distant), and some of their **programs** that are of interest.

SLO 5.5.3:   Demonstrate an awareness of the **non-teaching roles** (especially research) of universities and professors.

Resource:

- Appendix B: Academia for High School Students

SLO 5.5.4:   Demonstrate an awareness of **academia**, and its role in universities.

SLO 5.5.5:   Demonstrate an awareness of the difference **between a sessional university lecturer and a tenured university professor**, and why it is important for university students to understand the differences.

GLO 5.6:   Demonstrate an understanding of **private vocational institutions** (PVIs), and how they can help one reach one's goals.

SLO 5.6.1:   Demonstrate an awareness of PVIs, and the types of training that they offer.

Resource:

- The following PVIs are registered with the government of Manitoba: www.edu.gov.mb.ca/pvi/list/index.html

GLO 5.7:   Demonstrate an understanding of how one can **succeed** in post-secondary education.

SLO 5.7.1:   Demonstrate an awareness of the **challenges faced by first-year post-secondary students.**

SLO 5.7.2:   Demonstrate an awareness of the **reasons** that some first-year post-secondary students discontinue their studies.

SLO 5.7.3:   Demonstrate an understanding of **how students can succeed** in their post-secondary experience.

Question for inquiry and/or research:

- Why do you think so many first-year post-secondary students do not complete their first year or do poorly? What could you do to increase the likelihood that you will have a successful first year?

APPENDIX A: SOURCES OF LABOUR MARKET INFORMATION

Sources of labour market information (LMI) include, but are not limited to, the following:

- Government of Canada Job Bank: www.jobbank.gc.ca/

- Manitoba Economic Profiles for regions of the province: www.gov.mb.ca/jec/lmi/regionalprofiles.html

- Manitoba Non-trade Occupation(s) Forecasts: www.gov.mb.ca/jec/lmi/forecasts.html

- Manitoba Career Prospects: https://manitobacareerprospects.ca/career-opportunities.asp

- Local Chambers of Commerce: https://mbchamber.mb.ca/

- Canadian Manufacturers and Exporters: https://cme-mec.ca/blog/representation/#filter=*

- Canadian Apprenticeship Forum: https://caf-fca.org/research-reports/

- Sector councils: The government of Manitoba funds certain industry associations and designated them as sector councils. They exist in a number of sectors such as construction, aerospace, creative, tourism, and food and beverage. www.gov.mb.ca/jec/busdev/financial/scp.html

- Industry associations

- Labour unions

APPENDIX B: ACADEMIA FOR HIGH SCHOOL STUDENTS

Academia is a term that refers to the community of professors and researchers (called academics or scholars) who work at universities or other research institutions. Research institutions are usually associated with universities or are run by governments. For example, the National Microbiology Laboratory in Winnipeg is one of the research institutions that has made Manitoba a centre for medical research. (There are different types of research. The research found in academia is very specific, and differs from the market research that is done at advertising company, for example.)

Academics usually hold advanced university degrees, such as Ph.D.s. *Ph.D.* stands for Doctor of Philosophy, even though the degree can be in any discipline, not just philosophy. It is the highest academic degree. Individuals who have earned a Ph.D. are addressed as "Doctor." In this case, it is not the same as a medical doctor.

Academics specialize in one academic **discipline**. A discipline is a division of knowledge taught and researched at universities. There are hundreds of disciplines and subdisciplines, including fields like sociology, literature, criminology, languages, the arts, biology, engineering, and so on.

Academics have two major responsibilities. The first is teaching university classes. The second is conducting research, and writing articles for academic journals based on their research, or reviewing and writing about the research of other researchers in their discipline. **Academic journals** are written by and for academics specializing in one discipline. There are thousands of journals in many languages. Academic journals play a very important role in developing theories and determining facts. Academics are expected to review articles written by their **peers**—other academics who specialize in the same discipline. That's why academic journals are said to be **peer-reviewed**.

When writing articles for academic journals, academics write in a style called **academic writing**. It is very technical, and uses words that are specific to that discipline. For that reason, and because the articles deal with a specific section of the discipline, only academics in that discipline really understand journal articles in that discipline.

Writing articles is a very important part of an academic's career. In fact, there is a saying that academics must "publish or perish." In other words, they are expected to have articles and reviews published regularly. Academics make sure that they support their statements with careful investigation of the evidence, including research conducted by other academics. Some of that evidence is **quantitative** (based on numbers and statistics) and some is **qualitative** (based on interviews, observations, etc.). The articles are long and detailed, and include many pages of citations of their sources. When they review articles, academics examine the **citations** to make sure that the writer interpreted them appropriately.

Here is an example that shows how academic articles help academics arrive at theories and facts, and how these theories and facts can change. One of the subdisciplines of sociology is criminology, which is the scientific study of crime and criminals. One of the issues in criminology is the effectiveness of incarceration—putting people in

jail—in reducing crime rates. When criminologists (such as university professors specializing in criminology) publish an article stating that incarceration is a very effective way to deal with crime, some of their peers will carefully read that article, and publish their own articles agreeing or disagreeing with the original article. Later, the writer of the original article might publish a rebuttal or defence. Other academics might then respond to the rebuttal, and so on. All of their conclusions must be based on evidence. This process might go on for a long time. In the end, governments examine those articles to decide on their **policies** regarding incarceration. Policies are guidelines that governments use to guide their decisions.

In order for academics to do their work, they need to be free to criticize organizations such as governments, corporations, universities, and researchers. This is called **academic freedom**. Academics at universities like the University of Manitoba have gone on strike in order to protect their academic freedom (among other issues) (Dehaas). That is one reason why academics work under a **tenure** system, under which they cannot lose their jobs for making criticisms based on their research.

Here is an example to illustrate the principle of tenure. Say that criminologists were threatened with losing their jobs because they were critical of their government's policy on incarceration. Academics on both sides of the issue would protest, stating that, because of tenure, the criminologists have the right and responsibility to criticize the government's policy because their criticisms are based on evidence.

In the fall of 2020, there was a situation where the University of Ottawa suspended one of its teachers for using the n-word in a metalinguistic way, which sparked a controversy over academic freedom (Wikipedia, *Controversy*).

Academia is sometimes criticized as being too theoretical and having little practical value. Academics are sometimes criticized for being too far away from the "real world," and for not understanding the day-to-day lives of ordinary people. Regardless, it is important to understand academia because you will become part of it if you attend university. For example, if your professors ask you to write papers, they will expect you to follow an academic style.

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