
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 themselves. 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 (TFSA), 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:

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- 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