A CAREER PREPARATION PROGRAM FOR HIGH SCHOOL STUDENTS: PROGRAM EVALUATION

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Abstract

This action research project provides a description and analysis of the unique career development needs of rural Alberta students and of a career curriculum program designed to meet these needs. As a teacher/researcher, I developed this new program, called Career Preparation 10, and taught it to five groups of students. The participants in this project were 23 rural grade 10 students who completed course evaluations. The results of a preliminary program evaluation are discussed as well as final project results, which indicated these students did find Career Preparation 10 useful in meeting their career development needs. Detailed evaluation results, a teacher's guide, and recommendations for course implementation are also included.

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Chapter One

Background of Career Preparation 10 and Project Rationale

For the past three years I have been part of the Palliser Regional School Division committee on career education for the students in this school division. This committee was established as a result of a needs assessment, in our division, that showed that parents and students did not feel the schools were meeting students' career needs. To meet these needs, I developed a 3-credit course on Career Preparation to use in one school in the division where I taught. When Grade 12 students in this same school were interviewed, they stated they wanted career information earlier in their high school career. In grade 11 students do take Career and Life Management (CALM), which is a mandatory course in order to receive a high school diploma in Alberta. There is a section in CALM that deals with the subject of careers. However, the grade 12 students did not feel this section was adequate to meet their career development needs. The Career Preparation 10 course was developed and implemented to provide students in grade 10 with information on career planning, skill acquisition and development earlier in their high school education.

I taught Career Preparation 10 for the first time in September 1999 to January 2000. This implementation is referred to as the pilot. At this time students were given a questionnaire prior to the course delivery. This questionnaire, found in appendix 4, asked about students' interests and material they wanted to cover in the course. From the data

gathered from this questionnaire a course outline and units of study were developed. Throughout the implementation of the course material students gave feedback on what they found useful and not useful. I also noted students' reactions to material and activities. This information was then used to improve the course for the second implementation that occurred September 2000 to January 2001.

The group of students involved in the second implementation are the participants of this project. These students were also given the questionnaire prior to the start of the course. The information obtained was similar to that in the pilot. Affirming that students wanted activities that were hands on, useful, and relevant such as resume writing, first aid, and interview skills. The course was then delivered to the students. The second time the course was taught students were also encouraged to give feedback on the course and I kept notes on materials, activities, and students perceptions. At the end of the course the students filled out a course evaluation. The course evaluation asked students to rate the course and fill out short answer questions. It was also used to gather information on students' perceptions of the course usefulness.

Researching students' perceptions of the course is needed as this course was designed to be relevant to them in their career development. Knowing what students perceive as important to their career development now and in the future can assist in a deeper understanding of students' experiences and their points of view. If students rate the course positively, other schools within the division may decide to implement the course. Parents and students may rate the school as now meeting students' career needs.

Other teachers, administrators, superintendents, and the public may also see the value of this course. The results of this study may be useful to others in the career field,

in terms of documenting what teens perceive their career needs to be and how these needs can be met in a group situation through curriculum planning, design, and implementation.

With limits on counsellor availability and time, individual career planning is not always possible in some schools. A classroom intervention may be a positive alternative. Alberta Learning has recently begun the development of career modules for high school students. The rationale for these modules is to assist students in recognizing their skills, understanding the career planning process, and to help students meet future challenges (Alberta Learning, 1999). Alberta Learning decides on what students should know, a "top down" model. In this type of model the people at the top make the decisions, the people at the bottom are not involved in the decision-making they are told what to do. That is, someone in Alberta Learning states what students need to learn versus asking students for their opinions. Career Preparation may be a way of teaching similar modules that allow students to have input into course curriculum, a more "bottom up" model. This type of model may lead to students rating the course as more useful. Students are more likely to take a course they perceive as useful and thus may be satisfied with the content. Little research is available on the usefulness of this type of course in meeting students' perceived current and future career development needs. In addition to developing this course, an evaluation of students' perceptions of the usefulness of the course in meeting their perceived career needs was conducted.

Chapter Two

Literature Review

Career development and education are large fields with research done in many

areas. This literature review contains four areas that apply directly to the Career

Preparation 10 program: a background on career curriculum; group career interventions;

rural high school students' career needs; and career portfolios. These four areas were

selected because in my local situation these areas seemed the most relevant and pertinent

to my situation.

Alberta Learning (1999) has recently drafted a document on Career Curriculum in

Alberta. In this first section of the literature review current curriculum will be explored as

well as how Career Preparation 10 fits into recommendations that Alberta Learning has

drafted.

Career Preparation 10 is also a group career intervention. In this section of the

review group career interventions are explored and applied to the context of a small rural

Alberta high school. The rationale for implementing career interventions with adolescents

is also explained.

The third section of the literature review investigates the needs of rural high

school students. This section includes information on what research has stated rural

students need in terms of career information and education and how this research may be

applied to a local context.

The final section of the literature review is on career portfolios. Portfolios have been used in many fields, both in and outside of education, and are starting to be used more in career development. In Career Preparation 10 approximately one third of the course work is set aside for the development of a Career Portfolio. The rationale for using portfolios and research on their implementation is addressed in this section.

Background on career curriculum

Schools are often held accountable for preparing students for life (Oppenheimer & Flum, 1986). As career development is a continuous lifelong process, schools should be providing career information and education to students at a developmentally appropriate level. The type of information should include information such as knowledge of work, self-knowledge, decision making, and planning (Oppenheimer & Flum, 1986).

Students need instruction in these areas to help them make realistic and informed career decisions. Many students in Canada lack career information. Students themselves say they need more information (McNabb, 2000). These students are concerned about their future but many will not go to a counsellor. Many students rely on their parents for assistance. However, many parents feel they themselves lack adequate information or experience to help their child and thus they turn to schools for assistance. If schools do not meet this need, parents and students may feel that the students' career needs have not been met.

Hiebert (1993) states that adolescents need to be provided with instruction to better equip them to make realistic and informed career decisions. Ontario and British Columbia both have compulsory credit courses in career studies (Lewington, 1998; Malatest & Associates, 1998). In Alberta there is currently no set Career Curriculum,

except in Career and Life Management, CALM 20. Part of CALM 20 deals with some aspects of career development. The CALM 20 course was developed in the 1980's as a result of a perceived need for career education in the schools. CALM 20 may not be meeting all of students' career needs as evidenced by the recent career directions draft proposal from Alberta Learning. This document states that students need ongoing access to quality career information and coaching to help them reflect on their plans and identify new opportunities for work and learning (Alberta Learning, 1999, p. 1). The role of the school in career plans and decision making is to help each student align their formal and informal learning experiences with their evolving career goals (Alberta Learning, 1999). Career Preparation 10 therefore comes at a relevant time. There does appear to be a need for this type of program in Alberta. Several parties, such as government, administration, teachers, parents, and students have recognized this need. On a local level students at one rural high school did not feel they received enough career information through CALM 20. These students wanted more career relevant information and suggested this be provided earlier in their high school education.

Some researchers believe the best way to provide career curriculum to students is by integrating the information throughout the other courses (Hiebert, 1993). However, in our school some teachers are reluctant to do this for several reasons. One reason is that the teachers themselves do not feel career information is as important as their core course. Another reason is a time factor. Teachers already feel pressured to cover the curriculum without having more content added. Therefore, while integrating career topics throughout a variety of courses may be the best option. If this is not feasible, then having a separate career education course is a better option than no course at all.

To be effective, career planning must be relevant to the individual's present situation as well as to evolving future goals. This project gathered data on whether students found this course useful to them in meeting their perceived career needs. Many of the studies done on career program evaluation focus on special need groups or on having people other than students identify whether or not student needs were met (Rau, Spooner, & Fimian, 1989). This project took a unique perspective of having students evaluate the program and also share their experience of the world by stating what they perceived their career needs to be.

Group career interventions

Career Preparation 10 is based on Super's Life-Span Model. Super (1985) defined career as the life pursuits of a person. These pursuits may include jobs, education, family and social life, hobbies and volunteer work. Hiebert (1993) states that careers develop over time as a result of experiences and activities a person finds meaningful. Career development is more than just choosing an occupation; it is a continuous process, or life long series of developmental stages and roles a person experiences in his or her life time (Super, 1980). In his model, Super (1985) recognizes the importance of being adaptable and continuing to learn.

One stage in Super's (1985) life stage model is adolescence. Guiding students to aim at a single occupation in a world of change will not adequately equip them to handle changes (Super, 1985, P. 26). Career development should therefore consist of developmentally appropriate interventions that equip students to handle change. Career Preparation 10 attempts to meet this need by having students identify what they perceive they need at the moment and then interventions are implemented to attempt to meet these

needs. Career interventions can be defined as programs or activities intended to facilitate career development (Pickering & Vacc, 1984). Students will continue to grow, to mature, and develop different interests and skills as they mature (Symons, 1997). Students need to learn and acquire decision-making, self-knowledge, and planning skills. These skills will help them as they progress through life. In adolescence relevant behaviours need to be learned that the individual will use later (Osipow, 1968, P. 143). Adolescents need to look wide in focus, to broaden their possibilities rather than narrow them (Symons, 1997). Students should be looking to enhance their strengths and develop their weak areas. Each individual is unique so interventions that recognize each aspect of the whole person allow for change over time. People and their environments change over time. Career interventions should accommodate and allow for these changes by dealing with the whole person and his/her environment (Vondracek & Schulenburg, 1986). The career portfolio component of Career Preparation 10 requires students to reflect on their strengths and weaknesses and growth in these areas. Areas of weakness can be improved upon.

Career Preparation 10 begins by having students identify career needs they perceive they have at present. Course content is then built around these perceived needs. Few studies have looked at the client's starting point before the intervention was implemented (Kidd & Killeen, 1992). Career Preparation 10 attempts to identify current perceived needs and uses these as the starting place for the course content. The content uses different career interventions to attempt to meet students' career needs.

Many career interventions are available to assist students in making career decisions and learning skills that will assist them in their career development. These

interventions can take place on an individual or group basis. In a school setting, individual career interventions are based on a one-on-one session that takes place between counsellor and student. This type of individual intervention can be very effective yet costly. At present, in many schools in Alberta, time constraints and large numbers of students wanting counselling time limit access to a school counsellor. The school counsellor has many roles to play. Therefore, very little time may be available for career counselling with students on an individual basis. Students may also be reluctant to seek help from a counsellor. In our school students have access to a counsellor two times a week. Because of this and the fact that students in rural areas do form close relationships with some of their teachers (Shepard & Marshall, 2000), some of these teachers may be able to assist students with some aspects of their career development. Due to lack of resources such as counsellor time and because of the large numbers of students, group based career interventions can be used as an alternative method to assist in career development (Symes, 1998).

Small group or classroom interventions can include career knowledge, practical skill development, career portfolio development, decision making skills, occupational information, real life experiences, and identification of student interests, values and skills (Cairn, Woodward & Hashizime, 1993; Symons, 1997; Freeman & Hutchinson, 1993; Studd, 1997; Flynn, 1994).

Davis and Horne (1986) found small group sessions and a career course to be effective in facilitating change in career decidedness and maturity in a study of 102 college students. This group intervention met students' needs and was cost effective. Another study comparing a sample of 154 Victoria high school students who had taken a

career education class with 154 students who had not, found that the students who had the course reported greater satisfaction with their career needs being met (Stronck & Uhlemann, 1981). Other studies have found that interventions achieve some improvement especially when the intervention used addressed the needs, specific skills, and concerns of a particular group (Pickering & Vacc, 1984; Whiston & Sexton 1998). Evaluation of group career interventions at the rural high school level is needed, as there are few studies on this topic for Alberta students.

Career Preparation 10 is a group intervention that was developed for use in a rural setting to attempt to meet the career needs of students in this setting. A course evaluation was conducted to evaluate if this particular course was useful to students in meeting their perceived career needs. There appears to be few studies on what students identify their needs to be. The studies available on student needs are what theorists, career counsellors, teachers, or parents identify, as student needs. In order to improve the career education that high school students receive, determining students' perceptions is necessary. These perceptions include what material and content students rate as worthwhile and relevant. The evaluation surveyed a group of rural high school students on their career needs and career interventions they found useful; the results were used to improve future implementations of Career Preparation 10. Better career planning and career education can help students develop realistic expectations and lead to improved outcomes (Balcombe, 1995).

Rural high school students' career needs

Rural students may have different career needs than urban students. Several studies suggest that rural students do in fact have different career needs than urban

students (Fritzgerald & Bloodsworth, 1996). These differences are related to a lack of available resources, less exposure to many types of occupations and the learning characteristics of rural students (Lehr & Jeffery, 1996).

Rural areas are different than urban areas in structural and cultural ways. They are often smaller and as a result people are more likely to know the members of their area. People in rural areas may have more of a sense of community, as community members are more likely to come together for activities than in urban areas. In rural areas people have closer connections and a strong commitment to support each other (Shepard & Marshall, 2000). Relationships are important in rural communities.

In rural areas people can be limited by the lack of information they have available on different occupations. This is due in part to less economic diversity in rural areas, and a lack of opportunities for exposure to this information. Urban areas have career centers and more chances for students to be exposed to career opportunities such as job shadowing or post-secondary orientation days.

In rural areas there may be a lack of economic diversity and therefore, limited occupational choice, or exposure to occupational information. The schools in rural areas are smaller than urban schools. The school size may affect the number and variety of different types of courses that are offered. This also may contribute to rural students not receiving occupational knowledge and information that their urban counterparts receive. In rural areas the population is sparser. Students may spend more time on buses and are therefore not able to have part-time jobs. If they do have a part-time job they are limited by fewer choices of types of jobs.

Many rural students at County Central High School work on the family farm. They have detailed information on occupations that relate to farming. Rural students are more likely to make occupational decisions based on what is familiar to them, what they know and experience (Vermeulen & Minor, 1998). This seems to hold true, as many students in my community want to work on a farm, or hold an occupation that is very similar to their parents' occupations such as running the family business. As mentioned previously students are making these decisions based on limited information. To help alleviate this phenomenon schools need to provide more extensive occupational information and career decision-making experiences to students (Vermeulen & Minor, 1998).

The challenge of the rural career education program is to provide a greater variety and depth of career and occupational knowledge to rural students. At times accomplishing this task can be difficult due to lack of resources, difficulty getting speakers to come to rural areas, lack of job shadow placement sites, and lack of access to computer information. In our area access to the Internet for the purpose of career guidance programs is not feasible due to the cost of a site license and the slowness of the connections to the Internet.

Rural communities may follow a more traditional way of life, where the family plays a very important role. Students in rural areas who do decide to pursue post secondary education must leave home. This is different from many students in urban areas who are more likely to be able to live at home and take post-secondary education. Because the rural student must leave home parents want their child to make sure he/she has made well-informed decisions. These parents want their child to succeed and make a

good choice, as leaving the rural community to go to post secondary education involves a huge financial commitment. Errors are expensive therefore; there is pressure on the rural student to make a well-informed decision.

Rural parents feel a need to make sure their child has made a good decision but they are not confident about how to help their child, as they themselves lack information, resources, or experience (Jeffry, Lehr, Hache & Campbell, 1992). As rural parents lack career related information they are more likely to rely on schools to provide their child with this type of information. Therefore, there is a need for the rural schools to help both students and parents obtain relevant career information. Parents have a huge impact on the career decisions their child makes so they need to be involved in career education. Career education for rural students also should address what opportunities are available in rural areas, as many rural students want to return to rural areas after their post secondary education.

In order to develop a career education program for rural students having an understanding of the psychological, social, and economic factors of a community is necessary. One way of developing this understanding is to use a "bottom up" strategy of career education. This type of method involves finding out the needs of the rural students, defining the needs, and developing a program based on these needs. Very few career education programs seemed to have taken this approach. Some programs have attempted this type of "bottom up" method by asking parents and educators what students need rather than asking the students themselves. Thus, it became important in this project to allow the rural student's to provide their perceptions of their career needs. Further, it became apparent that evaluation of the course was necessary to determine if these needs

were being met. The question of whether these needs are the same as those of urban

students is outside the scope of this project.

<u>Career portfolios</u>

Many people such as artists, financial planners, architects, and teachers have used

portfolios (Dutt-Doner & Gilman, 1998). Some teachers are using student portfolios in

their classrooms as a type of performance assessment to assess students instead of using

norm-referenced tests. Some teachers are also using portfolios to document their

professional growth. Research from these areas of portfolio use has shown that portfolios

are useful, cause people to reflect on the material they put into their portfolio, assist in

providing examples of a person's strengths and skills, and can leave the portfolio owner

feeling empowered by his/her work and accomplishments (Dutt-Doner & Gilman, 1998;

Pheeney, 1998).

In recent years portfolios have been put to a new use in career education. A career

portfolio is a collection of items that a person selects to show their best work and growth.

The portfolio is a way to help students organize their interests, skills and talents in a way

to provide a picture of themselves to others (Studd, 1997). The types of items in a

portfolio can include the following: resume, report cards, certificates, examples of best

work, reference letters, awards, and team work examples (Studd, 1997). These items can

reveal information about the student and his/her career development and interests that

may not be revealed using other types of assignments (Cole & Ryan, 1997). Portfolios

may help the student answer the question "Who am I and where am I going in the

future?" (Cole & Ryan, 1997).

What makes the portfolio more than just a scrapbook is the organization, thought and reflection that goes into the contents. Not all items are appropriate for the career portfolio. A student must take the time to decide on the contents, how to put the items in the portfolio in an organized manner and justify why the item is in the portfolio, explaining what the item demonstrates about the person. Reflection and self-awareness are necessary in career development and therefore portfolios can help students in their career development (Hutchinson, 1994).

In Alberta, Gullekson (1995) developed a program based on student and employer needs. The result of this program was to have students develop a skills profile which they could take to employers to highlight their skills and help them obtain jobs. This program has been successful in Gullekson's school in Sherwood Park.

Other school districts have also used versions of career portfolios, such as the Technology Preparation program in Red Deer, in which students track courses they take in high school and their skills and interests in a portfolio-planning folder. Some schools in the Palliser Regional District are also using the portfolio as a culminating project in their Career Preparation 10 course. As mentioned earlier, Alberta Learning is in the process of developing new Career Modules, in which there are three new portfolio modules. In the future the use of portfolios in career development will become more widely implemented.

Much of the research on portfolios has focused on teachers using portfolios for professional growth or explaining what career portfolios are (Studd, 1997; Dutt-Doner & Gilman, 1998; Pheeney, 1998). However, there does not seem to be much research on student reactions to developing their own career portfolios. Exploring student reactions to

career portfolios, and how they are implemented and used, is relevant and necessary if

career portfolios are to be used most effectively. Thus, portfolios were included as a

major component of Career Preparation 10 and student reactions to portfolios were

obtained in the program evaluation.

Chapter 3

Description and Implementation of Career Preparation 10

Overview of Career Preparation 10

Career Preparation 10 is a three-credit course offered in three 66-minute classes a

week for one semester, (e.g., 20 weeks). Students who complete the course receive credit

for three Career and Technology Studies Modules (CTS). The course classes involve the

use of a variety of teaching and learning strategies. These strategies include independent

work, group work, guest speakers, volunteering in the community, and working with

computers. One of the tasks of the teacher is to make the course relevant to the students,

so students find the course meaningful and useful.

An active participation approach is used, in order to attempt to reach and motivate

all students. Lectures and note taking are kept to a minimum. Students are evaluated

based on performance assessments such as projects, interviews, demonstrations, role-

plays, and a culminating portfolio project. The course content is divided into three main

sections: (1) Job Preparation (CTR 1010), (2) Career Development Portfolios (CTR

1310), and (3) an optional unit on either Job Safety Skills or Leadership and Teamwork

Skills (CTR 1210). The Job Preparation and Job Safety Skills modules are completed

prior to the portfolio project. The students use their work from these two modules to

assist them in completing the career portfolio. The following sections will expand on the

contents of the three modules. More detailed information and lesson plans can be found

in the Teacher's Guide that is located in Appendix 6.

<u>Job Preparation Module</u>

The course begins with this module. It is broken down into units and activities based on the following topics: introduction, identification of personal skills, values, traits, and beliefs, resume writing, cover letters, pride stories, identification and exploration of occupations, dream, occupation research, interview skills, job shadowing, post secondary school research, application forms, and volunteer hours. These topics will be explained in more depth in the following sections. Specific lesson plans and reference material is listed in the Teacher's Guide, Appendix 6.

<u>Introduction.</u> The purpose of this section is to introduce the course and the content to the students. The course begins by giving students an ice breaker activity that contains questions related to the world of work. Examples of the type of questions are: "Find someone who has a social insurance number" or, "find someone who has had a job interview." Students try to fill out all the squares on the ice breaker before any of their classmates. A prize is offered to the first three students who complete the activity. After students have completed the ice breaker activity, a group discussion is held on the results. These results help the teacher identify some of the background knowledge and experience the students possess.

Also, as part of the course introduction students are asked to fill out the introductory questionnaire. This questionnaire asks students to identify things such as what they hope to get out of the course and ways that they learn best. After students complete the questionnaire they receive the course outline. The student responses on the questionnaire are read by the teacher who looks for patterns in the responses. The teacher

then uses the students' responses to finalize the topics to be covered and ways the material is taught.

Identification of personal skills. This is the first section of the course. In the previous implementation, pilot study, of the course the resume was the first section. However, students appeared to have great difficulty identifying skills that they had and this made writing a resume difficult. By changing the order and having the identification of personal skills before the resume, students appeared to have fewer difficulties with their resumes.

Identifying personal skills consists of having students complete a series of worksheets that ask them specific questions that they have to agree with or disagree with. After completing the worksheets students are asked to write a summary. The summary contains their top five skills, values, traits, and beliefs. This section is included to help students to identify specific areas of strength. Identifying these areas also helps them later in the course when they complete the Career Portfolio Module.

Resume writing. This section follows the identification of personal skills. Students are usually very highly motivated to complete this section. They seem to value the concept of having a resume and the practical application that this section has. This is also the section that many students identified on their introductory questionnaire as wanting to complete during the course.

The resume writing section takes several classes to complete. Students begin by answering a series of questions on personal data, work experience, extra curricular activities, and volunteer experience. The next step is to take these answers and write them in a resume type format.

Students also receive instruction on types of resume formats, language of resumes, and common errors made on resumes. For the common errors found on resumes copies of actual student resumes with personal data removed are used. Students seem to like finding the mistakes on these resumes. After these topics are covered students proceed to typing their resumes on a computer. They are allowed to hand in a draft copy of their resume to be critiqued, then given an opportunity to fix any mistakes and hand in a good copy.

Cover letters. This section has students learn about the reasons for creating a cover letter, looking at samples of good and poor examples of cover letters, writing a draft, and then a good copy of a cover letter. Students are able to chose who they write the cover letter to. Most students select to write their letters to a potential employer. Students have an opportunity to hand in a rough draft that they receive back from the teacher with suggestions for improvement. Students then complete their good copy and hand it in for marks.

Pride stories. This section begins by having students identify three significant experiences in their life that they are proud of. The students identify what they did, when the experience occurred, what the result was, and why the experience made them feel proud. At first students are a little reluctant to do this, as they are not used to talking about things they are proud of. With prompting and questioning done by the teacher students are able to get at least one or two experiences written down that they are proud of.

The next step is to have students take one of these experiences or a new one they have thought of and write about it in more detail. Students are asked to describe the

experience in as much detail as possible, as if they were writing the experience for a movie or TV show. Their writing should explain step by step what happened, what they did and how they felt at each step. While some students appear to have little difficulty with this a few students will write their whole experience in a four sentence paragraph. At this point the teacher needs to help them to expand on their writing by using questioning and giving suggestions on how to make their writing more descriptive. Students then proofread their stories. Once the stories are completed many students stated that they found writing the story worthwhile as it helped them to feel good about themselves.

The next step in the pride story activity is to have the students make sense of their stories. This begins by having students circle every time they used an action word or verb to describe something they did. The teacher may need to give examples. Students also may need to be more descriptive with some of their actions. They can add detail. Each verb or action word represents a skill. Students then look at the circled words and identify the skills they demonstrated. Students make a list of the skills they demonstrated. The students then look at the action words again and make inferences on any characteristics that the actions may imply that they have. These are also added to a list. It can be helpful to have one student volunteer to read his/her story to the class and do this activity as a group before trying it individually with each student's story. While the student who volunteers is usually a little nervous afterward all volunteers usually report that the feedback they received from the class made them feel really positive about themselves.

The next step is to have students break up into groups of approximately three students and take turns reading their story to their group members. While they are reading their story each group member lists the skills and characteristics that they perceive the

reader as having. After all students have read their stories, they give their lists to each other. Students then hand in their stories and the lists that were generated by themselves and their group members. While students are hesitant to do this activity at first many comment afterwards that writing and analyzing their story made them feel good about themselves.

Identification and exploration of students' dreams. Many students in the class state they do not know what they want to do after high school. Students appear to be afraid to make a decision in case it is the wrong one. This activity allows students a sense of freedom to explore and think about what they want without the fear of making a commitment and making a mistake. Dreaming helps students to identify some of the things that are really important to them and explore possibilities without obstacles to overcome. Dreams can give students a sense of hope.

Students are asked to dream. They are asked to think about the following: "if you were not in class right now but out in the world of work what would you be doing?" The teacher gives the students a series of questions that act as prompts to have students think about their dream lives. These questions include: what would you be doing on a daily basis, describe your work environment, what do you do when not working, and where do you live? Students can present their dreams in a variety of formats. These can include: webs, pictures, essays, or journal entries. Students seem to enjoy this activity and are less reluctant to look at the future in this exercise. They also seem to need the opportunity to share and discuss their dreams with their peers.

Occupation research. This section contains two parts. The first part is to have students expand on what they have learned about themselves through the identification of

personal skills. Students expand on their self-knowledge by completing several career inventories that are available on the Internet. Afterwards they discuss the results with the teacher, summarize the results of the inventories, and state if they agree or disagree with the results and why. Students also use the inventories to help them generate a list of 10 possible occupations that might interest them.

The second part of this section involves having students use their list of 10 occupations and researching these occupations. The research is done using the Internet and the website www.alis.gov.ab.ca. This site contains detailed information on over 1000 occupations that are available in Alberta. Students pick two occupations to write a summary of their findings on. These summaries are handed in for marks and then later added to the student's portfolio.

Interview skills. This section offers a great opportunity to involve community members in the classroom. It begins by having students complete a true/false quiz on interviews. The results of the quiz help to identify students background knowledge. Students then complete a series of worksheets in which they identify who they would hire from several candidates, based on responses to common interview questions. After this students are then asked to write their own answers to the same questions. Several guest speakers also provide information to the students regarding interviews.

The first guest speaker is a Youth Employment Coordinator. This person provides information regarding interview behaviour and dos and don'ts. After this session, two students volunteer to be interviewed by a community member who hires a number of students. This community member interviews one student at a time while the rest of the class watches. After the first interview this person gives feedback on the student's

performance. The second student then has a chance to learn from this feedback and he/she then completes his/her interview. Students stated they found having the community member interview them as useful as it made interviews real and they then knew what to expect during an interview.

Job shadowing. This section was probably one of the students' favourites. Students are asked to identify specific occupations or places that they are interested in learning more about. These results are then gathered and placements are found for the students. Finding placements for students can be time consuming. Placements are found by contacting employers and asking them if they are willing to participate in Job Shadowing. Prior to going to their job shadow placement, students have to complete research on the occupation. Students are also required to phone the contact person at their placement to confirm their attendance and ask questions. Some students are very nervous about phoning so the teacher can practice with the students prior to the phone calls being made.

The students go to their job shadow for one day. They all go on the same day, so as to cause fewer disruptions to other classes in the school. Once the day is over students are required to fill out an evaluation of the day, write a thank you card to their placement, and write a summary of the day including what they learned and liked and did not like.

Post secondary school research. The inclusion of this activity is an example of dynamic course construction. Post secondary school research was not offered in the pilot implementation of the course, but was added for the next class of participants because they requested this topic on their introductory questionnaire. This session begins by explaining what different types of post secondary institutions are available and how they differ from each

other. Students are then given an opportunity to access post secondary institutions using the Internet and the school's Career Corner. Students research several institutions based mainly on what the results of their occupational research listed as possible places to get into for their preferred occupations. To assist students in finding relevant information, they are given a list of questions to answer, such as admission requirements, length of program, admission and residence deadlines.

This is a section that needs much explaining as students have very little experience in using post secondary calendars. Students are also not familiar with many of the terms such as faculty and undergraduate degree. After several classes of collecting information students are asked to pick one program and write up the results of the questions they researched. The goal of this section is to have students learn where they could access information on post secondary institutions and have some familiarity with the way this information is presented.

Recognizing that not all students will go on to post secondary education other options for choices after high school were presented to the students. These included information on programs such as the Registered Apprenticeship Program (RAP), which students can start in high school.

Application forms. Students are given information on how to complete an application form. They then receive a generic form that they fill out and use as a template for future applications. Students then are given two applications forms that are used by businesses such as a fast food restaurant application. Students fill these out and hand one in for marks.

Volunteer hours. The requirements for this section include having each student complete a minimum of nine hours of volunteer work in the community. The nature of volunteer work is explained to students. The purpose of this activity is to have students gain

some new experience and skills as well as a reference they could use. Students are given several months to complete their hours. The stipulations are that they can not be paid for the work, the work is not part of their regular chores, and the work is done preferably with a non-family member. Students find a wide variety of experiences. Some students act as assistant coaches, others baby-sit for free, some help senior citizens, and others work in the hospital. Some students even complete more than the minimum nine hours.

If students complete the hours they receive marks for the hours completed. As an incentive, students are also given three Career Preparation 10 classes off that they can use to study. These classes are at the end of the term and fall just before final exams. Even the most reluctant students seem to be motivated by this reward and all the students complete their hours. Some continue their hours even after the course is completed.

Job safety skills module

This module is taught using a program developed by the Job Safety Skills Society. This module contains a series of readings and questions based on the readings. The following are some examples of the topics included: personal safety, work place hazards, back care, and protective equipment. The society has also developed a CD-ROM version of the program. Both were used in this delivery of the course. Half of the students worked on the CD-ROM while the other half completed the worksheets; students then switched. Feedback from the students suggested that there was much overlap between the worksheets and CD-ROM. Therefore, future offerings of the course will use only the CD-ROM as this contains video clips and students preferred this method of information delivery. On the CD-ROM students had to complete a series of quizzes one for each topic covered. Students were expected to receive 70% in order to earn their Job Safety Skills Certificate. The students were able to

retake quizzes that they did not earn 70% on. At the end of all the topics students completed a unit exam.

Career portfolios module

This is the third module completed in Career Preparation 10. This module is left to the end as much of the work students had completed earlier can be added to the portfolio. Each student is provided with a one-inch binder, 15 clear page protectors, and five dividers to assist in organizing their work. Students are given information on the nature of career portfolios and shown examples of previous students' portfolios. The rationale behind completing a portfolio is also discussed. To assist students in putting their portfolio together the teacher provides the criteria for marking and the types of assignments that should be included. Students are also given a handout on additional information or types of work their portfolio could contain.

Students are expected to develop a Cover Page for their portfolio and have a Table of Contents for the whole portfolio. The portfolio is to be divided into four sections. These sections are titled: All About Me, Academic Skills, Personal Management Skills, and Teamwork Skills. The All About Me section contains information about the student, goals, dream, and resume. The skill section begins with a Table of Contents for that section, followed by a list of the skills the student has generated in that specific area. Students then add a minimum of three examples of work or artifacts that demonstrate the skills mentioned. Each example is required to have a rationale or explanation stating what skill is demonstrated or why the item is included. The rationales are required as this makes students think about why they include an item and what the example reveals about them. In this way the portfolios

are more than a scrapbook, they are documented examples in the four areas of a student's

skills, abilities, experiences, decision making, and critical thinking skills.

Students are given an opportunity to share their portfolio with each other prior to

handing them in to be marked. Students seem to enjoy completing this activity. However,

many complain of not having enough time. They do not seem to realize that this is an

introduction to career portfolios. Students also are quite proud of their portfolios and have a

sense of ownership. They need to be reassured that the portfolio belongs to them and they will

get it back once it is marked.

Job Preparation, Job Safety Skills, and Career Portfolios are the three modules in the

Career Preparation 10 course. The next chapter will describe the program evaluation and the

results of the evaluation.

Chapter Four

Methodology and Data Analysis

Research involves the discovery or learning of information. An approach that

is used more and more in education at present in relation to learning what happens in

the classroom process is action research. Action research is an applied type of

research, which is what I am using in my project. This type of research can be both

qualitative and quantitative in nature. In action research the researcher is not just an

observer but is an insider and participant (Marshall & Rossman, 1995). Teachers are

using different types of action research in different classroom settings. Teachers act as

researchers in their own classrooms and gather data from their students. Information

and feedback from students can help shape the type of planning or instruction that

happens in a classroom and lead to improved course curriculum and teaching methods.

Students may feel more comfortable telling someone they know what they like and

dislike (Burnaford, Fischer, & Hobson, 1996). If a stranger comes into the classroom

to observe and conduct research, students may be reluctant to share as they are on their

"best behaviour".

Action research can be conducted by teachers who want to improve their own

situation (Sagor, 1992). There are two fundamental ways to get their information.

First, teacher reflections can help to make sense of the experience and "tell the story"

of what is happening in the classroom (Burnaford, et al., 1996). This reflection and

identification of patterns, themes and meanings is a type of data collection. The data may provide new information, which then leads to better action in the class. Second, teachers have a history with students. They have developed rapport with the students and are aware of what is happening in the classroom and what relevant research may be necessary.

My project used an action research model to create, implement, and improve upon a career curriculum for grade 10 students. I was involved as a teacher/researcher in the curriculum development, pilot implementation, and the program evaluation. Program development and implementation was described in the previous chapter. The focus of this chapter will be on the program evaluation, a component of the action research used in this project. Tools and techniques used in this study were surveys and a teacher journal.

No previous evaluation had been carried out on this program. The program evaluation was conducted to determine what students' perceptions of their career development needs were and if they found Career Preparation 10 useful in meeting these needs. The results obtained were used to make changes and improvements to the Career Preparation 10 course.

A program evaluation was needed to determine if Career Preparation 10 assists students in meeting their career needs and is therefore a worthwhile course. The program evaluation may also assist in identifying areas of strength and areas that need improvement. Posavac and Carey (1985) state that program evaluations should be done on new curricula to assess unintended effects, improve teaching practice, support resource allocation, and to learn about the program effects.

The type of program evaluation that was used to assess Career Preparation 10 was an outcome-based evaluation. This type of evaluation is done on programs that are already in place. A way to measure program success is defined and then the program evaluation measures if the definition of success is met. This study defined success as students' perceived career development needs being met, therefore students would rate the course as useful. Programs can be effective only when they meet real needs and when the target population agrees that it has those needs (Posavac & Carey, 1985). As the program is designed to help students it seems to make sense to find out how useful students find the course. The results from the student evaluation can then be used to improve the program. Consistent with the action research model, the teacher that developed and delivered the program also conducted the evaluation. The teacher has knowledge about the program, has the trust of the students, and a desire to improve the program.

Project Assumptions

In proposing to address the main question of whether students find Career Preparation 10 useful in meeting their career development needs the following assumptions guided the research.

(1) Students are capable of identifying their current career development needs. They are able to identify areas they want to explore and or gain knowledge in.

(2) Where individual career counselling is not available or is limited, a group career intervention can assist in students' career development.

(3) Career Preparation 10 would be beneficial to students if it met their career development needs at the present and assisted students in coping with career development in the future.

(4) A survey is an effective tool in obtaining information from students about their career

development needs and what they find useful or not useful in a Career Preparation course.

(5) Research can take place in a natural setting, such as a classroom. Teachers can act as

researchers. Study results can then be used to improve curriculum and teaching practices.

Project Participants

Twenty-three grade 10 students (22 female and 1 male) from a small rural high school

(less than 200 students) participated in this research project. The students possessed a range of

academic abilities. These students are representative of the population of students who take

the Career Preparation 10 course.

All students who took Career Preparation 10 were asked to complete a census survey;

this type of instrument surveys the whole population of Career Preparation 10 students. The

population in this project was small so all students were surveyed. The survey, which is from

here on referred to as a course evaluation, is a normal part of the course content that all

students are asked to complete at the end of the course (Appendix 1). The evaluation is not

worth marks and students are asked to be as specific and honest as possible. Students were

asked for permission to use the data from their course evaluation in this study. Permission was

obtained after final marks were given.

Students were given consent forms to take home for parental signatures. A copy of the

letter was also mailed to the parents. For letters that were not returned, a follow up telephone

conversation was made to the parents to ascertain if they were not participating in the study or

if they had not received the letter. The telephone conversations also provided an opportunity

for parents to ask questions about the study. Only those evaluations that had written consent

from both parents and students were used in the study. Students had the option of not taking

part in the research by not completing the permission form or by asking to withdraw once permission was obtained. Only one student did not participate. This was due to an inability to contact this student's parents to obtain permission. Appendix 2 contains a sample of the student and parent consent forms. Before the student and parent letters were sent home, permission for the study was obtained in written form from the school division superintendent and school principal. (See Appendix 3 for a sample of this letter.)

Procedure

Program Development

I began to develop Career Preparation 10 in September 1999; to meet a need for career education identified by local parents, students, and teachers. Development of the course began by selecting three CTS modules that students could receive credit for. The pilot implementation of the course started September 1999, with students completing a questionnaire on topics they wanted to cover in the course. These ideas were then grouped into themes and units were then developed. As the course progressed, students identified more areas of content they were interested in. Units and lessons were also built around these ideas. Resources from a variety of sources were gathered and used in the course. At the end of the pilot implementation of the course, in January 2000, the students completed a course evaluation. This evaluation was then used to improve the curriculum that had been developed during the pilot implementation. This curriculum became the basis for future classes of Career Preparation 10. The class used for program evaluation purposes participated in Career Preparation from September 2000 to January 2001.

Program Evaluation

Prior to the formal evaluation a pilot implementation of Career Preparation 10 was offered. In the pilot students identified their perceived career development needs by completing questions on a pre-course open-ended questionnaire (Appendix 4). This questionnaire was a researcher-developed instrument. The purpose of this instrument was to obtain information from the students about what career development needs they perceived they had prior to beginning the course. The students were asked about four areas: their perceived career development needs; what knowledge or content they wanted to acquire during the course; perceptions they had about the subject of career development; and the ways they learn best or their preferred learning style. The questionnaire items were analyzed to identify themes in responses using a constant comparison method. The analysis took the form of looking for patterns and developing categories for the themes. Responses were then organized under the themes, checking for fit and revising the themes if necessary. Based on the student feedback, a course outline and curriculum were developed and implemented. At the end of the course a course evaluation was given to students. Feedback from students in the pilot program was used to make program changes, which were implemented, for the next offering of Career Preparation 10 in September 2000.

The revised curriculum offered in, September 2000, also began by having students complete a pre-course questionnaire similar to the one used in the pilot study. The questionnaires were analyzed by reading each one several times, looking for themes and then placing student responses into categories based on the themes. The information obtained was compared to course content to see if modifications needed to be made to the course material in

order to meet the career development needs students perceived they have. This questionnaire was important in revealing what perceptions students have of their career needs.

The course was then delivered to the students from September 2000 to January 2001. During the course delivery, I kept a teacher journal. I recorded items such as students' verbal feedback to lessons, observations I made about student career development needs, environmental factors that may have had an impact, and the success and weaknesses of daily lessons. At the end of the study the information contained in the teacher's journal was analyzed looking for themes in the content. These themes were divided into categories and specific examples were recorded. The journal provides additional information in a historical context, about students, the environment, and the course as delivered.

Student perceptions of course usefulness were gathered using a survey. The survey was developed by the researcher to evaluate Career Preparation 10. The survey is completed by all students as part of the course content, and is called a course evaluation. The course evaluation has two sections, (a) a series of Likert type questions and (b) a series of open-ended questions. A copy of the course evaluation is attached in Appendix 1. The Likert type questions are based on a rating from 1 to 5. For this evaluation, terms that students used commonly as part of their everyday language such as Awesome for a 5 or Yuck for a 1. In the pilot study students were able to use the scale and their ratings of the activities were similar to verbal feedback they made in class. They treated a value of 3 as a midrange value, rather than an undecided rating or neutral value.

The instrument appears to have good face validity. That is, the questions seem to be related to ratings of the usefulness of various course components; they measure what they are intended to measure. To improve internal consistency both closed questions and open-ended

questions are asked. These are different forms of questions designed to elicit similar

information.

Administration of the Survey to Research Participants

In order to maintain confidentiality of respondents and so students did not feel their

marks might be affected by what they wrote on the form, another teacher at the school gave

the evaluation. The course teacher was not in the room at the time of evaluation. The forms

were handed out to students and the instructions for the evaluation and research participation

were explained (see Appendix 5). The students wrote their name on the form. The names were

placed on the forms to identify the ones that were to be used in the research study from the

ones that were not. The forms used in the research were then given a number. This was done

to protect student confidentiality. Once the evaluations were completed they were placed in a

sealed envelope and kept by the administering teacher in a locked file cabinet until after the

final course grades had been turned into the office.

The teacher administering the evaluation was given a set of instructions. The sheet

explained why the evaluation was being given, how the course evaluation was to be

completed, how confidentiality was maintained, what the purpose of the study was, and

students' option of either taking part in the study or not participating. See Appendix 5 for a

copy of the evaluation administration instructions.

Data Analysis

The Likert type questions on the evaluation were analyzed using a frequency

distribution. Frequency distributions were completed for each item and the numbers of

responses for each rating were calculated. Table 1 shows the results of the frequency

distribution for each item. The total number of scores is based on the 22 students who participated in the study.

The second part of the course evaluation involved answering open-ended questions. These questions are also contained in Appendix 1. Why certain questions were included and how they relate to the research question is explained in italics on the evaluation in Appendix 1. Students did not receive the copy of the form containing the italics.

Open-ended questions were analyzed by first reading through all the forms, then reading them several times looking for emergent themes and patterns in the responses. The descriptive themes were recorded and examples of responses that illustrate each theme are given. This method was possible and manageable because of the small sample size. The themes and responses assisted in identifying information from the student perspective on what they felt was useful. The open-ended questions also helped to provide insight into the students' experiences and perspectives (Marshall & Rossman, 1995).

The results from the Likert type scale and the open-ended questions were then compared. The results from the open-ended questions may help to explain some of the scale ratings students gave items. Putting a qualitative description on a quantitative measure provides a much richer view of student perceptions of their own career development needs.

The final part of the data analysis involves triangulation. Triangulation involves collecting multiple sources of data on the issue being studied (Sagor, 1992). Posavac and Carey (1985) recommend using multiple sources of information to understand the same issue. Triangulation involves investigating the same problem from different perspectives. This type of analysis improves validity and helps to eliminate biases of using a single measure.

The results of the Likert scale items, open-ended questions on the survey, and the teacher's journal were triangulated. The teacher journal added additional information that helped to confirm or reject the findings of the survey. If the results were similar the different measures could provide a richer description of data, thus providing more insight into what students perceived as useful in meeting the career development needs they identified. If the results on the different measures contained discrepancies an analysis of the possible factors accounting for these differences was stated. Using these various measures increased the likelihood of capturing a more complete and accurate picture of the results (Case, Weiner, Onno, & Daniels, 1985).

The results of this program evaluation gives teachers of Career Preparation 10 some insight into what students believe their career development needs are. The results also provide information on what activities, topics, and teaching methods students find the most useful. As each item has been rated separately, inferences can be drawn about which items are useful and which are not. This information can be used to improve the course content by continuing with useful activities and eliminating or revising items identified as not useful. This method gives students the feeling they have had some ownership and voice in the development of the curriculum. Students may therefore be more likely to see the course as useful, practical and relevant to them. The results of the study may also be used to justify having a course such as Career Preparation 10 to the community, teachers, and administration. If the course is successful in this school, other schools within the division may also want to offer Career Preparation 10 or parts of the course.

<u>Analysis of the Likert Scale Items</u>

The results of the Likert questions show that students rated the more practical

activities (e.g., job shadowing, first aid, portfolio, cover letters, guest speakers, and resumes)

higher than activities that were more self-reflective. Some students did not feel these types of

activities were useful. This is consistent with observations that I had made. Some students did

not like the self-reflection, as they seemed to have difficulty relating to the importance of

these activities or interpreting the results. Exploring why some students do not like the self-

reflective activities is a possible area for future research.

One hundred percent of the students rated the usefulness of the course as okay to

awesome. All students also rated their needs being met as okay to awesome. 59.1% of

students rated the overall course as good to awesome with 36.4% rating the course as okay.

Only one student rated the course as poor overall, yet this student rated the course as useful

and as meeting his/her needs.

Items that received 85% of the ratings as okay to awesome were kept. Items that did

not meet this standard were dropped or changed in the next delivery of Career Preparation 10.

An item that was dropped was "What My Shoes Say About Me." The following activities

were changed: pride story, pride story analysis, what kinds of things am I good at, and the

delivery method of the Job Safety Skills module. The pride story and its analysis were rated

more favourably by the pilot group than by the program evaluation group. This may suggest

that this activity may be more useful and appropriate with some students and not others.

Under the Likert scales students were given an opportunity to make any comments

they wanted to about their ratings. The comments that were made included statements about

how the course had helped them, specific activities that were beneficial, suggestions for

improvement, and that they enjoyed the course and found it to be helpful, informative, and

fun.

Table 1

Frequency of Response by Item

Activity	1 (Yuck)		2 (Poor)		3 (Okay)		4 (Good)		5 (Awesome)	
	#	%	#	%	#	%	#	%	#	%
Ice breaker	0	0	1	4.5	10	45.5	9	49.9	2	9.1
Intro questions	0	0	4	18.2	8	36.4	10	45.5	0	0
Personal skills checklist	1	4.5	0	0	12	54.5	7	31.8	2	9.1
Resume	0	0	0	0	3	13.6	8	36.4	11	50
Cover letter	0	0	0	0	2	9.1	10	45.5	10	45.5
Writing pride story	1	4.5	3	13.6	7	31.8	7	31.8	4	18.2
Pride story analysis	1	4.5	5	22.7	10	45.5	3	13.6	3	13.6
Success inventory (Internet tests)	0	0	2	9.1	1	4.5	11	50	8	36.4
Shoes (What my shoes say about me)	0	0	6	27.3	6	27.3	8	36.4	2	9.1
What Kinds of Things Am I Good At?	2	9.1	3	13.6	7	31.8	7	31.8	3	13.6
Work Values worksheet	0	0	2	9.1	7	31.8	12	54.5	1	4.5
Are You Positively Charged? worksheet	1	4.5	1	4.5	12	54.5	6	27.3	2	9.1
Dream	0	0	1	4.5	5	22.7	5	22.7	11	50
Job research on two occupations	0	0	0	0	2	9.1	13	59.1	7	31.8
Job interviews (class and practice)	0	0	0	0	9	40.9	10	45.5	3	13.6

Scott Mitchell interviews	1	4.5	0	0	3	13.6	7	31.8	11	50
Marnie interview info session	2	9.1	1	4.5	4	18.2	6	27.3	9	40.9
Post secondary school research	0	0	1	4.5	5	22.7	8	36.4	8	36.4
Job shadowing	0	0	1	4.5	0	0	7	31.8	14	63.6
Application forms	0	0	1	4.5	6	27.3	10	45.5	5	22.7
First Aid course	0	0	0	0	0	0	7*	36.8	12*	63.2
Job Safety module	2	9.1	2	9.1	8	36.4	6	27.4	4	18.2
Portfolio	1	4.5	0	0	5	22.7	5	22.7	11	50
Volunteer hours	1	4.5	0	0	3	13.6	11	50	7	31.8
Class discussion	0	0	3	13.6	8	36.4	9	40.9	2	9.1
Methods of learning	0	0	2	9.1	9	40.9	10	45.5	1	4.5
Ways you were evaluated	0	0	3	13.6	7	31.8	10	45.5	2	9.1
Amount of knowledge you gained	0	0	0	0	9	40.9	6	27.3	7	31.8
Usefulness of course	0	0	0	0	9	40.9	8	36.4	5	22.7
Needs met	0	0	0	0	9	40.9	9	40.9	4	18.2
Overall course was...	0	0	1	4.5	8	36.4	10	45.5	3	13.6

*Three students did not take part in the first aid module so the total for this item is out of 19.

Analysis of the short answer questions

The following sections contain a summary of the results the students gave to the short answer questions. Each question is stated followed by a summary of the themes from students' comments.

(1) Was the course useful to you? Explain.

The majority of the students stated that the course was useful to them. They commented that they learned many different skills, such as how to write a resume, cover letters, application forms, and interview skills. These skills were seen as useful now but also may be in the future. Students also wrote that the course helped them learn more about themselves and was a chance to learn about and explore occupations they were interested in. One student stated that she got more out of the course than she thought she would and through the course she developed an awareness of what she wanted to do. Although the majority of the students felt the course was useful, a few felt that some parts were not useful. These parts included more specific information on making career decisions and on deciding what to do after high school. One student felt the course was not useful as she felt she was expected to know what she wanted to do and where she wanted to go after high school. One student wrote that the course might be more useful in grade 11.

(2) The parts of the course (e.g., topics or activities) that were most useful to you were:

_____ Why?

The parts of the course that received the most mention were the resume writing, occupational research, cover letters, job shadowing, and the speaker who conducted interviews with several students. The reasons mentioned for these activities being useful were that students would be prepared for the future, they learned more about themselves, and that they learned something they felt would be of use. The job shadowing, for example, gave some students an idea of what occupation they would like to pursue. The resume writing helped students learn how to

produce a resume and would be helpful in obtaining a job. Three students mentioned that the useful activities made them feel more self-confident.

(3) What parts of the course were least useful to you? Why?

The part of the course that students wrote was the least useful was the Job Safety Module. The reasons given by the students for this answer were that they felt they already knew the material, the material should be taught on the job and the worksheets and CD-ROM overlapped and were repetitive. Other activities that were rated least useful by three students were the activities that involved looking at themselves and their skills. Students felt either that they already knew this information or did not see the relevance of this information in this course. Two students found the dream and post secondary school research as not useful. Reasons stated were that they did not need to plan ahead and these activities were not useful if the student could not identify what they wanted to do.

(4) Were the career development needs you identified at the start of the course met? Explain.

All the students stated that their needs had been met "I learned what I wanted to know." "I got more than I expected to." Students stated that they had learned what they wanted to know. The most commonly identified needs that were met were writing a resume, interview skills, and covering letters. Students also stated that they had learned about some occupations they were interested in, learned what they needed to graduate and how to get where they wanted to go. Two students stated that although their needs had been met, they had more questions and wanted to learn more about occupations.

(5) In what ways has this course been beneficial in meeting your career development needs?

Students stated the benefits of the course in two ways. One way was that they learned practical skills for the present and the future. These skills included interview skills, cover

letters, resume writing, different occupations and their requirements, and how to apply for a job. Many students stated that these skills helped them learn more about the world of work and employers expectations. One student stated, "the course gave me confidence for the world of work." The other benefit was to help students make decisions. "The course helped me understand more about jobs and careers I want to go for", "helped me decide what I want to do after high school", and "decide what courses I need to get into a post secondary program." One student summed up the benefits the course had as follows: "The course was a good start to developing skills and gave me the ambition to keep developing my skills."

(6) What career development needs do you have now?

For this question most students stated that their career development needs had been met. Other students' answers reflected a need to receive more in-depth information on topics covered. The topics that these students wanted to explore further were interviews, post secondary school research, resumes, and cover letters. Students wrote that they would have liked to have more practice with interviews. More time to explore occupations and post secondary schools was recommended as well as more work experience. Several students stated they would have been interested in post secondary school tours. Students also wanted to improve their current resumes and cover letters. Two students also now want more information on scholarships that are available.

(7) The ways I learned best in this class were: _____.

The results from this section vary, reflecting the different students and their learning styles. Best methods of learning that were cited by more than two students included the following: (a) class discussions which gave students a chance to interact with others and talk to friends about the assignments; (b) research on the computer; (c) working alone (e.g., occupational

research on the computer); (d) activities that were hands on and fun (e.g., interviews and first aid).

(8) What I learned about myself in this course (e.g., skills you have, things you like to do, interests, possible occupations etc.): _____.

Over half of the students stated that they learned about occupations that they might be interested in. One student wrote the following, "there are more jobs for me than I originally thought that I would consider doing". Students also wrote that they learned what they want to do after high school and the courses they would need. Another theme that emerged from students' responses was that they learned about their skills, interests, and dreams. Many students stated that they had a lot of skills that they did not know they had. Some skills that were listed included good writing skills, enjoying working with others, being physically active, being creative and hard working.

(9) What other knowledge or skills do you need/want to have to help you with your career development?

The answers to this question fit into two themes. The first theme was to have more information or the development of skills. The second theme was that the students felt they had all their needs met or did not know any other skills they need to have. The information students requested included knowledge in the following areas: interviews, first aid, job safety, scholarships, possible post secondary visits, more occupational information and a chance to update their portfolio. Student responses that fit into the second theme included the following, "none – I know pretty much everything from taking this class" or "I don't know exactly what I want to learn."

(10) In what ways can the school help you now prepare for life or assist you with your career development after high school?

Students had several ideas on ways that the school could help them with their career development. These ideas included having courses on careers, specific information that should be given, one-on-one guidance, and the school Career Corner. The students felt that schools should offer courses dealing with careers and even take the Career Preparation 10 course further. Other options that the school offers that students felt beneficial were Work Experience and the Registered Apprenticeship Program. Specific information that students would like to have is information sessions by post secondary institutions, information on courses needed for post secondary school, and scholarships. Several students felt that schools should have one-on-one guidance. This guidance would offer an opportunity to help "find a college that is best for you" and help "organize documents needed for post secondary school." The school Career Corner was seen as useful and students wanted continued access to the room. One student stated that the school "can't help anymore than tried – students have to learn for themselves."

(11) I learned the following from this course: _____.

Student responses to this question included the following statements. "I learned new things about myself and what I might want to be when I grow up" and "jobs that interest me." Other specific activities that students cited were: job safety skills, first aid, cover letters, resumes, how to act in an interview, information about university and colleges, making a portfolio, my skills, values and interests, and how to do "stuff" to get a job.

(12) Parts of this course I might use in the future for career development: _____.

Why?

Student responses to this question were in two areas. The first area was to list activities and skills that the students felt "will help me to get a job and help me to know myself." These activities included job preparation skills such as resumes, cover letters, interview skills, and application forms. Several students also felt that the web sites and career center that was used as part of the course will help them get more information in the future. The second area that student responses were grouped into was portfolio development. Students felt that their portfolio would help them in the future as it "has all my accomplishments in it" or "it is really helpful and will help me succeed."

(13) What I did not like about this course was:

While several students felt that they liked everything, other students listed responses that fall into three themes. The first theme was that students felt completing the Job Safety worksheets and the CD-ROM, in the Job Safety Skills module, was repetitive. The second theme of the responses was that the self-knowledge activities such as the Positively Charged Worksheet, dream, and skills, traits, values and beliefs booklet were not useful. The third theme of responses was that some students felt rushed during the course. This comment seemed to especially apply to the portfolio. Students stated they wanted more time to complete their portfolio, especially for putting all the information together in a presentable format.

(14) What I liked about this course was:

Responses to this question ranged from general comments about the course to specific activities students liked. The general comments included statements about course content and ways the course was taught. In this course we "got more freedom from the teacher than we

usually get from teachers" and "I learned skills I never thought I had." Students made positive

comments about the range of things that they learned. The specific types of activities they

liked were: job shadowing, research on post secondary schools, cover letter, resumes,

interview skills, first aid training, portfolios, job safety skills, and their dreams.

(15a) Based on your experiences, what do you think high school students (at this school)

need in terms of career development?

Responses to this question ranged from the general to more specific types of statements. The

general responses included statements such as "everything that we learned this year" and

"what we have been taught." Specific responses included having high school student's

research what they will do after high school; including the courses they need to take. Other

responses were preparing for and getting jobs and expectations of post secondary schools and

the world. Some wrote that students needed to develop good skills in resumes, cover letter and

interviews. Others felt that the post secondary research was important. Several students stated

that more experience with jobs is necessary and how to apply the skills they now have to the

jobs available. Some students felt having a career portfolio program was useful. Students'

responses indicated that students do need career information and several students felt that they

should continue to have career education and guidance in grade 11.

(15b) In what ways does this course do this?

Students gave a variety of responses to this question. One student wrote that the course

provided "a brief overview of what the world has to offer in the job sector" and "we learned

how to make resumes and cover letters." The course also helped students explore what their

options were after high school. Other knowledge that students stated they gained was how to

do job research and how to create a career portfolio. The course also prepared students for

obtaining their first job and created a further interest in possible occupations. Several students stated that many different techniques were used to teach students how to do things. These techniques included guest speakers, discussions, worksheets, projects, and computers.

(16)   To improve the course (be realistic) for other students: _____.

Student responses fell into four types. These are as follows. Several students stated they wanted to spend less time on the "self talk" activities and Job Safety Module. They liked these but felt that these activities should have less time allotted for them. One student stated that she did not like the self-reflection types of activities. This student stated that although these activities helped to point out the strengths, the activities also pointed out the weaknesses the student has. The other types of responses in this area were to spend more time on occupational research and exploration, post secondary research, and the portfolio project. The second area of responses was to have more activities to find out about oneself so students know what they want to do. Some students seemed to feel pressured to make a decision about their plans for after high school. This pressure was reflected in the third area of responses. "Not so much pressure on what students want to do in future if teaching grade 10's." Two students made this comment. The fourth area of responses made by several students was to change the Job Safety Module so that either the worksheets or CD-ROM program was completed, not both.

Analysis of portfolio section short answers

This section contains a summary of the responses the students made to the portfolio module. Results were analyzed looking for themes in the responses. The questions and their summaries follow.

(1)   What is a Career Portfolio?

The responses to this question fell into two themes. The first theme was a description of a

career portfolio. Students described the portfolio in some of the following ways. "A portfolio

shows all your greatest achievements and teaches others about you." "Shows achievements,

skills, and things you are proud of" and "is a binder of all your accomplishments, and skills to

tell something about your life and personality." Another student described the portfolio as

"like a biography of yourself that tells others about what you like and what you plan to do."

The second theme of responses pertained to the use portfolios would have in getting a job.

Student responses included statements about showing employers their skills,

accomplishments, and best work. Students wrote that their portfolio would help them obtain a

job.

(2)   What did you like best about this assignment?

Students' responses fell into four categories. The first category of responses was that the

students enjoyed reflecting on the material they put into the portfolio. Types of responses

included "enjoyed looking back to get pictures and achievements" and "showing off my

achievements." The second category of responses was that students enjoyed putting the

portfolio together. Types of responses included "being able to organize it" and "the portfolio

was creative and fun to do." "It was fun to pull all your stuff together and make it look cool."

The third category of responses was about the freedom students had to do their portfolio. One

student wrote, "I liked that we didn't have a really strict guideline." Other comments included

"you could express yourself and make your portfolio like it was a piece of yourself" and

"freedom to do what you wanted with it." The fourth category of responses contained

comments about the usefulness that the portfolio would have in the future. "Something I will always have, even if I have to update it every year or so. It is great to take to a job interview."

(3) What did you like least about this assignment?

The majority of responses were comments about the time constraints. Most students stated that they would have liked more time to complete the assignment. One student wrote that he/she did not like trying to find things to put into his/her portfolio. Another student wrote that she did not like writing rationales for the information she included.

(4) Were directions clear? List ways to clarify.

The majority of students felt that the directions were clear. These students felt that the directions were easy to understand and that the examples were useful. One student stated the following "I found the directions helped me decide what I was going to include in my portfolio." Only two students stated that they felt the directions on rationales and skill lists should be clarified further. The rationales were reasons that students had to list for including items. The skill lists were a list of academic, personal, and teamwork skills that students had to list they had at the beginning of each section.

(5) Was this assignment of value to you, why or why not?

The majority of students stated that the portfolio was of value to them. The portfolio showed them about themselves and what skills and accomplishments they had. Students also stated that the portfolio made them organize the information and now would just require periodic updates to the material. Other students wrote that the portfolio was of value, as they would use it in the future to assist them in obtaining a job. Four students felt that the portfolio was not useful as they would not use it in the future or did not see the relevance of using a portfolio in obtaining a job.

(6)   What did you learn from this assignment?

Student responses fell into three themes. The first theme in the responses was that the students learned what portfolios were, how to put them together, and how they might be useful in the future. The second theme was that students stated they learned about themselves. The types of things the students learned were about the many different skills they possessed, their achievements, and qualities they have and should be proud of. The third theme was stated by several students who felt that they did not learn anything from this assignment, as they wrote "I know everything about myself" and "just putting stuff together that I had already known."

(7)   What about the assignment would you keep the same, or change to make more worthwhile?

The majority of students felt that the assignment should stay the same. One student wrote: "Keep letting us put it how we want it." A few students wrote that they wanted the assignment to stay the same but have more time to complete the assignment and gather material to put into the portfolio. One student suggested adding another section on "things I am most proud of."

(8)   What was the most difficult part of the assignment?

Again most students cited the time constraints as the most difficult part of the assignment. Their comments about time were on completing the assignment on time and finding things to put into the portfolio in time. Other parts of the assignment that students stated they experienced difficulty with were deciding what to put into the portfolio and writing rationales for the information they did select. Several students found the most difficult part was "making it look nice."

(9) How did you feel about completing the portfolio assignment?

Most of the students felt good about their portfolio. They stated they felt proud of themselves and it felt good to look at their accomplishments. Students also stated that the portfolio was useful to their career development. Two students wrote that the portfolio was not their best work as they had rushed and as a result were not as happy with their work.

(10) How useful do you find the portfolio at present? In what ways is it useful?

Students were divided in their responses to this question. Some students felt the portfolio was useful to them at present as it would help them identify skills they had and help with things such as resume writing. These students also stated that now their information was all in one place and they would just have to update it. The portfolio could be shown to people and was something the student was proud of. Other students agreed that the portfolio was useful. However, they felt that the portfolio would be of more use in the future. These students stated they would use their portfolio to show employers their skills, and thus, it would help them obtain a job.

(11) How do you see your portfolio as being useful to you in the future? How might you use

   it?

Students wrote that the portfolio would be useful in the future as it tells about them. Students foresee using their portfolio to show employers their skills and this would assist them in obtaining a job.

(12) How would you describe the portfolio to other students who have not completed this

   assignment?

Several students wrote descriptions about what a portfolio is. These included the following:

"A portfolio gathers your best work and what you are proud of" and "a bunch of skills in a

book that show examples of your best work, achievements, interests, and more." Another student described the portfolio as a "big scrapbook about self to let employers know who you are on a personal level." Other responses to this question were to state that the portfolio was useful and would be useful in the future. Students also gave advice in their responses. This included telling other students to put effort into it and that while the assignment was a long process it was worth it. They also advised not leaving the assignment to the last minute. Some of these students felt that the assignment was fun and worthwhile in the end. Only two students wrote that they felt the portfolio was not useful to them now in grade 10.

<u>Summary of results from the teacher's journal</u>

In this section the results from my teacher's journal are summarized. The activities that I noted as being useful were resumes, interviews, cover letters, application forms, first aid, occupational research, post secondary school research, job shadowing, and portfolios. These activities seemed to be popular as they are real to students and students seemed to be able to see the relevance and practical uses for the material. Students struggled at first with completing many of the assignments and required one-on-one time with me to discuss the assignment. Students also seemed to value activities that are hands on and allowed them to discuss the assignments with each other. Some students appeared to not like the skills, interests, beliefs, and values booklet as they did not agree with the results, or did not like what the results revealed. Some students also appeared to have difficulty understanding the relevance that knowing their skills and interests would have in finding an occupation. The Job Safety Module also was not popular with students as they felt the worksheets and CD-ROM were repetitive. Students took longer to complete this section than they should have. Students were told about the portfolio section and the assignment at the beginning of the year.

However, many students put off doing anything towards the assignment until the last two weeks of the course. Perhaps working on the portfolio during the course, maybe one class every two weeks set aside for portfolio work would help alleviate a last minute rush. Most of the students took the course seriously and were interested in finding out how to access information and finding information that was relevant to them. Two students were not interested in career planning at all. They stated they were just going to have fun in high school while they still could as fun ended when you became an adult. These two students may have benefited more from the course by taking it in grade 11 or the second term of grade 10.

Discussion of the results

The results of the course evaluations indicate that students do find the Career Preparation 10 course as useful in meeting their career needs. The perceived needs of these students are to develop practical skills to help them obtain a job. Students also have a need for knowledge about how and where to access information on occupations and options for after high school.

The results of the course evaluations are similar to what was noted by me in my teacher journal. I found that students do find resumes, cover letters, interview skills, job shadowing, first aid, occupational research, and portfolios to be the activities they are most interested in. Activities that involved self-reflection were not as popular as some students did not like having their weaknesses identified. Knowing your weaknesses may mean you have to work on improving them and a few students did not want to deal with their weaknesses.

Other observations I made included the following. Students seemed to appreciate having someone to discuss their career development with. At some time in the class each

student wanted time to discuss some aspect of their career development one-on-one with the teacher. Making time for these discussions was important.

Students wanted activities that were interesting, relevant, and involved doing something. At times, the relevance had to be pointed out to students by the teacher. At the end of the course students did appear to be more confident in their abilities and skills in the area of career development. Most students were extremely proud of their portfolios and stated the portfolio made them feel good about themselves. They were reluctant to let them out of their sight and had to be reassured that they would get them back after they had been marked.

Triangulating the results from the Likert scales, open-ended questions, and teacher's journal did show similar results. These measures showed that overall students find Career Preparation 10 useful in meeting their current career development needs. A few minor changes are suggested in terms of the way some of the material is developed (e.g., Job Safety Skills module), and some suggestions for new activities and activities to pursue in more depth are given. Following these suggestions and implementing them for the next delivery of Career Preparation 10 will assist in making this course even more useful and relevant to future students.

Chapter Five

Final Reflections on Implementing the Career Preparation 10 Program

At times developing and implementing this course has been similar to travelling down an unfamiliar road to a desired destination. The journey has not been without its roadblocks, ruts and potholes, and forks in the road. On the other hand part of the enjoyment and learning that happened in the course development and implementation was due to the passage towards the desired destination.

In keeping with this analogy the biggest risk in developing and implementing Career Preparation 10 was the fellow travelers, in this case the students who took Career Preparation 10. As teachers, asking students what they want to learn and then having them evaluate the content and teaching methods is a huge risk and may be outside teachers' comfort zones. Yet it is through daring to risk, to take new steps, that people change and grow.

Reflecting back on the point from where this course began to where it has evolved to the present, much growth by the students, teacher, and in the program has happened. The following paragraphs provide information, or a map, that I feel may be the best route to the desired destination.

This course is about the students. A teacher who teaches this course must be willing to ask students what they think, listen to their responses and then act on this information. The teacher must be willing to learn from his/her students, they were the reason the course was developed. I found that the students were insightful. The students who did not know what

their career needs were helped to provide a starting place for the course. Students who did know their career needs helped at times to take the course in a new direction. For example, a class of 25 grade 10 boys wanted information on occupations in the construction trade. This led to an interesting and informative session by a guest speaker. Even those students who seem unmotivated and uninterested in school can be accessed for information. Finding out what these students see as their career needs can be a challenge but their responses can help enrich the content of the course.

Encouraging students to give constructive feedback is useful. Students may need guidance and direction on what constructive feedback is and why they are being asked to supply feedback. Once students understood the reasoning behind the feedback, many became more vocal with their thoughts. The course evaluation provides another opportunity for students to voice their opinions in a constructive manner. As teachers this type of evaluation may seem threatening. However, who better to provide information on what students are taking away from a course than the students themselves?

In regards to some of the structural considerations for running a Career Preparation 10 class, the following suggestions are made based on my own lived experience. The ideal number of students is 15 to 25. Class sizes over 25 become more challenging to provide students with the necessary individual feedback they require. I had a class of 34 students in which everyone was frustrated. The students felt they did not get enough teacher time and I was frustrated because there was not enough time to talk to each student. As this course involves students as individuals, as educators we must recognize that a generic response to a question will not necessarily help all students understand. Each student may have different needs and questions and while sometimes these can be met in a group setting at times the

students need individual feedback. An example of this is resume writing. While there are steps all students can follow to develop a resume, students need to have their individual resumes looked at and have personalized feedback provided.

Besides class size another recommendation is to have mixed classes, both male and female students. I have taught mixed classes as well as male and female only classes. The dynamics are different in single gender classrooms. I believe that some of the information to be gleaned by students comes from listening and responding to a variety of viewpoints. Also, in a small rural area placing 25 females or 25 males for job shadowing can present more of a challenge than a class of 25 males and females.

Flexibility is key to teaching Career Preparation 10. Guest speakers and computer rooms are not always available when we want them. Planning ahead can help to alleviate some of these difficulties. The teacher needs to be resourceful. There is useful information out there the trick is finding and accessing it. Living in rural areas can make accessing resources more challenging, but it can be accomplished. I found the computer invaluable for information or as a method of learning. Also, many guest speakers came from the community. At first we had difficulty finding employers to be job shadow placements. A lot of networking was done and students wrote letters of thanks. The next time we went to find job shadow placements we had employers phoning us to volunteer. The community members seemed eager to be involved as long as they felt that the students found their involvement worthwhile.

The students' marks in this course are based on performance assessments. No tests are given. Instead students are expected to produce an actual resume, cover letter, and portfolio. For some teachers and schools this may involve a change in the way assessment is perceived

and carried out. Students seemed to like this type of authentic assessment and worked hard to do well on their assignments.

As this was a new course, one of the additional roles that I encountered was to "sell" the course to students, other teachers, and parents. In our school the administration was very supportive of implementing the course and made Career Preparation 10 mandatory for all grade 10 students. Not surprisingly some students reacted with a negative attitude to a course they had to take. Some high school teachers also reacted negatively, as they did not see the point of the course. As the course was taught students did begin to see the value and shared their opinions with other future student participants. To promote the course to teachers and parents information was shared about specific activities students did and what they learned. Methods used were informal conversations, school open house, and newsletters. Career Preparation 10 has now become an accepted part of grade 10 and as one student in this study remarked: "I got more out of this course than I thought I would."

This course takes a big commitment on the teacher's part. This course can be challenging. Developing material, finding resources, being willing to receive feedback, keeping up to date on material, organizing speakers and job shadowing placements, meeting individual differences in students, and devoting time to marking performance assessments are all factors in teaching this course. Because of these factors I recommend that the teacher of Career Preparation 10 is someone who is interested in career development and helping students with their career development needs.

As for the material and the content of the course the more practical, useful and relevant these are to the students the better. Students gave higher ratings to the activities that were practical and useful, e.g., resumes and post secondary school research. Students also wanted

activities to be interesting and fun. This is probably one of the reasons job shadowing received rave reviews.

The order of some of the activities may need to be adjusted to suit a particular group of students. Based on the results from this study the following activities will be continued by this teacher: resumes, cover letters, application forms, job shadowing, first aid, dreams, occupational research, post secondary school research, and portfolios. The activity "What my shoes say about me" will be dropped. The pride story will be used only with some classes. I will definitely continue to ask students for their feedback, as they are an invaluable source of information.

The above mentioned suggestions are provided as a map to researching a desired destination. The desired destination is to achieve a course that students feel meets their career development needs. This map is only a suggestion on one way to successfully get to the destination.

The development, implementation, and evaluation of this course were done using an action research approach. This approach was very appropriate. For me, as a teacher having the familiarity with the material, activities, and students led to in-depth insights. As the term progressed students were more comfortable sharing their thoughts and giving feedback once they realized they had "permission" to do so. Having students complete a course evaluation helped to validate the observations I had noted in my journal. The course evaluations are something that I will continue to use as they provide valuable input from students. This input will be then used to continue to improve Career Preparation 10.

As this project nears completion, I reflect back on where Career Preparation 10 began to where it has evolved to today. Career Preparation 10 is now an accepted part of the grade

10 courses of study in my school. The community and parents support the course by being

guest speakers or job shadow placements or just by commenting, "I wish I'd had this course in

high school."

As the course has developed and improved so has the quality of the student portfolios.

Past students work is used as examples. Students seem to know what to expect as they have

prior Career Preparation 10 students' examples to build upon. When a new section of Career

Preparation 10 starts students now have an idea of the course content and they have

expectations they want met.

Some grade 12 students who have not taken the course have even registered in the

class because they have heard about the contents. Other students and even some community

members have come to me for assistance with their resumes, post secondary applications, or

occupation research. In these ways Career Preparation 10 has opened a door to a new road in

meeting career development needs in our small rural community.

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Appendix 1

Course Evaluation Form

Name: _____

Grade: _____

Male/Female:_____

<u>Career Preparation 10</u>: To help evaluate what we've done in Career Preparation and give direction to future planning, please complete this evaluation form. Please be as detailed as you can.

Activity

Please RANK the "worthwhileness"or "usefulness" of the following to you, by circling the number that fits best.

	<u>Yuck</u>	<u>Poor</u>	<u>Okay</u>	<u>Good</u>	<u>Awesome</u>
Ice Breaker (Get to know everyone game)	1	2	3	4	5
Intro Questionnaire (What you wanted to learn)	1	2	3	4	5
Personal Skills Checklist	1	2	3	4	5
Resume process and production of Resume	1	2	3	4	5
Cover Letter	1	2	3	4	5
Pride story- Writing story	1	2	3	4	5
- Making sense of your Story (Analysis with self & others)	1	2	3	4	5
Success Inventory (Internet tests)	1	2	3	4	5
Shoes – What My Shoes Say About Me	1	2	3	4	5
What Kinds of Things Am I Good At? (Booklet on skills, traits, values)	1	2	3	4	5
Work Values Worksheet	1	2	3	4	5
Are You Positively Charged? Worksheet	1	2	3	4	5
Want Advertisement	1	2	3	4	5
Dream	1	2	3	4	5

Job Research on 2 occupations and summary	1	2	3	4	5
Job Interviews (Class and Practice)	1	2	3	4	5
Scott Mitchell/Interviews	1	2	3	4	5
Job Shadowing	1	2	3	4	5
Application Forms	1	2	3	4	5
First Aid Course	1	2	3	4	5
Job Safety Module	1	2	3	4	5
Game Careers	1	2	3	4	5
Portfolio	1	2	3	4	5
Volunteer Hours	1	2	3	4	5
Class Discussion	1	2	3	4	5
Methods of Learning	1	2	3	4	5
Ways you were evaluated	1	2	3	4	5
Amount of knowledge you gained	1	2	3	4	5
Usefulness of Course	1	2	3	4	5
Degree to which your career development needs, at the beginning of the course, were met by the course	1	2	3	4	5
Overall the course was...	1	2	3	4	5

Comments about the above:_____

_____

_____

_____

_____

_____

_____

(I added the comment section as some students in the pilot study felt a need to write comments. This section therefore provides an opportunity to explain or make comments about the course.)

Short Answer

1. **Was the course useful to you? Explain.**
(At the end of this question and several of the following questions students are asked to tell why or to explain their answer. This was done intentionally, as the comments they make will be useful in gathering more information about students' experiences.)

2. **The parts of the course (e.g., topics or activities) that were most useful to you were: _____. Why?**

(Here students are not just listing what they think is important but are giving a rationale, which will provide insight into their beliefs.)

3. **What parts of the course were least useful to you? Why?**

4. **Were the career development needs you identified at the start of the course met? Explain.**

5. **In what ways has this course been beneficial in meeting your career development needs?**

6. **What career development needs do you have now?**
(Students are not all the same, so they may have differing career needs. This question may help to see if there is a pattern or sequence to students' career development needs. The question may also help determine if their needs remain because they were not met or perhaps this is a career development need that will come up at varying points in a person's life.)

7. **The ways I learned best in this class were: _____.**
(Students in the pilot study found activities to be helpful in their career development but many students also identified the ways activities were presented made the information more useful.)

8. **What I learned about myself in this course (e.g., skills you have, things you like to do, interests, possible occupations etc.): _____.**
(In the pilot study this was one question that students were quite detailed in their responses. Many of the responses revealed to the student insights about skills they have but did not realize they possessed before taking the course.)

9. **What other knowledge or skills do you need/want to have to help you with your career development?** *(This question may give some insight into new topics or themes students in the future may find useful in Career Preparation 10. The information may also show what the course did not cover that students feel is important and may need in a course such as Career and Life Management 20.)*

10. **In what ways can the school help you now prepare for life or assist you with your career development after high school?**

11. **I learned the following from this course...**

12. **Parts of this course I might use in the future for career development: _____. Why?**
(Can students see a connection between what they have learned now and will use in the future? If students can see the relevance between course material and its use in the future they are more likely to see the course as useful.)

13. **What I did not like about this course...**
(The next 2 questions allow students to identify information that was not asked in other questions. For example many of the students in the pilot study found a module on Job Safety Skills to be useful, however the fact that they had to complete many repetitious worksheets on the subject was something they did not like. This has lead to the exploration of possibly teaching this module in the future using a CD-ROM program that is more interactive. This information about the worksheets was only mentioned by students in this question.)

14. **What I liked about this course was...**

15. **(a) Based on your experiences, what do you think high school students (at this school) need in terms of career development?**
(The previous questions have had the students reflect on themselves. This question asks them to think about their peers. They may identify career development needs their peers have that they themselves do not have, or that they have already met.)

(b) In what ways does this course do this?

16. **To improve the course (be realistic) for other students...**
(This question has the potential to not be taken seriously, e.g., students having a wish list such as watching videos every class or not doing any work in class. However, in the pilot study students took this question seriously and came up with practical suggestions such as more post secondary information or more time to work on portfolios.)

PORTFOLIO EVALUATION

1. What is a Career Portfolio?

2. What did you like best about this assignment?

3. What did you like least about this assignment?

4. Were directions clear? If not list ways to clarify.

5. Was this assignment of value to you, why or why not?

6. What did you learn from this assignment?

7. What about the assignment would you keep the same, or change to make more worthwhile?

8. What was the most difficult part of the assignment?

9. How did you feel about completing the portfolio assignment?

10. How useful do you find the portfolio at present? In what ways is it useful?

11. How do you see your portfolio as being useful to you in the future? How might you use it?

12. How would you describe the portfolio to other students who have not completed this assignment?

Appendix 2

Parent Permission Form

Date

Dear Career Prep 10 parents:

As you may be aware, last term your son or daughter took a course called Career Preparation 10. This was a new course at County Central High School.

I am currently working on my Master of Education at the University of Lethbridge and am conducting a research project on how useful students found Career Preparation 10 in meeting their career development needs. The information gathered will be used to improve the course for future students.

This research will involve having your son or daughter complete a course evaluation. The course evaluation is a normal part of the course content. The course evaluation is not worth marks and is scheduled during the regular Career Preparation 10 periods. Your permission is needed to use the data collected from the evaluations in this research project. The evaluations are sealed in an envelope and are not looked at until after the course is completed and final marks are assigned.

All information will be handled in a confidential and professional manner. When the results are released they will be reported in summary form only. Further, all names and any other identifying information will **not** be included in the discussion of the results. You have the right to withdraw your son/daughter from the study at any time.

A summary of the results will be available by contacting me after the project is completed. If you choose to have him/her participate, please indicate your willingness by signing this letter in the space provided below, and return the letter to the school.

I very much appreciate your assistance in this study. If you have any questions please feel free to call me at 485-2223. Also feel free to contact the supervisor of my study Dr. Kris Magnusson (403) 329-2392 and/or the chair of the Faculty of Education Human Subject Research Committee, Dr. Keith Roscoe, (403) 329-2446/keith.roscoe@uleth.ca, if you wish additional information.

Sincerely,

Lucy Jarratt

(Please detach and forward the signed portion)

Career Preparation Research Project
I agree to allow my son/daughter,_____, to participate in this study.

Name:_____

Parent Signature:_____

Date:_____

Appendix 2

Student Permission Form

Date

Dear Career Prep 10 students:

As you know, last term you took a course called Career Preparation 10. This was a new course at County Central High School.

I am currently working on my Master of Education at the University of Lethbridge and am conducting a research project on how useful students found Career Preparation 10 in meeting their career development needs. The information gathered will be used to improve the course for future students.

This research will involve having you complete a course evaluation. The course evaluation is a normal part of the course content. The course evaluation is not worth marks and is scheduled during the regular Career Preparation 10 periods. Your permission is needed to use the data collected from the evaluations in this research project. The evaluations are sealed in an envelope and are not looked at until after the course is completed and final marks are assigned.

All information will be handled in a confidential and professional manner. When the results are released they will be reported in summary form only. Further, all names and any other identifying information will **not** be included in the discussion of the results. You have the right to withdraw from the study at any time.

A summary of the results will be available by contacting me after the project is completed. If you choose to participate, please indicate your willingness by signing this letter in the space provided below, and return the letter to the school.

I very much appreciate your assistance in this study. If you have any questions please feel free to call me at 485-2223. Also feel free to contact the supervisor of my study Dr. Kris Magnusson (403) 329-2392 and/or the chair of the Faculty of Education Human Subject Research Committee, Dr. Keith Roscoe, (403) 329-2446/keith.roscoe@uleth.ca, if you wish additional information.

Sincerely,

Lucy Jarratt

_____
(Please detach and forward the signed portion)

Career Preparation Research Project
I agree to participate in this study.
Name:_____

Student Signature:_____

Date:_____

Appendix 3

<u>Letter to Superintendent of School Division</u>

Date

John Bolton
Superintendent
Palliser Regional School Division

Dear Mr. Bolton:

I am presently working towards the completion of my Master of Education in Counselling Psychology, at the University of Lethbridge. To finish my degree I am working on a research project. The topic of my project is exploring the usefulness of Career Preparation 10 course in meeting students' perceptions of their career development needs.

Students who take Career Preparation 10 are asked to complete a course evaluation form. The students who will be participating in this project will be asked to give permission to have the results of their course evaluation used in this research project. Another teacher at the school will administer the evaluations. The completed forms will be placed in a sealed envelope until after the completion of the course and final grades are turned into the office. Students will be able to opt out of the research if they choose. If you would like a copy of my complete proposal I can provide one for you. I am also willing to share the results of this study with you, other teachers, and the student participants, when it is completed.

If you have any questions you can contact me at CCHS at 485-2223. Thank you for your time.

Sincerely,

Lucy Jarratt

Appendix 4

<u>Career Preparation Introductory Questionnaire</u>

(1) What is a career?

(2) What is career development?

(3) What do you see as your career development needs at the present?

(4) What kinds of things do you like to do?

(5) What kinds of things do you prefer not to do?

(6) Ways I learn best are...

(7) Some things I'd like to learn in Career Preparation are...

Appendix 5

Evaluation Administration Instructions

This handout contains the course evaluation for Career Preparation 10. As

this is a new course at the school the information you provide will be valuable in

establishing what worked well and what needs to be improved. Because of your

experience in the course your feedback is very important to assess what students

think about the course. Your feedback will be used to help decide what activities are

important to students and should remain part of the course, and which ones need to

be improved or changed. The evaluation is not worth marks. However the more

detailed you are in your answers the more helpful the information will be.

You also have the option of saying if you want your evaluation to be used in a

research project being done by Miss Jarratt. The purpose of the study is to find out what

career development needs students say they have and whether Career Preparation 10 is

useful and helpful in meeting career development needs of students. The final summary of

the study will be available to you if you are interested. The results of this study may be

shared with other teachers, parents, schools, and possibly at a conference or in a journal

article. If you decide that you want your survey to be used in the research study you need to

have the permission forms signed by your parent and by yourself.

You are asked to put your name on the evaluation form. The reason for this is so that

forms to be used in the research can be separated from those that are not. If you have

agreed to be a part of the research your name will be then taken off the form and the form will

be given a number. This is to protect your confidentiality. None of the responses made will

have a name attached to them. After you have completed the forms today they will be placed

in this envelope (show envelope) which will be sealed shut. The envelope will not be opened

until after your final marks are in the office. You do not have to participate in the study and if

you do decide to participate and then change your mind later you can withdraw from the

study by letting Miss Jarratt know.

Any questions? Okay, remember to fill out the form as detailed and completely as you can.

Appendix 6

Teacher's Guide for Career Preparation 10 Course

The following pages contain the teacher's guide to Career Preparation 10.

Table of Contents

Introduction to Career Preparation 10

The lessons and ideas contained in this teacher's guide are the result of action research that was conducted with students who have taken the course and teachers who instructed the material. Their feedback has been used to develop the contents and the progression of material.

The purpose of this teacher's guide is to provide a resource for other teachers who teach Career Preparation 10. Career Preparation 10 was developed to meet the career needs of rural Alberta high school students. To meet the career needs of students, teachers must first find out what these needs are. Students usually identify resumes, cover letters, and interview skills as areas they need and want to learn more about. However, students in different sections of the course may list special topics they want covered. For example, one class of all boys wanted information on the Registered Apprenticeship Program, specifically on the Construction Trades.

The course begins by first gathering information from students before the exact units of study are set. There needs to be some flexibility in content and time frames of specific lesson topics. Therefore, the lessons in this teacher's guide are to provide a guideline, a place to start, and can be adapted and changed. The resources listed and worksheets are from other career resources that were useful in teaching this course.

Many of these resources can be obtained at no charge from The Career Shop. The Career Shop: A Catalogue of Career Development Resources, is available from:

Alberta Advanced Education and Career Development
6th Floor, 9940-106 Street
Edmonton, Alberta
T5K 2V1
Phone (780) 422-1794
Fax   (780) 422-5319
Email   careerinfo@aecd.gov.ab.ca/careershop

<u>Program Format</u>

Career Preparation 10 is comprised of the following Career and Technology Studies Modules.

Module 1: Job Preparation CTR 1010.
(a) Introduction
(b) Personal skills checklist
(c) What kinds of things am I good at?
(d) Work values and positively charged
(e) Resume writing
(f) Cover letters
(g) Career inventories and summary
(h) Occupational research
(i) Job interview skills
(j) Job shadowing
(k) Application forms
(l) Pride stories
(m) Dreams
(n) Post secondary research reports
(o) Other options open to high school students
(p) Planning steps
(q) Volunteer hours

Module 2: Job Safety Skills CTR 1210.
(a) Introduction to personal safety management
(b) Fire prevention
(c) Back care
(d) First aid at the work site
(e) Identifying hazards
(f) Job safety and the law
(g) Workplace safety and the law
(h) Workplace injuries
(i) Hazardous materials
(j) You don't play without protective equipment
(k) Personal safety management unit evaluation
(l) Final exam

Module 3: Portfolio CTR 1310
Development of a Career Portfolio with the following sections:
(a) All about me
(b) Academic skills
(c) Personal skills
(d) Teamwork skills

Career Preparation 10 Course Outline

Course Objectives

This course is designed to assist students in identifying skills, interests and values they possess. Students will learn how to apply for jobs and experience some of the expectations of the work world. Students will begin to explore occupations they may be interested in. Each student will develop a career portfolio.

Course Content

Career Preparation is comprised of 3 modules.

(1) Job Preparation - In this module students will cover areas such as:

-Resume writing	-Covering letters	- Application forms
-Letters of reference	-Skill assessment forms	-Career/interest inventories
-Tech Prep requirements	-Interview skills	-Employment Standards

*Students will be expected to complete 9 hours of volunteer work. Students completing this requirement will receive time off three Career Preparation classes, for study purposes.

(2) Career Portfolio - Students have received a binder in which to complete this project. The portfolio will contain examples of student best work, resume, skills and interest lists, certificates, references and other items that highlight student strengths.

(3) Leadership or Work Place Safety Module -The module to be completed will be decided by the teacher with student input.

Course Evaluation

The bulk of the course mark is comprised of projects and assignments. Marks for the course are as follows:

30% Job Preparation Module (Assignments and projects 90%; and Attitude, Participation, Attendance 10%)

30% Career Portfolio (Students will receive a detailed marking guide at a later date)

30% Work Place Safety Module (Exam 50%; Assignments 40%; and Attitude, Participation, Attendance 10%)

10% Volunteer Work

By completing and passing Career Preparation 10 students will receive credit for three CTR modules: CTR 1010 Job Preparation; CTR 1310 Career Portfolios; and CTR 1210 Personal Safety. There may be an opportunity to earn CMH 2120 First Aid by putting in some time after school.

Job Preparation Module

Job Preparation Module

Table of Contents 83

Learning Outcomes for Job Preparation 84

Lesson Plans for Job Preparation 88

(Note: The following order for the lessons is a suggestion. The order can be changed. Also, some of these lessons take more than one class to complete, see specific lessons for details.)

Learning Outcomes for Job Preparation

The following tables are from Alberta Learning. These tables contain the learning outcomes and assessment criteria for the module.

Course CTR 1010: Job Preparation

Level: Introductory

Theme: Career Readiness

Prerequisite: None

Course Description: Students develop successful employment search skills and a personal employment search portfolio.

Notes: The CTR 1010 Job Preparation course:
- May be linked with courses from the Career Readiness theme, other themes within the Career Transitions strand or with courses from other CTS strands
- Is a prerequisite to the first Work Experience course (15, 25, or 35) taken by a student
- May be taken as a 1-credit course addition to the Career and Life Management (CALM) 20 course providing that students have access to the additional time needed to develop the general outcomes, to the assessment standards specified, for this course. Students enrolled in CALM 20 and this course concurrently must be advised that, to receive credits in both, they will be expected to meet the learner expectations specified in the CALM 20 course and the CTR 1010 Job Preparation course.

Course Parameters: Students should be provided with opportunities for extensive experiential learning including contact with employers, career development practitioners and others having current knowledge and experience in hiring recent high school graduates and/or in preparing them to enter the changing workplace.

Curriculum and Assessment Standards:

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	
• Identify and develop knowledge, skills and attitudes appropriate for conducting successful employment searches	• Completing documentation and demonstrating competence in the job search process:	
	self-assessment profile	10
	an application form	10
	a covering/introductory letter	10
• Communicate in the language in which business is conducted	a resume	10
	a job interview	10

• Prepare a personal employment search portfolio	• completeness of a personal employment search portfolio	10
	• Identifying and describing:	
• Use technologies, tools and information systems appropriately for job preparation	safe/unsafe work situations	5
	WHMIS symbols	5
	Injury accident reporting procedure	5
	Role of Occupational Health and Safety	5
	Role of Workers Compensation Board	5
	Purpose of Employment Standards Code	5
	Assessment Tool *CTR1010/2010/3010: Career Readiness Courses*	10
	• Successful completion of a role-play or work skills simulation activity.	
• Demonstrate basic competencies.	• Observations of individual effort and interpersonal interaction during the learning process.	Integrated throughout
	Assessment Tool *Basic Competencies Reference Guide and any assessment tools noted above*	

Concept	Specific Outcomes	Notes
	The student should:	
• Employability Skills	• Identify personal reasons for exploring career options	
	• Show a self-assessment profile based on personal interests, values, aptitudes and abilities	
	• Define the terms: Job Occupation Career	
	• select one or two occupations to explore	

	• compile the following information about each occupation:
	    description of entry-level jobs
	    entry-level skills required
	
	• describe the steps of an effective job search:
	    getting ready
	    finding suitable job leads
	    marketing your skills
	    dealing with job search disappointments
	    wrapping up your job search
	
	• analyze several application forms and identify questions as appropriate or inappropriate according to human rights legislation
	
	• complete and present the following:
	    application form for a specific job
	    covering/introductory letter
	    current resume
	
	• identify the elements of a letter of recommendation and a letter of reference
	
	• describe the importance and the purpose of a job interview
	
	• list appropriate responses to sample interview questions
	
	• demonstrate effective interviewing skills and be able to use appropriate language	

Expectations, Rights and Responsibilities	• list personal job expectations
	• identify Occupational Health and Safety requirements of selected jobs
	• describe "Workplace Hazardous Materials Information System":
	    explain WHMIS
	    identify WHMIS symbols and explain their meaning
	    identify employer responsibilities regarding WHMIS
	    identify employee responsibilities regarding WHMIS
	    describe availability of WHMIS certification	

	• explain how the Employment Standards Code applies in the following area: 　minimum wages 　hours of work and overtime 　hours of rest 　vacations and vacation pay 　holidays 　termination of employment 　employment of adolescents and young persons • identify and explain the key guidelines of the Alberta Learning's Off-Campus Education policy • explain how the Workers' Compensation Act applies to Alberta Learning's Off-Campus Education students.	
Transition	• explain the role of secondary education as a transition to the world of work or to further education • explain how the following are means of exploring careers: 　job shadowing 　mentoring 　work study 　work experience 　cooperative education • describe how exploration may be a positive or a negative experience • identify the hidden job market • identify the education and training requirements of entry-level jobs in a selected career field • prepare and present an employment portfolio • demonstrate competencies in applying specified knowledge and skills required by employers in a selected career field	Role-playing activities and/or a workplace simulation project may prove useful in developing selected career field competencies.

Source: Alberta Learning (2001). www.albertalearning.ab.ca

Lesson A
<u>Introduction to Career Preparation 10</u>

<u>Overview</u>:

To introduce and familiarize students with the nature of the course. Students give feedback on material to be covered in Career Preparation 10.

<u>Objectives</u>:

- To familiarize students with the content and evaluation of Career Preparation 10.
- To obtain from students information about what types of career topics they are interested in.
- Students will identify three possible job shadow placements they would be interested in.
- Students will define the terms job, occupation, and career.

<u>Time</u>:

1 hour

<u>Materials/Resources</u>:

One for each student of the following:
- "Career Preparation Introductory Questionnaire"
- "Career Preparation Ice Breaker"
- "Career Preparation 10 Course Outline"

<u>Activities</u>:

(1) Introduction of the course to students. Give out "Career Preparation Questionnaire" and explain to students why they are being asked to complete the form. (Gives the teacher information on what topics students want to cover.) Students may need some ideas on what the possibilities are.

(2) "Career Preparation Ice Breaker." This is a fun way for students to interact with their classmates. Each student receives an Ice Breaker form. The goal is to find someone who can sign his or her name to one square on the form. No student may sign more than one square on each form. The first person to have all 12 squares signed brings it to the teacher. The rest of the students are allowed more time to finish and as they complete their forms the teacher numbers them in the order they are returned. Prizes can be given for the top three. Once most of the students have completed the form the teacher can discuss each square with the class. For example, "Has had a job interview"; students can share information with the class about where their interview was and how they felt in that situation.

(3) With the remaining class time the course outline can be distributed. The three modules are explained as well as possible topics and the evaluation process. Many times students have questions about the Career Portfolio.

(4) Students can also be asked at this time for a list of three to five possible suggestions of occupations or placements they are interested in for Job Shadowing. (*While this lesson does not come until later in the course, there is much preparation work that needs to be done to place students and prepare for the Job Shadow Day.*)

Career Preparation Introductory Questionnaire

(1) What is a career?

(2) What is career development?

(3) What do you see as your career development needs at the present?

(4) What kinds of things do you like to do?

(5) What kinds of things do you prefer not to do?

(6) Ways I learn best are...

(7) Some things I'd like to learn in Career Preparation are...

Career Preparation Ice Breaker

Find someone who:

Has worked on a farm.	Can list one skill they have.	Wants to go to University or College.
Has had a job interview.	Has a social insurance number.	Has volunteered.
Has held a job.	Does an extra-curricular activity.	Has been on a team.
Knows what courses are needed to graduate.	Has an idea of what they will do after Grade 12.	Has filled out an application form.

Lesson B

<u>Personal Skills Checklist</u>

<u>Overview</u>:

Students start to list strengths they have and receive feedback from their peers.

<u>Objectives</u>:

Students will:

    Identify their areas of strength.

    List their five strongest personal skills.

<u>Time</u>:

1 hour

<u>Materials/Resources</u>:

- Worksheet titled "Personal Skills Checklist"

<u>Activities</u>:

(1) Introduction. Have each student make a list of his/her strengths. Some students may find this difficult to do.

(2) Have students work together with a partner; someone they know. The partner adds to the list.

(3) Complete worksheets titled "Personal Skills Checklist." At the end of the worksheet students list their five strongest personal skills and give examples. (This exercise will help students when they work on their portfolio and list their strengths and skills.)

PERSONAL SKILLS CHECKLIST

Now it is time to look at your skills. Skills are things that you have learned to do. The Personal Skills Checklist will help you to pick out the skills you have. It will also help you to find out if the skills you have can be used in the job you would like. If you have never had a job, think about the skills you use everyday. What skills do you use with your children? What skills do you use to do your hobby? Think of everything you do and how this helps you in your everyday life.

Read the skills in the list and put a check mark beside those skills you have. Make sure to be honest and positive!

Working with things

Moving Your Body

☐   Work well with your hands

☐   Well coordinated

☐   Work quickly when you have to

☐   Do physical work without getting tired

☐   Do heavy work

Working with Machines or Tools

☐   Run equipment

☐   Put things together

☐   Change settings on machines

☐   Use tools and equipment to build things

4.8

☐   Fix things

☐   Know how equipment works

Working in Hard Places

☐   Work in uncomfortable places

☐   Do the same thing over and over the same way

☐   Work with someone watching you

☐   Do what others tell you to do

☐   Do not yell at others when things go wrong or you are upset

☐   Deal with the times that you may get hurt without getting upset

☐   Try things you have never done before

Working with people

Communication

☐   Read simple directions and understand them

☐   Write a sentence or paragraph that makes sense

☐   Find it easy to talk to strangers

☐   Talk in front of a big group

☐   Ask the right questions to get the answers you need

☐   Tell people about things so they understand

4.9

☐   Tell others what you want them to do

☐   Work with others to work out a problem

Leadership

☐   Do something and take responsibility for what happens

☐   Supervise people and take responsibility for what they d

☐   Get things started

☐   Tell others something they do not want to hear about their work

☐   Get people together to do something

Working with Others

☐   Do things for others when they ask or are in need

☐   Perform First Aid

☐   Work as part of a team

☐   Help others with their problems

☐   Help others to learn how to do a job or activity

Personal

☐   Do things without wasting time

☐   Finish work on time

☐   Change from one task to another

☐   Stick to a job

4.10

- ☐ Push yourself to do the best job you can

- ☐ Dress the right way for the job

- ☐ Behave the way you believe you should

- ☐ Be on time

- ☐ Be loyal

- ☐ Deal with difficult situations without embarrassing others

- ☐ Know the feelings of others and can tell them you know how they feel

- ☐ Be interested and excited about what you are doing

- ☐ Try to do your best no matter what the job

Working with information and ideas

Working with Details

- ☐ Think about what you are doing so you try not to make mistakes

- ☐ Learn from mistakes

- ☐ Tell when something is wrong

- ☐ Do things at the right time and in the right order

- ☐ Do things just the way you are asked to do them

- ☐ Check the work of others

- ☐ Put things in the right order or in the right place

4.11

Working with Numbers

☐ Tell how many things are in a group

☐ Add, subtract, multiply and divide

☐ Use tools to find out how heavy something is, how long it is or how much it holds

☐ Tell the cost or size of something by figuring it out

☐ Plan exactly how you will spend money

☐ Understand how to work with numbers. Use numbers to solve problems

Hearing and Seeing

☐ Hear changes in sounds

☐ See small changes in color

☐ See how things are the same and how they are different

☐ Tell how far apart things are or how far away they are

Thinking

☐ Get information in an organized way

☐ Break a problem into parts

☐ Put facts together in an organized way

☐ Have a good memory

Creative

☐   Come up with new ideas or inventions

☐   Make a display

☐   Find new ways to get the job done

☐   Entertain others

Now go back and put a star beside the five skills you think are your strongest. Now you have a good idea of your skills. You will use your strongest skills when you are writing your resume.

List your five strongest personal skills.
Give an example for each skill.

        Skill   Example

1._____

2._____

3._____

4._____

5._____

4.13

Source: Melnyk, J. & Robertson, J. (1995). Looking For Work. Edmonton, AB: Information Development and Marketing Branch of Alberta Advanced Education and Career Development.

Lesson C
<u>What Kinds of Things Am I Good At?</u>

<u>Overview</u>:

Students complete a booklet to help them identify and summarize skills, interests, traits, and values they possess.

<u>Objectives</u>:

Students will:
Identify their personal skills, traits, interests, and values.
Summarize their top five skills, traits, interests, and values and give specific examples of each.

<u>Time</u>:

1 hour

<u>Materials/Resources</u>:

- Worksheets titled "What Kinds of Things Am I Good At?"

<u>Activities</u>:

(1) This lesson consists of having students identify skills, traits, interests, and values they possess. Students complete the checklists and after each list they have an opportunity to add to the list.

(2) Once students have completed the four checklists they then complete the section on the types of occupations.

(3) After completing the occupation section students then write a summary of their top five skills, traits, interests, and values. Students also list which two occupation types suit them and why they think this.

<u>Evaluation</u>:

Students hand in their summary for evaluation. Students are marked on the completeness and specificity of their answers. Instead of stating "I can use a computer," students state "I'm able to make a web page;" or "I can cook a five-course meal," instead of "I can cook." Students are also asked to explain why the two occupational groups suit them.

•••••••••••••••••• What kinds of things am I good at?

In **Step One: What am I doing right now?**, you discovered why you are doing career planning. You also uncovered some of your dreams. Now you will move another step closer to choosing the occupation that's right for you.

In this second step in career planning, you will find out about yourself and your abilities. And then you will find out about the world of work.

Finding out about yourself

As we saw with Joe and Maria, there are different ways to reach a new career choice.

Joe's occupation grew out of his interest in the bush. Maria's occupation grew out of the sewing skills that she used before she was married.

You can make a career choice based on any of your interests, skills, values or traits. Where do we get these interests, skills, values and traits? Well, we get some in school. But many, many more just develop as we live day-to-day.

When we choose a career path, it's important to take a full and clear "picture" of ourselves. You may think that you can take some kind of test that will give you all the answers about the occupation you belong in. NOT true!

You are the expert

You know best about yourself. Only you know what you really believe in, what you can do, what you enjoy doing. You understand yourself. You also know about your work likes and dislikes.

The problem is that most of this information is jumbled around in your head. Don't worry. This is true of most people. When you are planning your career path, you have a challenge:

• to get the information about yourself down on paper, and
• to organize the information in a useful way.

We will help you do this as you read on and work through the next exercises.

Source: The Career Planner. (1993). Edmonton, AB: Information Development and Marketing Branch of Alberta Advanced Education and Career Development.

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You can organize information about yourself into four groups.

Skills are things that you have learned to do.

Examples:
- driving
- typing
- cooking

Interests are things that you like.

Examples:
- sports
- music
- talking to people

Values are things that are important to you.

Examples:
- being happy
- helping others
- being independent

Traits are things that you are.

Examples:
- energetic
- shy
- easy-going

The following activities will help you discover your own skills, interests, values and traits.

Remember, these are not tests. There is no right or wrong answer. Nobody will mark your answers.

You are the expert!

Traits
1_____
2_____
3_____
4_____
5_____

Skills
1_____
2_____
3_____
4_____
5_____

Values
1_____
2_____
3_____
4_____
5_____

Interests
1_____
2_____
3_____
4_____
5_____

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Source: The Career Planner. (1993). Edmonton, AB: Information Development and Marketing Branch of Alberta Advanced Education and Career Development.

What are my skills?

Skills are things you have learned to do.

Examples:

- driving
- typing
- cooking
- listening
- filing
- woodworking

What are some of your skills? The following list of sentences can help you find out. Remember, there is no right or wrong answer. You know best about yourself. You are the expert.

Read each sentence. Does it describe you? Check the square that is the right answer for you.

Go ahead and find out now.

My skills

		Yes	Sometimes	No
1.	I can speak two languages	☐	☐	☐
2.	I can cook	☐	☐	☐
3.	I can sew	☐	☐	☐
4.	I can add numbers	☐	☐	☐
5.	I can follow plans or patterns	☐	☐	☐
6.	I can follow directions when someone tells me what to do	☐	☐	☐
7.	I can use a tape measure	☐	☐	☐
8.	I can give clear directions to someone	☐	☐	☐
9.	I can get other people to do what I want them to do	☐	☐	☐
10.	I can make good decisions	☐	☐	☐
11.	I can start something on my own before the boss tells me what to do	☐	☐	☐
12.	I can be a group leader	☐	☐	☐
13.	I can make a budget	☐	☐	☐
14.	I can remember details	☐	☐	☐
15.	I can help people with their problems	☐	☐	☐
16.	I can work as part of a team	☐	☐	☐

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	Yes	Sometimes	No
17. I can stay calm in an emergency	☐	☐	☐
18. I can do the same thing again and again and I don't get bored	☐	☐	☐
19. I can lift heavy objects	☐	☐	☐
20. I can sell things	☐	☐	☐
21. I can organize people	☐	☐	☐
22. I can plan a party	☐	☐	☐
23. I can entertain people	☐	☐	☐
24. I can clean	☐	☐	☐
25. I can grow plants	☐	☐	☐
26. I can do tax forms	☐	☐	☐
27. I can build a fence	☐	☐	☐
28. I can build furniture	☐	☐	☐
29. I can style hair	☐	☐	☐
30. I can fix car engines	☐	☐	☐
31. I can fix small appliances	☐	☐	☐
32. I can care for small children	☐	☐	☐
33. I can type	☐	☐	☐
34. I can help people who are upset	☐	☐	☐
35. I can use a computer	☐	☐	☐
36. I can speak to a group of people	☐	☐	☐
37. I can paint a picture	☐	☐	☐
38. I can play a sport	☐	☐	☐
39. I can tell a story	☐	☐	☐
40. I can make a room look nice	☐	☐	☐

Other things I can do

	Yes	Sometimes	No
41.	☐	☐	☐
42.	☐	☐	☐
43.	☐	☐	☐
44.	☐	☐	☐
45.	☐	☐	☐

Now go back over the whole list.
Pick out five things that you do best.

My main skills are:
Write your skills on this page.

1. _____
_____
_____
_____
_____

2. _____
_____
_____

3. _____
_____
_____

4. _____
_____
_____

5. _____
_____
_____
_____

What are my interests?

Interests are what you like. This one is easy. You know what music you like to listen to, what food you like to eat, and what games you like to play. You may also know your work likes.

Examples:
- sports
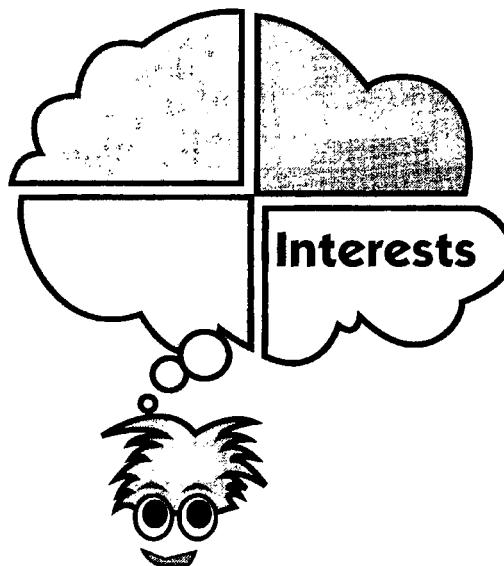- music
- talking to people
- gardening
- fishing
- golfing

Read each sentence. Does it describe you? Check the square that is the right answer for you.

My interests

		Yes	Sometimes	No
1.	I like to be active	☐	☐	☐
2.	I like to listen to music	☐	☐	☐
3.	I like to drive	☐	☐	☐
4.	I like to fix things	☐	☐	☐
5.	I like to draw pictures	☐	☐	☐
6.	I like to work with plants	☐	☐	☐
7.	I like to work with animals	☐	☐	☐
8.	I like to do things with my hands	☐	☐	☐
9.	I like to shop	☐	☐	☐
10.	I like to clean house	☐	☐	☐
11.	I like to go to the theatre	☐	☐	☐
12.	I like to play sports	☐	☐	☐
13.	I like to garden	☐	☐	☐
14.	I like to walk	☐	☐	☐
15.	I like to watch nature programs on TV	☐	☐	☐
16.	I like to coach sports	☐	☐	☐
17.	I like to talk on the telephone	☐	☐	☐
18.	I like to learn about the environment	☐	☐	☐

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	Yes	Sometimes	No
19. I like to handle money	☐	☐	☐
20. I like to use small hand tools	☐	☐	☐
21. I like to operate machines and equipment	☐	☐	☐
22. I like to cook	☐	☐	☐
23. I like to sew	☐	☐	☐
24. I like to style hair	☐	☐	☐
25. I like to type	☐	☐	☐
26. I like to arrange flowers	☐	☐	☐
27. I like to paint houses	☐	☐	☐
28. I like photography	☐	☐	☐
29. I like to make things from different materials (For example: crafts, sculpting, woodworking)	☐	☐	☐
30. I like to act, sing or dance	☐	☐	☐
31. I like to play a musical instrument	☐	☐	☐
32. I like to make people laugh	☐	☐	☐
33. I like to teach adults	☐	☐	☐
34. I like to teach children	☐	☐	☐
35. I like to help people with their problems	☐	☐	☐
36. I like to serve people	☐	☐	☐
37. I like to sell things	☐	☐	☐
38. I like to be the boss	☐	☐	☐
39. I like bookkeeping	☐	☐	☐
40. I like to add numbers	☐	☐	☐

Other things that I like:

	Yes	Sometimes	No
41.	☐	☐	☐
42.	☐	☐	☐
43.	☐	☐	☐
44.	☐	☐	☐
45.	☐	☐	☐

Now go back over the whole list.
Pick out five things that you like best.

Interests

My main interests are:

Write your interests on this page.

1. _____

_____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

4. _____

_____

_____

5. _____

_____

_____

_____

Source: The Career Planner. (1993). Edmonton, AB: Information Development and Marketing
Branch of Alberta Advanced Education and Career Development.

What are my values?

Things that are **important to me** are called values.

Examples:

- being happy
- helping others
- being independent
- being healthy
- having friends
- making money

Maria valued talking with her customers. She did not want to be hidden away in a factory. In a clothing alteration job Maria could meet her customers.

What are some of your personal values? What is important to you? The following list will help you find out your values.

Remember, these are your values. Not your parents', not your partner's, not your teacher's or your friend's.

You are the expert.

My values

		Yes	Sometimes	No
1.	It's important to have good health	☐	☐	☐
2.	It's important to learn new things	☐	☐	☐
3.	It's important to grow personally	☐	☐	☐
4.	It's important to have time and energy for my "off-the-job" life	☐	☐	☐
5.	It's important to meet new people	☐	☐	☐
6.	It's important to have a lot of friends	☐	☐	☐
7.	It's important to have a steady job	☐	☐	☐
8.	It's important to have a boss who is fair	☐	☐	☐
9.	It's important to have a boss who is easy to get along with	☐	☐	☐
10.	It's important to work in a comfortable place	☐	☐	☐
11.	It's important to work in a safe place	☐	☐	☐

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	Yes	Sometimes	No
12. It's important to work with people I like	☐	☐	☐
13 It's important to know exactly what to do	☐	☐	☐
14. It's important to make the world a better place	☐	☐	☐
15. It's important to do something that I feel is important	☐	☐	☐
16. It's important to make a lot of money	☐	☐	☐
17. It's important to see the results of my work	☐	☐	☐
18. It's important to have an important job title	☐	☐	☐
19. It's important to have good family relationships	☐	☐	☐
20. It's important to be responsible for other workers	☐	☐	☐
21. It's important to protect the environment	☐	☐	☐
22. It's important to grow spiritually	☐	☐	☐
23. It's important to do physical work	☐	☐	☐
24. It's important to have a chance for advancement (higher job or more pay)	☐	☐	☐
25. It's important to make the world more beautiful	☐	☐	☐
26. It's important to finish a difficult task	☐	☐	☐
27. It's important to do a job well	☐	☐	☐
28. It's important to make decisions together with other people	☐	☐	☐
29. It's important to be my own boss	☐	☐	☐
30. It's important to be creative: to come up with new things or new ideas	☐	☐	☐
31. It's important to set my own hours of work	☐	☐	☐
32. It's important to use my head	☐	☐	☐
33. It's important to show my best abilities	☐	☐	☐

	Yes	Sometimes	No
34. It's important to have a few close friends	☐	☐	☐
35. It's important to work on just one thing at a time	☐	☐	☐
36. It's important to work on a lot of different things at the same time	☐	☐	☐
37. It's important to have an interesting job	☐	☐	☐
38. It's important to have a challenging job	☐	☐	☐
39. It's important to nave an exciting job	☐	☐	☐
40. It's important to have an easy job	☐	☐	☐

Other things that are important to me:

41.	☐	☐	☐
42.	☐	☐	☐
43.	☐	☐	☐
44.	☐	☐	☐
45.	☐	☐	☐

Now go back over the whole list. Pick out the five values that are the most important to you.
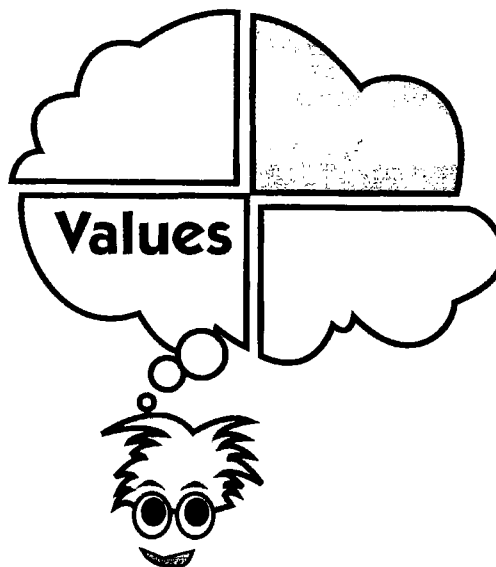
My main values are:

Write your values on this page.

1. _____

_____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

4. _____

_____

_____

5. _____

_____

_____

_____

Source: The Career Planner. (1993). Edmonton, AB: Information Development and Marketing Branch of Alberta Advanced Education and Career Development.

What are my traits?

Your traits are who you are and how you act.

Some examples:
- energetic
- easy-going
- risk-taking
- shy
- organized
- self-confident

Remember Joe and Maria? Let's look at their stories again. We can see some of Joe's and Maria's traits.

Maria was creative. She liked to be creative when she was sewing. She didn't want to work in a factory because she wanted to work directly with her customers.

Joe was independent. He felt free and good when he was in the bush.

Maria and Joe took care to match their traits and their jobs.

What are some of your traits? The following list of questions can help you find out. Read each sentence. Does it describe who you are or how you act? Check the square that is the right answer for you.

Remember, there is no right or wrong answer. You know best about yourself. **You are the expert.**

My traits

		Yes	Sometimes	No
1.	I am organized	☐	☐	☐
2.	I finish tasks that I start	☐	☐	☐
3.	I do many different things	☐	☐	☐
4.	I do the same thing most of the time	☐	☐	☐
5.	I need to see a finished job at the end of the day	☐	☐	☐
6.	When I'm working on something, I am careful	☐	☐	☐
7.	I put lots of energy into work	☐	☐	☐
8.	I work at a slow pace	☐	☐	☐

	Yes	Sometimes	No
9. I am creative	☐	☐	☐
10. I am outgoing	☐	☐	☐
11. I am different from most other people	☐	☐	☐
12. I want to fit in with other people	☐	☐	☐
13. I need a lot of time by myself	☐	☐	☐
14. I think a problem through before I make a decision	☐	☐	☐
15. I go by my feelings when I make a decision	☐	☐	☐
16. When I make a decision, I stick to it	☐	☐	☐
17. I don't mind taking risks	☐	☐	☐
18. I am ambitious	☐	☐	☐
19. I am a leader	☐	☐	☐
20. I do things the way they have always been done	☐	☐	☐
21. I find new ways to do things	☐	☐	☐
22. I like working by myself	☐	☐	☐
23. I like working with other people	☐	☐	☐
24. I live to work. Work is the centre of my life	☐	☐	☐
25. I work to live. Work is not the centre of my life	☐	☐	☐

Other things that describe who I am and how I act:

	Yes	Sometimes	No
26.	☐	☐	☐
27.	☐	☐	☐
28.	☐	☐	☐
29.	☐	☐	☐
30.	☐	☐	☐

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Source: The Career Planner. (1993). Edmonton, AB: Information Development and Marketing Branch of Alberta Advanced Education and Career Development.

Traits

Now go back over the whole list. Pick out the five traits that best describe you.
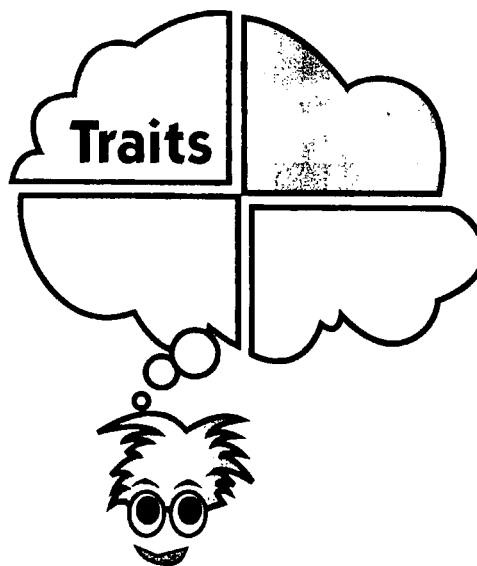
My main traits are:

Write your traits on this page.

1. _____

_____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

4. _____

_____

_____

5. _____

_____

_____

_____

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List the five main skills, interests, values and traits that you chose for yourself.

You now have a "picture" of yourself.

Traits
1. _____
2. _____
3. _____
4. _____
5. _____

Skills
1. _____
2. _____
3. _____
4. _____
5. _____

Values
1. _____
2. _____
3. _____
4. _____
5. _____

Interests
1. _____
2. _____
3. _____
4. _____
5. _____

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Source: The Career Planner. (1993). Edmonton, AB: Information Development and Marketing Branch of Alberta Advanced Education and Career Development.

...... What types of occupations are out there for me?

You have learned many things about yourself. Now you need to learn about the world of work. What kinds of occupations are out there? Let's find out!

Do you know that there are more than 7,000 different kinds of occupations in Canada? Relax. You don't have to find out about all 7,000. Only the few that might suit you.

Many of these 7,000 occupations can be sorted into groups to make our work easier. So we'll start by looking at the groups.
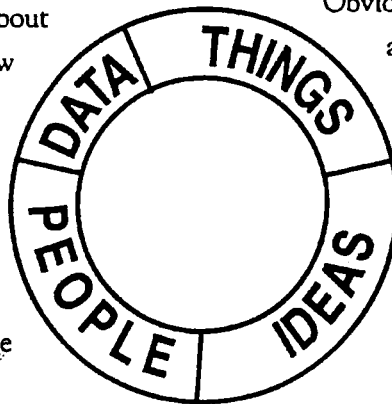
An easy way to organize occupations is to see if their workers mostly deal with

- people
- things
- ideas, or
- data or information.

This way we can classify occupations into four groups.

While this way is simple, the four groups are probably too big to help us in making a career choice.

For example, both of these people work with things:

- a person who arranges flowers
- a person who drives a truck.

Obviously, these two occupations are quite different from each other. They would appeal to two different types of people. So we need a more detailed way to group 7,000 occupations.

Source: The Career Planner. (1993). Edmonton, AB: Information Development and Marketing Branch of Alberta Advanced Education and Career Development.

When we include skills and
interests in our grouping, we
come up with seven main groups.

Occupational group	Work involves	deal with
1 manual, practical	doing physical work	
2 crafts, trades	working with your hands working with machines	things
3 scientific, technical	working with ideas	ideas
4 creative	expressing ourselves in work	
5 social, helping	helping others	people
6 business	managing others	
7 office operations	working with data working with details	data
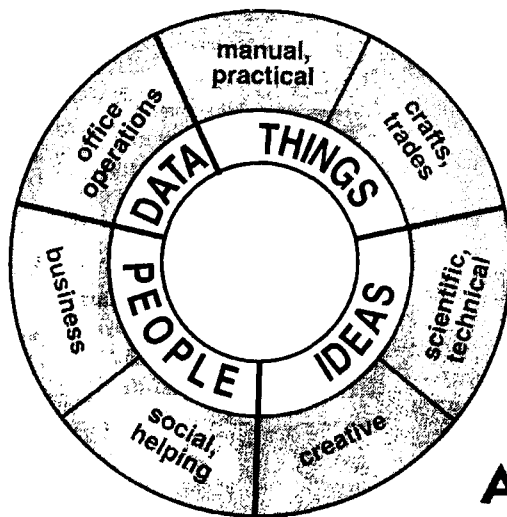
As you look at each of these seven groups, you will probably see some that appeal to you more than others.

Source: The Career Planner. (1993). Edmonton, AB: Information Development and Marketing Branch of Alberta Advanced Education and Career Development.

When we show some sample occupations within each group, we have a picture of the World of Work.

Now we will find out about the people who work in each of the seven occupational groups. There are many different occupations in each group, but the people who work in them share similar skills, interests, values and traits.
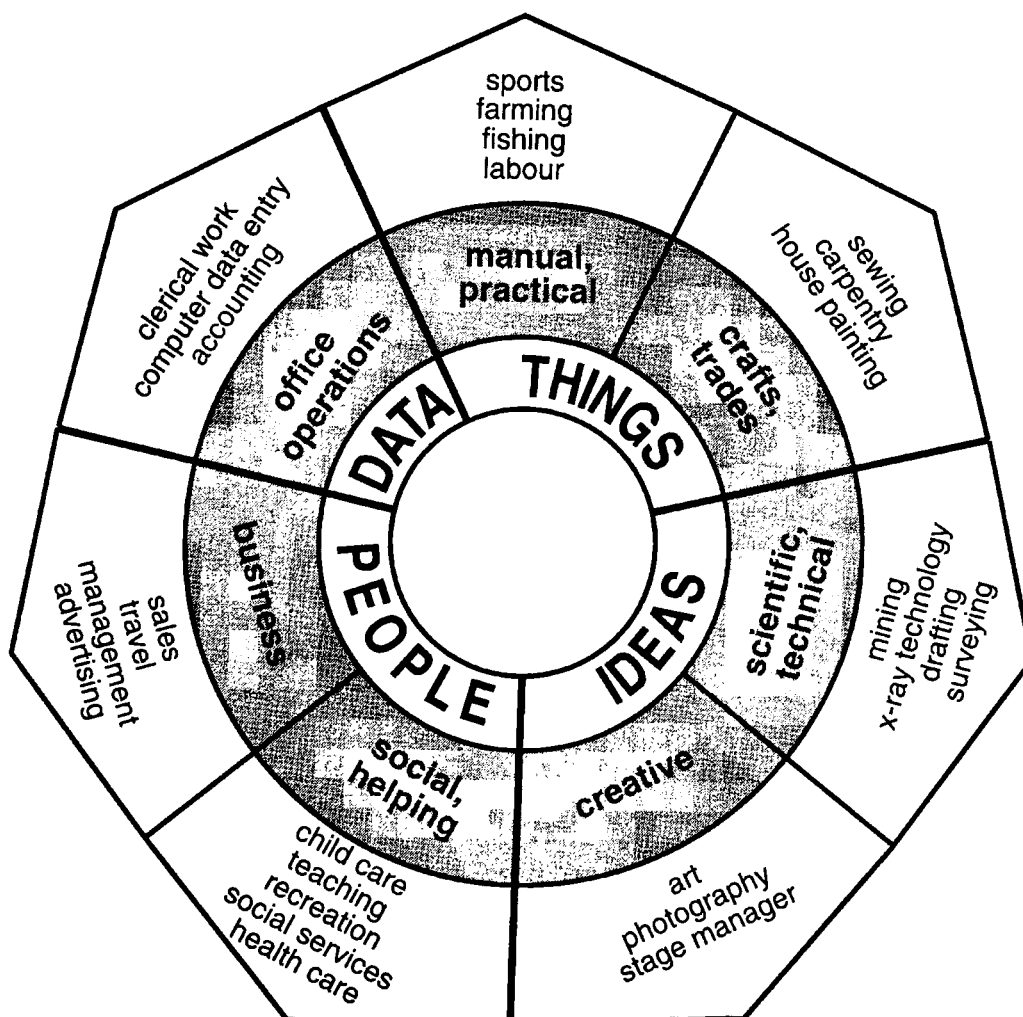
Source: The Career Planner. (1993). Edmonton, AB: Information Development and Marketing Branch of Alberta Advanced Education and Career Development.

Look at your "picture" on page 43.

Then look carefully at the occupational groups described in the next seven pages. Compare your picture with the picture for each of the seven groups.

Which occupational group, or groups, do you fit into?

Traits

1. _____
2. _____
3. _____
4. _____
5. _____

Skills

1. _____
2. _____
3. _____
4. _____
5. _____

Values

1. _____
2. _____
3. _____
4. _____
5. _____

Interests

1. _____
2. _____
3. _____
4. _____
5. _____

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Source: The Career Planner. (1993). Edmonton, AB: Information Development and Marketing Branch of Alberta Advanced Education and Career Development.

Manual or practical workers

We do jobs that

- deal mostly with things
- are physically active.

Here are *some* of our work settings and our occupations:

Construction industry

labourer, trades helper ...

Agriculture and forest industries

farmer, farm or ranch worker, logger...
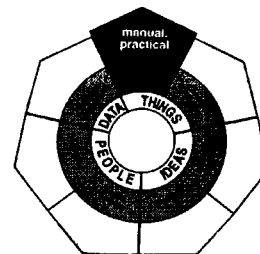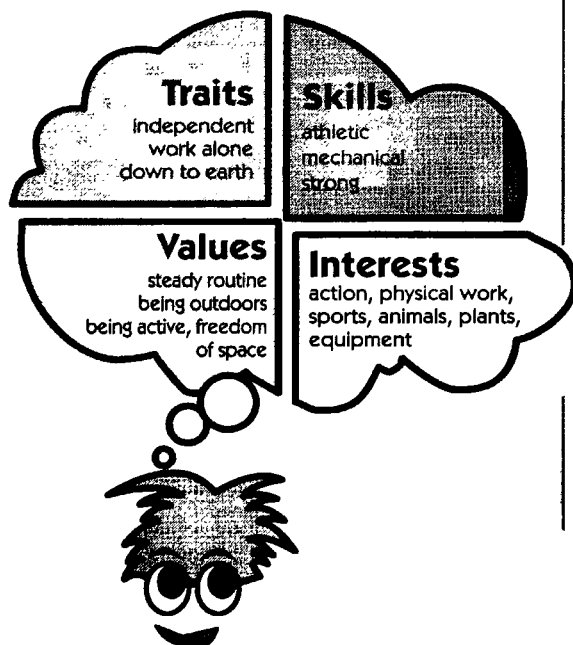
Sports and recreation industries

grounds keeper, athletic equipment custodian, ice maker ...

Hospitality industry

dishwasher, housekeeper ...

Service industry

mail carrier, bus, truck or taxi driver, firefighter, dry cleaner, janitor, animal attendant ...

Traits
Independent
work alone
down to earth

Skills
athletic
mechanical
strong

Values
steady routine
being outdoors
being active, freedom
of space

Interests
action, physical work,
sports, animals, plants,
equipment

Do you fit into the **manual or practical group**?

- ☐ yes, for sure
- ☐ probably yes
- ☐ not sure
- ☐ probably not
- ☐ definitely not

Would you like to be a **manual or practical worker?**

- ☐ yes, for sure
- ☐ probably yes
- ☐ not sure
- ☐ probably not
- ☐ definitely not

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Crafts and trades workers

We do jobs that

* deal mostly with things
* depend on using our hands or operating machines.

Here are *some* of our work settings and our occupations:

Construction industry

any worker in the trades: painter, bricklayer, plumber, tilesetter, cabinetmaker

Manufacturing industry

anyone "on the line in a factory, shipping and receiving clerk, welder
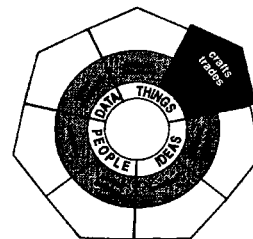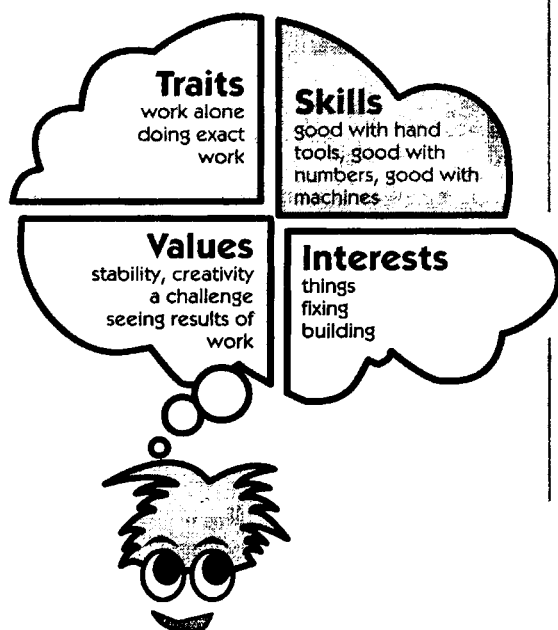
Agriculture and forest industry

nursery worker, taxidermist, landscape gardener ...

Service industry

locksmith, parts person, automotive service technician, hairstylist, cook, tailor, military service, repair person: small motors, refrigerators, photocopiers ...

Do you fit into the **crafts and trades group**?

☐ yes, for sure
☐ probably yes
☐ not sure
☐ probably not
☐ definitely not

Would you like to be a **crafts and trades worker**?

☐ yes, for sure
☐ probably yes
☐ not sure
☐ probably not
☐ definitely not

Traits
work alone doing exact work

Skills
good with hand tools, good with numbers, good with machines

Values
stability, creativity a challenge seeing results of work

Interests
things fixing building

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Source: The Career Planner. (1993). Edmonton, AB: Information Development and Marketing Branch of Alberta Advanced Education and Career Development.

Scientific and technical workers

We do jobs that

- deal mostly with ideas and imagination
- make ideas useful.

Here are *some* of our work settings and our occupations:

Universities and research facilities

research lab worker, scientist, technician in biology, geology, forestry, or astronomy ...
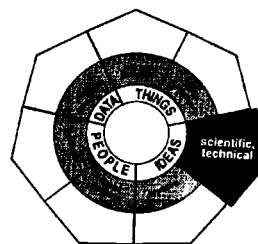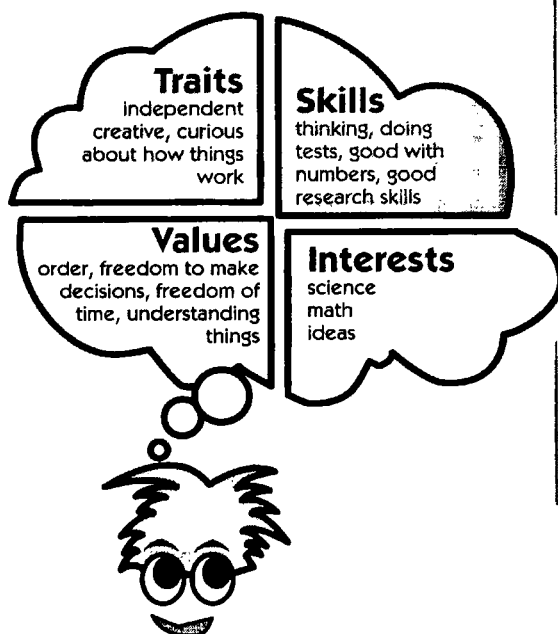
Medical centres

medical doctor, dentist, veterinarian, therapist, animal health technologist, medical lab technician ...

Engineering companies

- any type of engineer, technician, technologist
- surveyor, draftsperson
- computer programmer, systems analyst, software engineer

Do you fit into the **scientific and technical group?**

☐ yes, for sure
☐ probably yes
☐ not sure
☐ probably not
☐ definitely not

Traits
independent
creative, curious
about how things
work

Skills
thinking, doing
tests, good with
numbers, good
research skills

Values
order, freedom to make
decisions, freedom of
time, understanding
things

Interests
science
math
ideas

Would you like to be a **scientific and technical worker?**

☐ yes, for sure
☐ probably yes
☐ not sure
☐ probably not
☐ definitely not

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Source: The Career Planner. (1993). Edmonton, AB: Information Development and Marketing Branch of Alberta Advanced Education and Career Development.

Creative workers

We do jobs that

* deal mostly with imagination
* use ideas and imagination in new ways.

Here are *some* of our work settings and our occupations:

Entertainment industry

performing artists: dancer, musician, actor; their assistants: costume designer, make-up artist, set decorator, songwriter; film editor; disk jockey; cartoonist

Galleries and museums

curator, painter, sculptor...

Traits
work alone
imaginative,
expressive, risk-
taker, independent

Skills
finding new ways to do
things, making things
out of different
materials, use senses of
hearing, seeing touch,
smell

Values
freedom of time,
unstructured situations
trust own mind,
body, feelings

Interests
decorating or designing,
performing or acting,
books or stories,
art or music
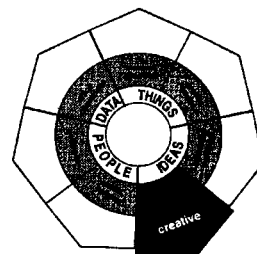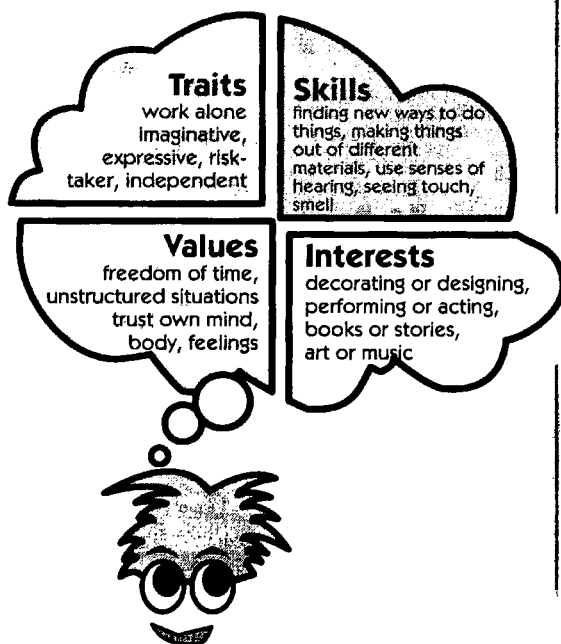
Advertising and graphic arts industries

illustrator, graphic designer, sign painter, display designer ...

Service industry

floral arranger, interior designer ...

Publishing industry

reporter, creative or technical writer, translator, editor ...

Do you fit into the **creative group**?

☐ yes, for sure
☐ probably yes
☐ not sure
☐ probably not
☐ definitely not

Would you like to be a **creative worker**?

☐ yes, for sure
☐ probably yes
☐ not sure
☐ probably not
☐ definitely not

Social or helping workers

We do jobs that

- deal mostly with people
- help people. .

Here are *some* of our work settings and our occupations:

Education industry

teacher, teacher's aide, career counsellor, life skills coach ...

Social service industry

social worker, probation officer, counsellor, child welfare worker, community worker ...
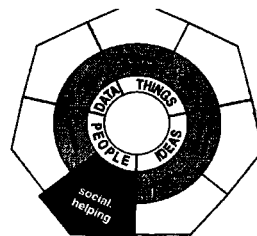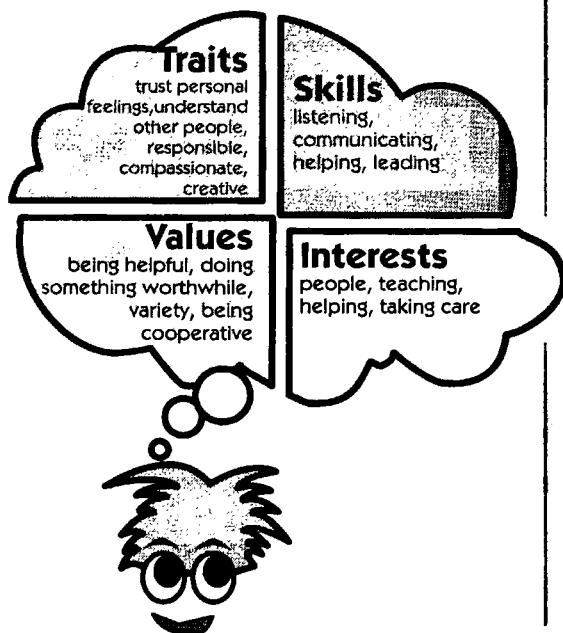
Recreation industry

recreation leader, fitness instructor, coach ...

Health care industry

nurse, nursing assistant, therapist, addictions counsellor, paramedic, orderly, dental assistant ...

Service industry

police officer, flight attendant, day care worker, hunting or fishing guide

Do you fit into the social or helping group?

☐ yes, for sure
☐ probably yes
☐ not sure
☐ probably not
☐ definitely not

Would you like to be a social or helping worker?

☐ yes, for sure
☐ probably yes
☐ not sure
☐ probably not
☐ definitely not

Traits
trust personal feelings, understand other people, responsible, compassionate, creative

Skills
listening, communicating, helping, leading

Values
being helpful, doing something worthwhile, variety, being cooperative

Interests
people, teaching, helping, taking care

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Source: The Career Planner. (1993). Edmonton, AB: Information Development and Marketing Branch of Alberta Advanced Education and Career Development.

Business workers

We do jobs that

- deal mostly with people
- involve managing or organizing people.

Here are *some* of our work settings and our occupations:

Wholesale and retail companies

salesperson, buyer/dealer, public relations person, supervisor, manager, owner/operator ...

Promotion industry

advertising salesperson, product demonstrator, fundraiser...
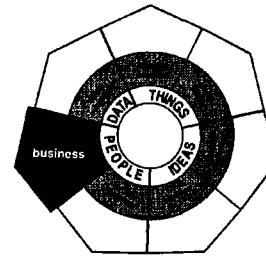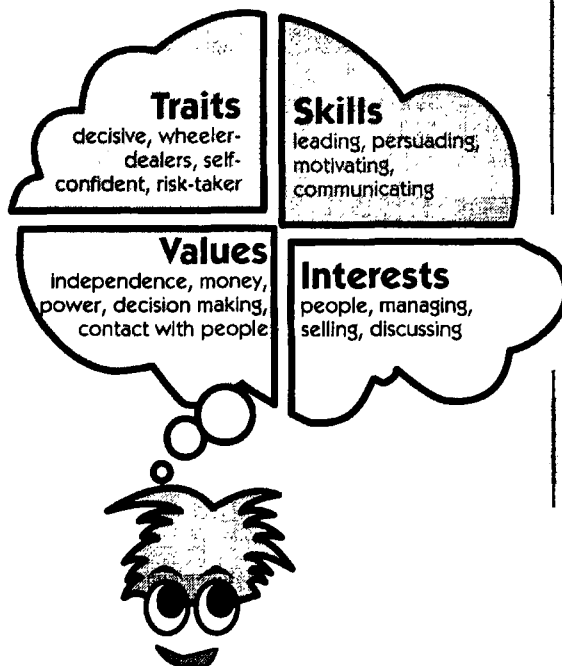
Service industry

restaurant manager, real estate agent, travel agent, financial planner, insurance salesman

Do you fit into the **business group**?

- ☐ yes, for sure
- ☐ probably yes
- ☐ not sure
- ☐ probably not
- ☐ definitely not

Would you like to be a **business worker**?

- ☐ yes, for sure
- ☐ probably yes
- ☐ not sure
- ☐ probably not
- ☐ definitely not

Traits
decisive, wheeler-dealers, self-confident, risk-taker

Skills
leading, persuading, motivating, communicating

Values
independence, money, power, decision making, contact with people

Interests
people, managing, selling, discussing

Office operations workers

We do jobs that

- deal mostly with detailed information and ways to organize it
- use office machines.

Here are *some* of our work settings and our occupations:

Business offices

file clerk, accounting clerk, computer operator, dispatcher ...
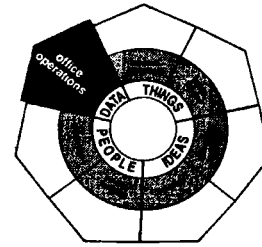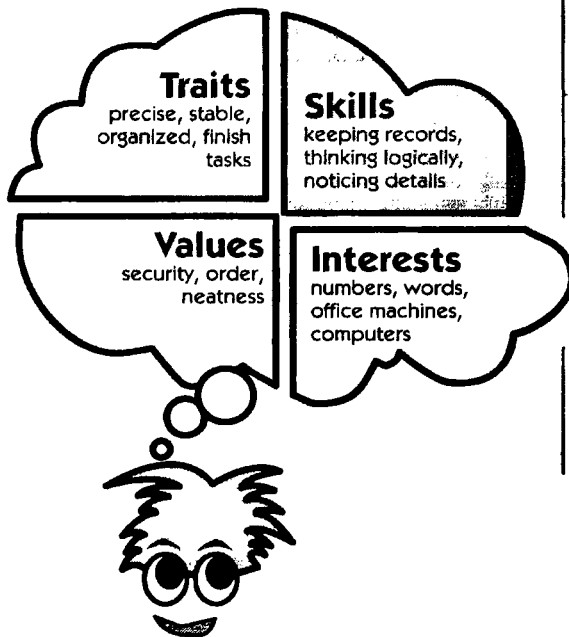
Government offices

records clerk, administrative support, court reporter, desktop publishing specialist ...

Financial industry

bank teller, accountant, insurance claims adjuster, tax return preparer

Do you fit into the **office operations group**?

- ☐ yes, for sure
- ☐ probably yes
- ☐ not sure
- ☐ probably not
- ☐ definitely not
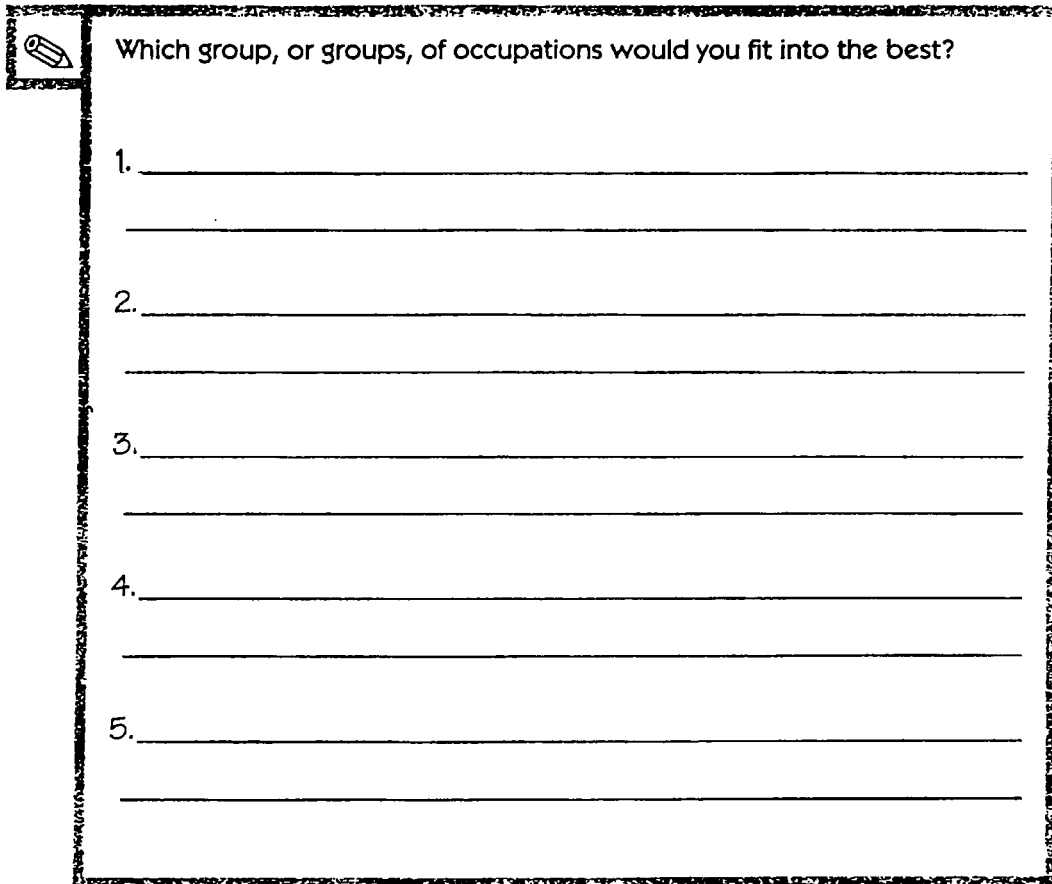
Would you like to be an **office operations worker**?

- ☐ yes, for sure
- ☐ probably yes
- ☐ not sure
- ☐ probably not
- ☐ definitely not

Traits
precise, stable, organized, finish tasks

Skills
keeping records, thinking logically, noticing details

Values
security, order, neatness

Interests
numbers, words, office machines, computers

Source: The Career Planner. (1993). Edmonton, AB: Information Development and Marketing Branch of Alberta Advanced Education and Career Development.

My occupational group or groups

Now you have carefully studied the descriptions of each of the seven occupational groups. And you have compared your "picture" with the one from each group.

Which group, or groups, of occupations would you fit into the best?

1. _____

    _____

2. _____

    _____

3. _____

    _____

4. _____

    _____

5. _____

    _____

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Don't panic if...

- *Your own picture doesn't match up exactly with an occupational group.* Just pick the group, or groups, that seem to match most closely.

- *You match with more than one group.* That just means you have more occupations to choose from. Or you could find an occupation in one group, and a hobby or volunteer work in another. Many types of occupations, by the way, fit into more than one occupational group.

- *You don't want to work in this group.* Nobody is saying that you HAVE TO work in this group. Your values, needs and feelings have priority. The choice is yours.

- *You don't understand this stuff at all.* Go back to the career counsellor who gave you this book and ask for help.

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Source: The Career Planner. (1993). Edmonton, AB: Information Development and Marketing Branch of Alberta Advanced Education and Career Development.
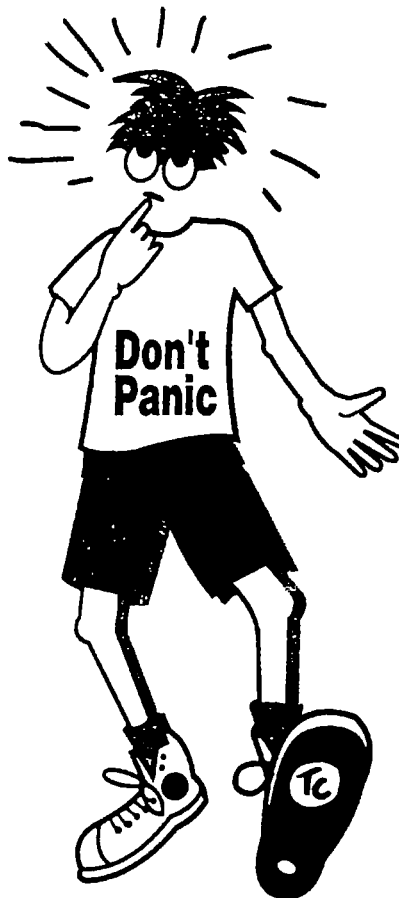
Lesson D
Work Values and Positively Charged

Overview:

In this lesson students consider what is important to them in the world of work. They also complete a worksheet on attitude. A discussion of the worksheets follows to discuss implications of the results.

Objectives:

Students will:
- Identify things that they value in the world of work.
- Complete a positive attitude worksheet to assess their attitude.
- Discuss and identify the relevance attitude has in the world of work.

Time:

½ hour. This lesson follows the skills, interests, values, and traits worksheets.

Materials/Resources:

- "Your Work Values" worksheet
- "Are You Positively Charged?" worksheet

Activities:

(1) "Your Work Values" worksheet. Students complete this worksheet. Their answers can help give insight into what types of things are important or they think will be important to them in the world of work. A class discussion can assist students in deciding what they value most. Students could be asked, "if you could only pick one value what would it be and why?"

(2) "Are You Positively Charged?" worksheet. Students complete this activity. Afterwards the class discusses how having a positive attitude or negative attitude can impact you in the world of work. (Note: some students may feel a little defensive after this activity, as they did not score high for a positive attitude.) This activity can lead into the next one, which is resume writing. The importance of presenting yourself in a positive way on a resume can be highlighted.

Your Work Values

Your work values are those qualities or characteristics in a work situation that really matter to you. They play a large part in determining which types of work you find the most satisfying. Taking a close look at your values can help you to identify the kinds of jobs that would be the most satisfying and rewarding for *you*.

How IMPORTANT is each of the following values to you? Check (✓) the

      VI column if the value is *very important* to you,
      I column if it is *important* to you,
      NS column if you are *not sure*, or
      U column if it is *unimportant* to you.

How important are each of these values to you?	VI	I	NS	U
Security - being assured of a job and receiving a reasonable rate of pay.				
Variety - having work responsibilities that change frequently.				
Independence - working with little direction and supervision from others.				
Competition - pitting your skills and abilities against others for the purpose of winning.				
Time freedom - being able to schedule your own work and not have rigid working hours.				
Status - working in a position which leads others to respect you.				
Money - earning a large amount of money or gaining material things.				
Creativity - thinking up new ideas, programs or ways of doing things.				
Decision-making - being in a position to decide how things should be done.				
Recognition - receiving visible or public recognition/appreciation for your work.				
Contact with people - having daily contact with the public.				

Source: Alberta Advanced Education and Career Development (1994). Career Tip Sheets. Information Development and Marketing Branch of Alberta.

How important are each of these values to you?	VI	I	NS	U
Helping society - doing something that is worthwhile or of benefit to society as a whole.				
Being expert - being known as someone who has special knowledge or skills in a particular field.				
Helping others - helping people, either individually or in groups.				
Belonging - being a part of a well-known organization.				
Working alone - doing things on your own, without much contact with other people.				
Power - having the authority to direct and influence others.				
Precise work - doing work that requires exactness or a high degree of accuracy.				
Excitement - doing work that has a high degree of excitement.				
Stability - having work responsibilities that follow a routine and are predictable.				

Which values have you marked as being very important (VI) to you? If you could have just one of those values in your work, which one would it be? Put a #1 beside your choice. Then put a #2 beside your second most important value, a #3 beside your third most important value, and so on.

Considering the choices you have made, what characteristics should you be looking for in future jobs?

1. _____ 3. _____

2. _____ 4. _____

For more help defining a career goal or a job search target, see the tip sheet *Career Planning Step 1: Self-Assessment.*

Source: Alberta Advanced Education and Career Development (1994). Career Tip Sheets. Information Development and Marketing Branch of Alberta.

Are you positively charged?

The attitudes you bring to work — both positive and negative — will make a big difference in how successful you are as an employee.

Take this simple test to find out how positive you tend to be and where you need to work on your attitude.

Beside each question, write the number that most closely represents your answer.

3 – Mostly yes   2 – Sometimes   1 – Mostly no

___ 1. Am I friendly?

___ 2. Do I complain a lot?

___ 3. Can I be optimistic when others are disheartened?

___ 4. Do I have a sense of duty and responsibility?

___ 5. Do I control my temper?

___ 6. Do I speak well of my teacher, coach, employer?

___ 7. Do I feel well most of the time?

___ 8. Do I follow directions willingly and ask questions when necessary?

___ 9. Do I keep promises?

___ 10. Do I organize my work and keep up with it?

___ 11. Do I readily admit my mistakes?

___ 12. Is it easy for me to see positive qualities in most people?

___ 13. Can I stick to a tiresome task without being prodded?

___ 14. Do I realize my weaknesses and attempt to correct them?

___ 15. Can I take being teased?

___ 16. Do I avoid feeling sorry for myself?

___ 17. Am I courteous to others?

___ 18. Am I neat in my personal appearance and work habits?

___ 19. Do I respect the opinions of others?

___ 20. Can I adapt to new and unexpected situations readily?

___ 21. Am I tolerant of other people's beliefs?

___ 22. Do I refrain from sulking when things go differently than I'd like?

___ 23. Am I a good listener?

___ 24. Am I the kind of friend I would like others to be?

___ 25. Can I disagree without being disagreeable?

___ 26. Am I normally punctual?

___ 27. Do I consider myself a courteous driver?

___ 28. Do I generally speak well of others?

___ 29. Can I take criticism without being resentful or feeling hurt?

___ 30. Do I generally look at the bright side of things?

___ 31. Can I work with someone I dislike?

___ 32. Am I pleasant to others even when I feel displeased about something?

___ 33. Am I enthusiastic about the interests of others?

___ 34. Do I tend to be enthusiastic about whatever I do?

___ 35. Am I honest and sincere with others?

Scoring

95 – 105:	Your positives are terrific!
75 – 94:	Your positives are definitely admirable!
45 – 74:	Your positives need more polish in certain areas.
Below 45:	Your positives have almost fizzled out. Take a close look at your attitude. Pay particular attention to those questions you answered with a 1. Can you see room for improvement?

Teens and Careers — Page 13

Source: Teens and Careers: A Parent's Guide. (1994). Edmonton, AB: Information Development and Marketing Branch of Alberta Advanced Education and Career Development.

Lesson E
<u>Resume Writing</u>

<u>Overview</u>:

Students begin by completing a quiz on what they know about resumes. The results lead into a discussion about resumes. Students then collect information for their resume, learn about resume formats, and develop a polished final draft of a personal resume.

<u>Objectives</u>:

Students will:
- Identify different types of resumes and their purposes.
- Decide on what information to include on their resume.
- Organize their experiences and skills in a resume format.
- Complete a current professional looking resume using a computer.
- Proofread, edit, and correct mistakes on resumes.
- Obtain names and phone numbers of several personal references.

<u>Time</u>:

Four to five 1 hour classes

<u>Materials/Resources</u>:

- "Resume and Applications" quiz
- Doing your resume worksheets
- "Job Seekers Handbook" (*available from Career Shop: careerinfo@aecd.gov.ab.ca/careershop)*
- Examples of poor resumes
- Computer access time

<u>Activities</u>:

(1) This unit begins by assessing what students know about resumes and application forms. This is done by using the resume/application true/false test. After students complete the quiz discuss the answers.

(2) The next part of this unit is to work through a series of steps to develop a good resume.

(3) The first step is to gather information on education, past employment, volunteer work, and interests that may be used on the resume. To help students accomplish this they complete the Doing your Resume worksheets. Students do not need to worry about how they should write the information. At this point they just need to write the information down.

(4) The next step involves having students analyze the information they gathered on the Doing your Resume worksheets and deciding what is relevant to their resume.

(5) Then students can be shown different resume formats and examples of good and poor resumes. See "Adam Uno" resume and "Mistakes can be Funny" for poor examples of resumes. References are discussed and obtained.

(6) Students now write a rough draft of their resume. They can use a resume program such as Resume Wizard in Word. (At this stage students need lots of feedback from the teacher.)

(7) After they have developed a rough draft students edit. They then have a peer edit their resume. Students fix mistakes and can then hand in their rough draft to the teacher for feedback. (The teacher makes comments and shares these with each student.)

(8) Students then create a good copy of their resume. This copy should have no mistakes and is handed in for marks.

Evaluation:

Student's good copy of their resume is marked. Marks are subtracted for each error.

Name: _____   Date: _____

R E S U M E S   A N D   A P P L I C A T I O N S

4.1 TRUE-FALSE TEST

T__F__ 1. All applications have the same instructions.

T__F__ 2. The applicant puts dashes (--) or N/A ("Not Applicable") into the blanks on the application forms to indicate that this question does not apply.

T__F__ 3. "Yes" or "No" questions that add "If yes, explain" or "If no, please describe" must be filled out completely even if it's a long story.

T__F__ 4. Pen and pencil are equally acceptable when completing an application.

T__F__ 5. All employers give you the option of taking the application home to be filled out and returned.

T__F__ 6. The application should be filled out within a 20 minute period.

T__F__ 7. You should be specific on an application when stating the type of job desired.

T__F__ 8. You should be specific on an application when stating the salary desired.

T__F__ 9. Employers should never see you use a Master Application when filling out their company's application form.

T__F__ 10. It is especially important to be <u>accurate</u> when filling out the "work experience" section of an application.

T__F__ 11. Putting false information on the application can later cause an employee to be dismissed by the employer.

T__F__ 12. It is not essential to sign the application once it is filled out.

T__F__ ·13. Employers don't expect you to remember all the dates and places of your schooling.

Source: Bissonnette, D. (1987). Pathways Workbook. Northridge, CA: Miltwright & Associates.

T__F__ 14. Employers care that the application looks neat and clean when it is handed to them.

T__F__ 15. If you forget your social security number or driver's license number, etc., you can leave those spaces blank and call the employer with the information later.

T__F__ 16. If you have a resume, you usually don't have to fill out an application.

T__F__ 17. The purpose of a resume is to present enough written information about yourself so that you won't really need an interview.

T__F__ 18. Most employers prefer a brief and concise resume rather than a long, detailed one.

T__F__ 19. A resume should always be typed.

T__F__ 20. If you don't have a lot of paid work experience, you don't have anything to put on a resume.

T__F__ 21. You should always include personal data on the resume, including marital status, age, height, weight, religious preference, place of birth, number of children, etc.

T__F__ 22. If your resume is extremely detailed, then a cover letter is not necessary.

T__F__ 23. Cover letters should only accompany resumes. Letters should never be sent alone, or with an application.

T__F__ 24. The best names to give as references on an application or a resume are past employers and family members.

Source: Bissonnette, D. (1987). Pathways Workbook. Northridge, CA: Miltwright & Associates.

A RESUME IS...

☆ · Expected from you by many employers
☆ A quick way to make an impression - either good or bad
☆ A way to answer "Why should I hire you?" by providing related skills, accomplishments and experiences
☆ More likely to get you screened out than in - especially when used in the traditional way

A RESUME IS NOT...

💣 The best tool for getting interviews
💣 Going to get you a job offer

TED FELT IT WAS IMPORTANT TO HAVE A RESUME THAT WOULD CATCH THE PERSONNEL MANAGER'S EYE.
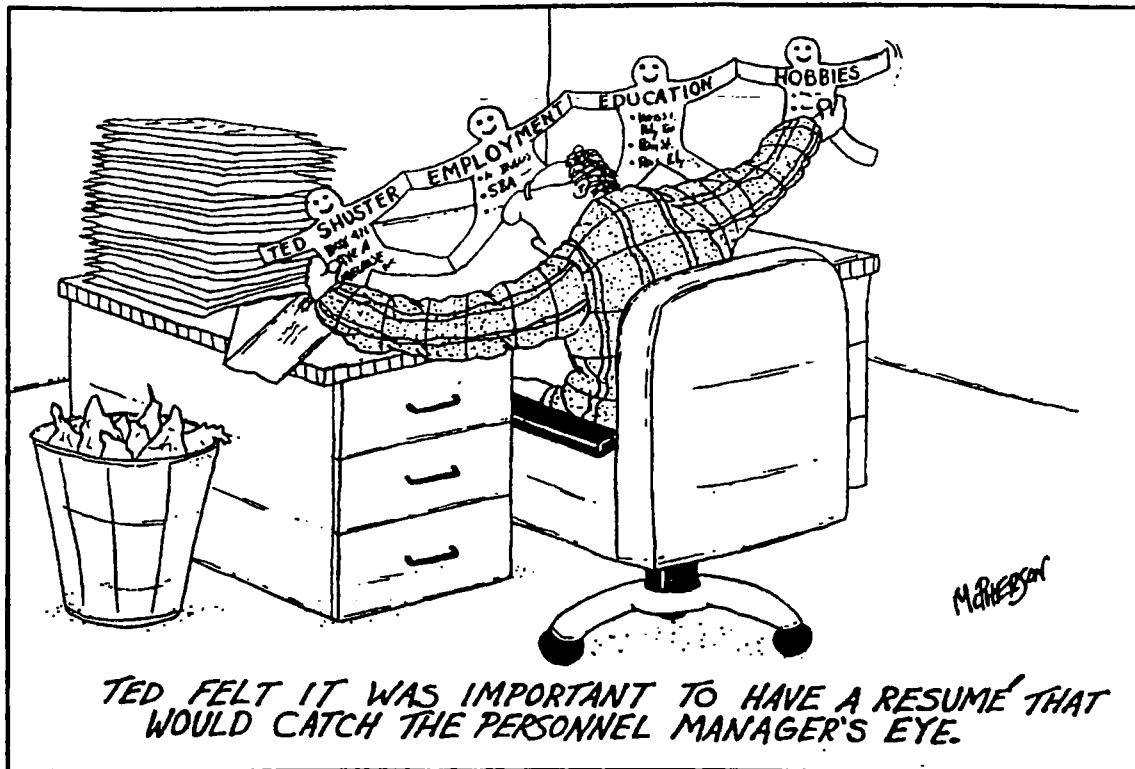
Source: Fifth on Fifth Youth Services. (1999). From Workshop on Resumes at County Central High School.
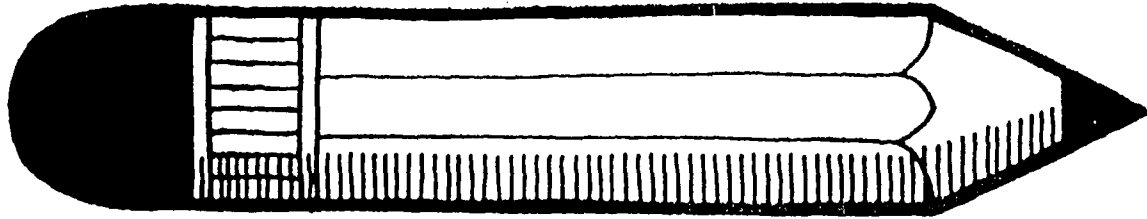
RESUME WRITING TIPS

- Write it yourself
- Make it error free
- Make it look good
- Be brief and be relevant
- Be honest
- Be positive

- Be specific
- Use action words and short sentences
- Avoid anything negative
- Edit and edit again

Action Power Words

To create succinct, dynamic writing in your résumé, use action-packed power words at the beginning of sentences. Power words highlight your qualities and show strength, impressing employers. Following are some power words to choose from:

achieved	directed	led	reversed
administered	distributed	maintained	reviewed
advanced	drafted	managed	revised
advised	edited	marketed	saved
analysed	eliminated	motivated	scheduled
assisted	enabled	negotiated	screened
authored	encouraged	operated	set
balanced	established	organized	shaped
budgeted	expanded	oversaw	skilled
built	expedited	participated	sold
calculated	focused	performed	solved-
coached	forecasted	planned	streamlined
collected	founded	prepared	strengthened
compiled	gathered	presented	structured
completed	generated	processed	supervised
computed	guided	programmed	supported
conducted	handled	promoted	tabulated
contracted	headed up	proposed	taught
coordinated	identified	provided	tested
counseled	implemented	published	trained
created	improved	purchased	travelled
cut	increased	recommended	trimmed
decreased	initiated	reduced	unified
delegated	innovated	reinforced	upgraded
demonstrated	installed	reorganized	validated
designed	instituted	researched	worked
developed	introduced	resolved	wrote
devised	launched	restructured	

Character/Attitude Power Word List

Include some outstanding characteristics and work attitudes from this list to help market your skills and add punch to your pitch. Choose those most suitable for you and be able to defend them during an interview.

Able to advance	Flexible
Able to take criticism well	Friendly
Adaptable	Good communicator
Adhere to traditional values	Honest
Courteous	Mature
Creative	Motivated
Determined	Neat
Emotionally stable	Objective
Enthusiastic	Organized
Ethical	Persevere

► Short, snappy sentences.
► Two- to three-line spaces between sections.
► Consistency and caution when using the following power tools for emphasis and highlighting:
   boldfacing, underlining, *italicizing*, - dashes, • bullets.
► One page in length—two pages are the absolute limit.

Paper:

Size 8 1/2 by 11, designated weight between 16 and 25 lbs.
- Textured bond, Classic Laid; or linen, Howard Linen White, printed on side with watermark face and right side up.
- Prime choice of colour—white, off-white, ivory, or cream.

Content:

- Keep brief but market your skills.
- Stay focused and precise.
- Use power words (action verbs).
- Include relevant character traits and attributes.
- Ensure that it's readable at a glance, has lots of white space.

Do *not* include:

age/birthdate
- race
- religion
- marital status
- sexual preference
- Social Insurance Number

Now, go for the perfect power résumé. Proofread! Proofread! Proofread!

Source: Brand, M., Olney Sparkes, A., & Neufeld, B. (1996). Success In the Workplace. Toronto, ON: Copp Clark Pitman Ltd.

draft resumé. Then show it to people who work in your target industry, and an employment counsellor or two. Ask them to suggest improvements and accept their comments without argument. Chances are, you will get a variety of opinions. Then make up your own mind!

Despite the controversy surrounding some aspects of resumé-writing, the following basic steps are widely accepted.

Writing your own resumé helps you to prepare for interviews. It requires you to take stock of your skills so you will know what to emphasize in an interview.

THE FIVE STEPS OF RESUMÉ WRITING

Writing an effective resumé is a process of gathering information together, choosing the information that is most relevant to your objective, selecting a resumé format, putting a draft resumé together, and editing your draft until it is as impressive as you can make it.

STEP 1:

The first step is to gather facts about your employment and education history, and do some work on identifying your skills and accomplishments. If you have already completed some of the exercises in Chapter 1, you are much better prepared to write a resumé than most job seekers!

Create a "fact sheet" by listing the following facts about your employment and education history:

- the names, addresses and telephone numbers of former employers, dates of employment and names of supervisors.

- job titles, descriptions of duties, a list of your skills and situations in which you have demonstrated those skills.

- the names and addresses of education/training institutions you have attended, the program(s) you completed, major areas of study or training, and any awards or recognitions you received. -

- volunteer experience, hobbies, other activities and memberships that show you have knowledge or experience related to the type of work you want, or show that you have positive characteristics such as personal initiative.

- the names, addresses and telephone numbers of your references. Whenever possible, your references should be people who have supervised your work.

STEP 2:

The second step is to decide which qualifications you should emphasize for the type of work you want.

40

Source: Job Seeker's Handbook. (1995). Edmonton, AB: Information Development and Marketing Branch of Alberta Advanced Education and Career Development.

Your strongest qualifications should be listed closest to the beginning of your resumé. For example, most experienced workers list work history first, then education and training. However, if you don't have much experience that relates to your work objective, you may choose to list your education and training first.

STEP 3:

The third step is to **choose a resumé format**. There are basically three types of resumé formats to choose from.

- **Chronological** - lists past work experience in chronological order from most recent to least recent.

- **Functional** - lists skills without saying where or when you used them.

- **Combination** - lists both skills and employment history.

Each resumé format has advantages and disadvantages. Purely functional resumés may be appropriate in some circumstances, but studies consistently reveal that most employers view them with suspicion. Therefore, only chronological and combination formats are discussed further here.

The more your resumé shows the results you've achieved, the more likely you will be considered for a job.

Type	Advantages	Disadvantages
Chronological	• most widely used • logical flow makes it easy to read • highlights a steady employment record • emphasizes growth and development in employment history • easier to prepare	• exposes drawbacks such as gaps in employment, frequent job changes, lack of related experience or lack of career progress • highlights most recent employment, not skills
Combination	• highlights most relevant skills and accomplishments • minimizes drawbacks such as gaps in employment and lack of directly related experience	• can be confusing if not well written • downsplays experience with specific employers • harder to prepare

Source: Job Seeker's Handbook. (1995). Edmonton, AB: Information Development and Marketing Branch of Alberta Advanced Education and Career Development.

STEP 4:

The fourth step in preparing a resumé is to **write a draft**. The following tips summarize commonly accepted advice.

Tips for Preparing Resumés

1. **Keep it simple and clear** - one page, two pages at most.

2. **Emphasize your accomplishments and achievements.** Wherever possible, describe how your work benefited your former employers.

3. **Avoid the pronoun "I"** and inexpressive words such as "I was responsible for..." or "My duties involved..." Use "action" words to describe your work (see the skills checklists in Chapter 1 for examples of action words).

4. **Be honest.** Don't exaggerate or misrepresent yourself - most employers check information. On the other hand, don't sell yourself short by being humble.

5. **Type your resumé** on good quality, white or off-white, standard business-size bond. Add to the clean, professional look of your resumé by using wide margins and listing things in point form to create lots of "white space" on the page. Use boldface type and/or underlining to highlight information.

6. **Make sure there are no errors** in spelling, grammar or typing.

7. **List a telephone number** where you can be reached during the day. Or, list two telephone numbers, one where messages can be left during the day and an evening number.

8. **Don't sign or date your resumé**, or put the title "resumé" at the top.

STEP 5:

The fifth step is to **edit, edit, edit**. Then edit some more until your skills are represented as concisely and dynamically as possible. Use a minimum number of words, but avoid using abbreviations.

Before you prepare the final copy, ask as many people as possible to give you feedback on your most recent draft. You need to find out if your resumé gives a clear and appealing picture of your best qualifications.

When you have a resumé drafted, ask yourself (and the people you show your drafts to) the following questions.

____ Is it attractive and easy to read?

____ Do key points and headings stand out?

____ Is it concise (no unnecessary words or sentences)?

____ Is all the information relevant and positive?

____ Does every statement emphasize a skill or ability?

____ Does every item begin with an action verb?

____ Are there any errors in spelling or grammar?

It's acceptable to send a photocopy of your resumé if the quality looks close to an original. When you are applying by mail, always send an original covering letter with your resumé and keep a copy of the letter.

Remember to keep a copy of your resumé for future reference. When you have a job, update your resumé regularly so you won't forget about some of your accomplishments.

Illustrations of Resumé Formats

In the following illustrations of a chronological and a combination format, some items are optional. You can choose to include them or not in your resumé, depending on your particular circumstances.

For example, list job titles if they tell readers that your experience is directly related to the type of work you are applying for. If they don't highlight the skills you want to emphasize in your resumé, leave them out.

Likewise, if readers may not be familiar with the location of your previous employers, include the name of the community and province. If readers are probably familiar with the employers you list, you can leave the addresses out.

For samples of "real" resumés, see the Appendix on page 71 or consult the books about resumé writing at your local library.

Source: Job Seeker's Handbook. (1995). Edmonton, AB: Information Development and Marketing Branch of Alberta Advanced Education and Career Development.

TYPES OF RESUMES

---◆---

Chronological (Lists experience beginning with most recent)

Pros:

☺ Good for those with a strong work history

☺ Employers prefer it

Cons:

☹ Displays problems like job hopping and gaps

☹ Not good for career changers and those with little work experience

Skills Or Functional (Experiences listed under key skills)

Pros:

☺ Highlights strengths, hides weaknesses

☺ Can present life experiences

☺ Good for those with limited work experience

Cons:

☹ Some employers do not like this type

☹ Can "backfire" if poorly done

Combination

☺ Combines elements of both resume types

Source: Fifth on Fifth Youth Services. (1999). From Workshop on Resumes at County Central High School.

Contents of a Resume

PERSONAL INFORMATION

Name, Address, and telephone number.

HIGHLIGHTS OF QUALIFICATIONS

Here you list in point form characteristics, or skills about yourself. Such as: First Aid certificate, amount of experience in a specific area, personality traits (dependable, reliable, work well with others or individually), machines you can operate (computers, lawn mowers, heavy duty machinery), and typing (wpm). *There should only be about 4-5 points in this section.*

EDUCATION

Month year - Month Year   Name of Institution
                                 Program in and degree wanted
                                 Awards (if any)

WORK EXPERIENCE

Month Year - Month Year   Position
                                 Location
                                 Contact/Phone Number
                                 Duties

INTERESTS AND ACTIVITIES

☺ Sporting activities, including intra murals or spare time sports
☺ Scouts/Girl Guides, or other organizations

This area shows that you are more than just the work you have done: You actually have a personality!!!!

REFERENCES

Usually 2-3 are needed. One - two of them must be a former employer, and no more than two are personal references. Avoid family members, friends or relatives. A good personal reference would be a neighbor who you have helped out, a coach, or a previous employer who you are good friends with.

Work Reference: Name
                                 Position
                                 Phone Number

Personal Reference: Name
                                 Position

Source: Fifth on Fifth Youth Services. (1999). From Workshop on Resumes at County Central High School.

NAME
ADDRESS
CITY, PROVINCE
POSTAL CODE
TELEPHONE NUMBER

HIGHLIGHTS OF QUALIFICATIONS

- Approximately two years of customer service experience
- Excellent oral and written communication skills
- Responsible, hard working, and creative
- Dedicated to my work as well as a quick learner
- Interested in computer programming

WORK EXPERIENCE

July - Sept 1993   Position
Place of Employment
Location
* job description

EDUCATION

1990 - 1991   School
Location
* what program

INTERESTS AND ACTIVITIES

Present: - list present interest and activities (ie: sports, reading, outdoor activities, music, etc.)

Past: - List past interests and activities (ie: played hockey when younger, member of Students' Council, etc.)

REFERENCES

Name
Relationship to you
Address
City, Province
Phone number: work and home

Your Full Name
Your Street Address or Box Number
Community, Province
Postal Code
(Area code) Telephone number

Objective: Describe the type of work you are seeking and your most relevant qualification (optional section).

Experience:

19XX- 19XX   Position Title (optional)
Company Name of Your Most Recent Employer
Name of Community, Province (optional)

• what you did in this job that required similar skills to those you would need in the job you are applying for.

• your accomplishments such as a measured increase in productivity, evidence of improved community relations, commendations from clients or customers.

• start each item with an action verb. For example, "participated in establishing..." instead of "responsible for helping to set up..."

19XX-19XX   Position Title (optional)
Company Name of Your Second-Last Employer
Name of Community, Province (optional)

• responsibilities, duties and accomplishments most relevant to your objective.

• list other duties and responsibilities very briefly.

19XX-19XX   Position Title (optional)
Company Name
Community, Province (optional)

• skills, duties, responsibilities and accomplishments.

• shorter descriptions of experience that is less relevant to your objective.

2

Education

19XX - 19XX	Name of Educational Institution Community, Province Diploma, certificate or degree earned and major fields of study or training.
Summer,19XX	Include short education, training and professional develop- ment courses that relate to your objective as well.

Other Activities/Skills/Interests/Community Involvement

Create a title for this section that reflects the additional information you want to include. It could be:

- volunteer experience and hobbies, particularly those that relate to the type of work you are applying for.

- recognitions or awards you have received that provide evidence of strong personal skills and/or good citizenship.

- interests you hold in common with many people in the type of work you are applying for.

- skills not already mentioned that relate to the job (for example, you are bilingual).

- memberships in professional organizations.

If this information includes some of your strongest qualifications for the position, you can change the name of this section to "Skills" or "Highlights of Qualifications" or something else appropriate and put it at the beginning of your resumé.

References: Available upon request.

45

Source: Job Seeker's Handbook. (1995). Edmonton, AB: Information Development and Marketing Branch of Alberta Advanced Education and Career Development.

Doing your Resume

Now it is time to put your resume together. Get the information you gathered about yourself. Remember to be positive about what you have done. Use your Personal Skills Checklist to help you.

Remember to:

1. Keep your resume simple. It should be one or two pages.

2. Be positive!

3. Remember to sell yourself! Make sure to write down what you can do.

4. Do not start every sentence with the word "I".

5. Be honest. Do not say you did something when you did not.

6. Do not sign or date your resume.

Do these steps

1. Fill in the spaces to help you write your resume.

Your name _____

Your street address _____

Your city or town _____

Your postal code _____

Your telephone number and area code _____

Job Objective (What job are you applying for?) _____

Source: Melnyk, J. & Robertson, J. (1995). Looking For Work. Edmonton, AB: Information Development and Marketing Branch of Alberta Advanced Education and Career Development.

Highlights of Skills (Use your top 5 Personal Skills.)

_____

_____

_____

_____

_____

Work History (If you have not worked, write down volunteer jobs. You
can also put down the work you have done running your home.)

_____

_____

_____

_____

Education/Training

_____

_____

_____

Interests and Hobbies

_____

_____

_____

Source: Melnyk, J. & Robertson, J. (1995). Looking For Work. Edmonton, AB: Information
Development and Marketing Branch of Alberta Advanced Education and Career Development.

Experience ▄▄▄▄▄▄▄▄▄▄▄▄▄▄▄▄▄▄▄▄▄▄▄▄▄▄▄▄▄

Start with your most recent experience and work backwards. Experience includes paid work and volunteer work.

Start date	End Date	Business Name

Position	City, Province

Description Of Duties & Achievements	➲
	➲
	➲
	➲
	➲
	➲

Start date	End Date	Business Name

Position	City, Province

Description Of Duties & Achievements	➲
	➲
	➲
	➲
	➲
	➲

Source: Fifth on Fifth Youth Services. (1999). From Workshop on Resumes at County Central High School.

Start date	End Date	Business Name

Position	City, Province

Description Of Duties & Achievements	➲
	➲
	➲
	➲
	➲
	➲

Start date	End Date	Business Name

Position	City, Province

Description Of Duties & Achievements	➲
	➲
	➲
	➲
	➲
	➲

Hobbies & Interests

What do you enjoy doing; this section ads personality to your resume. Do you like to draw? Do you play an instrument? Read books? Collect something?

_____

_____

_____

Source: Fifth on Fifth Youth Services. (1999). From Workshop on Resumes at County Central High School.

SELECTING YOUR REFERENCES

WORK REFERENCES (people who know what kind of work you do)

- Teachers
- Employers
- Co-workers
- Guidance Counselors
- Advisors/Coaches

PERSONAL REFERENCES (people who know the kind of person you are)

- Adult friends
- Neighbors who have known you for years
- Ministers/Pastors/Rabbis

SOME PEOPLE TO AVOID AS REFERENCES

- Relatives
- Friends (your same age)
- Your doctor
- Anyone who will not say positive things about you

Source: Fifth on Fifth Youth Services. (1999). From Workshop on Resumes at County Central High School.

References ▬▬▬▬▬▬▬▬▬▬▬▬▬▬▬▬▬▬

_____	_____
Name	Name
_____	_____
Position	Position
_____	_____
Business	Business
_____	_____
City, Province	City, Province
_____	_____
Phone	Phone
_____	_____
Name	Name
_____	_____
Position	Position
_____	_____
Business	Business
_____	_____
City, Province	City, Province
_____	_____
Phone	Phone

Source: Fifth on Fifth Youth Services. (1999). From Workshop on Resumes at County Central High School.

_____ I have included the essentials—my name, address, telephone numbers.

_____ My education is given completely, but in just a few lines of type.

_____ My work experience gives dates and companies.

_____ I have included other experiences that show my skills, accomplishments and energy.

_____ I know why I have included each piece of information.

_____ My writing uses action words and job-related vocabulary.

_____ I have avoided grand sounding phrases.

_____ I have not puffed up experiences to be more than they were.

_____ I like the way my résumé looks on the page. There are even margins, and spacing helps the reader along.

_____ I have proofread my résumé for spelling and typographical errors.

_____ I have made sure my résumé is copied on good paper.

_____ I have looked at the photocopies to be sure they are clean.

_____ I have included my address and the company address on each cover letter.

_____ Each cover letter tells the job I am applying for, or why I am sending my résumé.

_____ I have proofread my cover letters..

_____ I understand what employers are looking for in a résumé.

_____ I have written a winning résumé.

Source: Perlmutter Block, D. (1994). How to Write a Winning Resume. Lincolnwood, IL: VGM Career Horizons.

Vulcan Advocate 16 Sept '99

Mistakes can be funny

We all make mistakes, even though many people think only newspapers do. Here are a few gathered from job applications.

• I am a rabid typist. (And a maniac with numbers, no doubt.)

• Here are my qualifications for you to overlook. (If they insist...)

• Skills: Operated Pitney Bones machine. (In the front office of a kennel, right?)

• I don't usually blow my own horn, but in this case, I will go right ahead and do so. (Does he take requests?)

• Strengths: Ability to meet deadlines while maintaining composer. (Would that be Mozart or Beethoven?)

• I am a quick leaner, dependable and motivated. (But how fast is she on her own two feet?)

• Education: B.A. in Loberal Arts. (Did he minor in ear piercing?)

• Please disregard the attached resume — it is terribly out of date. (Okay — next)

• Work experience: Dealing with customers' conflicts that arouse. (Doesn't sound like the kind of experience most employers are looking for.)

• I am relatively intelligent, obedient and as loyal as a puppy. (And no doubt housebroken by now.)

• Education: College, August 1880 — May 1984. (Must have been a tough curriculum.)

• Cover Letter: Thank you for you consideration. Hope to hear from you shorty. (Hey, let's not get personal)

• Typing speed: 756 wpm. (Another argument for decaffeinated coffee in the workplace.)

Source: Mistakes Can Be Funny. (1999, Sept. 10). The Vulcan Advocate.

ADAM UNO
611 Railway Ave
calgry,AB
(403)485-0000

<div align="center">

Objective: Potion as a servis tecnishen

<u>Highlights of Qualifications</u>

</div>

- Proven success in implementing productivity-enhancement systems
- Excellent management skills and experience

<div align="center">

<u>Professional Experience</u>

</div>

Calgry Herald, Kirkaldy, AB
paper boy

I improved the speed of the rout Improved how I cagut people to pay their bills.
    Achievements
    - Lernd how to manag mony to pay bills

<div align="center">

<u>Education</u>

</div>

Grade 10 at CCHS

Lesson F
<u>Cover Letters</u>

<u>Overview</u>:

Students will develop a professional looking cover letter.

<u>Objectives</u>:

Students will:
- Write, edit, and produce a cover letter designed for a specific employer.

<u>Time</u>:

Two 1 hour classes.

<u>Materials/Resources</u>:

- "Covering Letters" worksheet
- "Sample of a Covering Letter Format" worksheet
- Cover letter templates
- "Adam Uno" example cover letter
- "Job Seekers Handbook" (*available from careerinfo@aecd.go.ab.ca/careershop*)

<u>Activities</u>:

(1) Ask students if they have ever written a cover letter. Hand out "Covering Letters" worksheet and discuss the purposes of cover letter.

(2) Give students a copy of the "Sample of a Covering Letter Format." Discuss each paragraph.

(3) Show an overhead of "Adam Uno's" cover letter and have students find the mistakes.

(4) Students can come up with their own idea of a job they want to apply for and write a cover letter. Having them use the cover letter template helps the students get started. Students develop a rough copy using the template. (Some students write better for jobs they are actually applying for and other students have a bit of fun and write humorous letters such as taste tester in a chocolate factory.)

(5) Once students have developed a rough copy the teacher can give feedback, on style, grammar, and contents.

(6) Students then type a good copy and hand it in for marks.

<u>Evaluation</u>:

Students' covering letters are marked. The letters are graded based on freedom from errors, contents, and format.

Covering Letters

A covering letter is a business-like way to introduce your resume or application form when you are applying for a job by mail. If you have not met the employer before, your covering letter will create that all-important first impression of you and your qualifications. To be most effective, your letter must do five things:

- grab the employer's attention and keep it,
- appeal to the employer's interests and needs,
- highlight your skills, experiences, and accomplishments,
- provide information that is relevant to the particular job you are applying for, and
- convince the employer that you should be interviewed.

Tips for Writing A Covering Letter

1. **Make it brief and to the point.** Your letter should be short, and typewritten on good quality paper—a standard business-style letter such as the sample on the back of this sheet. Use simple and direct language.

2. **Link yourself to the employer** by naming your referral if possible (e.g. Joe Davis, your Manager of Customer Service, suggested I write to you). If you are responding to a newspaper advertisement, refer to the ad. Show your awareness of the types of things the company is doing and wants to achieve.

3. **"Personalize" your letter.** It should reflect your personality. But be careful to avoid appearing pushy, overbearing or too familiar. This is a business letter so humour is generally out of place here.

4. **Tailor your letter to the requirements of the job.** It must show how *your* skills relate to this particular employers's needs. Photocopies and "form" letters are *not* acceptable.

5. **Stress how the employer will benefit** from hiring you, and how you think you will benefit by becoming a part of the company. It's important to anticipate the reader's questions and give the answers. Don't make it hard to see where you would fit in. Show how your experiences relate to job requirements.

6. **Mention your availability at the employer's convenience** for a job interview or to discuss opportunities, and give a telephone number where you can be reached during the day.

7. **Check the letter carefully** for any spelling, punctuation, grammar, or typing errors. Ask a friend to check it too if you are not sure.

Source: Alberta Advanced Education and Career Development (1994). Career Tip Sheets. Information Development and Marketing Branch of Alberta.

SAMPLE of a Covering Letter FORMAT

Return Address
City, Province
Postal Code
Date

Employer's Name
Position Title
Company Name
Street Address
City, Province
Postal Code

Dear (use a specific name, preferably *not* Sir/Madam):

Start your letter with an attention-grabbing statement about the company, the job or your interest in it. But get right to the point. If appropriate, state how you heard about the job opportunity.

Explain why you are applying for this position or type of work. Point out any key experience (including volunteer or school-related) that qualifies you for the position. Keep your paragraphs short.

Describe any other important work history. State that a resume or application is enclosed for more information. Offer to provide additional information, if needed.

Request an interview. If appropriate, let the reader know you will be checking back to set up an appointment.

Sincerely,

Your Full Name

Enclosure

Abcrta
ADVANCED EDUCATION AND
CAREER DEVELOPMENT

(Your
address)   _____

                _____

(Date)   _____

Mr./Miss/Ms./Mrs._____ :

_____
(Position Title)

_____
(company name and address)

_____

Dear Mr./Miss/Ms./Mrs. _____ :

(State your reason for writing and identify the position you
are seeking; refer to your enclosed resume)

_____

_____

_____

_____

(Briefly summarize your qualifications for the job, describing
relevant training or experience you have had)

_____

_____

_____

_____

Source: Bissonnette, D. (1987). Pathways Workbook. Northridge, CA: Miltwright & Associates.

(Express your interest in obtaining this job and your interest in the company; state when you would be available to begin working)

_____

_____

_____

_____

(Ask for the next step in the application process; state specifically how and when you will follow through on your application)

_____

_____

_____

_____

Sincerely yours,

(Your signature)

(Your name typed)

Source: Bissonnette, D. (1987). Pathways Workbook. Northridge, CA: Miltwright & Associates.

Adam Uno
611 Railway Ave
Kirkaldy AB
(403 485-000

_____

March 11,1996

Mr Fred Spong
Manager of Operations
Chevols
Vaulcan,AB

Dear Mr Spong

In response to your advertisement seeking a Servis tecnishan I am sending you my resume. You'll note that I have a strong background in hadeling a job for a long time. As a Paper boy for Calgry Herald, I improved the speed at witch the papers were deliverd and costermer satisfaction rose when I cuht the people at convenet times.

I am keenly interested in leveraging my experience in improving speeds and hard work to your shop. Since your organisation is noted for solving challenging problems associated with growth, I would appreciate the opportunity to interview with you.

As you see on the resume I enclose, I have worked hard and have lernt how to manage my self in a complex job. My employers have consistently noted my professionalism and attention to detail and would be happy to serve as references.

I am willing to work after school to improv the hours and gain more exsperanc. Thank you for you consideration; I will be calling next week to see if we can meet at your convenience.

Sincerely,

Adam Uno

Lesson G
Career Inventories and Summary

Overview:

Students use the Internet and take several career-related inventories. They summarize the results and make a list of 10 occupations they think they would be interested in.

Objectives:

Students will:
Compile a list of 10 occupations in which they have an interest.
Use several Internet career inventories to help identify occupations of interest.
Summarize, analyze, discuss, and critique the results of the career inventories.

Time:

Two 1 hour classes.

Materials/Resources:

Access to the Internet

Activities:

(1) Students use the Internet to access several career-related inventories. Several useful sites are: (a) www.schoolfinder.com, (b) www.palliser.ab.ca, and (c) www.alis.gov.ab.ca.

   (a) www.schoolfinder.com. Students go to the career section and click on the "Interests Quiz."
   (b) www.pallisersd.ab.ca. Students click on "Career Education" on the left. They then click on the purple button titled "Career Planning," scroll to the bottom of the page and click on "Personal Inventory." Next they scroll down to the bottom of this page and try some of the inventories.
   (c) www.alis.gov.ab.ca. Students click on "Career Planning Tools" and try some of the inventories.

(2) Students can print copies of their results. They then take the results and write a summary of what the inventories say about them. Students write whether they agree with the results, why or why not? Students can also discuss the results with the teacher.

(3) From the inventories and their own experiences students make a list of 10 occupations they may be interested in.

Evaluation:

Evaluation is based on the students' summaries and list of occupations.

Lesson H
Occupational Research

Overview:

This activity gives students an opportunity to research several occupations that they may be interested in pursuing.

Objectives:

Students will:
- Become familiar with and use the Internet to obtain occupational information.
- Research information on two occupations and write summaries on their findings.
- Identify education and training requirements of two occupations that students have selected.

Time:

One to two 1 hour classes.

Materials/Resources:

- Access to the Internet

Activities:

(1) Using the Internet have students go to www.alis.gov.ab.ca. They click on "Occupational Information," under the "Career" heading. Students then click on "occinfo (Alberta Occupational Profiles)." A screen with the letters of the alphabet will appear. Students click on the letter the occupation they are exploring begins with.

(2) Students research at least two occupations. They should be occupations students are interested in pursuing. Students then write a summary for two of the occupations using the printouts. Included in their summary is an explanation of why they are interested in this occupation. (This site is very good as it was developed in Alberta and the employment outlook, wages, and educational requirements are given for Alberta.)

Evaluation:

Students' two summaries are handed in and marked. Marks are given for detail and the student's explanation of why this occupation interests them.

Lesson I
<u>Job Interview Skills</u>

<u>Overview</u>:

Students will begin by completing a quiz on what they know about job interviews. The results lead into a discussion about interviews. Students then analyze a series of responses to typical interview questions and then generate their own responses. Guest speakers can provide more information on interview skills and conduct mock interviews with student volunteers.

<u>Objectives</u>:

Students will:
- Describe the importance and purpose of a job interview.
- Develop knowledge about questions used in job interviews and state appropriate responses.
- Practice communicating information about themselves in an interview situation.
- Be familiar with the Employment Standards Code and what an employer cannot ask.

<u>Time</u>:

Three to four 1 hour classes.

<u>Materials/Resources</u>:

- "Job Interviews" quiz
- "Personality Traits/Attitudes" worksheet
- "Typical Interview Questions and Responses" worksheets
- "Mock Interview Evaluation Form" worksheet
- Guest speakers (Youth Employment Counsellor and community business person.)

<u>Activities</u>:

(1) Students are given the "Job Interviews" quiz. The results are discussed with students.

(2) Students then receive a copy of the "Typical Interview Questions and Responses" worksheets. Students work through the responses and select the applicant they would most likely hire. As a class the results and reasons are discussed.

(3) A Youth Employment Counsellor comes to class and does a presentation on interview skills and, if time, Employment Standards.

(4) Students then take the same questions from the "Typical Interview Questions and Responses" worksheets and write their own responses to them.

(5) The community business person is scheduled to come in and talk to the students. Prior to their visit two students volunteer to be interviewed by the guest, in front of their peers. These two students provide a copy of their resume for the guest prior to the class. The first student is interviewed and the community member gives input regarding the interview. The second student then has a chance to hear this feedback and improve in his/her interview. After the interview students have an opportunity to ask questions.

(6) If time allows students can conduct interviews with their peers. Students work in a group of three. One student is the interviewer, another is the interviewee, and the third student observes and fills out the "Mock Interview Evaluation Form."

<u>Evaluation</u>:

Students are evaluated on their written responses to the typical interview questions and answers.

Name _____ Date _____

J O B   I N T E R V I E W S

5.1   TRUE-FALSE TEST

T__F__ 1. An interview should not last any longer than about five minutes.

T__F__ 2. Pay and benefits should be talked about early in the interview.

T__F__ 3. An interviewer should never have **to repeat a** question.

T__F__ 4. It's okay to admit when you do not know something.

T__F__ 5. The best qualified applicant always gets the job.

T__F__ 6. You should arrive for an interview exactly on time.

T__F__ 7. It's okay to bring someone along with you to an interview.

T__F__ 8. If you do your best in an interview, you are sure to be hired.

T__F__ 9. You can take time to think when answering a difficult question.

T__F__ 10. It's smart to be specific regarding the job you want.

T__F__ 11. Job offers are usually made on the spot.

T__F__ 12. Employers prefer passive, quiet applicants.

T__F__ 13. It's rude to ask an employer to tell you when you may expect a decision.

T__F__ 14. Effective interviewing is a learnable skill.

T__F__ 15. The job interview is an opportunity for the applicant to assertively sell him/herself.

T__F__ 16. How you look and act isn't as important as what you say in an interview.

Source: Bissonnette, D. (1987). Pathways Workbook. Northridge, CA: Miltwright & Associates.

T__F__ 17. First impressions carry a lot of weight in the
            hiring decision.

T__F__ 18. The applicant shouldn't call or write an employer
            after an interview.

T__F__ 19. One interview is all that is needed for an
            employer to make a decision on an applicant.

T__F__ 20. The job interview is an opportunity for the
            applicant to interview the employer.

T__F__ 21. If an employer thinks you are nervous in the
            interview, you probably won't get hired.

T__F__ 22. An applicant should never talk more than 25% of
            the time in an interview.

T__F__ 23. Employers usually know exactly what they want in
            an applicant.

T__F__ 24. Employers are experts in hiring.

T__F__ 25. Employers are impressed with applicants who know a
            lot about the company.

Source: Bissonnette, D. (1987). Pathways Workbook. Northridge, CA: Miltwright & Associates.

PERSONALITY TRAITS/ATTITUDES

APPLICANT 1:

Conceited
Loud
Overpowering
Negative Attitude
Self-important

APPLICANT 2:

Boring
Lazy
Shifty-eyed
Slow
Indifferent

APPLICANT 3:

Responsible
Eager to Learn
Energetic
Bright
Enthusiastic

Considering both the qualifications and personality traits/attitudes of these three applicants:

Which applicant would be your first choice?   #_____

Which applicant would be your second choice? #_____

Which applicant would be your third choice? #_____

Source: Bissonnette, D. (1987). Pathways Workbook. Northridge, CA: Miltwright & Associates.

Name _____   Date   _____

5.4 TYPICAL INTERVIEW QUESTIONS AND RESPONSES

DIRECTIONS: Listed below are fourteen questions which are common in interviews. For each of the questions, three answers are provided from three different applicants.

Rate each person's answer from 1 to 10 (10 = "excellent" and 1 = "terrible") according to how favorably you think each response would be received by an interviewer. Put the number that corresponds to your rating in the space provided before the name of the applicant.

(1) TELL ME ABOUT YOURSELF.

_____   Maria: "I'm an assembler with good skills looking for a job. I play the guitar and I love to travel."

_____   Tran: "I recently graduated from a training program in Electronics Assembly. My soldering skills are very good and I am particularly interested in doing touch-up work. I worked for three months during the summer loading furniture for a department store. I'm now seeking permanent employment in Electronics. What else would you like to know?"

_____   Paul: "I don't really know what to say. What do you want to know about me?"

(2) WHY DO YOU WANT TO WORK HERE?

_____   Maria: "I want to work here because my friends do and it would be neat to work with them."

_____   Paul: "Because I really need a job."

_____   Tran: "I want to work here because I'd have an opportunity to advance with the company and you have an excellent reputation for offering quality services to your customers."

Source: Bissonnette, D. (1987). Pathways Workbook. Northridge, CA: Miltwright & Associates.

(3) WHERE DO YOU SEE YOURSELF IN FIVE YEARS?

____	Tran:	"To tell you the truth, I haven't thought that far ahead. Where do you think someone in this position might be able to go in five years?"
____	Paul:	"I hope to be married and own some land somewhere."
____	Maria:	"I see myself going back to school and becoming a computer programmer."

(4) WHY SHOULD I HIRE YOU?

____	Paul:	"You should hire me because I really want this job."
____	Maria:	"You should hire me because I really need this job."
____	Tran:	"You're looking for someone who can do the job and I'm sure that I can. Also, you're looking for someone who is honest and dependable and that's me. I'd hire me because I'll give you your money's worth."

(5) WHAT ARE YOUR STRENGTHS?

____	Maria:	"Gee, I don't know."
____	Paul:	"Well, I'm good at everything I do."
____	Tran:	"I would say that my greatest strengths are my ability to learn and my ability to take criticism an do better the next time."

Source: Bissonnette, D. (1987). Pathways Workbook. Northridge, CA: Miltwright & Associates.

(6) WHAT ARE YOUR WEAKNESSES?

_____   Paul: "My biggest weakness is accidentally sleeping in and getting places late. But I'll try not to be late for work."

_____   Tran: "My biggest weakness is that I get really nervous when I speak in front of large groups of people. But, I'm working on it by taking a public speaking class."

_____   Maria: "I don't really have any weaknesses."

(7) HOW DO YOU SPEND YOUR SPARE TIME?

_____   Maria: "Hanging out with friends."

_____   Paul: "Watching T.V."

_____   Tran: "I play racquetball a little bit and I go hiking whenever I get a chance."

(8) WHY DID YOU LEAVE YOUR LAST JOB?

_____   Maria: "I got bored and needed to move on."

_____   Paul: "My supervisor was always on my case; you know, giving me a hard time."

_____   Tran: "I didn't feel that I had a future in the company and it was time for me to pursue a career."

(9) DO YOU HAVE ANY QUESTIONS FOR ME?

_____   Paul: "Yeah. How often do people here get raises?"

_____   Maria: "No, not really."

_____   Tran: "Yes, I do. What would you say are the advantages of working here? What kind of people seem to work out best in this position? Are there possibilities for advancement in your company?"

Source: Bissonnette, D. (1987). Pathways Workbook. Northridge, CA: Miltwright & Associates.

(10)   WHAT DO YOU KNOW ABOUT OUR COMPANY?

_____   Maria: "Just that you hire drafters and have a opening for one now."

_____   Tran: "I know that Drafting Designs, Inc. is a very competitive firm with a good reputation.   I also know that it is only three years old and growing very quickly. I like the thought of working for a young, dynamic company and possibly growing with it."

_____   Paul: "I know that you pay $7 per hour and offer benefits after three months.   I also know that a lot of people want to work here."

(11)   HOW SOON COULD YOU START?

_____   Maria: "I'm not sure. I'll get back to you."

_____   Tran: "At your earliest possible convenience!"

_____   Paul: "I sure wouldn't mind another week without working.   How about a week from Monday?"

(12)   HOW ARE YOU QUALIFIED FOR THIS JOB?   (Customer Service)

_____   Paul: "I meet all the qualifications you listed in the job description.   There's no way I'm not qualified."

_____   Tran: "I've helped my uncle out at his store on many occasions and enjoyed working with the customers.   I have good, solid mathematical abilities and I learn new things quickly.   Putting these things together with my understanding of the job, I believe I am qualified to be a very good customer service representative."

_____   Maria: "Well, I've never really done it before but I think can do it."

Source: Bissonnette, D. (1987). Pathways Workbook. Northridge, CA: Miltwright & Associates.

(13)   HOW DID YOU COME TO CHOOSE THIS FIELD? (Lab Technician)

_____   Tran: "I've always been fascinated with the
                    medical field, and I have a real knack for
                    biology. Besides that, I find a hospital
                    a very interesting place to work. I feel
                    lucky to have found a field which comes
                    very naturally to me."

_____   Maria: "Well, it was one of the few training
                    programs that had openings. I guess you
                    could say I fell into it."

_____   Paul: "I chose this field because the pay and
                    fringe benefits are usually good for a lab
                    technician and it's a pretty secure job.
                    The medical field is here to stay."

(14) WHAT DID YOU LIKE MOST ABOUT YOUR LAST JOB?

_____   Tran: "I liked the people and the way we all
                    worked together."

_____   Paul: "Just that it was a steady job. Other-
                    wise, it stunk! I was really bored to the
                    max."

_____   Maria: "I liked that I got the weekends off. And
                    the supervisor didn't crack the whip when
                    it came to getting back to work after
                    taking a break."

SCORING: After you have rated each of the applicant's
responses to all 14 questions, total up the points which each
applicant has received.

Total Points:

Tran _____

Maria_____

Paul _____

Source: Bissonnette, D. (1987). Pathways Workbook. Northridge, CA: Miltwright & Associates.

Name _____   Date _____

5.8 MOCK INTERVIEW EVALUATION FORM

DIRECTIONS: Please rate the performance of the person being
interviewed using the criteria listed below. For each item,
rate the person on a scale from 1 to 5 (1 = "poor" and 5 =
"excellent"). Take notes on the back of this page concerning
answers or behaviors that affected you in a positive or
negative way.

	CRITERIA	RATING				
		1	2	3	4	5
1.	Eye contact with interviewer	—	—	—	—	—
2.	Voice level (volume)	—	—	—	—	—
3.	Facial expressions	—	—	—	—	—
4.	Mannerisms/Body movements	—	—	—	—	—
5.	Posture/Body position	—	—	—	—	—
6.	Self-confidence/Comfort level	—	—	—	—	—
7.	Willingness to volunteer information	—	—	—	—	—
8.	Appropriateness of responses to the questions asked	—	—	—	—	—
9.	Effectiveness in describing strengths, skills, and abilities in relation to the job	—	—	—	—	—
10.	Overall evaluation	—	—	—	—	—

NOTES/COMMENTS:

Source: Bissonnette, D. (1987). Pathways Workbook. Northridge, CA: Miltwright & Associates.

Lesson J
<u>Job Shadowing</u>

<u>Overview:</u>

Prior to this lesson students develop a list of three possible places or occupations they would like to job shadow. Then students have the opportunity to spend a day at a job shadow placement.

<u>Objectives:</u>

Students will:
- Have an opportunity to experience a day with an employer.
- Explore in depth and gain first hand knowledge about a specific occupation.
- Write a personal thank you letter.
- Summarize their job shadow experience and describe their experience and feelings.

<u>Time:</u>

Two 1 hour classes and one day set aside for the job shadowing.

<u>Materials/Resources:</u>

- Access to Internet.
- "Evaluation of the Job Shadowing Placement" sheet
- A community willing to take students for job shadow placements.
- **Note:** Job Shadowing requires much time for organizing placements. Students should be given an opportunity to write a list of placements or occupations they are interested in. This list should be done at the beginning of the course.

<u>Activities:</u>

(1) Earlier in the course ask students to write a list of three to five choices of occupations or places they would like to job shadow. Have students add contact names and numbers if known. (Use these lists to help find placements for students.)

(2) Once placements have been found for students (two weeks prior is ideal), have them research their placement and occupation.

(3) Students also need to have parental permission forms signed.

(4) Students need to contact their placement prior to the job shadow day, to confirm that they are coming. At this time students can ask any questions. (Phone calls can be done during class time). Many students are nervous about calling. It can be useful therefore, to go over things to say on the phone or questions to ask, before they make the calls.

(5) Job Shadow Day.

(6) After the job shadowing day allow students a chance to share their experience.

(7) Students complete several job shadowing assignments. These are the research they completed prior to the day, a thank you letter to their placement, and a summary of the day. Using the prior research and information from their job shadow day students write a one page summary of what they did, learned, liked, disliked, and if they would consider this as a future occupation, listing why or why not.

Note: This unit takes much preparation time. Time is needed to organize placements for students and to collect the necessary permission forms from employers, parents, and students. Setting one day aside for job shadowing allows other teachers to plan for only one day that students are absent.

Evaluation:

Students hand in their summary, which is marked on content and detail. Their thank you letters are also marked for correct letter format and content.

Evaluation of the Job Shadowing Placement

Name: _____

School:_____

Job Shadowing Placement _____

Date of Job Shadow _____

1) Did you have the Job explained to you?	Yes	No
2) Were you introduced to other employees and supervisors?	Yes	No
3) Did you get a tour and/or observe a variety of jobs/tasks?	Yes	No
4) Were you given some tasks to do?	Yes	No
5) Did you feel that you learned a lot about this occupation?	Yes	No
6) Did someone review the job entry requirements, advancement opportunities, benefits, and other aspects of the occupation with you?	Yes	No
7) Do you feel this occupation would be appropriate for you?	Yes	No
8) Would you recommend this job shadowing placement for other students?	Yes	No

9) What was the best thing about this job shadowing placement?

10) Did anything happen that you weren't expecting? How did you handle it?

11) Could this job shadow be improved? If yes, please comment.

Lesson K
Application Forms

Overview:

Students begin by learning what application forms are and why they are used. They then look at a list of action words they can use to describe themselves. Students then look at an application form with errors to identify the mistakes. Each student then fills out a master application form and uses this form to fill out two sample applications.

Objectives:

Students will:
Acquire knowledge about how to fill out an application form and the purpose of them.
Practice completing application forms.
Identify questions that cannot be asked on application forms according to Human Rights Legislation.

Time:

Two to three 1 hour classes.

Materials/Resources:

"Application Forms" information sheet
"Use Action Words" sheets
"Careless Casey's Application" worksheet
"Completing the Application Form" worksheet
Other application forms obtained from various employers who may hire students.
E.g. "Copp Clark Pitman Ltd." application form.

Activities:

(1) Students receive a copy of the "Application Forms" information sheet. The information is discussed with students.

(2) Students then complete the "Use Action Words" sheets. The teacher and students discuss why action words are used and how. Some students tend to go 'overboard' with their use of these words so; the teacher needs to help students find a balance.

(3) A copy of "Careless Casey's Application" form is then handed out to all students. Students work independently to find the errors in the form. Results are discussed as a class.

(4) The worksheet "Completing the Application Form" is given to each student. This form will act as his/her master application form. The purpose behind having a master application is explained. (This form contains a detailed description of the student's information and can be used to full out other application forms.)

(5) Students can then each have a copy of two sample application forms to practice filling them out. (These forms can be obtained from employers and photocopied for use in the classroom.)

Evaluation:

Students hand in their master application and one of their sample application forms. Marks are given for accuracy and completeness of information.

APPLICATION FORMS

INTRODUCTION
▼▼▼▼▼▼▼▼▼▼▼▼▼▼▼▼▼▼▼

When you inquire about employment, many places will give you an application form to complete. This is one situation in which the personal information form you prepared in Chapter 7 will come in handy.

The application form is usually from one to four pages long and consists of questions that include everything from personal facts to the last job you had. This is a compact way for the employer to keep your name and qualifications on file.

WHAT IS THE EMPLOYER LOOKING FOR?
▼▼▼▼▼▼▼▼▼▼▼▼▼.▼▼▼▼▼▼▼▼▼▼▼▼▼▼▼▼▼

The main information that the employer is looking for on the application form is:

1. How well you follow instructions.

2. What type of employee you would be.

3. What you have achieved.

4. How well you hold a job.

5. How thorough you are.

When employers have positions to fill, they check through the perhaps dozens of completed application forms that they have on file. Their first step usually is to discard any sloppy or incomplete ones, because these indicate that the applicant is sloppy, cannot follow instructions well, or is not thorough. Application forms can indicate a lot about applicants.

APPLICATION FORM COMPLETION TIPS

1. Read the entire form carefully before you start to complete it; otherwise you might discover later that you've put some information in the wrong place.

2. Always be neat. Use a pen to fill out the form or, if you are allowed to take the form home, key it.

3. Double-check your spelling and grammar.

4. If possible, ask for two forms so you can use one as a rough copy.

5. Always answer all of the questions. Blank spaces give the impression that you're sloppy and missed questions or that you didn't understand questions.

6. If you find a question that doesn't apply to you, print "N/A" (not applicable) to indicate that you didn't miss the question. If you feel that a question does not apply to you or you feel that you don't have to answer it, state your reason.

7. Always ask for clarification if you don't understand a question.

Study carefully the two sample application forms on pages 86-90 so you'll know what to expect when you apply for a job. Make sure that your personal information form contains all of the details you'll need to complete such forms.

Source: Brand, M. & Sparkes, A. (1990). Success in the Workplace. Toronto, ON: Copp Clark Pitman, Ltd.

Use "Action" Words

Action words tell employers that you get RESULTS. When you are filling out application forms, writing your resume or talking to employers, use action words to describe what you have done, the positive results you have achieved, and how well you are able to handle different situations.

1. Check (✓) words from the following list that describe something you have done (on or off the job). If you find that you are checking most of the verbs, you may choose to skip to step two of this exercise.

accomplished	delivered	investigated	revamped
achieved	demonstrated	launched	reviewed
adopted	designed	lowered	revised
adjusted	developed	maintained	revitalized
administered	disseminated	monitored	risked
advised	distributed	motivated	saved
analyzed	diverted	multiplied	scheduled
ascertained	doubled/tripled	negotiated	secured
assessed	eliminated	obtained	selected
assisted	enforced	opened	simplified
attained	engineered	operated	sold
budgeted	equipped	ordered	solved
calculated	established	organized	stimulated
collaborated	evaluated	originated	strengthened
communicated	executed	persuaded	submitted
completed	expanded	predicted	succeeded
conceived	expedited	prepared	supported
conducted	generated	prescribed	transferred
consolidated	implemented	produced	translated
constructed	improved	promoted	trouble-shot
consulted	improvised	proposed	uncovered
contributed	increased/raised	provided	unified
controlled	initiated/started	realized	upgraded
coordinated	inspected	recommended	utilized
counselled	inspired	reconciled	widened
created	installed	reduced/cut	won
decreased	instructed	reinforced	wrote
delegated	introduced	repaired	

2. Circle the checked words that describe activities you *enjoy*.

3. Ask yourself *what? whom?* after each of the circled verbs (e.g. achieved *what*, advised *whom* about *what*, motivated *whom* to do *what*, recommended *what* to *whom*). List your answers on a separate sheet of paper.

Source: Alberta Advanced Education and Career Development (1994). Career Tip Sheets. Information Development and Marketing Branch of Alberta.

4. The following words describe work-related characteristics. Check (✓) the ones that describe you best.

accurate	courageous	informal	quiet
adaptable	courteous	innovative	realistic
adventurous	creative	introspective	receptive
alert	curious	kind	reflective
ambitious	daring	knowledgeable	reliable
amiable	decisive	light-hearted	resourceful
analytical	dedicated	logical	responsible
articulate	dependable	loving	self-confident
assertive	determined	loyal	self-reliant
attentive	diligent	mature	sensitive
attractive	disciplined	meticulous	sharp-witted
broad-minded	discreet	modest	sincere
businesslike	eager	motivated	smart
calm	easy-going	objective	sociable
capable	efficient	obliging	sophisticated
careful	energetic	open-minded	spontaneous
cautious	enterprising	optimistic	stable
charitable	enthusiastic	original	steady
charming	flexible	organized	supportive
cheerful	forceful	outgoing	systematic
clever	formal	patient	tactful
compassionate	frank	people-oriented	talented
competent	friendly	perceptive	tenacious
competitive	generous	persevering	thorough
confident	hard-working	pleasant	thoughtful
conscientious	healthy	positive	tolerant
conservative	helpful	practical	trusting
considerate	honest	productive	trustworthy
consistent	humorous	progressive	unaffected
constructive	imaginative	prudent	versatile
cool-headed	independent	punctual	
cooperative	industrious	quick	

5. List situations in which you have demonstrated the qualities you have checked off.

The more specifically you can describe your skills and the situations in which you have demonstrated them, the more impressed employers will be!

4.3.C CARELESS CASEY'S APPLICATION

PERSONAL INFORMATION FORM
Please print all information

1. _Lamenette_ _Casey_ _Lynn_ _336540019_
   Last Name   First   Middle I.   Social Security #

2. _200 W. 3rd St._ _Aptos_ , _California_ _____
   Address   City   State   Zip Code

3. _226-6200_ _June 24_ _____
   Phone No.   Date of Birth   Valid. Calif.Driver's Lic.#
   Message

4. _any_ _tomorrow_ _$850.⁰⁰_
   Position Desired   Date You Can Start   Salary Desired

5. (Day) ~~Swing~~ Night Rotating   6. (All) Part Time (Full Time)
   Shifts Available   Hours Available _9:00 - 5:00_

If needed for work, do you have:
Transportation _N/A_   Work Tools, Equipment _✓_
Special Clothing _____   Required License _____

Have you ever been convicted of a crime other than a minor
traffic violation?   Yes _✓_   No _____
If yes, please explain. _✓ I was arrested for dealing but I didn't do it_

Are you bondable?   Yes _____   No _____

EDUCATION/TRAINING

Name and Location	Dates Attended	Date Graduated	Subjects Studied
7. _____ Grammar School			
8. _Mc Namara High_ High School	_1970_	_N/A_	_General_
9. _ABC Training Inst._ College	_Sept - present_		_Word Processing_
10. _____ Trade/Business School			

11. _Will receive Word Processing Certificate_
    Special Licenses or Certificates

U. S. Military Service: _no_   Branch: _____
Date of Entry: _____   Date of Discharge: _____

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Source: Bissonnette, D. (1987). Pathways Workbook. Northridge, CA: Miltwright & Associates.

12. Interests, Hobbies, Leisure Activities: _video games,_
tennis, watching movies, just being
with friends

13. Personal Qualities: _I am a very friendly_
person. I learn quickly.

14. What foreign languages do you speak fluently? _none_
Read?_____ Write?_____

WORK HISTORY
(List Most Recent Positions First)

Date Month and Year	Name and Address of Employer	Salary	Position	Reason For Leaving
From: _1970_ To: _1972_	THE ROOT BEER STAND Watsonville, CA	75¢ plus tips	General Worker	_I hated it_

Description of Duties: _Made sandwiches, waited on_
customers, cleaned up

| From: _1973_
To: _1978_ | GUMBY'S GROCERIES
Watsonville, CA | $3.00/hr. | Boy
Clerk | _I was
fired_ |

Description of Duties: _Bagged groceries, stocked_
groceries on shelves, ~~sometimes~~ worked cash register

| From: _1980_
To: _1982_ | | | | |

Description of Duties: _Took customer's money, cleaned_
up tables, helped waiters and waitresses

| From:_____
To:_____ | | | | |

Description of Duties:_____

| From:_____
To:_____ | | | | |

Description of Duties:_____

REFERENCES

15. (List below the names of three persons not related to you, whom you have known at least one year)

Name	Address	Occupation	Years Acquainted
(1.) Della Jordan	Davenport, CA	Unemployed	all my life
(2.) Tom Fischer	San Antonio, Texas	Drafter	3 years
(3.) Jose Ramirez	Watsonville, CA	Bank Teller	6 months

16. Do you have any physical limitations or disabilities which may in some way affect your performance on the job?
Yes ✓ No____
If so, please explain_I injured my foot_

17. In case of emergency notify_Lisa Lamenette_
(Name)

200 W. 3rd St. Aptos CA
(Address)   (Phone Number)

18. Comments by Applicant: I can type 85 wpm but I can't work right away because I'm still in school I will graduate in March I really enjoy working on computers

I hereby authorize this company to investigate my previous employment record and to release any and all information. I understand that significant omissions or inaccuracies could result in immediate termination.

Signature_Casey Lamenette_ Date_Feb. 24, 1987_

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Source: Bissonnette, D. (1987). Pathways Workbook. Northridge, CA: Miltwright & Associates.

SECTION #4

COMPLETING THE APPLICATION FORM

INSTRUCTIONS

1. When you pick up the application form be polite and ask for an extra copy.
2. Always read through the application form first before you start.
3. Print in block letters as neatly as you possibly can.
4. Use a pen not a pencil; a typed application is even better.

SAMPLE APPLICATION FORM

Position being applied for _____ Date available to begin work _____

PERSONAL DATA

Last name _____ Given name(s) _____ Social Ins. No. _____

Address _____ Apt. No. _____ Home Tel. No. _____

City _____ Prov. _____ Postal Code _____ Bus. Tel. No. _____

Are you legally eligible to work in Canada? yes_____ no_____

Are you between 16 and 65 years of age? yes_____ no_____

Do you want to work full-time_____ or part-time_____?

Specify the days and hours you want to work: _____

What prompted you to apply for work here? _____

List any relatives employed by this company. _____

Have you ever been employed by this company before? _____

If yes, list dates and location. _____

Have you ever been bonded? When?_____ For whom? _____

To determine your qualifications for employment please provide below and on the next page information related to your academic and other achievements including voluntary work, as well as employment history.

EDUCATION

Name of Institution	Dates From	Length To	Diploma Course	Area of Specialization/ Certificate/Your Best Subjects
University	_____	_____	_____	_____
Community College	_____	_____	_____	_____
Trades or Vocational	_____	_____	_____	_____
Secondary School	_____	_____	_____	_____

Source: Brand, M. & Sparkes, A. (1990). Success in the Workplace. Toronto, ON: Copp Clark Pitman, Ltd.

Describe how your educational background has prepared you for the job.

EMPLOYMENT HISTORY (Start with the name and address of the most recent.)

1. Name and Address of present/last employer   Dates employed

    _____   from:_____ to:_____

    _____   Salary:_____

    Reason for leaving _____

    Name of Supervisor _____   Tel. No._____

2. Name and Address of present/last employer   Dates employed

    _____   from:_____ to:_____

    _____   Salary:_____

    Reason for leaving _____

    Name of Supervisor _____   Tel. No._____

3. Name and Address of present/last employer   Dates employed

    _____   from:_____ to:_____

    _____   Salary:_____

    Reason for leaving _____

    Name of Supervisor _____   Tel. No._____

For employment references, may we approach:

Your present/last employer?   yes_____ no_____

Your former employer(s)?   yes_____ no_____

EXTRA CURRICULAR INVOLVEMENT AND INTERESTS

_____

_____

_____

_____

I hereby declare that the foregoing information is true and complete to my knowledge. I understand that a false statement may disqualify me from employment, or cause my dismissal.

Signature _____   Date _____

Source: Brand, M. & Sparkes, A. (1990). Success in the Workplace. Toronto, ON: Copp Clark Pitman, Ltd.

Copp Clark Pitman Ltd.

EMPLOYMENT APPLICATION FORM

Name _____ Phone _____

Address _____

Type of Work Desired _____

EDUCATION:	Name & Address	Course Taken/Degree	From	To
High School				
College/University				
Other				

List any previous duties, skills or achievements which may be relevant to position applied for:

_____

_____

_____

EMPLOYMENT HISTORY: Show Current or Last Employer First

Employer's Name	From	Positions Held:
Address		
	To	
Name of Last Supervisor/Manager		End Rate
Employer's Name	From	Positions Held:
Address		
	To	
Name of Last Supervisor/Manager		End Rate
Employer's Name	From	Positions Held:
Address		
	To	
Name of Last Supervisor/Manager		End Rate

Source: Brand, M. & Sparkes, A. (1990). Success in the Workplace. Toronto, ON: Copp Clark Pitman, Ltd.

REFERENCES:

Name & Occupation	Address	Tel. No.	Business Or Personal Ref.

Signature _____

Date _____

Source: Brand, M. & Sparkes, A. (1990). Success in the Workplace. Toronto, ON: Copp Clark Pitman, Ltd.

Lesson L
<u>Pride Stories</u>

<u>Overview</u>:

This activity has students identify an experience that they are proud of. By analyzing the experience students look for skills they possess.

<u>Objectives</u>:

Students will:
  Communicate about experiences they are proud of and share these with their peers and teacher.
  Develop insight into skills that they possess.

<u>Time</u>:

Two to three 1 hour classes.

<u>Materials/Resources</u>:

None needed.

<u>Activities</u>:

(1) Students write down three significant experiences that they are proud of in their life. The students identify what they did, when the experience occurred, what the result was, and why the experience made them feel proud. With prompting and questioning done by the teacher, students are able to get at least one or two experiences written down that they are proud of.

(2) Next, students take one of the experiences they wrote about or come up with a new one and describe the experience in as much detail as possible, like they were writing the experience for a movie or TV show. Their writing should explain step by step what happened, what they did and how they felt at each step. While some students appear to have little difficulty with this a few students will write their whole experience in a four-sentence paragraph. At this point the teacher needs to help them expand on their writing by using questioning and suggestions on how to make their writing more descriptive. Students then proofread their stories.

(3) Students then make sense of their story. This begins by having students circle every time they use an action word or verb to describe something they did. The teacher may need to give examples. Students may also need to be more descriptive with some of their actions. They can add detail. Each verb or action word represents a skill. Students then look at the circled words and identify the skills they demonstrated. Students make a list of the skills they demonstrated. The students then look at the action words again and make inferences on any characteristics that the actions may imply that they have. These are also added to the list. (It can be helpful to have one student volunteer to read his/her story to the class and do this activity as a group before trying it on one's own story. While the students who volunteer are usually a little nervous, afterward all volunteers reported that the

feedback they received from the class made them feel really positive about themselves.)

(4) Students then break up into groups of approximately three students and take turns reading their story to their group members. While they are reading their story each group member lists the skills and characteristics that he/she perceive the reader to have. After all students have read their stories, they give their lists to each other. Students then hand in their stories and the lists that were generated by themselves and their group members. (While some students are hesitant at first to complete this activity many comment afterwards that writing and analyzing their story made them feel good about themselves.)

Evaluation:

Students hand in their story and the analysis.

Lesson M
<u>Dream</u>

<u>Overview</u>:

This activity gives students an opportunity to dream. They have an opportunity to imagine their life, as they want it to be. This activity allows students a sense of freedom to explore and think about what they want without the fear of making a commitment and making a mistake. Dreaming allows students to identify some of the things that are really important to them and explore possibilities without obstacles to overcome.

<u>Objectives</u>:

Students will:
- Identify and communicate their wants, desires, and goals for their own future.

<u>Time</u>:

One to two 1 hour classes.

<u>Activities</u>:

(1) Students are told that in this activity they will have a chance to dream. They are asked to think about the following: "if you were not in class right now but out in the world of work what would you be doing?"

(2) The teacher provides the students with a series of questions to help them in thinking about their dream. The following are some examples of the types of questions.
- What would you be doing on a daily basis?
- Describe your work environment.
- What do you do when not working?
- Where do you live?
- What are you doing that you enjoy?
- What skills do you have?
- What things are really important to you?
- The things I am most proud of are...

(3) Students can present their dreams in a variety of formats. These can include: webs, pictures, essays, or journal entries. As they complete this activity students need time to talk with their peers and share their dreams.

<u>Evaluation</u>:

Students hand in their dreams for marks. They are marked on detail and presentation.

Lesson N
<u>Post Secondary Research Reports</u>

<u>Overview:</u>

Students use the Internet and the school Career Corner to develop skills that will assist them in finding out about programs that are offered in a post secondary school.

<u>Objectives:</u>

Students will:
- Gain knowledge about the differences and similarities between different types of post secondary schools.
- Be able to successfully use post secondary websites and calendars to access information on programs that are of interest to them.
- Apply the knowledge gained from their research to their own situation and what they need to complete to be accepted into the program of their choice.

<u>Time:</u>

Two 1 hour classes.

<u>Materials/Resources:</u>

- access to the school Career Corner
- Internet access in order to look up post secondary institutions on the web

<u>Activities:</u>

Note: Many students want to find out information about the differences between the types of post secondary schools and the programs that they offer. Some students may not feel this topic is relevant to them. Explain that they may decide later to go to a post secondary school or to take courses for a Registered Apprenticeship program.

(1) Introduce the different types of post secondary schools, colleges, trade schools, technology institutes, and universities. Ask students what they know about each. Discuss the differences.

(2) Give students a tour of the school Career Corner to familiarize them with the contents and where to find information. Students can also learn how to find information about post secondary schools using the website <u>www.alis.gov.ab.ca</u>.

(3) Give students the assignment and allow them time to use the school Career Corner and Internet to access calendars. The assignment is as follows. Research two programs you may be interested in. The results from the Occupational Profile Research can be used. Students will write a summary for each program. The following are some questions that help guide the research.

   (a) Where is the program offered?
   (b) What is the length of the program?
   (c) What are the admission requirements (academic/other)?

(d) Application process and deadline (first come first served etc.)
(e) Courses you will take.
(f) Where will you live?
(g) How to apply for residence (if applicable).
(h) What do you need to take in high school (Grade 11 and 12)?

<u>Evaluation</u>:

Students hand in their summaries. Summaries are marked on detail and accuracy of information as well as the explanations students give as to why they are interested in this particular program.

Lesson O
<u>Other Options Open to High School Students</u>

<u>Overview</u>:

This activity provides an opportunity for special topics that are relevant to students to be covered. The topics presented depend entirely on the needs of the students.

<u>Objectives</u>:

Students will:
- Become familiar with and understand options open to them after high school.
- Gain knowledge about a particular topic such as cultural exchanges, scholarships, or student loans.

<u>Time</u>:

One to two 1 hour classes.

<u>Materials/Resources</u>:

Resource people from the community.

<u>Activities</u>:

(1) These lessons are fairly open-ended. The topics covered depend on students wants and needs. The rationale behind having these sessions is to present options to students who many not want to go to post secondary school, as well as making students aware of options they have while in high school. Some of the topics covered in the past include: Registered Apprenticeship Program, Green Certificate Program, High School Exchanges, scholarship opportunities, and student loans.

Lesson P
<u>Planning Steps</u>

<u>Overview</u>:

In this activity students map out the steps they will have to take to reach their goal or their dream. Students consider obstacles they may encounter and plan ways to overcome the obstacles or develop an alternative plan.

<u>Objectives</u>:

Students will:
- Look at their goals, wants, and desires and develop a plan to attain them.
- List the steps and any barriers to completing the plan.
- Investigate and decide on ways to overcome barriers in their plan.
Students may change and refine their plan to reflect possible changes in their goals, wants, and desires.

<u>Time</u>:

One 1 hour class.

<u>Materials/Resources</u>:

- Access to the school's Career Corner and Internet if needed.

<u>Activities</u>:

(1) Students are asked to think about where they want to go with their career in the next few years. Students can use their dream and their occupational research to help them. Once students know where they want to go the teacher asks students how they will get there. The activity planning steps is similar to drawing a map and deciding which route to travel.

(2) The teacher can do an example on the board to demonstrate steps that need to be taken to reach a desired occupation. These steps can include finishing grade 10, completing high school, applying to post secondary school and obtaining a first job.

(3) At each of the steps there can be obstacles to completing them. Students list the obstacles or barriers and brainstorm ways to overcome the barrier. A barrier to going to post secondary school may be money. So students come up with a plan on how they will get the money that is necessary.

(4) At times students are not able to overcome a barrier and at this point they may need to choose a new plan or alternate route to reaching their goal. This activity helps students to realize that many conditions have to fall into place in order for people to reach their goals. The assignment also helps students problem solve by coming up with alternative options.

<u>Evaluation</u>:

Students hand in their planning steps with the barriers and the alternative options. Students are marked on completeness of the steps; they have listed the barriers and have stated plausible options.

Lesson Q
Volunteer Hours

Overview:

Students complete 9 hours of volunteer work.

Objectives:

Students will:
- Identify the benefits of volunteer work.
- Gain work experience by volunteering in the community.
- Obtain a personal reference from their volunteer work.

Time:

No class time is needed as students complete this section on their own time.

Materials/Resources:

- Places in the community where students can volunteer.
- "Volunteer Sheet"

Activities:

(1) Students complete this activity on their own time. As a class discuss the benefits of doing volunteer work. The nature of volunteer work is explained, e.g., work that the student does not normally do (chores are not included), for any money. Students are encouraged to complete their hours with non family members in order to obtain a potential reference. Students are provided with a letter from the teacher explaining the nature of the assignment and a chart to track hours. The people who students complete the hours for are asked to sign the log sheet of hours and give a letter of reference.

Note: At first some students are reluctant to complete the hours. Discussing with students possible places to complete hours helps. As an added incentive to students who complete their volunteer hours they receive, at the end of the term, the last three periods of Career Preparation 10 off for study purposes. As grade 10's they do not usually receive spares so they look forward to these three classes.

EMPLOYABILITY SKILLS 10 : VOLUNTEER SHEET

NAME:_____

SERVICE PROVIDER	DATE	ACTIVITY	VOLUNTEER HOURS	SIGNATURE OF SUPERVISOR
1				
2				
3				
4				
5				
6				
7				
8				
9				

Job Safety Skills Module

Job Safety Skills Module

Job Safety Skills Module Introduction

The Job Safety Skills Society of Alberta has developed this module. This module contains a series of readings and questions based on the readings. The society also has a CD-ROM version of the program. Students seem to prefer the CD-ROM version, as it is more interactive. Students work independently on this module, at their own pace. Students are expected to achieve 70% in order to earn a Job Safety Skills Certificate. The following are a list of the topics covered in this module.

(a) Introduction to personal safety management
(b) Fire prevention
(c) Back care
(d) First aid at the work site
(e) Identifying hazards
(f) Job safety and the law
(g) Workplace safety and the law
(h) Workplace injuries
(i) Hazardous materials
(j) You don't play without protective equipment
(k) Personal safety management unit evaluation
(l) Final exam

The binder and CD-ROM for this program is entitled:

"Personal Safety Management" and is available from the Job Safety Skills Society. The Job Safety Skills Society can be contacted at:

Box 37073 Lynnwood PO
Edmonton, AB
T5R 5Y2
Phone:(780) 413-6876
Fax: (780) 413-6877

Learning Outcomes for Job Safety Skills

The following tables are from Alberta Learning. These tables contain the learning outcomes and assessment criteria for the module.

COURSE CTR 1210: PERSONAL SAFETY (MANAGEMENT)

Level: Introductory

Theme: Job Safety Skills

Prerequisite: None

Course Description: Students develop practical safety-related knowledge, skills and attitudes, and obtain certification in emergency first aid.

Course Parameters: Access to personal protective equipment and emergency first aid materials; access to safety specialists and certificated first aid instructors.

Curriculum and Assessment Standards:

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
The student will:	*Assessment of student achievement should be based on:*	

• identify and describe:
  - health and safety stakeholders
  - legislation relating to health and safety
  - hazards; e.g., in offices
  - careers in safety
	• report or presentation on occupational health and safety, including:
	  - health and safety stakeholders
	  - legislation relating to health and safety
	  - hazards; e.g., offices
	  - careers in safety
	
	Assessment Tool
	    CTSPRE: Presentations/Reports
		5
		5
		10
		5

• demonstrate basic health and safety practices including:
  - burn prevention
  - use of personal protective equipment (PPE)
  - back care
	• presenting a personal health and safety plan and demonstrating safe practices:
	  - burn protection
	  - personal protective equipment
	  - back care
	
	Assessment Tool
	    Basic Competencies Reference Guide
	    CTSPRE: Presentation/Reports
		10
		10
		10

• develop and implement a personal health and safety plan	• meeting the standards specified on a test based on: Workers' Compensation Board Occupational Health and Safety Workplace Hazardous Materials Information System Materials Safety Data Sheets *Assessment Tool* *CTR 1210/2210/3210: Job Safety Skills Courses* CTR 1210-3: Occupational Health and Safety Multiple Choice Test	20
• successfully complete a course in emergency first aid (EFA)	• Successful completion of an EFA course	25
• demonstrate basic competencies	• Observations of individual effort and interpersonal interaction during the learning process. *Assessment Tool* Basic Competencies Reference Guide and any Assessment tools noted above	Integrated throughout

Concept	Specific Outcomes	Notes
Stakeholders	*The student should:* • Define stakeholders and identify them in the context of workplace and worker safety • Define worker and employer • Describe the rights and responsibilities of workers and employers • Explain the role of Workers' Compensation Board (WCB) • Describe the procedure for filing a claim • Complete a claim form	Use resource persons from WCB, an injured speaker. Use actual claim scenarios.

	• Accurately complete report, using WCB accident forms: employer and employee	
Legislation	• Identify information sources about health and safety related to the workplace • Explain the responsibility of each major stakeholder in a typical workplace • Identify general and specific information in the legislation regarding major topics	Obtain from Queen's Printer: • General safety regulations • *Occupation al Health and Safety Act.*
Terms and Procedures	• Describe the three phases of dealing with a hazard (identification, evaluation and control) • Explain and use terms related to health and safety; e.g., hazard, risk, accident, injury • Explain the progressive steps in a prevention strategy (hazard, exposure, injury)	
Commitment	• Demonstrate a proactive personal commitment toward improvement of health and safety	
Costs	• Identify the direct and indirect costs of injuries to Alberta workers • Explain the reasons why young workers have a disproportionate claim rate	

Workplace Hazardous Materials Information System (WHMIS)	• Define and explain the basic purpose of WHMIS legislation
	
	• Identify ways workers can receive information about chemical hazards
	
	• Explain how:
	    hazardous chemicals can enter the body
	    principle routes of entry into the body
	
	• identify specific information found on a Material Safety Data Sheet (MSDS)
		Reference: WHMIS Handbook

Hazards	• define health and the aims of occupational health
	
	• identify and describe the following categories of occupational hazards:
	    physical
	    biological
	    chemical
	  - attitudinal	

	• list and explain internal and external factors affecting a worker's health status • identify and list potential hazards found in the home, in school or in a workplace.	

Workplace Safety	• identify and list hazards within a work environment; e.g.:
	    office
	    construction site
	    retail
	    child care centers
	    health centers
	    fitness centers
	
	• describe potential consequences of hazards left unattended
	
	• explain appropriate corrective actions
	
	• demonstrate ability to communicate information appropriately about a hazard and hazard prevention practices to others; e.g., teacher, parent, employer, employees
	
	• develop a plan to safely address potential hazards found in a selected workplace
		Use video: Office Safety: It's a Jungle in There.

Burn Prevention	• explain the types and operation of smoke and heat detectors • explain the role of detectors in preventing burn injuries or death • explain the need for sprinkler systems and their role in reducing injuries, damage and death • design an emergency fire escape route for home, school or workplace	
Personal Protective Equipment	• identify and match specific types of personal protective equipment (PPE) to specific hazards • distinguish the specific uses of safety gloves, goggles and face shields • describe the two types of PPE available to protect against hearing loss • describe the tow types of respirators and explain when each should be used	Each trade may have specific PPE. Consult with tradespersons, local business, Occupational Health and Safety (OH&S) and WCB personnel.

	• list kinds of fall protection devices • identify and list different types of special protective clothing and equipment specific to a work site.	
Back Care	• label major regions and structures of the spinal column • define chronic and acute back injuries • list major causes of back problem • identify common back disorders • demonstrate appropriate body mechanics for lifting, moving, etc. • identify the advantages of participating in a back maintenance program	
First Aid	• participate in a recognized emergency first-aid course including CPR; e.g., St. John or Red Cross	Various certification programs are available. First-aid certification is normally valid for two years only. Consult with St. John or Red Cross agency. See Community Health CMH 2120: First Aid/ CPR
Careers in Safety	• identify and describe potential career paths relating to workplace safety	Consult with WCB, OH&S, safety and health care professionals.

Source: Alberta Learning (2001). www.albertalearning.ab.ca

Career Portfolio Module

Career Portfolio Module

Career Portfolio Module Introduction

This module is completed at the end of the course. Students do work on this module throughout the course. They use the activities from the Job Preparation Module and Job Safety Skills Module as well as an optional First Aid Module to complete the portfolio.

Each student receives a one-inch binder, 15 clear page protectors, and five dividers to assist in organizing his/her work.

Students are given information about the different types of portfolios. The nature of career portfolios is explained to students and they see examples provided by the teacher and previous students.

Students are given a guide as to how they will be marked. Students also receive a booklet on portfolios that lists ideas of what to put in their portfolio. The booklet also lists specific skills. Students can use these skill lists to develop their own personalized list of skills.

Students decide what work to include in their portfolio. Work that is included must have rationales that explain what skills the example demonstrates. Some students find the writing of rationales to be difficult and may need assistance.

Students are expected to develop a Cover Page for their portfolio and have a Table of Contents for the whole portfolio. The portfolio is to be divided into four sections: All About Me; Academic Skills; Personal Management Skills; and Teamwork Skills. The All About Me section contains information about the student, his/her goals, dream, and resume.

The three skill sections each begin with a Table of Contents for that section, followed by a list of the skills the student has in that specific area. Following the skill lists students then add a minimum of three examples of work or artifacts that demonstrate the skills mentioned. Each example is required to have a rationale or explanation stating what skill is demonstrated or why the item is included. The rationales are required as this makes students think about why they included an item and what the example reveals about them. In this way the portfolios are more than a scrapbook, they are documented examples of students skills, abilities, and experiences.

Students are provided with an opportunity to share their portfolios with each other prior to handing them in to be marked. Students seem to enjoy completing this activity.

<u>Learning Outcomes for Career Portfolio</u>

The following tables are from Alberta Learning. These tables contain the learning outcomes and assessment criteria for the module.

COURSE CTR 1310:   **CAREER DIRECTIONS – FOUNDATIONS**

Level: Introductory

Theme: Career Directions

Prerequisite: None

Description: Students build on work done in junior high school to prepare learning/career plans, to develop a career tool kit, and to establish and implement action plans for strengthening essential competencies and learning capacity.

Curriculum and Assessment Standards

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
The student will: • develop a career portfolio showing evidence of strengths and experiences, including: - academic, technical and essential competencies - credentials and work experiences	*Assessment of student achievement should be based on:* • the portfolio, for how well it: - meets requirements - is organized - provides a comprehensive picture of a student's strengths and competencies.	40
• Describe career planning process and principles	• Examples, for effectiveness in demonstrating how career decisions address the career planning process and principles (High 5 + 1).	10
• Complete learning/career planner and develop personal career network/ resource list	• Learning/career planner is complete and signed • Network/resource list, for inclusion of : - key contacts within the family and school - key references; e.g., print, internet.	10

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
• Prepare a personal career transition scenario-high school plus one year-including: - links to personal skills interests, and goals - research of selected occupations/industries and learning requirements	• personal career transition scenario, for how effectively it: - shows connection to personal skills, interests and goals-personal profile - demonstrates basic research into selected occupations referencing skill and educational requirements and related occupations - considers learning requirements-entry requirements, learning expectations - references at least two sources of career information; e.g., national/provincial occupational profiles, computerized career planning software.	30
• Outline and implement action plans to enhance essential competencies and to build learning capacity.	• Action plans, for inclusion of: - personal assessment of essential competencies and present learning styles - outline of a clear, practical strategy for improving skills and assessing progress within the home and school - progress report outlining what worked and what could be improved.	10

Concept	Specific Outcomes	Notes
Develop Career Portfolio	*The student should:* • define and describe various types of portfolios • identify potential benefits/applications of career portfolios (while in school, when leaving high school and throughout life) • outline quality indicators for an effective portfolio; e.g., scope, appearance, key messages • identify required and additional components of the career portfolio • collect and organize personal information and materials into a career portfolio that reflects personal uniqueness and shows evidence of strengths and accomplishments	Types of Portfolios: • career/ employability • subject area • project/topic • personal • presentation Portfolio Development: • collect • consolidate/ organize • select • reflect

	• assess and refine the portfolio in terms of quality indicators; e.g., scope, appearance, key messages • seek and share ways to collect materials for the portfolio • share the portfolio with peers, parents, or school staff as individuals or in small groups • seek feedback on the portfolio presentation.	
Career Planning Basics	• list personal questions about selecting a career, succeeding in school and succeeding in life • outline the basics of effective career planning in terms of: - principles (High 5 + 1) - process of know yourself, assess opportunities, reassess and take action - guidelines for choosing career options • connect various types of information needed in career planning with sources of support: - family and friends - school; e.g., courses, career center, counsellors, teachers - community and government; e.g., career development centers, library - electronic; e.g., key web sites (ALIS), Career Hotline • develop career network/resource list including key career references and potential career mentors • complete learning/career planner.	High 5 + 1: 1. Change is constant 2. Follow your heart 3. Team up with your allies/Be an ally 4. Learning is ongoing 5. Focus on the Journey +1 Believe in Yourself
Investigate Learning and Work Opportunities	• describe the various types of paid and unpaid (volunteer) work • prepare a short list of areas of interest in work opportunities – occupations, industry sectors • identify range of learning opportunities – post-secondary programs, on-the-job training, apprenticeship, labour market training programs • identify sources of financial support for further learning – awards and scholarships, personal savings, grants and loans.	Types of Work/Employment: • full-time • part time • multitracking • job sharing • work sharing • talent pooling • agent • contracting • consulting • self-employment

Plan for Transitions	• prepare a personal profile of strengths, interests and accomplishments
	• develop a personal career decision-making grid
	• prepare a personal career transition scenario-high school plus one year – including:
	  - links to personal competencies, interests and goals
	  - adjustments to high school programs and performance
	  - research of selected occupations, industries and learning requirements.
		Personal Strengths
		• who you are
		• what you know and can do

Build Personal Capacity	• assess ability to demonstrate essential competencies in various contexts; e.g., home, work, school, community • construct an action plan to improve one or two essential competencies with a focus on home and school contexts • assess learning styles and strengths in various contexts • construct an action plan to improve personal learning capacity with a focus on home and school environment.	Essential Competencies: • personal management • managing transitions • working with others • communicating • thinking • achieving results • numeracy • computer technology

Source: Alberta Learning (2001). www.albertalearning.ab.ca

Lesson Plan for Career Portfolio

Overview:

In this module students use work they have from this course and other areas of their own lives to complete a Career Portfolio.

Objectives:

Students will:
> Identify potential benefits and applications of career portfolios at present and in the future.
> Develop a career portfolio.
> Put together their career portfolio in an organized and presentable manner.
> Decide on material to include and provide rationales for included examples.
> List their academic/technical, personal management, and teamwork skills.
> Share their portfolio with peers, parents, and teachers.

Time:

Approximately six to ten 1 hour classes (this can vary depending on how much students are able to complete on their own).

Materials/Resources:

> "Portfolio Assignment" sheet
> "What Are Employability Skills?" booklet
> Access to a computer and printer
> 1-inch binder with clear plastic cover for Covering Page insert
> 15 clear page protectors
> 5 binder dividers

Activities:

(1) The different types of portfolios are explained to students. The benefits of having a Career Portfolio are discussed with students. Students are given an opportunity to view some Career Portfolios belonging to previous students. Previous students have lent these portfolios to the teacher.

(2) Students receive a copy of the "Portfolio Assignment" sheet. The contents of the Career Portfolio are discussed and how students will be marked is explained. The teacher also explains that the student's examples must contain rationales. These rationales are why the example was included and/or what skill the example demonstrates. The four sections of the portfolio are explained. They are: All About Me; Academic/Technical Skills; Personal Management Skills; and Teamwork Skills.

(3) Students also receive a copy of the "What Are Employability Skills?" booklet. The teacher goes through the booklet with students to discuss any questions, concerns, or to provide suggestions on work that could be included in the Career Portfolio.

(4) Each student then works on his/her portfolio. The teacher is available to answer questions, make suggestions, and provide feedback. The portfolio is an individual project; however, students do like to show other students their portfolios. Time needs to be set aside for this sharing to happen, usually just before the portfolios are handed in to be marked.

Evaluation:

Each student hands in his/her portfolio near the end of the term. Included with each portfolio is the "Portfolio Assignment" sheet. On this sheet the teacher grades each section of the portfolio. After the portfolios are marked they are returned to students with the "Portfolio Assignment" sheet, the mark, and comments by the teacher. The students are proud of their portfolios. Some students have used their portfolios to help them during job interviews.

Portfolio Assignment

The portfolio is worth **35%** of your total grade for Career Preparation 10.
The portfolio must be completed and handed in by **(DATE)**

The portfolio is an example of the best you have to offer. It should be completed in the white binder and be neat and well organized.

The work that is included in the portfolio must demonstrate a skill or include a rationale. The rationale could be one-line caption explaining the item. (What you did, how it was done and the skill demonstrated.) Items can be typed lists, pictures, or copies of work or certificates.

The portfolio is worth 100 marks. Marks will be based on the following:

(A) **Overall Appearance** /20
    (a) Organization
    (b) Title and the table of contents
    (c) Neatness
    (d) Appropriateness of contents
    (e) Presentation – appearance, colour, pictures.
    (f) Skills demonstration or rationale

Contents of the portfolio. /10
(B) (1) Title page
    (2) Table of contents for overall portfolio

(C) The work should be divided into the following four sections:

(1) **All About Me** /25
    (a) Table of contents for this section
    (b) Description about you (Who you are e.g. Family, Picture, etc.)
    (c) Goals – 2 parts High School – e.g. Type of courses you plan to take,
                                           Extracurricular, job etc.
                Career goals – after completing high school
    (d) Resume
    (e) Job Research – Research summary on one job you are interested in. Done in class (include here)
    (f) Your Dream

(2) **Academic/Technical Skills** /15
    (a) Table of Contents for this section
    (b) List of Academic/Technical Skills
    (c) Minimum 3 examples. Can include the following: Language Arts, Math, Science, Computer skills, report cards, CTS courses (list or show examples), old tests, reports, essays, term papers, poems or stories, other languages spoken, drama or music examples, research skills. Other items can include babysitting certificate, First aid certificate, WHMIS, swimming, etc.

(3) **Personal Management Skills** /15
   (a) Table of Contents for this section
   (b) List of personal management skills
   (c) Minimum 3 examples. Can include the following: perfect attendance awards, examples of ability to follow instructions, job shadowing, a sample covering letter, interest inventory (we did this on the internet, print and include), hobbies, interests, recognition awards, or a letter of recommendation from an employer, teacher or a coach.

(4) **Teamwork Skills** /15
   (a) Table of contents for this section
   (b) List of teamwork skills
   (c) Minimum 3 examples. Can include the following: Leadership, team captain, student council, clubs such as guides, scouts, cadets, 4H, youth group, choir, team sports participated in, teaching others, examples of cooperation with others, description of a job/activity/project that required teamwork, volunteer work, group activities, or coaching.

What are Employability Skills?

Employability Skills are the generic skills you need to get and to keep a job. Employability Skills are needed in both entry level (beginning) jobs and technical and professional jobs (those that require training and education beyond high school). Many Employability Skills are used in other areas of life, including the roles of parent, consumer, community member and citizen. Employability Skills are grouped into three categories: ACADEMIC, PERSONAL MANAGEMENT AND TEAMWORK SKILLS.

ACADEMIC SKILLS

Academic Skills include the basic skills of reading, writing and mathematics. Over twenty million people in North America cannot read and write or do basic arithmetic. In the Industrial Age, many people with low Academic Skills were able to earn a good living. In the High Tech Age, a person with low Academic Skills may not. Since you will be living and working in a technical world, you must have these basic Academic Skills: 1) read and understand written and/or oral information; 2) write so that others can understand and use what you have written; 3) speak so that others can understand what you mean; and, 4) use mathematics to solve problems.

Many of the Academic Skills are taught in school courses. Most of them are practiced or used in real life. Academic Skills help prepare you for future training and education. They are your foundation for learning and working.

PERSONAL MANAGEMENT SKILLS

Personal Management Skills help you handle responsibility and include the attitudes and habits you bring to the work place. Employers want people who can take responsibility for themselves and their work. This means being dependable, working hard, doing your best, being honest, caring about your job and doing the job right. Most people lose their jobs because they lack Personal Management Skills. People get fired for absenteeism, substance abuse and poor performance.

TEAMWORK SKILLS

Teamwork Skills help you work with others. These skills are more important in the work place of the High Tech Age than they were in the past. Most workers will work as part of a team to organize, plan, execute and evaluate their work. The role of boss or supervisor will change as leadership and management become the shared responsibility of the team members. Working cooperatively with others will include more caring and sharing.

Source: Abram, M., Nuttley, K., & Shaw, G. (1994). A User's Guide to the Employability Skills Portfolio. Toronto, ON: Guidance Centre The Ontario Institute for Studies in Education.

The Employability Skills Portfolio
Skills for Now and for the Future

ACADEMIC SKILLS

COMMUNICATION:
- Can read and understand written material.
- Can write in the language in which business is conducted.
- Can speak in the language of business.
- Able to speak in front of large numbers of people.
- Can present own ideas to others.
- Knows the elements of speech.
- Can type using proper style.
- Can understand oral information.
- Understands telephone etiquette.
- Can summarize/precis materials.

MATHEMATICS:
- Understands charts and graphs.
- Can comprehend basic math.
- Uses math to solve problems and can apply the results.
- Uses math on a day to day basis.
- Can organize and present data.
- Can use a calculator to solve problems.
- Possesses computer skills.
- Can operate a cash register.
- Understands basic accounting.
- Can work with different units of measurement.

QUALITY:
- Knows the meaning of "Quality" and reflects that in academic endeavours.
- Understands and can explain the Deming Cycle of problem solving (Plan, Do, Study, Act).
- Able to brainstorm to generate ideas.
- Is a self directed learner.
- Has mastered the curriculum in one or more subject areas.
- Has developed a long-term approach to learning.
- Understands cause and effect relationships.
- Has demonstrated the use of an Ishikawa (fishbone) diagram to outline the root causes of a problem.
- Understands the significance of motivation in successful learning.
- Able to learn quickly and effectively.

SCIENCE AND TECH:
- Understands basic scientific principles.
- Can use tools and equipment.
- Can use knowledge to create a project.
- Cares for the environment.
- Able to use science in everyday life.
- Can speak and write using the language of technology.
- Can read and understand technical materials.
- Uses qualitative and quantitative analysis.
- Can use scientific tools and equipment.
- Can accept new ideas/technologies.

PROBLEM SOLVING:
- Can use research and library skills.
- Uses specialized skills/knowledge or knows how to access it.
- Able to comprehend complex relationships.
- Demonstrates practicality.
- Can learn through observation.
- Can simplify complex ideas.
- Can use a decision making model.
- Shows good judgement.
- Able to think critically and act logically to evaluate situations, solve problems and make decisions.
- Uses the scientific model to solve problems.

The Employability Skills Portfolio

Skills for Now and for the Future

PERSONAL MANAGEMENT

RESPONSIBILITY:
- Attends school/work daily and on time.
- Meets school/work deadlines.
- Demonstrates self control.
- Accepts and completes tasks.
- Can handle a number of jobs/activities at the same time.
- Shows initiative.
- Is dependable.
- Aware of health/safety concerns and procedures.
- Can present oneself in a positive/acceptable manner.
- Has developed effective time management skills.
- Has demonstrated good citizenship.

ORGANIZATION:
- Pays attention to detail.
- Can follow written instructions and directions.
- Is able to manage schedules.
- Produces professional looking documents.
- Able to complete a project.
- Can manage money.
- Able to prioritize tasks/responsibilities.
- Pursues fulfilling leisure time activities.
- Embraces a sense of humour.

QUALITY:
- Able to prioritize driving/restraining forces surrounding change.
- Brainstorms to express ideas and better understand the ideas of others.
- Effectively reduces waste and re-work.
- Is dedicated to personal continuous improvement.
- Has developed and knows the importance of self esteem.
- Has developed a long-term educational plan.
- Interacts well in many different situations.
- Seeks/finds new purposes, methods or capacities.
- Has developed honesty, integrity and personal ethics.
- Understands concepts of customer service.

CAREER MANAGEMENT:
- Upgrades present skills and actively pursues new skills.
- Can identify and suggest new ways to get things done.
- Works well without supervision.
- Can adapt to new ideas/situations.
- Is observant and adapts accordingly.
- Can operate new equipment.
- Can identify things that must be changed.
- Accepts suggestions and criticisms.
- Relates well to others.
- Has a positive attitude toward change.
- Dresses appropriately to complement situation.
- Understands consequences of decisions in career planning.
- Takes creative risks.

CAREER DEVELOPMENT:
- Knows personal strengths and weaknesses.
- Develops career plans.
- Has gathered experience in an area of interest.
- Sets attainable goals.
- Takes steps to attain these goals.
- Investigates career alternatives.
- Develops appropriate educational plans.
- Understands job search techniques.
- Participates in activities which support educational plan.
- Uses in-school and out-of-school experiences to learn more about potential.
- Has developed a resume and covering letter.
- Entertains entrepreneurial ideas.
- Understands how interests relate to careers.
- Understands how activities/abilities relate to careers.

HUMAN RELATIONS SKILLS:
- Works well with others.
- Demonstrates compassion.
- Is encouraging in support of other's ideas.
- Able to resolve conflicts in a co-operative manner.
- Understands the impact of personal decisions on others.
- Initiates change through peaceful, democratic actions.
- Conscious of the effects of stereo-typing, discrimination and prejudice on others.
- Recognizes the importance of principles of equity and equality.
- Aware of the influence of family and peers and the media on others/self.
- Has a positive attitude.

Source: Abram, M., Nuttley, K., & Shaw, G. (1994). A User's Guide to the Employability Skills Portfolio. Toronto, ON: Guidance Centre The Ontario Institute for Studies in Education.

The Employability Skills Portfolio
Skills for Now and for the Future

TEAMWORK SKILLS

COMMUNICATING:
- Can listen effectively to others.
- Expresses ideas orally.
- Able to write down thoughts/ideas.
- Able to gather ideas from others.
- Can speak to groups of people.
- Has the ability to organize thoughts.
- Can teach concepts to others.
- Can work with others to create a solution.
- Can overcome obstacles to communication.
- Able to identify non-verbal cues.

RESPONSIVE:
- Respects authority.
- Works in different settings.
- Is able to work with people from different backgrounds.
- Is sensitive to the ideas of others.
- May negotiate to best accomplish a goal.
- Is eager to try new things.
- Learns how to handle responsibility.
- Is eager to take on responsibility.
- Prepares for the future.
- Can identify and document problems.

QUALITY:
- Can identify driving and restraining forces that surround proposed change.
- Can utilize the Deming Cycle (Plan, Do, Study, Act) to accomplish a team goal.
- Uses brainstorming as a team-building activity.
- Shows initiative toward collective improvement.
- Shows concern for others.
- Understands the theory of systems and processes.
- Can evaluate the effect of individual behaviours and group success.
- Can understand and appreciate employer expectations.

CONTRIBUTING:
- Actively participates in a group.
- Supports the group's rules/values.
- Is dedicated.
- Is co-operative.
- Is energetic and enthusiastic.
- Can relate to other group members.
- Supports outcomes of group decisions.
- Able to perform a variety of roles in a group.
- Understands/contributes to organization's goals.

LEADERSHIP:
- Is a leader/follower to best accomplish a goal.
- Takes a stand on an issue.
- Strives to be successful.
- Possesses coaching/mentoring skills.
- Is a team leader.
- Is a role model for others.
- Encourages a positive attitude.
- Is willing to take charge of a situation.
- Encourages initiative.
- Assists the group toward goal achievement.
- Demonstrates/practices the skills needed to work productively.

Source: Abram, M., Nuttley, K., & Shaw, G. (1994). A User's Guide to the Employability Skills Portfolio. Toronto, ON: Guidance Centre The Ontario Institute for Studies in Education.

Developing Your Portfolio

WHAT TO PUT IN YOUR PORTFOLIO

The first step in developing your portfolio is to identify skills of which you are proud. This is important because you want the portfolio to "put your best foot forward". What can you use to best describe your accomplishments?

There are three common sources from which you can obtain documentation of your accomplishments: 1) School Records; 2) Other Records & Samples, and 3) Documentation Forms.

School Records are official records maintained by your school. These records may need to be photocopied to include in your portfolio:

1. Transcript of courses and grades.
2. Attendance record.
3. Standardized achievement test scores, for example: COPS, CAPS, COPES, STRONG INTEREST INVENTORY results.
4. School awards and honours.

Other Records and Samples are items that you have either in your personal records or scrapbook. They may include:

1. Resume.
2. Certificates or grade reports from non-school courses or training such as lifesaving, CPR, tutor training.
3. Personal journals and records such as your chequing ledger, personal budget, scouting or girl guide merit badges.
4. School/work sample such as a term paper, or word-processed report.
5. Awards and commendations for participation as a volunteer in an activity, such as the Terry Fox Run, Ride for Sight, S.A.D.D.
6. Letter of recommendation from an employer or teacher.

Skill Documentations are reports that you prepare when you don't have any available proof to support a skill. The forms are signed by an adult, such as a counsellor, teacher, parent, co-op supervisor/monitor or employer who can verify the accuracy of the information.

On the following pages you find examples of things to put in your Portfolio.

In each of the cases of Academic Skills, Personal Management Skills and Teamwork Skills, there are examples of all three forms of documentation.

Source: Abram, M., Nuttley, K., & Shaw, G. (1994). A User's Guide to the Employability Skills Portfolio. Toronto, ON: Guidance Centre The Ontario Institute for Studies in Education.

ACADEMIC/TECHNICAL SKILLS

CHECKLIST

Your *academic skills* reflect your ability to communicate, think and learn. Certificates, evaluations, duration of experiences, and performance appraisals show your competency, interest and potential abilities. Because you will be working in a technological world, a record of your *technical skills* will demonstrate your ability to use and learn technology.

- ☐ Current report card, school transcript, diploma/certificate
- ☐ Career and technology (CTS) courses
- ☐ Honour/merit awards
- ☐ Achievement test scores
- ☐ Performance appraisals; e.g., school, work, other
- ☐ Scholarships
- ☐ Other languages spoken or studied
- ☐ Fine Arts; e.g., drama, art, music presentations
- ☐ Certifications: first aid, CPR, driver's license, WHMIS training, coaching certifications, swimming, baby-sitting, modelling, auto-propane transfer, etc.
- ☐ Other training courses; e.g., militia/cadet, junior achievement, leadership seminars
- ☐ Computer skills; e.g., Internet knowledge, typing speed, spreadsheet or database project evaluation or summary
- ☐ Letters of recommendation from teachers, counsellors or employers
- ☐ Writing sample; e.g., report, essay, poem, research or position paper
- ☐ Speech or presentation; e.g., audio or videotape, photographs
- ☐ Art portfolio
- ☐ Specific skills acquired through a club or organization
- ☐ Specific skills acquired through a job or volunteer work

> If you include actual work samples, include a short summary of what you did, how it was done and what technical skills were demonstrated.

Consider other academic/technical skills as these are simply suggestions.

(Source: Creating a Career Skills Portfolio, Showcasing Students' Strengths and Abilities, Alberta Education publication)

Southwestern Alberta Technology Preparation Program: Resource Guide

Source: Creating a Career Skills Portfolio: Showcasing Students' Strengths and Abilities. (1997). Edmonton, AB: Alberta Education.

CHECKLIST

PERSONAL MANAGEMENT SKILLS

Personal management skills represent your own combination of attitudes and behaviours that demonstrate responsibility and adaptability.

Identify examples of your effort and involvement that portray commitment, ability to establish personal goals, and to prioritize and manage your time.

Adaptability includes respect and acceptance of others and their ideas; being creative and open to change.

☐ Letters of reference from present or past employers, teachers, coaches, supervisors

☐ Performance appraisals/evaluations from work or school

☐ Memberships in clubs or organizations; e.g., sports, music, drama, dance, scouts/guides, cadets, community/church groups

☐ Volunteer work

☐ Perfect attendance letters from school, work, clubs

☐ Hobbies/interests

☐ Recognition awards; e.g., Student of the Week/Employee of the Month

☐ Leadership skills; e.g., student council executive, sports team captain, 4-H club, leaders-in-training

☐ Ability to maintain a student agenda/weekly daytimer calendar

☐ Description of activities where you have demonstrated responsible behaviour; e.g., baby-sitting/child care, handled money, operated valuable equipment, etc.

☐ Participation award/certificate

☐ Career Planning

- Employment goal/career goal (if identified)
- Occupational research; e.g., job shadowing, career fairs, etc.
- Educational research; e.g., high school and post-secondary open house, post-secondary "student for a day" visits, post-secondary information evenings/seminars
- Part-time/volunteer work

Consider other personal management skills as these are simply suggestions.

(Source: Creating a Career Skills Portfolio, Showcasing Students' Strengths and Abilities, Alberta Education publication)

Southwestern Alberta Technology Preparation Program: Resource Guide

Source: Creating a Career Skills Portfolio: Showcasing Students' Strengths and Abilities. (1997). Edmonton, AB: Alberta Education.

CHECKLIST TEAMWORK SKILLS
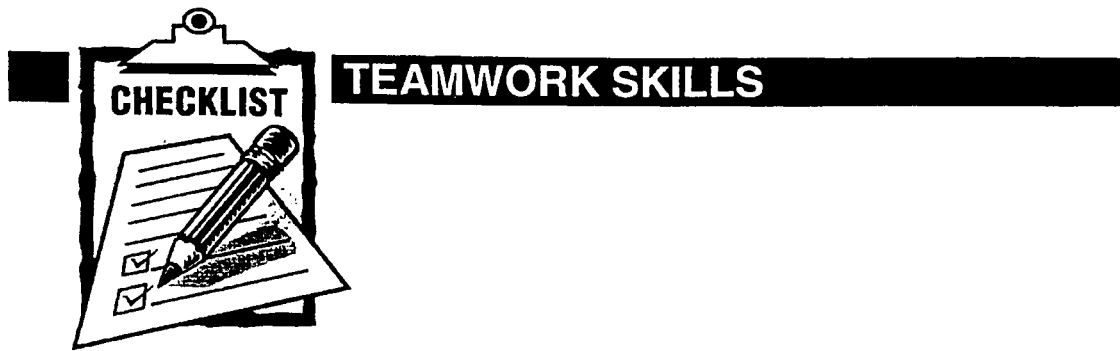
Teamwork skills represent your ability to cooperate and work effectively with others in a group.

Include evidence where you have demonstrated leadership, followership, self-discipline and respect for the group.

☐ Documentation of participation in a team sport, club, drama/musical production, band, choir, yearbook or graduation committee, student council, peer support, etc.

☐ A description of a job/activity/project that required a teamwork skill

☐ Certificates or merit awards indicating a teamwork skill

☐ Team athletic/club achievements

☐ Documentation of a position in an organization or on a team

☐ Performance appraisal from work indicating excellent teamwork skills

☐ Letters of reference documenting teamwork skills

☐ Community volunteer work

☐ Student council/peer support projects

☐ Team/club pictures

☐ Hobbies and interests associated with a group

☐ Family responsibilities

Consider other teamwork skills as these are simply suggestions.

(Source: Creating a Career Skills Portfolio, Showcasing Students' Strengths and Abilities, Alberta Education)

9. Best Work Sample

In preparation for the graduate skills / portfolio presentation is his / her senior year, as student needs to collect examples of their best work. These samples of their best efforts should be saved or in some way recorded so that when they are called upon, the student. can present a representation of their best work at the graduate skills presentation. These work samples should be in some way recorded and / or placed into the student's Employability Skills Portfolio.

10. Employability Skills Portfolio Checklist

This Checklist can be used by students to ensure they have included in their Portfolio all relevant information and documents to demonstrate skills developed or under development.

The Checklist should be completed as each student prepares for their Graduate Skills / Portfolio Presentation.

Personal Information

❑ Completed the Personal Information section and identified a program career cluster, as appropriate

Education Information

❑ Recorded all courses completed and grades earned, Grade 9 through Grade 12. Confirmed that all course requirements have been met for the High School Diploma as well as the appropriate Credential—Technology Preparation or Employability
❑ Completed first aid training and included a copy of the Standard First Aid Certificate

Career Planning Activities

❑ Interest Inventory profiles
❑ Profiles or results of other inventories completed
❑ Completed Career Investigation Report
❑ Summary of Work Experience Placements. Include evaluations of work experience
❑ Post Secondary open house(s) attended and / or other visits to a post secondary institution(s)
❑ Articulation review of a post secondary program including course equivalencies and / or advanced standing
❑ Documents or written evidence of other career planning activities completed such as the occupational planning sheet

Job Search Tools

- ❑ Completed Resume
- ❑ Covering letters
- ❑ Letters of Reference, as appropriate
- ❑ Sample application forms completed
- ❑ Completed Employment History sheets
- ❑ Completed Volunteer / Community Involvement sheets
- ❑ Completed Employability Skills Assessment forms
- ❑ Evidence of Academic / Technical Skills developed, such as
  - Report cards
  - Honour / merit awards
  - Other training courses completed (include copies of certificate/credential earned)
  - Written work samples
  - Other examples or evidence of skills developed
- ❑ Evidence of Personal Management Skills developed, such as
  - Recognition awards
  - Leadership skills
  - Hobbies / interests
- ❑ Evidence of Teamwork Skills developed, such as
  - Documentation of team sports, club activities
  - List of co-curricular activities
  - Evidence of demonstrated leadership
- ❑ Other Documents, such as letters of reference, performance appraisals
- ❑ Samples of best works