# Grade 10 Career Development: Life/Work Planning (20S)

A Course for Independent Study



A Course for Independent Study

Manitoba Education Cataloguing in Publication Data

Grade 10 career development : life/work planning (20S) : a course for independent study

Includes bibliographical references. ISBN: 978-0-7711-5204-7

- $1.\ {\sf Distance\ education-Manitoba}.$
- ${\it 2. Correspondence schools and courses-Manitoba.}\\$
- ${\it 3. Career development-Study and teaching (Secondary).}\\$
- 4. Career development—Study and teaching (Secondary)
- -Manitoba.
- 5. Vocational guidance—Study and teaching (Secondary).
- 6. Vocational guidance—Study and teaching (Secondary)
- -Manitoba.
- I. Manitoba. Manitoba Education.

650.1

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Manitoba Education Winnipeg, Manitoba, Canada

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Any websites referenced in this resource are subject to change without notice.

This resource was published in 2015 and updated in 2020.

Available in alternate formats upon request.

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## ACKNOWLEDGEMENTS

Manitoba Education gratefully acknowledges the contributions of the following individuals in the development of *Grade 10 Career Development: Life/Work Planning (20S), A Course for Independent Study.* 

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#### INTRODUCTION

#### Overview

Welcome to Grade 10 Career Development: Life/Work Planning.

As a student enrolled in an independent study course, you have taken on a dual role—that of a student and a teacher. As a student, you are responsible for mastering the lessons and completing the learning activities and assignments. As a teacher, you are responsible for checking your work carefully, noting areas in which you need to improve, and motivating yourself to succeed.

## What Will You Learn in This Course?

This is a full credit course that is designed to help you uncover and develop your passions and desires. It will also help you discover what motivates and energizes you. By completing this course, you are taking the first step in planning your future and acquiring the tools and skills you need in order to enter college, university, or the workplace. In fact, this course's reason for being is to help you succeed and to allow you to learn as much as possible, as well as earn a credit toward your high school graduation.

Why is career development so important? Based on the economy of the twenty-first century, Canadians are recognizing that career development is a lifelong process and that they need to develop a new set of career-building skills. In addition, the boundary between work and life is blurred and people need to create balance in their lives and need to know how to do so.

## How Is This Course Organized?

The Grade 10 Career Development: Life/Work Planning course consists of the following 5 modules:

- Module 1: Personal Management
- Module 2: Job Seeking and Job Maintenance
- Module 3: Career Exploration
- Module 4: Learning and Planning
- Module 5: Career and Community Experiences

Each module in this course consists of several lessons, which contain the following components:

- **Introduction:** Each lesson begins with an explanation of what you will be learning in that lesson.
- **Lesson:** The main body of the lesson is made up of the content that you need to learn. It can contain text, explanations, images, diagrams, examples, and so on.
- Learning Activities: Most lessons include one or more learning activities that will help you learn about the lesson topic and prepare you for the assignments. You will not submit the completed learning activities to the Distance Learning Unit.
- Assignments: Assignments are found at the end of each module. You will mail or electronically submit all your completed assignments to the Distance Learning Unit for assessment at the end of each module. In total, all assignments are worth 70 percent of your final course mark.
- **Summary:** Each lesson ends with a brief review of what you just learned.

This course also includes the following sections:

- **Forms:** At the end of the course, you will find forms, which you will use to complete Module 5.
- Bibliography

## What Resources Will You Need for This Course?

You do not need a textbook for this course. All the content is provided directly within the course. You will, however, need access to a variety of resources.

You will require access to an email account if you plan to

- communicate with your tutor/marker by email
- use the learning management system (LMS) to submit your completed assignments

The required and optional resources for this course are identified below.

#### **Electronic Resources**

For this course, you will need the following electronic resources. If you do not have access to the Internet, or if you need a copy of the resources, contact the Distance Learning Unit at 1-800-465-9915.

- **a copy of the most recent Manitoba Prospects:** located at <a href="www.gov.mb.ca/tce/lmi/prospects/">www.gov.mb.ca/tce/lmi/prospects/</a>
- a copy of Focus on the Future —A Parent and Student Guide to Senior Years Graduation Requirements: located at <a href="https://www.edu.gov.mb.ca/k12/docs/parents/grad/">www.edu.gov.mb.ca/k12/docs/parents/grad/</a>

## **Optional Resources**

It would be helpful if you had access to the following resources:

- Photocopier/scanner: With access to a photocopier/scanner, you could make a copy of your assignments before submitting them so that if your tutor/marker wants to discuss an assignment with you over the phone, each of you will have a copy. It would also allow you to continue studying or to complete further lessons while your original work is with the tutor/marker. Photocopying or scanning your assignments will also ensure that you keep a copy in case the originals are lost.
- **Resource people:** Access to resource people, such as teachers, school counsellors, and librarians, would help you complete the course.
- **A computer with word processing software:** Access to word processing software (e.g., Microsoft Word) would help you complete some assignments.
- A computer with Internet access: This course suggests many web-based resources as sources of information or for supplementary reference and reading. Although having access to the Internet is not required for this course, it would give you access to more information. If you do not have Internet access, you will still be able to complete the course, but you will need to find different ways of finding information.

A note about Internet sites: All of the URLs listed in this course were working when this course was written; however, since Internet sites come and go, you might find that some of these sites may no longer be active or appropriate. If that happens, you can use your favourite search engine (for example, Google) to find the information you are seeking.



#### **Internet Safety**

If you choose to use the Internet to do research, be safe. The Internet is a valuable source of information and should be used responsibly. Talk to your parents/guardians about Internet safety, and use the following guidelines when going online:

- Choose a user name that does not reveal your name, gender, age, or other personal details.
- Never give anyone private information.
- Do not answer emails from strangers.
- If someone asks you to keep your relationship with him or her a secret, stop talking to the person and immediately tell your parent/guardian.
- Do not email or post pictures or files.

The above is **not** a complete list because no list can possibly cover all dangerous situations. Use your common sense and be careful.

## Who Can Help You with This Course?

Taking an independent study course is different from taking a course in a classroom. Instead of relying on the teacher to tell you to complete a learning activity or assignment, you must tell yourself to be responsible for your learning and for meeting deadlines. There are, however, two people who can help you be successful in this course: your tutor/marker and your learning partner.

## Your Tutor/Marker



Tutor/markers are experienced educators who tutor Independent Study Option (ISO) students and mark assignments and examinations. When you are having difficulty with something in this course, be sure to contact your tutor/marker, who is there to help you. Your tutor/marker's name and contact information were sent to you with this course. You can also obtain this information in the learning management system (LMS).

## Your Learning Partner



A learning partner is someone **you choose** who will help you learn. It may be someone who knows something about career development, but it doesn't have to be. A learning partner could be someone else who is taking this course, a teacher, a parent or guardian, a sibling, a friend, or anybody else who can help you. Most importantly, a learning partner should be someone with whom you feel comfortable and who will support you as you work through this course.

Your learning partner can help you keep on schedule with your coursework, read the course with you, check your work, look at and respond to your learning activities, or help you make sense of assignments. If you and your learning partner are taking the same course, however, your assignment work should not be identical.

#### **Plagiarism**

Plariagism IS a big deal with serious consequences, so it's important that you understand what it is and how to avoid it.

#### What is plagiarism?

In brief, plagiarism is taking someone's ideas or words and presenting them as if they are your own.

## How can you avoid plagiarism?

- Begin early. Research takes time. Allow enough time to search for, evaluate, and read sources, and to get help if you need it. Always document your sources immediately.
- Present your research by quoting and paraphrasing.
  - When you use a quote, you use the exact same words with quotation marks, and you indicate exactly where it came from.
  - When you paraphrase, you rewrite an author's idea using your own words and you do not use quotation marks (but you also make sure to state clearly whose idea it is).
- Learn how to use different citation styles.
- Give credit where credit is due. Never pretend someone else's idea is your own.

## How Will You Know How Well You Are Learning?

You will know how well you are learning in this course by how well you complete the learning activities and assignments.

## Learning Activities



The learning activities in this course will help you to review and practise what you have learned in the lessons. You will **not** submit the completed learning activities to the Distance Learning Unit.

Make sure you complete the learning activities. Doing so will not only help you to practise what you have learned, but will also prepare you to complete your assignments successfully. Remember that you will not submit learning activities to the Distance Learning Unit.

The learning activities for this course do not have answer keys. The only exception is Learning Activity 2.2, Module 2.

## **Assignments**



Each module in this course contains assignments, which you will complete and submit to the Distance Learning Unit for assessment. The assignments are worth a total of 70 percent of your final course mark.

The tutor/marker will mark your assignments and return them to you. Remember to keep all marked assignments until you have finished the course.

After most of the assignments, an assignment rubric will be included. Your tutor/marker will use this rubric to mark your assignment. You can also use the rubric to help you complete your assignment and get the mark you want.

This course does not have an examination.

## Volunteering in Your Community

In Module 5, you will have an opportunity to explore your occupational goals and match them with your chosen occupation by completing a minimum ten-hour volunteer assignment. If you wish, you are welcome to volunteer for more than ten hours. Just imagine how good that will look on your resumé!

Volunteering in your community offers many benefits to both you and the not-for-profit community service organization or group with whom you are volunteering. Some of the rewards you might reap from volunteering include learning a new skill, acquiring a sense of pride and achievement, becoming part of your community, working with others, and caring for others. Volunteering allows you to network with other members of the workforce. Likewise, it provides you with the potential of obtaining employment as well as an opportunity to meet individuals who have similar interests. Some of the rewards the not-for-profit community service organization or group might reap through your volunteering include building a stronger reputation with more involvement from community members, and creating an opportunity to raise more awareness and more money for their cause.

When you choose a not-for-profit community service organization or group with whom to volunteer, make sure that it ties in with your skills, interests, and occupational goals. For example, if you are interested in the health care field, then you may want to volunteer at a hospital or personal care home in your community; if you are interested in working with differently-abled individuals, then you may want to volunteer in a respite centre; if you are interested in working with animals, then you may want to volunteer at a veterinarian's office or at an animal shelter in your community.

There are many volunteer positions that you can fill within your community. Examples include, but are not limited to, the following:

- reader (reading to the elderly or to school-age children)
- group activity facilitator
- after school helper
- bingo helper
- church helper
- child care assistant
- entertainer
- animal care attendant
- meal program delivery assistant
- tour guide
- event assistant coordinator
- food bank assistant

There are many more interesting positions that you can seek out. For instance, you do not have to volunteer for a not-for-profit organization or group; you can instead volunteer for a neighbour or another individual in your community.

The volunteering in your community assignment is worth 30% of your final mark.

## How Much Time Will You Need to Complete This Course?

Learning through independent study has several advantages over learning in the classroom. You are in charge of how you learn and you can choose how quickly you will complete the course. You can complete as many lessons as you wish in a single session. You do not have to wait for your teacher or classmates.

From the date of your registration, you have a maximum of **12 months** to complete this course, but the pace at which you proceed is up to you. Read the following suggestions on how to pace yourself.

#### Chart A: Semester 1

If you want to start the course in September and complete it in January, you can follow the timeline suggested below.

Module	Completion Date	
Module 1	End of September	
Module 2	End of October	
Module 3	End of November	
Module 4	End of December	
Module 5	Middle of January	

## Chart B: Semester 2

If you want to start the course in February and compete it in May, you can follow the timeline suggested below.

Module	Completion Date
Module 1	Middle of February
Module 2	Beginning of March
Module 3	Middle of March
Module 4	Beginning of April
Module 5	Beginning of May

## Chart C: Full School Year (Not Semestered)

If you want to start the course in September and compete it in May, you can follow the timeline suggested below.

Module	Completion Date
Module 1	Middle of October
Module 2	Middle of December
Module 3	Middle of February
Module 4	End of March
Module 5	Beginning of May

#### **Timelines**

Do not wait until the last minute to complete your work, since your tutor/marker may not be available to mark it immediately. It may take a few weeks for your tutor/marker to assess your work and return it to you.



If you need this course to graduate this school year, all coursework must be received by the Distance Learning Unit on or before the first Friday in May, and all examinations must be received by the Distance Learning Unit on or before the last Friday in May. Any coursework or examinations received after these deadlines may not be processed in time for a June graduation. Assignments or examinations submitted after these recommended deadlines will be processed and marked as they are received.

## When and How Will You Submit Completed Assignments?

## When to Submit Assignments

While working on this course, you will submit completed assignments to the Distance Learning Unit **five** times. The following chart shows exactly when you will be submitting your assignments.

Submission of Assignments			
Submission	Assignments You Will Submit		
1	Module 1: Personal Management Module 1 Cover Sheet Assignment 1.1: Three Spheres of Life Assignment 1.2: Applying the DICE Approach Assignment 1.3: Managing Stress		
2	Module 2: Job Seeking and Job Maintenance Module 2 Cover Sheet Assignment 2.1: Resumé and Cover Letter Assignment 2.2: Employment Application Form Assignment 2.3: Manitoba Employment Standards Quiz		
3	Module 3: Career Exploration  Module 3 Cover Sheet Assignment 3.1: Occupations and You! Assignment 3.2: The Income Statement Assignment 3.3: Leisure Activities and Action Plan Assignment 3.4: Rewards		
4	Module 4: Learning and Planning Module 4 Cover Sheet Assignment 4.1: Comparisons Assignment 4.2: Post-Secondary Entrance Requirements Assignment 4.3: Advantages and Disadvantages of Programs Assignment 4.4: SMART Goals		
5	Module 5: Career and Community Experiences  Module 5 Cover Sheet Assignment 5.1: Informational Interviews Assignment 5.2: Volunteering Assignment 5.3: Career and Community Experience		

## How to Submit Assignments

In this course, you have the choice of submitting your assignments either by mail or electronically.

- **Mail:** Each time you **mail** something, you must include the print version of the applicable Cover Sheet (found at the end of this Introduction). Complete the information at the top of each Cover Sheet before submitting it along with your assignments.
- **Electronic submission:** You do not need to include a cover sheet when submitting assignments electronically.

## Submitting Your Assignments by Mail



If you choose to mail your completed assignments, please photocopy all the materials first so that you will have a copy of your work in case your package goes missing. You will need to place the applicable module Cover Sheet and assignment(s) in an envelope, and address it to

Distance Learning Unit 500–555 Main Street P.O. Box 2020 Winkler MB R6W 4B8

Your tutor/marker will mark your work and return it to you by mail.

## Submitting Your Assignments Electronically

Assignment submission options vary by course. Sometimes assignments can be submitted electronically and sometimes they must be submitted by mail. Specific instructions on how to submit assignments were sent to you with this course. In addition, this information is available in the learning management system (LMS).

If you are submitting assignments electronically, make sure you have saved copies of them before you send them. That way, you can refer to your assignments when you discuss them with your tutor/marker. Also, if the original hand-in assignments are lost, you are able to resubmit them.

Your tutor/marker will mark your work and return it to you electronically.



The Distance Learning Unit does not provide technical support for hardware-related issues. If troubleshooting is required, consult a professional computer technician.

## What Are the Guide Graphics For?

Guide graphics are used throughout this course to identify and guide you in specific tasks. Each graphic has a specific purpose, as described below.



**Note/Reminder:** Take note of and remember this important information or reminder.



Phone or Email: Telephone or email your tutor/marker.



**Learning Partner:** Ask your learning partner to help you with this task.



**Internet:** Use the Internet, if you have access to it, to obtain more information. Internet access is optional for this course.



**Learning Activity:** Complete a learning activity. This will help you to review or practise what you have learned and to prepare for an assignment. You will not submit learning activities to the Distance Learning Unit.



**Assignment:** Complete an assignment. You will submit your completed assignments to the Distance Learning Unit for assessment when instructed to do so.



**Mail or Electronic Submission:** Mail or electronically submit your completed assignment(s) to the Distance Learning Unit for assessment at this time.

**Remember:** If you have questions or need help at any point during this course, contact your tutor/marker or ask your learning partner for help. Good luck with the course!

Notes			

## Module 1 Cover Sheet

Please complete this sheet and place it on top of your assignments to assist in proper recording of your work. Submit the package to:

## **Drop-off/Courier Address**

Distance Learning Unit 555 Main Street Winkler MB R6W 1C4

## **Mailing Address**

Distance Learning Unit 500–555 Main Street PO Box 2020 Winkler MB R6W 4B8

## **Contact Information**

. . . .

Legai Name:	Preferred Name:	<del></del>
Phone:	Email:	
Mailing Address:		
City/Town:	Postal Code:	
Attending School:		
School Name:		
Has your contact information changed since  Note: Please keep a copy of your assignments so that you ca	,	th your tutor/marker.
Module 1 Assignments	Attempt 1	Attempt 2
Which of the following are completed and enclosed Please check (✓) all applicable boxes below.	d?	
	Date Received	Date Received
Assignment 1.1: Three Spheres of Life	/20	/20
Assignment 1.2: Applying the DICE Approach	/16	/16
Assignment 1.3: Managing Stress	/20	/20
	Total: /56	Total: /56
For Tutor	r/Marker Use	
Remarks:		

# Assignment 1.2 DICE Approach

Performance Elements	0-1 mark(s)	2-3 marks	4 marks	Totals
D = Define	Situation is vague	Situation is defined somewhat clearly	Situation is clearly defined	/4
I = Identify	1 workable and doable solution is listed	2 workable and doable solutions are listed	3 workable and doable solutions are listed	/4
C = Choose	Vaguely explains why the solution was chosen	Briefly explains why the solution was chosen	Thoroughly explains why the solution was chosen	/4
E = Evaluate	Vaguely explains why the solution is or is not the best	Briefly explains why the solution is or is not the best	Thoroughly explains why the solution is or is not the best	/4
Total/16				

# Assignment 1.3 Managing Stress

Performance Elements	0 marks	1 mark	2 marks	3 marks	4 marks	5 marks	Totals	
Five positive stressors and five negatives stressors	No stressors are identified	0-2 stressor(s) are identified	3-4 stressors are identified	5-6 stressors are identified	7-9 stressors are identified	10 stressors are identified: 5 positive and 5 negative	/5	
Two clear points about how the learner is affected by positive stressors	0 points about the effects of positive stressors are identified	1 point about the effects on the learner with vague or no link to positive stressors	1-2 point(s) about the effects on the learner with general or vague link to positive stressors	2 points about the effects on the learner with general link to positive stressors	2 points about the effects on the learner which are linked to positive stressors	2 clear and distinct points are noted about the effects on the learner, which are strongly linked to positive stressors	/5	
Two clear points about how the learner is affected by negative stressors	0 points about the effects of negative stressors are identified	1 point about the effects on the learner with vague or no link to negative stressors	1-2 point(s) about the effects on the learner with general or vague link to negative stressors	2 points about the effects on the learner with general link to negative stressors	2 points about the effects on the learner which are linked to negative stressors	2 clear and distinct points are noted about the effects on the learner, which are strongly linked to negative stressors	/5	
Five strategies the learner can use to reduce stress	0 strategies are identified	1 strategy is identified, OR more than 1 strategy is identified, but they are unclear, vague, or irrelevant	2 strategies are identified, OR more than 2 strategies are identified, but they are very unclear	3 strategies are identified, OR more than 3 strategies are identified, but they are unclear	4-5 strategies are identified	5 appropriate and relevant strategies are clearly identified	/5	
	Total/20							

## Module 2 Cover Sheet

Please complete this sheet and place it on top of your assignments to assist in proper recording of your work. Submit the package to:

## **Drop-off/Courier Address**

Distance Learning Unit 555 Main Street Winkler MB R6W 1C4

## **Mailing Address**

Distance Learning Unit 500–555 Main Street PO Box 2020 Winkler MB R6W 4B8

## **Contact Information**

. . . .

egai Name: Preferred Name:			
Phone:	Email:		
Mailing Address:			
City/Town:		_ Postal Code:	
Attending School:			
School Name:			
Has your contact information changed since  Note: Please keep a copy of your assignments so that you car  For Student Use	, ,	en you discuss them wi	
Module 2 Assignments		Attempt 1	Attempt 2
Which of the following are completed and enclosed Please check (✓) all applicable boxes below.	?	Date Received	 Date Received
Assignment 2.1: Resumé and Cover Letter		/55	/55
Assignment 2.2: Employment Application Form		/30	/30
Assignment 2.3: Manitoba Employment Standa	rds Quiz	/20	/20
		Total: /105	Total: /105
For Tutor,	/Marker Use		
Remarks:			

# Assignment 2.1 Resumé

Resumé Components	0-1 mark(s)	2-3 marks	4-5 marks	Totals	
Resumé Format, Layout, and Design	Spacing is not balanced on the page with either too much or too little white space	Spacing is somewhat balanced on the page with some white space	Spacing is balanced on the page with enough white space	/5	
Name	Name does not stand out at all	Name stands out somewhat	Name stands out clearly at the top of the resumé	/5	
Name, Address, Phone Number, Cell Phone, Email Address	1 point included	2 points included	3 or more points included	/5	
Employment History	No jobs included	1 or more job(s) included, but responsibilities are missing	1 or more job(s) included, with responsibilities identified	/5	
Writing Conventions (spelling, capitalization, grammar)	Numerous errors	Few errors	No or very few errors	/5	
References	Not included	Included, but telephone numbers are missing	Included and telephone numbers are provided	/5	
Total/30					

Adapted from Manitoba Education, Citizenship and Youth. Grade 10 Retailing: A Course for Independent Study. Winnipeg. MB. 2009. 94.

## Assignment 2.1 Cover Letter

Cover Letter Components	0-1 mark(s)	2-3 marks	4-5 marks	Totals	
Date, 4-line Address, Attention Line, and Salutation (Dear)	1 or less components were included	2-3 components were included	All components were included	/5	
Opening Paragraph	No points were included, the paragraph is unclear	1-2 point(s) was/were included; however, they are not quite clear and distinct	2 clear and distinct points explaining the purpose of the letter and enclosure of the resumé	/5	
One – Two Paragraphs	No relevant points were included	2-3 points were included; however, they are not quite clear and distinct	5 clear and distinct points discussing skills, qualifications, and how you will be beneficial to the position	/5	
Closing Paragraph	No closing paragraph included	Closing paragraph included with 1 point to conclude the letter	2 clear and distinct points regarding a meeting and also thanking them for their consideration	/5	
Writing Conventions (spelling, capitalization, grammar)	Numerous errors	Few errors	No or very few errors	/5	
Total/25					

# Assignment 2.2 Employment Application Form

Application Form Components	0-1 mark(s)	2-3 marks	4-5 marks	Totals	
General Information	Mostly incomplete	Partially complete	Complete	/5	
Education and Skills	Mostly incomplete	Partially complete	Complete	/5	
Educational Experiences and Accomplishments	Brief list of educational experiences and accomplishments	List of educational experiences and accomplishments	Very relevant educational experiences and accomplishments	/5	
Extracurricular Activities	No extracurricular activities listed	Few activities described in some detail	Activities described in complete detail	/5	
Employment History and Work Experience	No jobs included	1 or more job(s) included, but responsibilities missing	1 or more job(s) included, with responsibilities identified	/5	
References & Summary	References not included; summary not signed or dated	References included but telephone numbers missing; summary signed but not dated	References included and telephone numbers provided; summary signed and dated	/5	
Total/30					

Adapted from Manitoba Education, Citizenship and Youth. Grade 10 Retailing: A Course for Independent Study. Winnipeg. MB. 2009. 89.

## Module 3 Cover Sheet

Please complete this sheet and place it on top of your assignments to assist in proper recording of your work. Submit the package to:

## **Drop-off/Courier Address**

Distance Learning Unit 555 Main Street Winkler MB R6W 1C4

## **Mailing Address**

Distance Learning Unit 500–555 Main Street PO Box 2020 Winkler MB R6W 4B8

## **Contact Information**

. . . .

Legai Name: Preferred Name:			
Phone:	Email:		
Mailing Address:			
City/Town:	Postal Code:		
Attending School:			
School Name:			
Has your contact information changed since  Note: Please keep a copy of your assignments so that you of  For Student Use	, ,	th your tutor/marker.	
Module 3 Assignments	Attempt 1	Attempt 2	
Which of the following are completed and enclose Please check (✓) all applicable boxes below.	ed?  Date Received	 Date Received	
Assignment 3.1: Occupations and You!	/60	/60	
Assignment 3.2: The Income Statement	/27	/27	
Assignment 3.3: Leisure Activities and Action	Plan/15	/15	
Assignment 3.4: Rewards	/25	/25	
	Total:/127	Total: /127	
For Tuto	or/Marker Use		
Remarks:			

# Assignment 3.3 Leisure Activities and Action Plan

Assignment 3.3 Checklist ✔				
If completed, check box (1 mark each)	1 or more leisure activities	Contact People and Resources	Action Plan	Totals
Personal Goal				/3
Career Goal				/3
Educational Goal				/3
Social Goal				/3
Other Goals				/3
Total/15				

## Module 4 Cover Sheet

Please complete this sheet and place it on top of your assignments to assist in proper recording of your work. Submit the package to:

## **Drop-off/Courier Address**

Distance Learning Unit 555 Main Street Winkler MB R6W 1C4

## **Mailing Address**

Distance Learning Unit 500–555 Main Street PO Box 2020 Winkler MB R6W 4B8

## **Contact Information**

. . . .

Legai Name: Preferred Name:					
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City/Town:		_ Postal	Code: _		
Attending School:					
School Name:					
Has your contact information changed since  Note: Please keep a copy of your assignments so that you can  For Student Use	, ,	en you discuss	s them witl		_
Module 4 Assignments		Attemp		Attemp	nt 2
Which of the following are completed and enclosed Please check (🗸) all applicable boxes below.	?	Date Rece		Date Rece	
☐ Assignment 4.1: Comparisons			/36		/36
☐ Assignment 4.2: Post-Secondary Entrance Req	uirements		/24		/24
☐ Assignment 4.3: Advantages and Disadvantage	es of Programs		/17		/17
☐ Assignment 4.4: SMART Goals			/20		/20
		Total:	/97	Total:	/97
For Tutor	/Marker Use				
Remarks:					

## Module 5 Cover Sheet

Please complete this sheet and place it on top of your assignments to assist in proper recording of your work. Submit the package to:

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Mai	ling Address:				
City	City/Town: Postal Code:				
Atte	ending School:				
Sch	ool Name:				
	s your contact information changed since you registere Please keep a copy of your assignments so that you can refer to them wh	nen you discuss them wi	th your tutor/marker.		
	For Student Use	For Office	•		
Мо	dule 5 Assignments	Attempt 1	Attempt 2		
	ich of the following are completed and enclosed? ase check (✓) all applicable boxes below.				
	ase check (V) an applicable boxes below.	Date Received	Date Received		
	Assignment 5.1: Comparisons				
	Part A: Informational Interview Research Worksheet	□ CO / □ INC	□ CO / □ INC		
	Part B: Informational Interviews	□ CO / □ INC	□ CO / □ INC		
	Part C: Interview Reflections	/20	/20		
	Assignment 5.2: Volunteering				
	Part A: Research Section of Volunteering Worksheet	□ CO / □ INC	□ CO / □ INC		
	Part B: Phone Contact Section of Volunteering Worksheet	□ CO / □ INC	☐ CO / ☐ INC		
	Part C: Career and Community Service Training Plan Form	/20	/20		

continued

Module 5 Cover Sheet (continued)

Please complete this sheet and place it on top of your assignments to assist in proper recording of your work. Submit the package to:

#### **Drop-off/Courier Address**

Distance Learning Unit 555 Main Street Winkler MB R6W 1C4

## **Mailing Address**

Preferred Name:

Distance Learning Unit 500–555 Main Street PO Box 2020 Winkler MB R6W 4B8

## **Contact Information**

Legal Name:

Phone: Email:				
Mailing Address:				
City/Town:	Postal Code:			
Attending School:				
School Name:				
Has your contact information changed since you registered <b>Note:</b> Please keep a copy of your assignments so that you can refer to them who				
For Student Use	For Office	Use Only		
Module 5 Assignments (continued)	Attempt 1	Attempt 2		
Which of the following are completed and enclosed? Please check (✓) all applicable boxes below.				
	Date Received	Date Received		
Assignment 5.3: Career and Community Experience				
Part A: Career and Community Experience Evaluation	□ CO / □ INC	☐ CO / ☐ INC		
Part B: Student Volunteer Self-Reflection Student Log	/20	/20		
Assignment 5.4: Annual Education Plan	/20	/20		
	Total: /80	Total: /80		
For Tutor/Marker Use				
For Tutor/Marker Use Remarks:	Total: / 33	10tal / 5		

# Assignment 5.1 Part C Interview 1 Reflections

Category	0-1 mark(s)	2-3 marks	4-5 marks	Totals	
Responses	Reflection responses are vague and not detailed; thoughts are disorganized and/or contain many grammar, spelling, and/or punctuation mistakes, making the responses hard to read	Reflection responses are brief and recorded somewhat clearly; thoughts are organized with some grammar, spelling, and/or punctuation mistakes	Reflection responses are detailed and recorded clearly; thoughts are very organized with few grammar, spelling, and/or punctuation mistakes	/5	
Relevance/ Connections	Demonstrates that the student did not understand the task; demonstrates to a limited degree an understanding of the complexities of the occupation; does not demonstrate a link to future occupation goals/ interests	Demonstrates some understanding of the complexities of the occupation; response provides limited links to future occupation goals/interests	Demonstrates an understanding of the complexities of the occupation; response provides clear links to future occupation goals/interests	/5	
	Total (10				
Total/1				n/10	

# Assignment 5.1 Part C Interview 2 Reflections

Category	0-1 mark(s)	2-3 marks	4-5 marks	Totals
Responses	Reflection responses are vague and not detailed; thoughts are disorganized and/or contain many grammar, spelling, and/or punctuation mistakes, making the responses hard to read	Reflection responses are brief and recorded somewhat clearly; thoughts are organized with some grammar, spelling, and/or punctuation mistakes	Reflection responses are detailed and recorded clearly; thoughts are very organized with few grammar, spelling, and/or punctuation mistakes	/5
Relevance/ Connections	Demonstrates that the student did not understand the task; demonstrates to a limited degree an understanding of the complexities of the occupation; does not demonstrate a link to future occupation goals/ interests	Demonstrates some understanding of the complexities of the occupation; response provides limited links to future occupation goals/interests	Demonstrates an understanding of the complexities of the occupation; response provides clear links to future occupation goals/interests	/5
			Tata	. /10
Total/1				

# Assignment 5.2 Part C Career and Community Experience Training Plan Form

Category	Criteria				
	0-4 mark(s)	5-8 marks	9-11 marks	12-14 marks	Totals
Responses to Volunteer Profile Questions	Responses are incomplete, show little or no thought, and do not represent the skills, abilities, and interests of the student	Responses are vague, somewhat thought out, and represent the skills, abilities, and interests of the student	Responses are clear, fairly thought out, and represent the skills, abilities, and interests of the student	Responses are very clear, well thought out, and accurately represent the skills, abilities, and interests of the student	/14
	0 marks	1 mark	2 marks	3 marks	
Composition (appearance, legibility, spelling, and grammar)	Overall appearance is not neat, printing needs to be improved, several inconsistencies in size, and many grammar or spelling mistakes	Overall appearance is clean and neat, printing could be improved, some inconsistencies in size, and several grammar or spelling mistakes	Overall appearance is clean and neat, printing is legible and consistent in size, and only one or two grammar or spelling mistakes	Overall appearance is clean, neat, and professional looking, printing is legible and consistent in size, and no grammar or spelling mistakes	/3
	0 marks	1 mark	2 marks	3 marks	
Completion of Training Plan Form	Majority of sections are not answered thoroughly and appropriately; no signatures are on the form	3 or 4 sections are not answered thoroughly and appropriately; some signatures are missing on the form	1 or 2 sections are not answered thoroughly and appropriately; all required signatures are on the form	All sections are answered thoroughly and appropriately; all required signatures are on the form	/3
	Total/20				I/20

# Assignment 5.3 Part B Student Volunteer Self-Reflection

Category	0-3 mark(s)	4-7 marks	8-10 marks	Totals
Responses	Reflection responses are vague and not detailed; thoughts are disorganized and/or contain many grammar, spelling, and/or punctuation mistakes, making the responses hard to read	Reflection responses are brief and recorded somewhat clearly; thoughts are organized with some grammar, spelling, and/or punctuation mistakes	Reflection responses are detailed and recorded clearly; thoughts are very organized with few grammar, spelling, and/or punctuation mistakes	/10
Relevance/ Connections	Responses do not demonstrate the ability to reflect on personal skills and attributes that enhanced their volunteer experience, and do not demonstrate links to their career expectations and future goals	Responses demonstrate some ability to reflect on personal skills and attributes that enhanced their volunteer experience, and demonstrate some links to their career expectations and future goals	Responses demonstrate the ability to reflect on personal skills and attributes that enhanced their volunteer experience, and demonstrate links to their career expectations and future goals	/10
Total /20				

# Assignment 5.4 Annual Education Plan (AEP)

Category	Criteria						
	0-2 mark(s)	3-4 marks	5-6 marks	7-8 marks	Totals		
Completion	Majority of sections are not answered thoroughly	3 sections not answered thoroughly	1 or 2 sections not answered thoroughly	All sections answered thoroughly	/8		
	0-2 mark(s)	3-4 marks	5-6 marks	7-8 marks			
Responses (Section D: Life/ Work Goals)	The responses to the Life/Work Goals in Section D are incomplete and show little or no thought	The responses to the Life/Work Goals in Section D are vague and somewhat thought out	The responses to the Life/Work Goals in Section D are clear and fairly thought out	The responses to the Life/Work Goals in Section D are very clear and well thought out	/8		
	0 marks	1 mark	2 marks	3 marks			
Composition (appearance, legibility, spelling, and grammar)	Overall appearance is not clean and neat, and there are many grammar and/or spelling mistakes	Overall appearance is clean and neat, and there are several grammar and/or spelling mistakes	Overall appearance is clean and neat, and there are only one or two grammar and/or spelling mistakes	Overall appearance is clean, neat, professional looking, and there are no grammar and/or spelling mistakes	/4		
	Total/20						



# GRADE 10 CAREER DEVELOPMENT: LIFE/WORK PLANNING (20S)

Module 1

Personal Management

# MODULE 1: PERSONAL MANAGEMENT

# Introduction

In this module, you will learn about personal management and how this will impact you both personally and professionally in your search for a career.

Module 1 consists of five lessons.					
	Lesson 1: Introduction to Career Development: Life/Work Planning				
	Lesson 2: Learning about Yourself and Your Skills				
	<b>Lesson 3:</b> Building and Maintaining a Positive Self-Image				
	<b>Lesson 4:</b> Getting Along with Others				
	<b>Lesson 5:</b> Changing and Growing Throughout Life				

Each lesson will consist of one learning activity and one assignment. You will be assessed on how well you complete the assignments that are listed in the following table.

Once you have completed the entire module, you will follow the instructions for mailing or electronically submitting your assignments to the Distance Learning Unit as detailed in the course introduction.

# Assignments in Module 1

When you have completed the assignments for Module 1, submit your completed assignments to the Distance Learning Unit either by mail or electronically through the learning management system (LMS). The staff will forward your work to your tutor/marker.

Lesson	Assignment Number	Assignment Name	
3	1.1	Three Spheres of Life	
4	1.2	Applying the DICE Approach	
5	1.3	Managing Stress	

You are now ready to complete the first learning activity.

# LESSON 1: INTRODUCTION TO CAREER DEVELOPMENT: LIFE/WORK PLANNING



# **Learning Activity 1.1**

# **Meet Your Tutor/Marker**

The purpose of this learning activity is to help you establish a good relationship with your tutor/marker. By completing this assignment, you will also further develop valuable communication skills which you will require throughout your career.

First, contact your tutor/marker to schedule an appointment for the conversation that needs to take place to complete **Learning Activity 1.1: Meet Your Tutor/Marker**. It may take up to twenty minutes on the phone, so you need to ensure that both of you are available for this length of time. The name and phone number of your tutor/marker was provided to you on a record of progress sheet (on white paper) that was not enclosed in the course package. If you can't find it, contact the Distance Learning Unit at 1-800-465-9915.

You will contact your tutor/marker by telephone. Complete the following questionnaire by asking your tutor/marker the questions and writing in his/her responses. Should any other questions arise, please record responses in the section called Additional Information.

# **Career Development Interview Questionnaire**

# **Meet Your Tutor/Marker**

Good Morning/Afternoon/Evening \_\_\_\_\_ (name of tutor/marker).

Do you have time now to answer a few questions?

If yes, then proceed with the following questions.

If no, ask "When would be a good time to call you back?"

# **Questions for the Tutor/Marker**

1.	telephone, or other)?
2.	What days are best to reach you?
3.	What time of day is best for you?
4.	Please explain to me the importance of having a portfolio
٩da	ditional information:

Although you will be interviewing your tutor/marker, it is good to prepare for questions that the tutor/marker might ask you. Communication works both ways! For example, your tutor/marker might ask you questions similar to the following:

- What do you hope to learn from this course?
- Have you thought about a choice of occupation? If so, which one?

End of Learning Activity 1.1

# Lesson Summary

In this lesson, you familiarized yourself with what you have to do in this course. You also had an opportunity to communicate with your tutor/marker. Now that you have established a good relationship with your tutor/marker, it is time to move on to Lesson 2, Module 1.

# Lesson 1, Module 1 Summary

Cor	ngratulations, you have finished Lesson 1, Module 1.
Plea	ase check (✔) as applicable.
	I have become familiar with what is expected of me throughout the course.
	I practised communication skills by participating in a telephone conversation with my tutor/marker.

# LESSON 2: LEARNING ABOUT YOURSELF AND YOUR SKILLS

# Introduction

This lesson is going to be fun because you will learn all about YOU! You will explore your personal desires, interests, values, and characteristics as well as identify your skills and learn how to develop them further.

# In this lesson, you will

- learn about yourself
- discover what skills you need in order to obtain a job and keep it

# Learn About Yourself

Learning about yourself by exploring your interests, skills, values, and personal characteristics will help you assess who you really are, what you believe in, what jobs you are interested in, and what your career path will look like. Once you have completed a self-assessment, you will be ready to look at who and what you want to become. This will enable you to identify the goals you wish to achieve in life—both personally and professionally.

In order to identify your interests, skills, values, and personal characteristics, you must first take time to read the following definitions and examples. You will then be ready to learn about yourself.

#### **Interests**

Definition					
Interests are defined as anything that you enjoy doing, feel concerned or curious about, and want to take part in.					
Examples					
Art	Animals	Business	Disabilities (Mental or Physical)	Fashion	
Medicine	Music	Reading	Singing	Sports	

# **Personality Traits**

	Definition					
Personality traits are defined as a combination of attitudes, behaviours, and characteristics. These characteristics define who you are as an individual and they help you build a positive self-image.						
Examples						
Adventurous	Cheerful	Confident	Decisive	Energetic		
Flexible	Genuine	Helpful	Independent	Optimistic		
Patient	Polite	Quiet	Resourceful	Sensitive		

### **Values**

Definition						
Values are defined as beliefs and principles that a person has developed throughout their lifetime as a result of interacting with other members of society or observing them. Values are based on family beliefs, ethnic backgrounds, religious backgrounds, geographic location, special interests, and so forth.						
	Examples					
Benefits	Dignity	Empathy	Equality	Family		
Independence	Leisure Time	Money	Respect	Working Outside		

### Skills

Definition					
Skills are things you know how to do and are defined as special abilities that you may possess. It is possible that the activities which you enjoy doing the most tie in with your ability to do something really well.					
Examples					
Acting	Childcare	Cooking	Debating	French	
Gardening	Listening	Painting	Skiing	Soccer	

You are now ready to identify your top interests, personality traits, work values, and skills. Complete the following self-assessment or interest inventory. This will not only help you choose the type of career that you want to pursue, it will also help you when it comes time to create your resumé.



# Learning Activity 1.2



#### **Destination 2020 Your Interests**

Skills Personality Occupations Life/Work Maps A Day in 2020 HANDOUT 3.1



# DESTINATION

YOUR INTERESTS



You can use your interests as a direction finder on your journey of exploration for jobs that interest you.

#### Step 1: Circle the numbers that describe you best.

- 1. I'd rather make something than read a book.
- 2. I enjoy problem-solving, games and working at puzzles.
- 3. I like helping other people when they need it.
- 4. I enjoy learning about new topics by reading about them.
- 5. I like working with my hands.
- 6. I like being the leader in a group of people.
- I prefer to know all the facts before I tackle a problem.
- 8. I like to take care of other people.

# YOUR INT

- 9. I enjoy designing, inventing and creating things.
- 10. I enjoy expressing myself through art, music or writing.
- 11. I would like a job where I could deal with people all day.
- 12. I like working with materials and equipment.
- 13. I enjoy learning new facts and 21. I enjoy thinking up ideas
- 14. I find co-operating with others comes naturally to me.
- 15. I like finding out how things work by taking them apart.
- 16. I would choose working with machines and things rather than working with people.

- 7. I can usually persuade people to do things my way.
- 18. I enjoy building and repairing things.
- 19. I enjoy the research part of my projects.
- 20. I like interacting with people.
- different ideas and ways to do things
- 22. I like hearing other people's opinions.
- 23. I enjoy learning how to use different tools.
- 24. I find it easy to follow written instructions.

Step 2: Mark an X on the number of each statement you selected above, in the boxes below. The box with the most numbers marked indicates the area of your strongest interest.

1	5	9	12
15	16	18	23

#### Things are your thing. You enjoy:

- using tools and machines
- making objects with your hands
- maintaining or fixing equipment
   finding out how things work
- Occupations may be found in: NGS
- Engineering Product Manufacturing Construction Repair and Servicing

- Transportation
   Trades and Technology



#### 3 6 8 11 14 17 20 22

#### People are your pastime. You enjoy:

- caring for or helping others
- persuading people or negotiating working as part of a team
- leading or supervising others

# Occupations may be found

• Health Care • Education and Training • Social Work and Counselling • Religion



2	4	7	10	
13	19	21	24	

#### You are an information junkie.

- expressing yourself through writing,
- doing experiments or researching a topic solving puzzles or problems studying or reading

#### Occupations may be found in:

- Arts and Entertainment
  Business and Finance
  Scientific Research
  Sales
- and Services . Tourism . Lav



Source: Destination 2020: Teacher's Guide. The Students Commission. Toronto, ON. Reproduced with permission.

# Follow the instructions on *Destination 2020 Your Interests* as outlined below:

- Step 1: Circle the numbers that best describe you.
- Step 2: Mark an X on the number of each statement you selected in Step 1 in the boxes. The box with the most numbers marked indicates the area of your strongest interest.
- Step 3: After you have completed Step 1 and Step 2, identify which of the three following areas best describes your interests:
  - things are your thing
  - people are your pastime
  - you are an information junkie

Step 4:	Write a short paragraph (five clear and distinct points) reflecting on what you have learned about your interests, how they best describe you (as outlined below), and whether or not you agree with the results.

- 1. **Things are your thing.** You enjoy
  - using tools and machines
  - making objects with your hands
  - maintaining or fixing equipment
  - finding out how things work
- 2. **People are your pastime.** You enjoy
  - caring for or helping others
  - persuading people or negotiating
  - working as part of a team
  - leading or supervising others

# 3. You are an information junkie. You enjoy

- expressing yourself through writing, music, and art
- doing experiments or researching a topic
- solving puzzles or problems
- studying or reading



Step 5: Attach the completed *Destination 2020 Your Interests* to your reflection paragraph. You could share your findings with your learning partner.

End of Learning Activity 1.2

You have identified your top interests, personality traits, work values, and skills by completing a self-assessment or interest inventory. You are starting to make progress in choosing the type of career you want to pursue.

# Skills you need to get and keep a job

Once you have completed your education (after high school, college, or university), you must then get and keep a job. To that end, there are all kinds of skills that are important for you to have and to further develop. Transferable skills are skills that are generic in nature and that can be transferred from one job to another. To assist you in identifying transferable skills, The Conference Board of Canada has created an information sheet called "Employability Skills 2000+".

#### **Employability Skills 2000+**

The skills you need to enter, stay in, and progress in the world of work—whether you work on your own or as a part of a team.

These skills can also be applied and used beyond the workplace in a range of daily activities.

#### **Fundamental Skills**

The skills needed as a base for further development

You will be better prepared to progress in the world of work when you can:

#### Communicate

- read and understand information presented in a variety of forms (e.g., words, graphs, charts, diagrams)
- write and speak so others pay attention and understand
- listen and ask questions to understand and appreciate the points of view of others
- share information using a range of information and communications technologies (e.g., voice, e-mail, computers)
- use relevant scientific, technological and mathematical knowledge and skills to explain or clarify ideas

#### Manage Information

- locate, gather and organize information using appropriate technology and information systems
- access, analyze and apply knowledge and skills from various disciplines (e.g., the arts, languages, science, technology, mathematics, social sciences, and the humanities)

#### Use Numbers

- · decide what needs to be measured or calculated
- observe and record data using appropriate methods, tools and technology
- make estimates and verify calculations

#### Think & Solve Problems

- assess situations and identify problems
- seek different points of view and evaluate them based on facts
- recognize the human, interpersonal, technical, scientific and mathematical dimensions of a problem
- identify the root cause of a problem
- be creative and innovative in exploring possible solutions
- readily use science, technology and mathematics as ways to think, gain and share knowledge, solve problems and make decisions
- evaluate solutions to make recommendations or decisions
- implement solutions
- check to see if a solution works, and act on opportunities for improvement

#### Personal Management Skills

The personal skills, attitudes and behaviours that drive one's potential

You will be able to offer yourself greater possibilities for achievement when you can:

#### Demonstrate Positive Attitudes & Behaviours

- feel good about yourself and be confident
- deal with people, problems and situations with honesty, integrity and personal ethics
- recognize your own and other people's good efforts
- take care of your personal health
- show interest, initiative and effort

#### Be Responsible

- set goals and priorities balancing work and personal life
- plan and manage time, money and other resources to achieve goals
- assess, weigh and manage risk
- be accountable for your actions and the actions of your group
- be socially responsible and contribute to your community

#### Be Adaptable

- work independently or as a part of a team
- carry out multiple tasks or projects
- be innovative and resourceful: identify and suggest alternative ways to achieve goals and get the job done
- be open and respond constructively to change
- learn from your mistakes and accept
- cope with uncertainty

#### Learn Continuously

- be willing to continuously learn and grow
- assess personal strengths and areas for development
- set your own learning goals
- identify and access learning sources and opportunities
- plan for and achieve your learning goals

#### Work Safely

be aware of personal and group health and safety practices and procedures, and act in accordance with these

The skills and attributes needed to contribute productively

You will be better prepared to add value to the outcomes of a task, project or team when you can:

#### Work with Others

- understand and work within the dynamics of a group
- ensure that a team's purpose and objectives are clear
- be flexible: respect, be open to and supportive of the thoughts, opinions and contributions of others in a group
- recognize and respect people's diversity, individual differences and perspectives
- accept and provide feedback in a constructive and considerate manner
- contribute to a team by sharing information and expertise
- lead or support when appropriate,
- motivating a group for high performance understand the role of conflict in a group to reach solutions
- manage and resolve conflict when appropriate

#### Participate in Projects & Tasks

- plan, design or carry out a project or task from start to finish with well-defined objectives and outcomes
- develop a plan, seek feedback, test, revise and implement
- work to agreed quality standards and specifications
- select and use appropriate tools and technology for a task or project
- adapt to changing requirements and information
- continuously monitor the success of a project or task and identify ways to improve



The Conference Board of Canada

255 Smyth Road, Ottawa ON K1H 8M7 Canada Tel. (613) 526-3280 Fax (613) 526-4857 Internet: www.conferenceboard.ca/nbec

Source: Employability Skills 2000+ Brochure 2000 E/F (Ottawa: The Conference Board of Canada, 2000). Reproduced with permission.

This information sheet identifies numerous transferable skills which are important in the workplace. Please read through this information sheet carefully, we will review this later on in the course.

# Lesson Summary

In this lesson, you learned how to explore your interests, skills, values, and personal characteristics. By doing this, you have begun the process of choosing your career and determining what you need to do to get there.

# Lesson 2, Module 1 Summary

Congratulations, you have finished Lesson 2, Module 1.				
Please check (✔) as applicable.				
☐ I learned about myself.				
☐ I learned what skills I need to get and keep a job.				

Notes			

# LESSON 3: BUILDING AND MAINTAINING A POSITIVE SELF-IMAGE

You have explored your personal desires, interests, values, and characteristics. These are important in building and maintaining a positive self-image. This positive self-image will lead to self-fulfillment and motivate you to become all that you can be.

# In this lesson, you will

- develop a positive self-image
- identify what motivates you
- complete Assignment 1.1: Three Spheres of Life

# Positive self-image

Self-image is your concept or view of yourself. It also consists of

- how others see you
- how others treat you
- how you compare yourself to others

If you have a negative self-image, it will take work to change your negative self-image to a positive self-image.

A positive <u>self-image</u> means that you have high <u>self-esteem</u>. When you have high self-esteem, you

- feel good about who you are and what you do
- take pride in yourself and all your accomplishments
- respect yourself
- have confidence
- project yourself in a positive light
- view yourself as being equal with others

Unfortunately, the media, negative influences in your life, negative environments (personal and work), and low self-esteem contribute to a negative self-image.

This is why it is important to create a positive self-image. How do you do this? Identify individuals in your life who are role models (mentors). They will help you in maintaining and developing a positive self-image and will also help you stay positive. Find someone (coach, counselor, teacher, business person, or other) who will help you focus on your career path and achievements while helping you stay positive.

Armed with a positive self-image, you will find that you do not always have negative thoughts and that you do not sit around worrying about everything. You will also find that you do not focus on the negative in your life. Instead, you will find solutions to problems, you will be able to cope with life's challenges, and you will feel happier and much more confident.

After you have developed a positive self-image, you will have time to work on aspects of your life that really need your attention—what motivates you! You can then start to develop your career path.

# What Motivates You?

What really excites you or drives you? Is it spending time with friends or family? Is it free time? Is it time spent working with others? Is it the excitement of doing well on a test? Whatever it is that excites you or drives you actually comes from motivation.

There are two kinds of motivation: internal or external.

**Internal motivation** (also referred to as intrinsic motivation) comes from within yourself. It is motivation that occurs when you want to do something out of pleasure, importance, or desire.

**External motivation** (also referred to as extrinsic motivation) comes from outside of yourself. It is motivation that occurs when external factors motivate you to do something.

Following are examples of internal and external motivation:

Internal (intrinsic motivation)

- sense of accomplishment upon completing an assignment at school or a task at work
- sense of pride upon doing a job well (whether at school or at work)
- sense of enjoyment in working on a science project or a work project
- sense of pleasure in finding a solution to a problem

External (extrinsic motivation)

- high mark on a test or report card
- increase in pay at work
- promotion at work
- any kind of reward received for your accomplishments

An important point to remember is that external (extrinsic) motivation will not get you through the difficult times and will not help you achieve your dreams. You have to have the burning desire from within yourself—internal (intrinsic) motivation—to achieve your dreams and goals and become everything that you want to become.

To find out what motivates you, complete **Learning Activity 1.3: Are you Motivated?** 



# **Learning Activity 1.3**

# Are you Motivated?

Complete the following quiz. It is fun and easy-to-do and it will help you rate your motivation.



- Step 1: Answer the following ten questions and find your score based on the point breakdown.
- Step 2: After you have determined your score, write a paragraph explaining in clear, distinct points why "Motivation/Drive", "Thinking Ability", "Human Relations", "Communications Skills", and "Technical Knowledge" are important skills to have in the workplace.

### STEP 1:

# **MOTIVATION QUIZ**

Are	e you motivated?
	No one needs to motivate me.
	Once I get started, I'm okay.
	I don't do anything unless someone tells me to

	Do	you like people?
		I like pretty much everyone I meet.
		I already know enough people.
		I don't really like people.
-	Cai	n you motivate others?
		I can usually motivate people with little difficulty.
		I can usually motivate people with a bit of effort.
		I usually wait for someone else to motivate people.
-	Wh	at's your level of responsibility?
		I enjoy taking the lead on projects from start to finish.
		$\ensuremath{\mathrm{I}}$ can take the lead, but $\ensuremath{\mathrm{I}}$ prefer it if someone else takes the lead.
		I don't enjoy taking the lead so I usually let someone else do so.
-	Are	e you organized?
		I like to plan things out.
		I take things as they come.
		If things get too difficult, I tend to quit.
-	Ho	w's your work ethic?
		I'm okay with working hard for as long as I can.
		I'm okay with working hard for a while.
		I don't see the point of working hard.
-	Are	e you a good decision maker?
		I can easily make good decisions.
		I can make good decisions if I'm not rushed.
		I'm not good at making decisions.
-	Are	e you trustworthy?
		People can always trust what I say and do.
		People can trust what I say and do most of the time.
		People can sometimes trust what I say and do.
-	Are	e you determined to see things through?
		I always see things through.
		I often see things through.
		I sometimes see things through.

# ■ Can You Keep Records?

I can, however, it's more important to get the work out.
 I'll keep records because they are required, not because I want to.
 I know what's needed without keeping records.

# First Point = 10 Second Point = 6 Third Point = 2 Add up your POINTS.

Score: 100

Excellent. A perfect score. You are really motivated. Throughout your life, you will continue to be driven to succeed in everything that you do.

Score: 91-99

Very good. You definitely have the motivation to succeed in any

workplace. Don't hesitate!

Score: 72-90

Good. You have great motivational qualities with some weak spots. You should be able to cover those weaknesses by getting training for yourself in the specific areas.

Score: 40-71

So so. You need to work on becoming more motivated. You should address the areas of weakness that have been identified through this test and also refer to the following interpretation.

Score: 40 and below

Your level of motivation is low. This is okay, because you can always work on improving your motivation as you reflect on the following interpretation.

# Interpretation

# What traits and characteristics define you as being motivated?

There are many traits that identify you as being motivated. For instance, being a team player; enjoying working with others; striving for win-win in all situations; enjoying taking charge as a leader; being responsible and organized; being a good decision maker; being very reliable; always following through (in other words, if you say you are going to do something, then you do it); and being trustworthy and dependable.

The following characteristics define YOU if you scored 91 or higher on the previous quiz. If your score was 72 or lower, you have the ability to work on strengthening specific areas (refer to the quiz).

- Motivation/Drive: You have what it takes to be responsible, persistent, and get the job done. You are driven and determined.
- **Thinking Ability:** You are an original, creative, and analytical thinker. You tend to think outside of the box. You are motivated by creativity.
- Human Relations: You have emotional stability, you are sociable, you have good personal relations, you are considerate of others, you are cheerful and cooperative, and you never hurt other people. You are motivated to treat others the way that you want to be treated.
- **Communications Skills:** You have good verbal comprehension, and oral and written communications. You are motivated by effectively communicating with others.
- **Technical Knowledge:** You have the skills-whether it is computer skills, accounting skills, welding skills, drafting skills, or others—to get the job done.

# Step 2:

After you have determined your score for this quiz, write a paragraph, using clear, distinct points, explaining why motivation/drive, thinking ability, human relations, communications skills, and technical knowledge are important skills to have in the workplace.	
	_
End of Learning Activity 1.3	

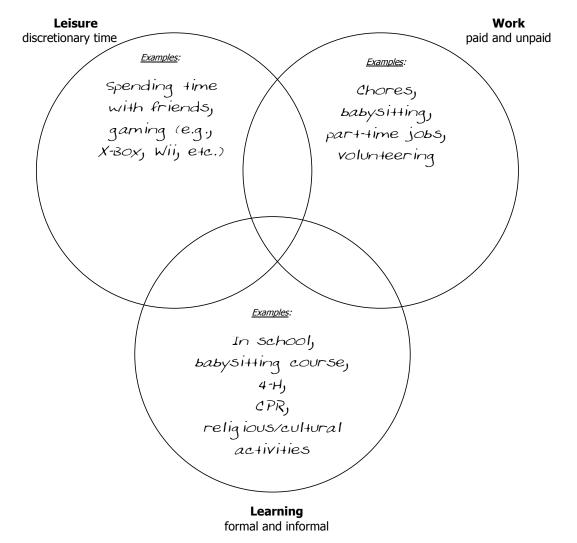
You have looked at how to create a positive self-image and have identified what motivates you. In lesson 2, you looked at your interests, personality traits, work values, and skills. You build upon all of these areas by attending school, working, and being involved in activities. Do all the activities in your

life help you create a positive self- image and motivate you? If the answer is "no", then it is time to ask yourself if they are worth your time.

It is important to have balance in your life. You must balance the following three spheres in life:

- leisure (discretionary time)
- work (paid and unpaid)
- learning (formal and informal)

Look at the following three spheres of life. You can see the spheres are interlinked. These interlinked areas represent the crossover of time. It is important that you create balance in your life so as to maintain a positive self-image and remain motivated. The activities in the three spheres of life should also allow you to develop your interests, personality traits, work values, and skills.



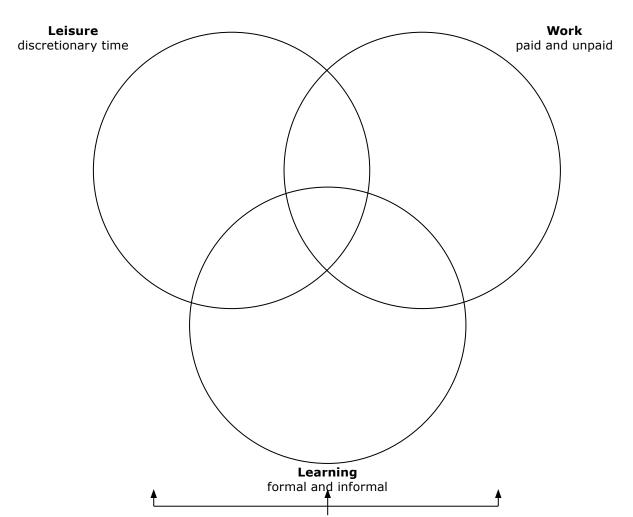
You will now complete **Assignment 1.1: Three Spheres of Life**. The purpose of this assignment is to help you understand the importance of having balance in your life.



# **Assignment 1.1**

# **Three Spheres of Life**





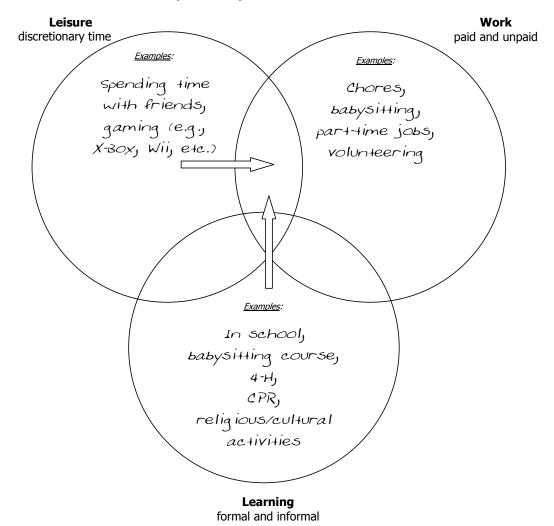
Relationships with others and our culture will influence the three spheres.

Source: de Schiffart, Clarence. "Three Spheres of Life." Blueprint for Life/Work Designs Implementation Guide. Lorraine Haché and Clarence de Schiffart. Ottawa, ON: National Life/Work Centre, 2002. 26–27, Appendix A5. Adapted with permission of National Life/Work Centre.

# This assignment is worth 20 marks.

### **Instructions:**

- 1. List a minimum of 5 activities from your own life in each of the three spheres on the previous page. (5 activities per sphere for a total of 15 marks)
- 2. Next, draw arrows to the overlapping parts for those activities that belong in more than one sphere. Following are examples in each of the spheres. On the next page, write a short paragraph reflecting on what you have learned regarding your input into the *Three Spheres of Life* and how these activities help you maintain a positive self-image and remain motivated. (5 marks)



R	Reflection Paragraph:
_	
_	
_	
_	
_	
_	
_	
_	
	End of Assignment 1.1
ssor	n Summary
ic	n this lesson, you learned how to create a positive self-image and you dentified what motivates you. You learned about internal and external notivation and how motivation impedes or enhances your dreams and goals.
y ir	You learnt that by attending school, working, and being involved in activities, ou develop interests, personality traits, work values, and skills. However, it is important to have balance in your life. There are three spheres in life (leisure, work, and learning) that you need to balance.
ssor	n 3, Module 1 Summary
C	Congratulations, you have finished Lesson 3, Module 1.
Р	lease check (🗸) as applicable.
	I developed a positive self-image.
	I identified what motivates me.

# LESSON 4: GETTING ALONG WITH OTHERS

# Introduction

In this lesson, you will learn how to get along with other people. In order to do this you need to balance work, family, and leisure activities; interact positively with others; and communicate effectively.

# In this lesson, you will

- explore the importance of balancing work, family, and leisure activities
- identify skills for positive interactions with others
- demonstrate effective communication skills (conflict resolution, problem solving, and so forth)
- complete Assignment 1.2: Applying the DICE Approach

# Work, family, and leisure activities

In order to balance all aspects of your life, it is important that you learn self-management skills. Self-management is all about taking responsibility for creating balance in your life, ensuring a state of positive mental, emotional, physical, and economic well-being. Imbalance in your life will affect you emotionally, physically, mentally, and financially. The consequences may be that you sacrifice balance for your well-being which leads to stress.

In order to balance all areas of your life, you must first identify your daily activities. To help you with this, you can keep a daily log for a one-week period based on time spent at school, at work, doing leisure activities, and with family and friends. Once you have completed the daily log for one week and revisited the "Three Spheres of Life", you will have a clear understanding of how and where you spend most of your time (work, family, leisure).

You will be completing **Learning Activity 1.4: Daily Log for One Week**. This learning activity will help you further understand the importance of balancing school as well as work, family, and leisure. Since this learning activity will take you one week to complete, continue with the rest of this lesson, all the while completing the learning activity.

After you have completed the daily log, revisit your three spheres of life and evaluate whether or not you are maintaining a balanced lifestyle. If, after completing your daily log for one week, you are overwhelmed, unmotivated, and have a negative self-image, it is time to reduce your activities in the following three spheres of life:

- leisure (discretionary time)
- work (paid and unpaid)
- learning (formal and informal)

Don't forget the three spheres of life are supposed to help you maintain a positive self-image and motivate you to develop your interests, personality traits, work values, and skills.



# **Learning Activity 1.4**

# **Daily Log for One Week**

Keep a daily log for a one week period. Record all times and activities each day. A sample day is included for you to see.

# The following is an example.

DAYS	Activity	Activity	Activity	Activity	Activity	Activity
TIMES	6:00 - 9:00	9:00 - 12:00	12:00 - 4:00	4:00 - 7:00	7:00 - 10:00	10:00 - 2:00
Monday	Get ready for school	Go to classes	Lunch at Pita Place with Jerry & Dale; go to classes 'til 3:30	Work at McDonalds starting at 4:30	Work 'til 10:00	Go to Indu's 'til 12:00; then home; on computer 'til 2:00

DAYS	Activity	Activity	Activity	Activity	Activity	Activity
TIMES	6:00 - 9:00	9:00 - 12:00	12:00 - 4:00	4:00 - 7:00	7:00 - 10:00	10:00 - 2:00
Monday						
TIMES	6:00 - 9:00	9:00 - 12:00	12:00 - 4:00	4:00 - 7:00	7:00 - 10:00	10:00 - 2:00
Tuesday						
TIMES	6:00 - 9:00	9:00 - 12:00	12:00 - 4:00	4:00 - 7:00	7:00 - 10:00	10:00 - 2:00
Wednesday						
TIMES	6:00 - 9:00	9:00 - 12:00	12:00 - 4:00	4:00 - 7:00	7:00 - 10:00	10:00 - 2:00
Thursday						
TIMES	6:00 - 9:00	9:00 - 12:00	12:00 - 4:00	4:00 - 7:00	7:00 - 10:00	10:00 - 2:00
Friday						
TIMES	6:00 - 9:00	9:00 - 12:00	12:00 - 4:00	4:00 - 7:00	7:00 - 10:00	10:00 - 2:00
Saturday						
TIMES	6:00 - 9:00	9:00 - 12:00	12:00 - 4:00	4:00 - 7:00	7:00 - 10:00	10:00 - 2:00
Sunday						

End of Learning Activity 1.4

### Positive Interactions

Interpersonal skills are the skills you use to interact with others. Interacting with others in a positive way is important to the success of your career. The following are examples of effective interpersonal skills:

- being respectful toward others (i.e., treating others the way that you want to be treated)
- being considerate of what others have to say
- being understanding of others
- being empathetic toward others (putting yourself in their position)
- being an active listener and not interrupting others

Interpersonal skills are transferable skills that you can use in many different situations. Once you have developed effective interpersonal skills, you will use them in every aspect of your life (personally and professionally).

# **Effective Communication Skills**

In school and in the workplace, you may face challenging situations. These may include demanding and rude friends or customers; lazy group members or employees who are often late or miss a lot of work; people who bully others in school or in the workplace; and so on. Handling these challenging situations requires the use of effective communication skills. In order to communicate effectively, you need to learn how to be assertive as well as how to use conflict resolution and problem-solving skills.

It is very important to deal with problems or conflict and correct the situation as soon as you can. Following is an acronym (word formed from the first letter of each sentence) corresponding to an excellent method of communicating with people and dealing with problems or conflict. It is called DICE.

- D Define the situation (problem or conflict)-be specific.
- I Identify three workable solutions–must be win-win solutions.
- C Choose the best solution.
- E Evaluate the outcome.

Applying the DICE approach to problem solving and conflict resolution will help you in all areas of your life (school, work, and leisure).

Review the following example, where the DICE approach is used.

**Scenario:** Cher is a customer service representative at a local retail business in Winnipeg. A customer is really mad and wants his money back for a purchase he made. He is being rude to Cher and yelling at her.

- **D** = **Define the situation.** The situation is that a customer is really mad and wants his money back for a purchase he made.
- **I** = Identify three solutions.
  - One solution: Try to calm the customer down and ask him if he would like to choose merchandise equal to the dollar value of his purchase.
  - Another solution: Try to calm the customer down and ask him if he would like to speak to a manager.
  - Another solution: Try to calm the customer down, get his story, and explain that providing him with a refund is not a problem.
- C = Choose the best solution. Solution 3 would most likely be the best solution if giving a refund does not go against store policy.
- **E** = **Evaluate the outcome.** Was it a win-win situation for both Cher and the customer? Do you think that Cher and the customer both felt better at the end of the ordeal?

Now, it's your turn to try the DICE approach in the next scenario.

Scenario: You are a member of a soccer team, in school. The captain of your team is a fellow student. The captain has been bullying you in school over the past year. During practises, the captain has started to be extremely demanding of your time. He demands that you collect the balls alone at every practise and makes you clear the changing rooms of any garbage. If you don't do these things, he will recommend that you do not make the school team. You really want to make the school team but are annoyed that the captain is treating you so unfairly.

Try using the DICE approach to resolve this situation.

D = I = C = E =	
I =	
C =	
E =	
D =	
I =	

C	=	
Ε	=	

Refer to the example previously provided to form your answers. All answers will vary. It is good practise to use this approach throughout your life.

Now that you understand how you can deal with problems or situations in school or the workplace by using the DICE approach, it is time for you to understand more about what bullying involves and how this can impact school or the workplace.

# Bullying

Bullying includes actions and behaviours that may be physical, verbal, or antisocial (such as gossip, exclusion, and non-verbal body language). Businesses are putting policies and procedures in place in order to stop bullying in the workplace.

# **Examples of Bullying**

- spreading rumours or gossip about someone
- excluding or isolating someone socially
- overworking or underworking someone
- intimidating someone
- physically abusing someone or threatening them with abuse
- making jokes that are "obviously offensive" by spoken word or email
- yelling or using profanity
- criticizing someone persistently or constantly, or belittling someone's opinions

# Examples of how Bullying Affects an Individual

People who are bullied may experience the following:

- low morale and productivity in the workplace
- shock, anger, feelings of frustration and/or helplessness, loss of confidence

- stress, (i.e., physical symptoms such as inability to sleep and loss of appetite, as well as psychosomatic symptoms such as stomach pains and headaches)
- panic or anxiety

# Examples of how Bullying Affects School or the Workplace

The impact of bullying in school or in the workplace can be felt in the following ways:

- increased absenteeism, increased turnover, and increased stress
- increased risk of accidents and incidents
- decreased productivity, less motivation and lower morale
- reduced school or corporate image
- poor relations or poor customer service

# Your Responsibility in the School or Workplace

If you feel that you or anyone else is being bullied, discriminated against, victimized, or subjected to any form of harassment, do the following:

- **Tell** the person that the behaviour is unacceptable and ask them to stop; ask a teacher, principal, or supervisor to be with you.
- **Keep** a journal and record the date, time, and what happened in as much detail as possible. Also note the names of witnesses and the outcome of the event
- **Keep** copies of text messages, emails, letters, memos, and so forth received from the person.
- **Report** the bullying to your teacher, principal, counselor, or supervisor. If this doesn't work, go to the next level.

# The School's or Employer's Responsibility

- Develop and put in place policies to deal with bullying so that people know what to do.
- Provide training and education for everyone about bullying and unacceptable behaviour.
- Monitor the school or workplace on a regular basis.
- Make a commitment to provide support services to victims.

To help you recognize when bullying is taking place, complete **Assignment 1.4: Applying the DICE Approach**.



# **Assignment 1.2**

# **Applying the DICE Approach**

# This assignment is worth 16 marks.



Read the following case study:

You are a student at a local high school. You have a computer class and a math class with a high school student by the name of Shalah. During the computer class, you notice that there is a group of three teenage boys who constantly shut off Shalah's computer and push his chair when they walk past him. During math class, you notice that the same three boys are taking Shalah's pencil and hiding it on him every day. These boys are harassing (bullying) Shalah every day. Shalah appears to be annoyed with them every day; however, he doesn't say anything to anyone. He is a loner and tends to keep to himself. **By using the DICE Approach**, explain what you can do to help Shalah in this unpleasant situation.

D	, _	
I	=	
C	<u> </u>	
E	<u> </u>	

Remember to use this marking rubric to help you complete your assignment before you send it to the Distance Learning Unit.

Assignment 1.2 DICE Approach

Performance Elements 0-1 mark(s)		2-3 marks 4 mark		Totals
D = Define	Situation is vague	Situation is defined somewhat clearly	Situation is clearly defined	/4
I = Identify	1 workable and doable solution is listed	2 workable and doable solutions are listed	3 workable and doable solutions are listed	/4
C = Choose	Vaguely explains why the solution was chosen	Briefly explains why the solution was chosen	Thoroughly explains why the solution was chosen	/4
E = Evaluate	Vaguely explains why the solution is or is not the best	Briefly explains why the solution is or is not the best	Thoroughly explains why the solution is or is not the best	/4
			Total	/16

End of Assignment 1.2

# Lesson Summary

In this lesson, you explored how to get along with others using effective interpersonal skills in order to interact positively and effectively. You also learned how to integrate personal management skills by balancing all aspects of your life. To further assist you in developing skills for positive interactions with others, you learned how to use the DICE approach in problem solving and conflict resolution.

# Lesson 4, Module 1 Summary

Con	gratulations, you have finished Lesson 4, Module 1.
Plea	se check (🗸) as applicable.
	I explored the importance of balancing work, family, and leisure activities.
	I identified skills for positive interactions with others.
	I demonstrated effective communication skills (conflict resolution, problem solving).

Notes			

# LESSON 5: CHANGING AND GROWING THROUGHOUT LIFE

### Introduction

It is important that you learn how you will change and grow throughout life. Discovering changes in your development, identifying causes of stress, and exploring how feelings are influenced will assist you in your career development.

### In this lesson, you will do the following:

- explore how life experiences influence feelings
- explore changes and their effects in a person's life
- discuss ways to manage stress
- complete Assignment 1.3: Managing Stress



# Life Experiences Influence Feelings

Feelings are definitely influenced by experiences in school or in the workplace. Positive and negative feelings are developed as a result of personal experiences. Schools or workplaces where people build trust, encourage teamwork, listen, and offer support and encouragement have no problem boosting morale and making everyone feel good about themselves. As a result, everyone will learn more and be more productive.

Without effective counselors or coaches in place to deal with difficulties such as interpersonal conflicts, procrastination, stress, lack of motivation, or ineffective communication, morale is low and people are less productive.

To understand how feelings are influenced by significant experiences in school or in the workplace, think about two situations where you behaved inappropriately (at work, at school, on a team, or in a volunteer situation) and you know that it was not in your best interest. Examples include being rude to someone, not wanting to make a phone call, or agreeing to do something even though you didn't want to.

# Changes and their Effect on a Person's Life

In order to discover changes and their effects on people, it is important for you to identify with some specific characteristics of teenagers. Throughout life, your characteristics change due to your growth and development.

### Social Characteristics of Teenagers

- They want peer acceptance (among other things, they want their peers to approve of their appearance, style and behaviour, as well as their choice of music, clothing and friends).
- They experience drama and crisis over losing friends or boyfriends/ girlfriends.
- They enjoy connecting with adults in their lives.

### Psychological and Emotional Characteristics of Teenagers

- They do not want to be controlled: they want to be respected for their independence.
- There are some teenagers that question authority, while others are very quiet and say nothing.
- They are more reserved and distant.
- They might be unwilling to accept help if they are experiencing problems at school.
- They are more self-aware.

### Physical Characteristics of Teenagers

- There are some teenagers who experience a changing body image and become self-conscious.
- They are able to sit still and concentrate on one activity for longer periods but they need interaction and variety.
- They require more sleep than the average adult and sometimes go to school tired because of part-time jobs or activity overload.

# Cognitive Characteristics of Teenagers

- They are able to consider more than one point of view and recognize that knowledge may be relative to context.
- They are able to concentrate on complex learning.

■ They have developed specialized interests and expertise, and need to connect what they are learning to the world outside school.

### Moral and Ethical Characteristics of Teenagers

- They have moved from following their parents' set of values to developing their own.
- They are sensitive to unfairness and are impatient with the realities that make social change slow.
- They are shifting from being self-centered to joining relationships and community.

To assist you in realizing that at different stages in life we experience change, growth, maturity, and so on, complete **Learning Activity 1.5: That Was Then, This is Now**.



# **Learning Activity 1.5**

### That Was Then, This is Now

In the first column of the chart on the following page, list three physical, three social, three psychological, and three emotional characteristics of yourself when you were eight years old. Then, list three physical, three social, three psychological, and three emotional characteristics of your current self in the second column.

When your chart is complete, write a reflective paragraph with three clear and distinct points about

- how you have grown
- how you will continue to change and grow in the future

how these changes affect your ability to deal with work-related situations

	When I was eight years old, I	Now, I
Physical Characteristics		
Social Characteristics		
Psychological Characteristics		
Emotional Characteristics		

Source: Manitoba Education, Citizenship and Youth. Grade 10 Career Development: Life/Work Planning: Manitoba Curriculum Framework of Outcomes and a Foundation for Implementation. Winnipeg. MB. 2002. Appendix A: Blackline Masters: BLM 10.

End of Learning Activity 1.5

People change throughout life. This change is due to growth, maturity, and many other factors. It is important that people manage this change and are aware of it as they approach new places or people. Though feelings of intimidations and insecurity may surface regarding what is appropriate, knowing how to react to situations is something that comes with experience. Change can cause stress so it is important to know how to manage stress.

### What is Stress?

Stress is anything that has an effect on your body or mind. It can be a physical, mental, or emotional response that causes tension. Any one of the following factors can make you feel stressed at school or at work:

- Your parents are working too hard and are not spending enough time with you.
- Your sibling is really sick and requires a lot of medical attention.
- Your older sibling is moving out of province.
- Your girlfriend/boyfriend broke up with you.
- One of your parents is in a distant place like Afghanistan.
- You feel like you have too much or too little responsibility.
- You are overwhelmed with long working hours.

The manner in which your body reacts to stress is going to be different from the next person, depending on the other stressors in your life. Following is a list of physical and emotional (mental) symptoms which you may experience as a result of stress in your life:

# **Physical Symptoms**

- headaches, back aches, neck aches
- blurred vision, muscular tension
- fatigue, problems sleeping
- digestive problems
- raised heart rate, sweating
- skin rashes

# **Emotional Symptoms**

- feeling less motivated
- feeling like you can't cope
- having disturbed eating patterns

- being irritable and having mood swings
- finding it hard to concentrate

# How to Manage Stress in Your Life

- 1. Identify what stresses you out and write it down.
- 2. Look at the list and identify which ones you can eliminate from your life.
- 3. Identify whether you are overreacting to the stress; start to focus on becoming more positive and less negative.
- 4. Build your physical well-being by relaxing, getting fit, and getting lots of sleep.
- 5. Build a network of support through family and friends.

Complete **Assignment 1.3: Managing Stress**. This assignment will help you identify your stressors and possible ways to manage your stress. If you feel that you are under a lot of stress, especially after completing this assignment, speak to your parents, physician, school counselor, or another trustworthy adult.



# Assignment 1.3

# **Managing Stress**

This assignment is worth 20 marks.



### Step 1

Complete the following stress check list.

### **Stressful Situations**

Check  $(\checkmark)$  off any of the items from the following list that might make you feel stressed.

worrying about the world situation and possible war
having too much responsibility
having a fear of failing
not having enough food

having parents that are separated or divorced

u	being bullied
	making decisions
	not having enough money
	having trouble with friends
	being laughed at by others
	getting sick
	being late
	losing something
	breaking something

Can you think of other stressors in your life? List as many as you can.

### **Stress Assessment**

The purpose of this activity is to help you identify the stressors in your life and to give you an idea of the amount of stress that you have experienced over the last year. This information can help you deal with your stress in a healthy way.

Use the "Stress Scale for Teenagers" to calculate the amount of stress that you have experienced over the last year. Simply add up all of the values for each stress that you have experienced over that time.

Remember that these are very rough estimates that have been inserted here to provide you with a general idea of the amount of stress that you are experiencing. Remember also that each of these stressors affects different people in different ways and to different degrees.

### Stress Scale for Teenagers

Stı	ress Event	Value
1.	Death of a parent, sibling, boyfriend, or girlfriend	10
2.	Parents getting divorced, separating from their partners, or changing partners	7
3.	Using drugs, alcohol, sex, or gambling to deal with problems	7
4.	Major violation of the law	7
5.	First sexual experience	7
6.	Onset of puberty	6
7.	Pregnancy (or causing pregnancy)	6
8.	Breakup with boyfriend or girlfriend	6
9.	Jail term or probation	6

10.	Death of close family member other than parent or sibling	6
11.	Expelled from school	6
12.	First romantic relationship	5
13.	Serious injury or illness	5
14.	Moving far away, perhaps to a new country or a location with a different culture	6
15.	Minor violation of the law	5
16.	Starting a new school or a new workplace	5
17.	Becoming much more independent	4
18.	Becoming much more responsible	4
19.	Getting fired	4
20.	Change in alcohol or drug use	4
21.	Reconciliation with mate, family, or boyfriend/girlfriend	4
22.	Serious problems at school	4
23.	Serious health problem of a close family member	4
24.	Working more than 25 hours per week while attending school	4
25.	Death of a close friend (not a family member)	4
26.	Working while attending school	3
27.	Change in frequency of dating	3
28.	Confusion of sexual orientation	3
29.	Gain of new family member (new baby, adopted sibling, step-sibling, step-parent)	3
30.	Change in responsibilities at work	3
31.	Change in financial state (getting significantly richer or poorer)	3
32.	Moving to a new residence	3
33.	Change in number of arguments with family or friends	3
34.	Skipping school	3
35.	Sleep less than eight hours per night	3
36.	Tension with boyfriend's or girlfriend's family members	2
37.	Outstanding personal achievement (championships, awards, grades, etc.)	2
38.	Parent starts or stops working	2
39.	Stopping school for any reason (graduation, illness, dropping out)	2
40.	Change in living conditions (new home, visitors, major renovations, new roommates, etc.)	2

41.	Change in personal habits (smoking, dieting, drug use, exercise, etc.)	2
42.	Chronic allergies	
43.	Change in religious activity (change in house of worship, etc.)	2
44.	Change in work hours	1
45.	Going to a new school (other than graduation)	1
46.	Pre-menstruation period	1
47.	Going into debt (you or your family)	1
48.	Change in frequency of family gatherings	1
49.	Vacation	1

### **Total Score:**

### How to score yourself:

It is crucial to understand that a major change in your life has effects that carry over for long periods of time. It is like dropping a rock into a pond. After the initial splash, you experience ripples of stress. These ripples may continue in your life for at least a year.

**25 or greater:** If you have experienced total stress within the last 12 months of 25 or greater, even with normal stress tolerance, you may be overstressed. If you feel that you are under a lot of stress, speak to your parents, physician, school counselor, or another adult in whom you trust.

**24 or less:** If you have experienced total stress within the last 12 months of 24 or less, you may not be overstressed; however, keep in mind that if you have a low stress tolerance you may be overstressed at levels as low as 15.

If you are burdened with too much stress in your life (in other words, you are overstressed), you will become sick. Eventually, your body will not be able to cope with all of the stress and you will reach a breaking point. If you are concerned about your level of stress, tell your parents/guardians or your health care provider.

### Step 2: Reflection

Write a reflective paragraph that describes five positive and five negative stressors in your life. Provide two clear and distinct points for both the negative and positive stressors detailing how these affect you. In addition, during this reflection provide five strategies that you can use to become less stressed. By having strategies on hand to handle stress in your life, you will be able to manage situations more positively and effectively.

# Marking Rubric (20 marks)

Remember to use this marking rubric to help you complete your assignment before you send it to the Distance Learning Unit.

Assignment 1.3 Managing Stress

Performance Elements	0 marks	1 mark	2 marks	3 marks	4 marks	5 marks	Totals
Five positive stressors and five negatives stressors	No stressors are identified	0-2 stressor(s) are identified	3-4 stressors are identified	5-6 stressors are identified	7-9 stressors are identified	10 stressors are identified: 5 positive and 5 negative	/5
Two clear points about how the learner is affected by positive stressors	O points about the effects of positive stressors are identified	1 point about the effects on the learner with vague or no link to positive stressors	1-2 point(s) about the effects on the learner with general or vague link to positive stressors	2 points about the effects on the learner with general link to positive stressors	2 points about the effects on the learner which are linked to positive stressors	2 clear and distinct points are noted about the effects on the learner, which are strongly linked to positive stressors	/5
Two clear points about how the learner is affected by negative stressors	0 points about the effects of negative stressors are identified	1 point about the effects on the learner with vague or no link to negative stressors	1-2 point(s) about the effects on the learner with general or vague link to negative stressors	2 points about the effects on the learner with general link to negative stressors	2 points about the effects on the learner which are linked to negative stressors	2 clear and distinct points are noted about the effects on the learner, which are strongly linked to negative stressors	/5
Five strategies the learner can use to reduce stress	0 strategies are identified	1 strategy is identified, OR more than 1 strategy is identified, but they are unclear, vague, or irrelevant	2 strategies are identified, OR more than 2 strategies are identified, but they are very unclear	3 strategies are identified, OR more than 3 strategies are identified, but they are unclear	4-5 strategies are identified	5 appropriate and relevant strategies are clearly identified	/5
Total /				/20			

End of Assignment 1.3

# Lesson Summary

In this lesson, you learned how you will change and grow throughout life. You also learned about changes in your physical, psychological, social, and emotional development. Finally, you also learned about the causes of stress and how feelings are influenced. All of these things will assist you in your career development.

# Lesson 5, Module 1 Summary

Cor	ngratulations, you have finished Lesson 5, Module 1.
Plea	ase check (🗸) as applicable.
	I explored how life experiences influence feelings.
	I explored changes and their effects in a person's life.
	I discussed ways to manage stress.

Notes			

### MODULE 1 SUMMARY

Congratulations, you have finished the first module in the course.



# **Submitting Your Assignments**

☐ Assignment 1.3: Managing Stress

It is now time for you to submit Assignments 1.1 to 1.3 to the Distance Learning Unit so that you can receive some feedback on how you are doing in this course. Remember that you must submit all the assignments in this course before you can receive your credit.

Make sure you have completed all parts of your Module 1 assignments and organize your material in the following order:

Module 1 Cover Sheet (found at the end of the course Introduction)

Assignment 1.1: Three Spheres of Life

Assignment 1.2: Applying the DICE Approach

For instructions on submitting your assignments, refer to How to Submit Assignments in the course Introduction.

Notes			

# GRADE 10 CAREER DEVELOPMENT: LIFE/WORK PLANNING (20S)

Module 2

Job Seeking and Job Maintenance

# MODULE 2: JOB SEEKING AND JOB MANAGEMENT

### Introduction

In this module you will learn about job-seeking skills. These skills include preparing a resumé, a cover letter, and an application form.

ı	Module 2 consists of two lessons.	
	Lesson 1: Job-Seeking Tools	
	<b>Lesson 2:</b> Working Conditions	<i>)</i>

Each lesson will consist of one learning activity and at least one assignment. You will be assessed on how well you complete the assignments that are listed in the following table.

Once you have completed the entire module, you will follow the instructions for mailing or electronically submitting your assignments to the Distance Learning Unit as detailed in the course introduction.

# Assignments in Module 2

When you have completed the assignments for Module 2, submit your completed assignments to the Distance Learning Unit either by mail or electronically through the learning management system (LMS). The staff will forward your work to your tutor/marker.

Lesson	Assignment Number	Assignment Name
1	2.1	Resumé and Cover Letter
	2.2	Employment Application Form
2	2.3	Manitoba Employment Standards Quiz

Notes			

### LESSON 1: JOB-SEEKING TOOLS

### Introduction

The following lesson will allow you to learn about the vocabulary related to employment. You will also discover what tools you need to apply for jobs, and you will determine how to prepare for an interview.

### In this lesson, you will

- explore skills, knowledge, and attitudes required to locate, interpret, and use information about job opportunities
- develop work search tools required to find and maintain work (cover letter, resumé, and so forth)
- demonstrate the ability to complete application forms
- demonstrate the skills, knowledge, and attitudes necessary for a successful interview
- complete Assignment 2.1: Resumé and Cover Letter
- complete Assignment 2.2: Employment Application Form

# Job Opportunities

What skills, knowledge, and attitudes are needed to help you locate job opportunities? Combining positive attitude, great people skills, and effective communication skills will put you on the right track to finding job opportunities. You might not realize just how many people you know, so start by making a list of people you know (your network). Then, start talking (networking) with friends, neighbours, peers, extended family members, teachers, coaches, and so on. These people are important to you because they are existing contacts within your network that can help you create new contacts and expand your network. Remember to keep the lines of communication open with everyone around you. It will make your job search a lot easier.

The first step in locating job opportunities is to look at your existing network. Complete **Learning Activity 2.1: Networking** to begin this process.



# **Learning Activity 2.1**

### **Networking**

Begin networking today by completing the following:

### Part A:

Write your name in the middle of "My Network Web" and then write five names under each of the following sections:

- Personal Contacts (for example, family and friends)
- Professional Contacts (for example, teachers and coaches)
- Organizational Contacts (for example, community club or organization)
- Chance Contacts (for example, someone you meet on the bus or while attending a class)

### Part B:

Transfer the names from "My Network Web" to the "Network Sheet." You can use the following sheet or you can create your own sheet in a Word or Excel file.

### Part C:

List all contact information for each person on the list, including phone numbers, email addresses, mailing addresses, and how each one may be beneficial in your search for employment.

# My Network Web

Personal Contacts: family & friends

# Organizational Contacts:

outside of work or school (e.g., community clubs, organizations, choir, faith community, etc.)

(Your name)

# Professional Contacts:

through school and work (e.g., teachers, coaches, mentors, supervisors, co-workers, etc.)

# Chance Contacts:

(e.g., waiters, store clerks, service people, people next to you on bus or at an appointment, etc.)

Part B and Part C: Network Sheet:

People you know	Phone numbers	Email addresses	Mailing addresses	How they will benefit you
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				

End of Learning Activity 2.1

# Work Tools (resumé, cover letter, etc.)

Examples of work tools include career portfolios, resumés, and cover letters. Work search tools will not only help you find and maintain work; they are necessary in your search for work. By now, you should have started organizing your career portfolio. An extremely important part of your career portfolio is your up-to-date resumé and cover letter.

### Resumé

A resumé is a one- or two-page summary of your education, skills, accomplishments, and experience. Its purpose is to get you hired. It should be typed, free of errors, and easy to follow. Also, it should always include three references. References can be from people such as teachers, coaches, supervisors, or employers. They can also be character references. Remember that it is important to always ask individuals to be your reference before you include them on your resumé.

A resumé can be prepared in various formats:

- chronological format (lists employment history with most recent employment first): This style of resumé emphasizes the dates of employment and where you have worked. As a student, you could focus on your education and any of your part-time jobs, as well as your volunteer work
- functional (or skills) format (lists and focuses on generic skills): This style of resumé emphasizes specific skill areas, which may be listed in a section called "Highlights and Skills" or "Professional Profile." Refer to the sample resumé that follows. This is the BEST resumé style for high school students. It is simple and easy to put together, and it reflects your skills
- targeted format (focuses on targeted skills and experience): This style of resumé shows your experience and shows more highlights and skills in the targeted area (e.g., if you are a teacher then focus on your teaching experience, if you are a nurse then focus on your nursing experience, if you are an electrician then focus on your electrical experience)

A resumé should "sell" you! Following are resumé samples that a high school student could follow when applying for an entry-level position while attending school or immediately after having graduated from Grade 12.

# Sample Resumés

**Chronological resumé:** The dates identified in the Employment History section are shaded in gray.

Vi	ole	۱ †د	Ka	do	om	ha
V 11				uv	u	u

100 Broadway, Brandon MB R0R 0R0 204-555-0000 (H) 204-555-9999 (C) Email: @hotmail.com

Education

Certified Plumber Eastern Manitoba College June 2005

Beausejour MB

Grade 12 Diploma Mynarski Regional Secondary School June 2004

Assiniboia MB

**Employment History** 

July 2005 to Present Certified Plumber, Roberts and Dollard Builders, Waskeda MB

Responsibilities

■ Working within a team environment in a labour-intensive position

Performing plumbing maintenance and repairs

Working with maintenance and safety as required

2003 to 2004 (Summers) Apprentice Plumber, Great Pine Lodge, Dallas MB

Responsibilities

Providing routine maintenance as required

■ Operating the Black Jack table

1998 to 2001 Paper Carrier, Swan River MB

Responsibilities

Providing quality customer service

Collecting money from customers on accounts

Delivering newspapers on a timely basis

### **Extracurricular Activities**

- Member, Varsity Women's Basketball Team, Mynarski Regional Secondary School, 2002 to 2004
- Member, Jazz Band, Mynarski Regional Secondary School, 2002 to 2004
- Volunteer, Thompson General Hospital, 2002 to 2003
- Volunteer, Rural Forum, Career Symposium, 2002 to 2003

#### References

<b>Joachim Freed,</b> Instructor	Mynarski Regional Secondary School	204-555-5555 (W)
----------------------------------	------------------------------------	------------------

Assiniboia MB

**Chithra Bath,** Great Western Employment Services 204-555-0833 (W)

Employment Counsellor Brandon MB

Ying Li, Teacher Mynarski Regional Secondary School 204-555-3941 (W)

Assiniboia MB

# **Functional Resumé:** The Highlights and Skills and Professional Profile sections have been added and are shaded in gray.

### **Violet Kadoomba**

100 Broadway, Brandon MB R0R 0R0 204-555-0000 (H) 204-555-9999 (C) Email: \_\_\_\_\_\_@hotmail.com

### Highlights and Skills

- Customer service oriented
- Valid Class 3 driver's licence
- Vocational **Plumbing** diploma
- Languages—English and Swahili
- Good communication and interpersonal skills
- Highly motivated individual with strong work ethic
- Proven ability to multi-task, organize, and prioritize workloads
- Good people skills, enhanced through employment opportunities
- **Team player** with the proven ability to work independently and efficiently

#### **Professional Profile**

**Plumbing Experience:** Under general supervision, I have performed skilled plumbing work in connection with the maintenance, repair, and alterations of plumbing systems and equipment; as well as explaining and carrying out methods and procedures relative to maintenance and repair work; and preparing routine reports of work accomplished and time expended on maintenance and repair activities.

**Apprentice Plumber:** Following the directions of a journeyperson plumber, I performed plumbing work in relation to the construction and installation of plumbing systems. I performed most of the responsibilities of a journeyperson plumber. I performed all my work under the supervision of a journeyperson plumber, who also inspected everything I did.

#### Education

Certified Plumber Eastern Manitoba College June 2005

Beausejour MB

Grade 12 Diploma Mynarski Regional Secondary School June 2004

Assiniboia MB

### **Employment History**

Certified Plumber Roberts and Dollard Builders, Waskeda MB July 2005 to Present

Responsibilities

■ Working within a team environment in a labour-intensive position

Performing plumbing maintenance and repairs

Working with maintenance and safety as required

Apprentice PlumberGreat Pine Lodge, Dallas MB2003 to 2004 (Summers)

Responsibilities

Providing routine maintenance as required

Operating the Black Jack table

### **Extracurricular Activities**

■ Member, Varsity Women's Basketball Team, Mynarski Regional Secondary School, 2002 to 2004

■ Member, Jazz Band, Mynarski Regional Secondary School, 2002 to 2004

■ Volunteer, Thompson General Hospital, 2002 to 2003

■ Volunteer, Rural Forum, Career Symposium, 2002 to 2003

#### References

Joachim Freed, InstructorMynarski Regional Secondary School, Assiniboia MB204-555-5555 (W)Chithra Bath,Great Western Employment Services, Brandon MB204-555-0833 (W)

**Employment Counsellor** 

Ying Li, Teacher Mynarski Regional Secondary School, Assiniboia MB 204-555-3941 (W)

**Targeted resumé:** In the current position, more responsibilities have been added, and the responsibilities for the other jobs are deleted (it's your choice). As well, in the Highlights and Skills section, more points have been added, and new names have been added to the References.

### **Violet Kadoomba**

100 Broadway, Brandon MB R0R 0R0 204-555-0000 (H) 204-555-9999 (C) Email: \_\_\_\_\_\_@hotmail.com

### Highlights and Skills

- Customer service oriented
- Valid Class 3 driver's licence
- Vocational **Plumbing** diploma
- Languages—English and Swahili
- Good communication and interpersonal skills
- Highly motivated individual with strong work ethic
- Excellent skills in troubleshooting and problem solving
- Experienced as a **plumber** within a high-stress environment
- Proven ability to multi-task, organize, and prioritize workloads
- Good **people skills,** enhanced through employment opportunities
- Team player with the proven ability to work independently and efficiently
- Committed to **professional learning** and ongoing educational opportunities
- Extensive experience in adhering to health and safety standards and regulations
- WHMIS (Workplace Hazardous Materials Information System) Certification, August 2006

#### Education

Certified Plumber Eastern Manitoba College, Beausejour MB June 2005 Grade 12 Diploma Mynarski Regional Secondary School, Assiniboia MB June 2004

### **Employment History**

### **Certified Plumber**

Roberts and Dollard Builders, Waskeda MB

July 2005 to Present

Responsibilities

- Working within a team environment in a labour-intensive position
- Performing plumbing maintenance and repairs
- Working with maintenance and safety as required
- Following health and safety standards and regulations
- Troubleshooting and problem solving
- Ensuring the safety of all staff

### **Apprentice Plumber**

Great Pine Lodge, Dallas MB

2003 to 2004 (Summers)

### **Extracurricular Activities**

- Member, Women's Basketball Team, Mynarski Regional Secondary School, 2002 to 2004
- Member, Jazz Band, Mynarski Regional Secondary School, 2002 to 2004
- Volunteer, Thompson General Hospital, 2002 to 2003
- Volunteer, Rural Forum, Career Symposium, 2002 to 2003

### References

Erin Reimer, Plumber	Roberts and Dollard Builders, Waskeda MB	204-555-8888 (W)
Arnold Parent, Co-worker	Roberts and Dollard Builders, Waskeda MB	204-555-8888 (W)
Joachim Freed, Instructor	Mynarski Regional Secondary School, Assiniboia MB	204-555-5555 (W)

Source: Manitoba Education, Citizenship and Youth. Grade 10 Retailing: A Course for Independent Study. Winnipeg. MB. 2009. 91 to 93.

### Cover Letter

A cover letter is the initial tool used to introduce yourself to a potential employer. It is sent with your resumé to provide information about your education, skills, and experience. A cover letter should also provide information as to why you feel that you are qualified for the job for which you are applying; reasons for your interest in the specific company; and relevant skills or experiences matching the potential job. Why do you need a resumé and a cover letter? A resumé is a formal document that you design and send to many potential employers and a cover letter is a letter that you personalize and tailor toward the specific job for which you are applying. A cover letter also serves to introduce your resumé.

A cover letter should include the following:

- an introductory paragraph explaining that you are applying for a job and that you are enclosing a resumé
- one or two paragraphs discussing how your skills, qualifications, and so forth will prove to be beneficial in the position for which you are applying
- a closing paragraph explaining your interest in meeting with the potential employers and also thanking them for their consideration

A cover letter should "sell" you! Following is a cover letter template that a high school student could use when applying for an entry-level position while attending school or after graduating from Grade 12.

#### THOMAS MECAS

100 Eaststone Place Winnipeg, MB R7A 3B3 (204) 720-0000 (H) (204) 799-9999 (C) thomasmecas@hotmail.com

February 21, 2010

Mr. Anderson ABC Welding Company 123 Bouchard Road Winnipeg, MB R7B 2P8

Dear Sir:

### Re: Application for a Parts Person

Please accept this letter as my application for an entry-level position as a *Parts Person* within your company. I have enclosed a copy of my resumé outlining my skills, qualifications, and experience for your consideration.

As you will note on the enclosed resumé, I am currently in Grade XI at Winnipeg Regional Secondary School. During the past 3 years at high school, I have been enrolled in a vocational welding course. The experience that I have gained in the welding industry through this course will prove to be beneficial. I also feel that my personal drive to succeed and my willingness to learn would be a great asset to your company.

As a highly motivated individual, I look forward to the opportunity of working within a progressive team environment. Should you wish to contact me to further discuss your requirements and my experience, I will be available for a personal interview, at your convenience.

Thank you for your consideration.

Sincerely,

Thomas Mecas

**Enclosure** 

If you have access to the Internet, check out the Manitoba Career Development online resources titled "A Guide to Writing Resumes" at <a href="https://www.manitobacareerdevelopment.ca/CDi/docs/writing\_resumes.pdf">www.manitobacareerdevelopment.ca/CDi/docs/writing\_resumes.pdf</a> and "A Guide to Writing Cover Letters" at <a href="https://www.manitobacareerdevelopment.ca/CDi/docs/writing\_cover\_ltrs.pdf">www.manitobacareerdevelopment.ca/CDi/docs/writing\_cover\_ltrs.pdf</a>. If you do not have access to the Internet, you can research information on portfolios and resumes at your local library.

You will now complete **Assignment 2.1: Resumé and Cover Letter**. The purpose of this assignment is to help you develop a resumé and cover letter that will sell you to prospective employers.



### **Assignment 2.1**

### **Resumé and Cover Letter**





- i. Create your resumé (30 marks): You will need access to a computer and printer. Please contact your tutor/marker if you are unable to access a computer and printer. Ensure that you include references on your resumé and remember to ask your references for permission. You may use the resumé template to help you with this assignment.
- **ii. Create your cover letter (25 marks):** Find an advertisement for a potential job opportunity and develop a cover letter targeted specifically for that position. You may use the cover letter template to help you with this assignment.

Remember to use the following marking rubrics to help you complete your assignment before you send it to the Distance Learning Unit.

# Assignment 2.1 Resumé

Resumé Components	0-1 mark(s)	2-3 marks	4-5 marks	Totals
Resumé Format, Layout, and Design	Spacing is not balanced on the page with either too much or too little white space	Spacing is somewhat balanced on the page with some white space	Spacing is balanced on the page with enough white space	/5
Name	Name does not stand out at all	Name stands out somewhat	Name stands out clearly at the top of the resumé	/5
Name, Address, Phone Number, Cell Phone, Email Address	1 point included	2 points included	3 or more points included	/5
Employment History	No jobs included	1 or more job(s) included, but responsibilities are missing	1 or more job(s) included, with responsibilities identified	/5
Writing Conventions (spelling, capitalization, grammar)	Numerous errors	Few errors	No or very few errors	/5
References	Not included	Included, but telephone numbers missing	Included and telephone numbers provided	/5
			Total	/30

\_\_\_\_\_

Adapted from Manitoba Education, Citizenship and Youth. Grade 10 Retailing: A Course for Independent Study. Winnipeg. MB. 2009. 94.

# Assignment 2.1 Cover Letter

Cover Letter Components	0-1 mark(s)	2-3 marks	4-5 marks	Totals
Date, 4-line Address, Attention Line, and Salutation (Dear)	1 or less components were included	2-3 components were included	All components were included	/5
Opening Paragraph	No points were included, the paragraph is unclear	1-2 point(s) was/were included; however, they are not quite clear and distinct	2 clear and distinct points explaining the purpose of the letter and enclosure of the resumé	/5
One – Two Paragraphs	No relevant points were included	2-3 point(s) was/were included; however, they are not quite clear and distinct	5 clear and distinct points discussing skills, qualifications, and how you will be beneficial to the position	/5
Closing Paragraph	No closing paragraph included	Closing paragraph included with 1 point to conclude the letter	2 clear and distinct points regarding a meeting and also thanking them for their consideration	/5
Writing Conventions (spelling, capitalization, grammar)	Numerous errors	Few errors	No or very few errors	/5
			Total	/25

End of Assignment 2.1

# Application forms

When you apply for a job, you must provide a resumé and a cover letter; however, many businesses also require that you fill out an application form.

An application form is a business form used by employers when prospective employees are applying for a position within their organization. The purpose of the application form, cover letter, and resumé is to convince prospective employers to bring you in for an interview. The purpose of the interview is to obtain the position. Before hiring a new employee, the employer first reads the application forms, cover letters, and resumés in order to select several candidates to interview. The employer then interviews these candidates and makes the decision to hire the one that is best suited for the position.

The application form includes similar information to that which is on a resumé; however, it is summarized and divided into subsections. The employer designs the application form based on what the business is seeking.

According to legislation which was in effect when this course was written, you do not have to answer questions dealing with race, nationality or ethnicity, colour, religion, age, gender, sexual orientation, marital or family status, physical or mental disability, and pardoned criminal convictions unless a specific job requires a specific age or requires that you must have a Criminal Record Check and Child Abuse Registry completed.

Following is an example of a completed employment application form. Once you have reviewed this example, proceed to the blank employment application form and complete it with your own personal information. This is **Assignment 2.2: Employment Application Form**.

# Application for Employment Sample

# Great Western Employment Services Application for Employment

2307 Lagimodiere Avenue, Brandon MB R0R 0R0 204-555-1234					
☐ Full-time	Summer	□ Co-op □ Inte	rnship 🔲 Par	t-time	
Position(s) Sought Restaurant Manager					
General Information					
Last Name Smith		First Name	Sam		
Permanent Address  No. and Street 123 Alphabet Street City My Town					
Province Manítoba Postal Code R1A 2B3					
Phone Number 555-1234 Email jobwawted@yahoo.ca					
Are you legally eligible to accept employment in Canada?   Yes   No					
When are you available to start work? July 1, 20					
Education and Skills					
Name of secondary (high school), post-secondary (university or college), or other institutions attended. Begin with most recent.	Grade or Level	Major (Vocation, Program)	Diploma, Degree, or Certificate	Date Obtained or Expected	
The Best High School	12		Hígh Shcool Díploma	June 2009	
Vocatíonal Hígh School	12	Commercíal Cook	Vocational Certificate	June 2011	
Red Ríver College		Hopítalíty and Tourísm	Díploma	June 2013	
Brandon University		Business Administration	Degree	May 2017	
Highlight skills relevant to the position(s) sought. (Refer to <b>action verbs</b> found on previous pages when completing this section.)  Planned and organized Grade 12 graduation dinner.					

### Application for Employment Sample (continued)

### **Educational Experiences and Accomplishments**

Describe your relevant courses, project work, theses, publications, and presentations. Include awards and scholarships.

- safe food preparation and handling certificate
- communication workshops
- 4H leader

### **Extracurricular Activities**

Describe your extracurricular activities, including volunteer experience, class or campus offices held, memberships in clubs or organizations, leadership roles, sports activities, hobbies, etc. (You are NOT required to mention the names of organizations that indicate race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, marital status, family status, political beliefs, or disabilities.)

**Student Government:** I was a member of my high school Student Government (council) during Grades 9 and 10. Each year, one of my particular responsibilities was coordinating the 30-Hour Famine. I also helped organize a variety of other projects.

Yearbook Committee: I have been a member of the Yearbook Committee for the past two years. Over this time I have learned about layout techniques, team planning, the importance of paying attention to details, proofreading, meeting deadlines, and a lot about organization.

**Choir and Musical Productions:** I participate in music for personal interest and enjoyment. Being a choir member and participating in the chorus of musical productions has been fun, but it has also taught me about commitment and managing my time.

**Conflict Mediation:** I was elected and trained as a conflict mediator a few years ago and have since served my school in this position. This has provided me with the skills and experience required to help people resolve conflicts. I believe this will be very useful in my personal life, as well as in any area of employment.

**Sports:** From Grades  $\neq$  to 10 I played on a variety of school sports teams, including volleyball, basketball, soccer, and team handball. Participating in school sports has helped me develop in the following ways:

- Commitment and Teamwork: I have learned to commit time and abilities to a team effort.
- **Time Management:** I have learned to manage my time to allow for participation in sports, academic achievement, and a part-time job.
- Leadership: For a year, I acted as team captain for the volleyball team, which required me to ensure other members were aware of practice times and transportation arrangements. I also represented the team in game situations.
- **Volunteer Work:** During the past two years I have volunteered my time and experience to help the physical education teacher coach the junior volleyball team.

**Public Speaking:** Through my involvement in Junior Achievement, I was encouraged to take the Toastmasters public speaking course and the Dale Carnegie course on public speaking and human relations. Through this training I know how to communicate well with people and how to be more confident. The principles I learned have helped me be more effective when I have to speak in public or interact with people.

# Application for Employment Sample (continued)

Employment History and Work Experience					
Describe all work experience (paid and unpaid), starting with most recent.					
Position Banquet Coordinator  City Province/State  My City MB	Name of Organization Wonder Hotel  Dates 2010 - 2012	□ Summer □ Part-time (# of hours/week) □ Co-op ☑ Internship □ Volunteer			
Duties Job shadow Banquet Coordinator to learn all aspects of job.					
Position Dishwasher  City Province/State My Town MB  Duties Work with restaurant servers an	Name of Organization My Town Golf Course  Dates 2009 - 2010  d manager.	☐ Summer ☐ Part-time     (# of hours/week10_) ☐ Co-op ☐ Internship ☐ Volunteer ☐ Full-time ☐ Other (specify):			
References					
Name of Reference Betty Jones Name of Business	Position of Reference Manager Phone Number 204-123-4567  Position of Reference Neighbour Phone Number 204-234-5678  Position of Reference Banquet Coordinator				
	Phone Number204-345-6789				
Summary  I understand that any omission or misrepresentation with respect to this information may be cause for denial or immediate termination of employment.					
Today's Date	Grade 10 Retailing Student				
Date	Signature				

Source: Manitoba Education, Citizenship and Youth. Grade 10 Retailing: A Course for Independent Study. Winnipeg. MB. 2009. 83-85.

You will now complete **Assignment 2.2: Employment Application Form**. The purpose of this assignment is to help you practise completing an employment application form which will help you sell yourself to prospective employers.



## **Assignment 2.2**

## Employment Application Form This assignment is worth 24 marks.



For this part of the assignment, you will fill out the employment application form on the following pages as completely as possible. An electronic copy of this assignment can be found in the learning management system (LMS). If you do not have the actual information for some of the blanks, make it up. You will be assessed on how complete the form is, not on how factual it is. Refer to the sample provided if you require assistance.

Fill out the following employment application form as completely as possible. You may use the completed application form on the previous pages as a reference.

Remember to use this marking rubric to help you complete your assignment before you send it to the Distance Learning Unit.

#### Assignment 2.2 Employment Application Form

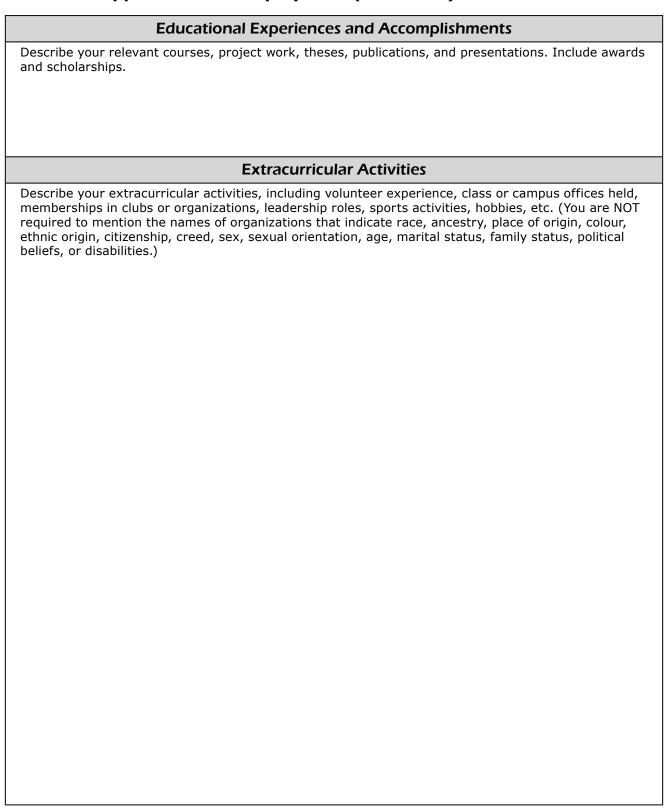
Application Form Components	0-1 mark(s)	2-3 marks	4-5 marks	Totals
General Information	Mostly incomplete	Partially complete	Complete	/5
Education and Skills	Mostly incomplete	Partially complete	Complete	/5
Educational Experiences and Accomplishments	Brief list of educational experiences and accomplishments	List of educational experiences and accomplishments	Very relevant educational experiences and accomplishments	/5
Extracurricular Activities	No extracurricular activities listed	Few activities described in some detail	Activities described in complete detail	/5
Employment History and Work Experience	No jobs included	1 or more job(s) included, but responsibilities missing	1 or more job(s) included, with responsibilities identified	/5
References & Summary	References not included; summary not signed or dated	References included but telephone numbers missing; summary signed but not dated	References included and telephone numbers provided; summary signed and dated	/5
			Total	/30

Adapted from Manitoba Education, Citizenship and Youth. Grade 10 Retailing: A Course for Independent Study. Winnipeg. MB. 2009. 89.

#### **Application for Employment**

## **Great Western Employment Services Application for Employment** 2307 Lagimodiere Avenue, Brandon MB ROR ORO 204-555-1234 ☐ Full-time ☐ Summer ☐ Co-op ■ Internship □ Part-time Position(s) Sought **General Information** Last Name First Name **Permanent Address** No. and Street City Province Postal Code Phone Number Email Are you legally eligible to accept employment in Canada? ☐ Yes ☐ No When are you available to start work? **Education and Skills** Name of secondary (high school), post-secondary Diploma, **Date Obtained** Major (Vocation, (university or college), or other Grade or Level Degree, or Program) or Expected institutions attended. Begin with Certificate most recent. Highlight skills relevant to the position(s) sought.

#### **Application for Employment (continued)**



## Application for Employment (continued)

Employment History and Work Experience			
Describe all work e	xperience (paid and unp	paid), starting with most recent.	
Position City Duties	Province/State	Dates  Name of Organization	☐ Summer ☐ Part-time ☐ (# of hours/week) ☐ Co-op ☐ Internship ☐ Volunteer ☐ Full-time ☐ Other (specify):
Position City	Province/State	Dates  Name of Organization	☐ Summer ☐ Part-time (# of hours/week) ☐ Co-op ☐ Internship
Duties			☐ Volunteer☐ Full-time☐ Other (specify):
		References	
Name of Reference		Position of Reference	
Name of Business		Phone Number	
Name of Reference		Position of Reference	
Name of Business		Phone Number	
Name of Reference		Position of Reference	
Name of Business		Phone Number	
		Summary	
	any omission or misrepr e termination of employ	esentation with respect to this infoment.	ormation may be cause for
	Date	Signat	ure

Source: Manitoba Education, Citizenship and Youth. Grade 10 Retailing: A Course for Independent Study. Winnipeg. MB. 2009. 86 to 88.

End of Assignment 2.2

#### **Interviews**

An interview is your opportunity to "sell" yourself to the employer. If you wish to be successful in an interview, you must be prepared. In order to be prepared, follow the steps listed below:

- 1. Read the list of "Dos and Don'ts of an Interview."
- 2. Prepare answers to the list of common interview questions.
- 3. Practise answering the common interview questions in a "mock" interview situation.
- 4. Make extra copies of your resumé to take to the interview with you.

By completing the above-mentioned steps, you will feel better prepared, confident in your answers, and at ease in a real-life interview situation.

#### Step 1: The Do's and Don'ts of an Interview

#### Do's and Don'ts of a Job Interview

Here are some hints to follow when you go for a job interview. Make sure you read them carefully.

- Do be prompt at the appointed time. Don't arrive late. If you are going to be late, call or reschedule as soon as possible.
- Do be pleasant, honest, and sincere with everyone in the office. The employer often asks other staff members for their opinions.
- Do smile when you greet the interviewer.
- Do greet the interviewer by name. If you don't know his or her name, ask the receptionist. Be certain you have the correct pronunciation of the individual's name.
- Do try to appear poised and alert. Make sure your clothing, aside from being professional, is comfortable, and try to seat yourself in as relaxed a manner as possible without sprawling or slouching.
- Don't answer questions with a simple "yes" or "no." Instead, reply with a brief, concise explanation. Don't over-answer.
- Do ask questions. If aspects of the job are not clear to you, ask. You certainly have the right to know. Asking a few questions shows you are informed and have put some thought into applying for the job.
- Don't try to interview the interviewer. Trying to dominate the interview may give you a feeling of self-assurance, but it won't get you the job.
- Don't overstay the visit.
- Do be sure that the interviewer is aware of your strong points by presenting them in a straightforward, factual manner. Again, keep it brief.
- Don't ask at the first opportunity what the paid holiday vacations are. You don't want to give the impression that you want as little work as possible.

- Leave the matter of wages, hours, and benefits until after the job has been offered to you. If they are not to your liking, you can decline the position. Chances are they will be explained without you having to ask.
- Do be flexible. The philosophy is to get as many job offers as possible, and then choose the best.
- Do be polite at all times. Should the interviewer provoke your hostility, keep it under wraps until you get out.
- Don't hide. Some people try to hide their nervousness by hiding parts of themselves.
   Wearing sunglasses or covering your mouth doesn't work.
- Do try to make eye-to-eye contact. Looking "someone straight in the eye" is a fine way to establish rapport. Avoiding eye contact can be interpreted as being evasive and indirect. (Keep in mind, however, that in some cultures making eye contact may be considered inappropriate.)
- Do phone or write a short note soon after the interview. Saying "thank you" will help the interviewer to remember you.
- Don't be downhearted. Failure to get a job from an interview doesn't mean you are a failure. There are other jobs, other interviews. Besides, you need only one job. Here's a great motto: "Discouragement is a luxury you cannot afford."
- Don't smoke, chew gum, or drink coffee.
- Don't hesitate to ask for clarification of a puzzling question. It is unwise to answer a question that you don't understand.
- If asked something you are not prepared for, request time for a moment to think about it, and then give a response.
- Do point out connections between your capabilities and the employer's needs.

Source: Manitoba Education, Citizenship and Youth. Grade 10 Retailing: A Course for Independent Study. Winnipeg. MB. 2009. 50.

#### Step 2: Common Interview Questions

The following are some common interview questions. Answer the questions in the space provided and practise your answers over and over again. It is highly recommended that you ask your learning partner to ask you these questions in a mock-style interview. The more practise you get, the better the answers will flow. To assist you with this, read the tips immediately following the questions.

You should keep a copy of these common interview questions and your prepared answers in your career portfolio. File them with Assignment 2.1b: Employment Application Form. You will not be assessed on the content of the responses to these questions; however, this is a useful tool to keep in your career portfolio.

- Tell me about yourself. (You should know how your skills relate to the skills that the employer is looking for.)
  - TIP: To break the ice, this question is usually asked at the beginning of an interview. It's a great way to show the employer how you can communicate. As you start to talk about yourself, try to relate it to what you can offer to the position or the company. For example, Thomas Mecas would say that he has 3 years of welding experience at Winnipeg Regional Secondary School and that he has taken welding courses in mig and tig as well as safety and health training. He could also say that he is always looking at furthering his education through additional training. Furthermore, he could mention his customer service skills and how he can operate a cash register. Finally, he could say that he has extensive computer skills using Microsoft Office.
- Give me three adjectives to describe you.
  - TIP: Adjectives are words that modify a noun and that you can use to describe yourself. For example, are you a good communicator? Are you organized, enthusiastic, flexible, hard working, and so on? Try to use adjectives that will tie in with the position. Thomas Mecas could say that he is dedicated to this trade because he has been in the vocational welding program for 3 years and that he is motivated to provide quality customer service. He could also say that he is flexible and can work evenings and weekends.
- What is your greatest strength?
  - TIP: You will have to discover for yourself which is your greatest strength. Is it working with people/customers? Is it working long hours and putting in lots of overtime? Is it commitment to an employer?

- What do you think are the most important skills needed to do this job? *TIP*: Attitude is one of the most important skills needed for any job. If you find that you have another really important skill, then explain how it fits with this position or employer.
- How do you schedule your workday or school day (e.g., assignments, homework, sports, drama, choir, hanging out with friends, lunch)?
  TIP: If you consider yourself to be well organized and you can plan your day to run smoothly, then get this across by explaining how you organize your day.
- When you are given a major project, how do you go about getting it done? *TIP*: Explain that you break it down into smaller chunks in order to not let the BIG picture stress you out. Give an example of a major project and how you dealt with it.
- What would you do if you received differing instructions from two different people?
  - TIP: Explain the best approach to use in such a situation. Tell them that you would let both individuals know that they have given you different instructions for the same task and that you would suggest that you all get together to decide the best approach as a group. Give an example if you have one.
- Describe a difficult situation you have faced at work or at school. How did you handle the situation? What would you do differently if you could deal with a similar situation again?
  - TIP: Give an example of the difficult situation, whether it was an upset customer, a project that went missing, or a late assignment. Also, remember to explain what you would have done differently if you didn't act in a professional manner.
- Why should we hire you?
  - TIP: At the end of the interview, this question is often asked. This gives you an opportunity to really sell yourself. Explain to the employer that you are the best candidate for this position by giving the employer solid examples of what you will bring to the position. Refer to the job description. For example, if, in the job description, it states that they are looking for someone who has good customer service skills, Thomas Mecas would say that he has worked over 2 years at a Chinese Restaurant dealing with customers.

#### Step 3: "Mock" employment interview situation

In order to help you prepare for an interview, you should create a mock interview situation. Ask your learning partner to help you with the following tasks:

#### Complete the following steps in experiencing a mock interview:

- 1. Choose a position from the following list:
  - a. a camp counsellor at a camp such as Camp Wannacumbac
  - b. a sales associate at a retail business in your community
  - c. a summer maintenance worker for your community
  - d. another entry-level position of your choice
- 2. Research the position as well as the company/organization to prepare for the mock interview.
- 3. Customize your cover letter and resumé to suit the position.
- 4. Arrange a date and time to do the mock interview with your learning partner and let them know which position you chose.
- 5. Read over your version of the **common interview questions**. Practise reading over and over again the answers that you wrote.
- 6. Remember that an interview is a two-way process and that you, as a potential employee, also need to feel free to ask questions of the interviewer so that you have a clearer understanding of the position and the organization. Here is a list of questions that potential employees might ask their interviewers. Read them and be prepared to ask them in your mock interview.
  - a. What are the opportunities for promotions or advancements in your company?
  - b. What are the hours? Is there any opportunity for overtime?
  - c. Would you mind telling me about how your career got you to this point?
  - d. What do you think is your company's greatest strength?
  - e. What is your biggest source of job satisfaction?
  - f. As a manager, can you tell me about your management style?
- 7. Bring your cover letter and resumé with you at the time of the interview.

It is very important to be prepared for an interview. You will feel more confident and organized as well as less nervous. You have one opportunity to sell yourself in an interview.

## Lesson Summary

In this lesson, you learned the importance of preparing a career portfolio, resumé, cover letter, and application form. You also learned that these tools, combined with additional job-seeking skills, will assist you in finding suitable employment.

## Lesson 1, Module 2 Summary

Co	ngratulations, you have finished Lesson 1, Module 2.
Ple	ase check (🗸) as applicable.
	I explored skills, knowledge, and attitudes required to locate, interpret, and use information about job opportunities.
	I understand the concept of and recognize the importance of creating and maintaining a career portfolio.
	I developed work search tools required to find and maintain work (cover letter, resumé, etc.).
	I demonstrated the ability to complete application forms.
	I demonstrated the skills, knowledge, and attitudes necessary for a successful interview.

#### LESSON 2: WORKING CONDITIONS

#### Introduction

In the previous lesson, you learned about job-seeking skills. In the current lesson, you will learn about your rights and responsibilities in the workplace.

#### In this lesson, you will

- compare differences between work, jobs, occupations, and careers
- learn the vocabulary dealing with employment
- demonstrate an understanding of workplace safety and health regulations
- connect the role of labour unions or professional organizations in the development of workers' rights
- review and recognize employment standards for Manitoba employees
- explore specific work opportunities in terms of working conditions and benefits
- complete Assignment 2.3: Manitoba Employment Standards Quiz

Learning about employment vocabulary, workplace safety and health regulations, labour unions, and Manitoba labour laws will ensure that you are knowledgeable and have an awareness of regulations, rights, and obligations in the workplace.

## **Employment Vocabulary**

It is important that you understand the language and terminology used for employment and other work opportunities and conditions. Being knowledgeable will help you in your career plan.

Let's start with the definition of jobs, occupations, and careers. A job is work that you do for pay. An example of a job would be a Business and Technology teacher. An occupation is the type of work that you do. An example of an occupation is teaching. A career is a series of related jobs or occupations based on your interests, knowledge, training, and experience. An example of a career would be an occupation such as teaching in a number of related

teaching jobs ranging from teaching Mathematics to Social Studies to Business and Technology.

Now that you understand the difference between jobs, occupations, and careers, let's look at the term job market. The job market is the availability of jobs. For example, in Alberta, the job market may be in the oil industry because there is a high demand for jobs within that industry when the oil prices are high. Job markets are affected by an increase or decrease in the production, distribution, and consumption of goods and services. Job markets may be affected locally, nationally, and internationally (globally). It is important to be aware of the job market in which you are interested.

When you start planning your future, you will find that there is a lot of new vocabulary to learn. Understanding this vocabulary is important when you begin researching jobs, occupations, and careers. You will complete **Learning Activity 2.2: Terminology** to help you understand terms with which you should familiarize yourself.



### Learning Activity 2.2

#### **Terminology**

The first column in this activity is made up of numbered terms while the second column is made up of definitions. Match the correct term with the correct definition by putting the correct number beside the definition.

The answer key for Learning Activity 2.2 is located at the end of this module.

Numbered Items	Definitions
1. contract of employment	It is a variable work schedule that accommodates both the employer and the employee, in contrast to traditional work arrangements requiring employees to work a standard 9 a.m. to 5 p.m. workday.
2. term contract	It is the selection of professional service providers to fulfill certain contracts for the company, rather than hiring more employees within the company to do the work.
3. full-time employment	It is when one earns one's own living directly from one's own profession or business, rather than as an employee earning a salary or a commission from another source.
4. part-time employment	It is an alternative work arrangement where a standard workweek is reduced to fewer than five days and employees make up the full number of hours per week by working longer hours.
5. job sharing	It is when one works or operates the customary number of hours in each day, week, or month (for example, 8 hours a day, 40 hours a week).
6. contracting out	It is a work agreement that has a start date but no end date, and that outlines duties, working conditions, and remuneration.
7. flexible scheduling	<ul> <li>It is when one works for a period of time that is less than the usual full-time hours (for example, 4 hours a day, 20 hours a week).</li> </ul>
8. compressed workweek	It is a work agreement that has a start date and an end date, and that outlines duties, working conditions, and remuneration.
9. self-employed	It is when one shares the responsibilities and duties of a single full-time job with one or more other employees.

End of Learning Activity 2.2

Now that you are more familiar with employment vocabulary, you can start looking at the workplace itself.

## Workplace safety and health regulations

All workplaces in Canada are required to maintain workplace safety and health standards or policies. Learning about workplace safety and health as well as maintaining good working conditions helps you identify potential hazards and avoid injuries while you are working. Working conditions include the place where you work, the job you perform, and the hours you work.

Employers and employees have obligations to follow SAFE work practises every day in the workplace. The acronym SAFE from the Workers Compensation Board of Manitoba stands for the following:

S = Spot the hazard

 $\mathbf{A}$  = Assess the risk

 $\mathbf{F}$  = Find a safer way

 $\mathbf{E}$  = Everyday

Source: Workers Compensation Board of Manitoba. http://safemanitoba.com/default.aspx (21 Dec. 2011).

In Canada, both employers and injured workers have obligations under *The Workers Compensation Act*. Employers in every province must pay premiums to the Workers Compensation Board. Employees in every province should know the following three basic rights (referred to as the 3 Rs) before they get injured or become ill in the workplace.

- R = the right to know (employees have the right to know if the workplace is safe)
- R = the right to participate (employees have the right to participate in workplace safety and health)
- R = the right to refuse unsafe work (employees have the right to refuse unsafe or unhealthy work)

There are a lot of resources available on this topic. Researching the information yourself will help you to understand the current workplace safety and health regulations in Manitoba.

The following are two research resources you can use to learn more about workplace safety and health regulations. Choose the first option if you have access to a computer and the Internet and choose the second option if you do not.

#### Option 1: Research using the Internet:

Research using the following website: <a href="http://safemanitoba.com/default.aspx">http://safemanitoba.com/default.aspx</a>.

Before doing your research, read the following points. The website will provide insight into the following four areas:

- Safety matters
  - causes of workplace injuries
  - costs of workplace injuries
  - the importance of workplace safety
  - the laws that protect you

- Safety roles
  - your employer's legal responsibilities regarding health and safety
  - your rights and responsibilities under the law
  - who else is responsible for health and safety in the province of Manitoba
- Work hazards (different types of hazards)
  - how to recognize hazards
  - Workplace Hazardous Materials Information System (WHMIS)
- Staying safe
  - different ways to control workplace hazards
  - emergency procedures
  - what to do when an injury occurs

#### **Instructions**

In the "Search Safe Work" search box on the left-hand side of the page, type "Health and Safety 101" and press enter.

Click on "Health and Safety 101."

Click on "Take E-Course."

- 1. In the province of Manitoba, young workers are the most at-risk and are most likely to be injured. This course provides important health and safety information.
- 2. Now you are ready to take the course.

Have fun as you work through the course's five units.

- 1. Getting started
- 2. Safety matters
- 3. Safety roles
- 4. Work hazards
- 5. Staying safe

## Option 2: Research at your local library or school

Research the following four units and take notes so you can refer back to them as you start to think about what jobs, occupations, or careers you would like to pursue. Workplace health and safety is important in every job, occupation, or career.

#### Safety matters

- causes of workplace injuries
- costs of workplace injuries
- importance of workplace safety
- laws that protect you

#### Safety roles

- your employer's legal responsibilities for health and safety
- your rights and responsibilities under the law
- who else is responsible for health and safety in the province of Manitoba

#### Work hazards

- different types of hazards
- how to recognize hazards
- Workplace Hazardous Materials Information System (WHMIS)

#### Staying safe

- different ways to control workplace hazards
- emergency procedures
- what to do when an injury occurs

## Labour Unions and Professional Organizations

Labour unions and professional organizations are formed by a group of organized workers who join together to achieve common goals in the areas of wages and benefits, hours, overtime, holidays, safe and healthy working conditions, fair treatment of all employees (no discrimination, no prejudice, no harassment, no bullying), and so on. In the late 1800s, labour unions were formed because Canadian workers had to face terrible working conditions such as unhealthy or unsafe working conditions, no benefits, long hours, few holidays, and minimal rights in the workplace. More labour unions are found in the public (government) sector and less in the private sector. Some examples of labour unions and professional organizations in Manitoba are MGEU (Manitoba Government and General Employees Union), UFCW (United Food and Commercial Workers), MTS (Manitoba Teachers' Society), and MARN (Manitoba Association of Registered Nurses).

Because there are workplace safety and health policies, procedures, and practises—and because the workplace has also become a much better place—the role of labour unions has changed.

Labour unions today are focused on the following four areas:

- 1. raising the minimum wage for workers
- 2. increasing the safety of workers (zero tolerance for any kind of abuse pertaining to areas such as safety, health, discrimination, prejudice, harassment, bullying, etc.)
- 3. providing optimal health to the workforce (reducing stress, offering flexible hours, contract work, etc.)
- 4. empowering employees to improve their experience at work (allowing their talents to grow and enriching their work experience)

When you get your first job, you may find that you are working for a business that has a union, which means that you will become a union employee and you will be required to pay union dues to the union. These union dues (fees) will be taken off your pay cheques. These fees are used to provide benefits to you and other employees. The fees vary depending on the union. The benefits that a union provides to employees are included in a union agreement. Some of the benefits may include pay increases, medical and insurance benefits, pension plans, strike funds, training, and representation on your behalf. The union will represent you if you have a problem in the workplace (whether it is safety, health, bullying, and so forth), and the union will handle the problem (called a grievance). To find out more about the union in your workplace, you can ask other employees as well as supervisors or the manager for a copy of the union agreement.

## Working Conditions and Benefits

In your search for employment, it is a good idea to explore different job opportunities. By researching the working conditions and benefits of a number of jobs, you will be well-informed and, when you apply for a job, you will be able to make an educated choice.

Working conditions refer to the environment in which you will be working. For example, if you are a teacher, will you have your own classroom or will you be sharing with your colleagues? If you are an electrician, will you be provided with a work vehicle? The benefits refer to the health and dental plans that the employer might provide as well as the pension plan, vacation time, overtime possibilities, and the presence or absence of a union. To help you evaluate the working conditions and benefits of individual jobs, you could use the following table as a tool. Follow these steps.

- Step 1: Refer to the most recent "Manitoba Prospects" located at www.gov.mb.ca/tce/lmi/prospects/.
- Step 2: In this publication, find two jobs in which you are interested.

- Step 3: Identify individuals who are currently working in these jobs.
- Step 4: Interview them (either by telephone, email, or in person).
- Step 5: In the first row of the third and fourth columns, fill in the position, where the person works, and whether it is F/T (full-time) or P/T (part-time).
- Step 6: In the next nine rows in the third and fourth columns, write in the answers.

		Sample Position: Teacher	Position 1:	Position 2:
		Where: Winnipeg	Where:	Where:
		P/T or F/T: ½ time	P/T or F/T:	P/T or F/T:
1.	Describe the working conditions.	The working conditions are comfortable. Good lighting, computer for myself and computers for the students. There is a phone, a fax machine, a scanner, and a printer in the classroom.		
2.	What do you like best about the job?	Working with students.		
3.	Is there a pension plan?	Yes, MTS (Manitoba Teachers Society) pension plan.		
4.	Is there group insurance? If yes, with whom?	Yes, with Blue Cross.		
5.	Are there benefits (i.e., dental, medical, etc.)? If yes, what percentage does it cover? And what does it cover (glasses, dental, medical receipts, massages, physiotherapy)?	Yes, benefits include dental and medical, and 80% is covered.		

6.	How easy is it to ask for leave or vacation time at any time of the year?	Personal leaves are granted at any time; however, only two days are covered, so if more than two days are required, then one must take them without pay.	
7.	How secure would you feel in this job (job security, termination)?	The job is very secure; especially with job seniority. There is no need to worry about a layoff.	
8.	What would the work schedule be like (evenings, weekends, overtime, etc.)?	There would be a lot of work in the evenings and on the weekends. Overtime would be required.	
9.	Would you belong to a union? If yes, which one?	Yes, teachers belong to MTS which is the organization (union) that represents all teachers in Manitoba. It is called Manitoba Teachers' Society.	

Every job has very different working conditions and benefits. The best way to identify the working conditions and benefits you want is to ask people who work in the field you are interested in about their working conditions and benefits. For example, if you want to become an accountant, talk to accountants and research accounting businesses. Find out which are the best employers for this career choice.

## Manitoba Labour Legislation Standards

Labour legislation standards are set out by Manitoba's Employment Standards Branch. The labour legislation helps employees and employers understand their rights and responsibilities in the workplace and deals with employment standards issues. The most common employment standards issues relate to minimum wage, overtime, vacation, general holidays, and dismissal (being fired) from a job. When workplace disputes arise, Manitoba's Employment Standards Branch assists in resolving the labour issues.

For more information about Manitoba's Employment Standards Branch, go to their website at <a href="www.gov.mb.ca/labour/standards/">www.gov.mb.ca/labour/standards/</a>. The staff at the Branch will answer any questions that employees or employers have.

You are now ready to complete **Assignment 2.2: Manitoba Employment Standards Quiz**. The purpose of this assignment is to help you understand labour legislation pertaining to employers and employees in Manitoba. This assignment will require you to do some research. All the answers can be found by visiting any of the recommended websites; asking people in your school, community, or workplace; and visiting your local library.



#### Assignment 2.3

#### **Manitoba Employment Standards Quiz**



This assignment is worth 20 marks, 1 mark for each correct answer.

**Instructions:** For each of the statements below, determine whether it is **true or false**, and write either **T or F** in the space provided. If the statement is false, correct it to be true by crossing out, replacing, and/ or adding the necessary words to the statement. To assist you with this assignment, you may contact your tutor/marker or a teacher, or you may research Manitoba Employment Standards on the Internet or in the library.

L.	The current minimum wage is \$9.00 per hour.	
2.	Employees are entitled to a 45-minute unpaid break after completing five hours of work.	
3.	Employees (except security personnel, caretakers, and power engineers who live in the buildings where they work) are entitled to at least one day of rest (24 hours) without pay in each week.	
1.	Standard hours of work are eight hours per day and 40 hours per week.	
5.	In the construction or landscaping industries, the standard hours of work are different.	
5.	Once a work schedule has been approved, the employer can change it at any time.	

7.	If a schedule changes after an employee has reported for work, the employee must be paid for the length of the shift or for four hours, whichever is greater.	
8.	Employers who ask or allow employees to work longer than the standard hours of work must pay these employees double their regular hourly wage for each hour worked during overtime.	
9.	Employees who perform primarily management functions and employees who substantially control the hours of work and earn twice the Manitoba average industrial wage are excluded from standard hours of work and overtime.	
10.	Employees under 17 years of age must have a permit from the Employment Standards Branch before they can work.	
11.	People under 18 years of age are not allowed to work alone between the hours of 11:00 p.m. and 6:00 a.m.	
12.	Employees under 16 years of age are not allowed to work at pruning, repairing, maintaining, or removing trees.	
13.	There are 10 general holidays throughout the year.	
14.	Easter Sunday is not a general holiday.	
15.	Employees must be paid at least once a month and within 10 days of the end of a pay period.	
16.	Employees cannot work overtime without the knowledge or permission of their employers.	
17.	Employees who work on general holidays are normally entitled to 1.5 times the regular rate of pay for the hours worked, in addition to their general holiday pay.	
18.	After five years of service, employees are entitled to four weeks of vacation.	
19.	Employers who wish to terminate employees must give notice of termination or pay wages equal to what would normally be earned during the notice.	
20.	Employers must pay employees for their required breaks.	

Source: Manitoba Education, Citizenship and Youth. Grade 10 Career Development: Life/Work Planning: Manitoba Curriculum Framework of Outcomes and a Foundation for Implementation. Winnipeg. MB. 2008. Appendix A: Blackline Masters: BLM 32.

End of Assignment 2.3

## Lesson Summary

In this lesson, you learnt about your rights and obligations in the workplace as well as the rights of the employer. You also became more aware of workplace safety and health regulations, labour unions, and Manitoba labour laws—all of which will benefit you throughout your lifetime.

## Lesson 2, Module 2 Summary

Co	ngratulations, you have finished Lesson 2, Module 2.
Ple	ase check (🗸) as applicable.
	I recognized the language describing employment and other work opportunities and conditions.
	I demonstrated an understanding of workplace safety and health regulations
	I connected the role of labour unions in the development of workers' rights.
	I reviewed and recognized labour legislation standards for Manitoba employees.
	I explored specific work opportunities in terms of working conditions and benefits.

#### MODULE 2 SUMMARY

Congratulations, you have finished the second module in the course.



## **Submitting Your Assignments**

Assignments in the course Introduction.

It is now time for you to submit Assignments 2.1 to 2.3 to the Distance Learning Unit so that you can receive some feedback on how you are doing in this course. Remember that you must submit all the assignments in this course before you can receive your credit.

Make sure you have completed all parts of your Module 2 assignments and organize your material in the following order:

Module 2 Cover Sheet (found at the end of the course Introduction)

Assignment 2.1: Resumé and Cover Letter

Assignment 2.2: Employment Application Form

Assignment 2.3: Manitoba Employment Standards Quiz

For instructions on submitting your assignments, refer to How to Submit

Notes			

GRADE 10 CAREER
DEVELOPMENT: LIFE/WORK
PLANNING (20S)

Module 2 Learning Activity Answer Key

# MODULE 2: PERSONAL MANAGEMENT ANSWER KEY

## Learning Activity 2.2: Terminology

Numbered Items	Definitions
1. contract of employment	<b>Z</b> It is a variable work schedule that accommodates both the employer and the employee, in contrast to traditional work arrangements requiring employees to work a standard 9 a.m. to 5 p.m. workday.
2. term contract	<b>6</b> It is the selection of professional service providers to fulfill certain contracts for the company, rather than hiring more employees within the company to do the work.
3. full-time employment	<b>9</b> It is when one earns one's own living directly from one's own profession or business, rather than as an employee earning a salary or a commission from another source.
4. part-time employment	<b>8</b> It is an alternative work arrangement where a standard workweek is reduced to fewer than five days and employees make up the full number of hours per week by working longer hours.
5. job sharing	3 It is when one works or operates the customary number of hours in each day, week, or month (for example, 8 hours a day, 40 hours a week).
6. contracting out	1 It is a work agreement that has a start date but no end date, and that outlines duties, working conditions, and remuneration.
7. flexible scheduling	4 It is when one works for a period of time that is less than the usual full-time hours (for example, 4 hours a day, 20 hours a week).
8. compressed workweek	<b>2</b> It is a work agreement that has a start date and an end date, and that outlines duties, working conditions, and remuneration.
9. self-employed	<b>5</b> It is when one shares the responsibilities and duties of a single full-time job with one or more other employees.

Notes			

# GRADE 10 CAREER DEVELOPMENT: LIFE/WORK PLANNING (20S)

Module 3

Career Exploration

## MODULE 3: CAREER EXPLORATION

#### Introduction

Welcome to the third module of Career Development. This module is made up of four lessons. In this module, you will explore careers. To complete this module, you will need your copy of the most recent *Manitoba Prospects* located at <a href="https://www.gov.mb.ca/tce/lmi/prospects/">www.gov.mb.ca/tce/lmi/prospects/</a>.

٨	Module 3 consists of four lessons.
	Lesson 1: Understanding the World of Work
	<b>Lesson 2:</b> Work and Society
	<b>Lesson 3:</b> Maintaining Balanced Life and Work Roles
	<b>Lesson 4:</b> Understanding the Changing Nature of Life and Work Roles

Each lesson will consist of one learning activity and one assignment. You will be assessed on how well you complete the assignments that are listed in the table below.

Once you have completed the entire module, you will follow the instructions for mailing or electronically submitting your modules to the Distance Learning Unit in the course introduction.

#### Assignments in Module 3

When you have completed the assignments for Module 3, submit your completed assignments to the Distance Learning Unit either by mail or electronically through the learning management system (LMS). The staff will forward your work to your tutor/marker.

Lesson	Assignment Number	Assignment Name
1	3.1	Occupations and You!
2	3.2	The Income Statement
3	3.3	Leisure Activities and Action Plan
4	3.4	Rewards

## LESSON 1: UNDERSTANDING THE WORLD OF WORK

#### Introduction

In this lesson, you will learn how to find local employment opportunities as well as what impact your skills, interests, and attitudes will have on your choices.

#### In this lesson, you will

- compare differences between work, jobs, occupations, and careers
- learn how interests, knowledge, skills, values, and attitudes influence your choice of work
- use various sources to identify local employment opportunities
- complete Assignment 3.1: Occupations and You!

## Differences between Work, Jobs, Occupations, and Careers

In module 2, lesson 2 you briefly reviewed employment vocabulary. It is time to explore this further before we determine how self-employment differs from working with others. Read through the following list of definitions and learn the differences between work, jobs, occupations, and careers. Armed with this understanding, you can take your job search to the next level.

- Work: A set of activities in which you should find personal satisfaction. It should help contribute to a greater goal for yourself. Work may be paid or unpaid (volunteer work, hobbies, etc.) and it should be meaningful and satisfying.
- **Job:** A set of tasks that take place in a certain environment. Jobs may be part-time or full-time, short or long in duration, and paid or unpaid.
- **Occupation:** A group of similar jobs found in different organizations or industries.
- Career: Work, learning, and leisure activities in which you engage throughout your lifetime.

Now that you have a better understanding of the differences between work, jobs, occupations, and careers, here is an opportunity for you to look at the possibility of self-employment (in other words, working for yourself rather than for someone else).

## Self-Employment versus Working for Others

When you are self-employed, you work for yourself rather than for an employer. You should be aware that there are pros and cons of working for yourself and also pros and cons of working for someone else. Before you venture into self-employment, consider the following list of benefits and challenges.

Benefits of working for yourself

- You have more freedom.
- You might work alone or with others.
- You can be paid more money for the work you do.
- You have a more flexible schedule and can leave whenever you want.
- You will be able to take on work from different sources.
- You have more control over your work schedule working as much or as little as you want.

Challenges of working for yourself

- You might work alone.
- You have to be disciplined and practise good time management.
- You will not have a guaranteed pay cheque.
- You have to pay for all employee remittance and benefits (holiday pay, employment insurance, and medical plans).
- You have higher risks and may have to buy insurance, which can be costly.
- You have a lot of business operating expenses (supplies, rent, and utilities).
- You have higher equipment costs (from office equipment to vehicles and tools), including repair and maintenance.

This is a summarized list of the benefits and challenges of working for yourself. The best way to learn more about self-employment is to speak to local self-employed people. You will now complete **Learning Activity 3.1:** Interviews. The purpose of this learning activity is to help you determine how self-employment differs from working for others.



## Learning Activity 3.1

#### **Interviews**



**Part A:** Interview one person who is or has been self-employed. **Part B:** Interview one person who is working for someone else.

You may conduct a telephone interview, email interview, or an in-person interview.

Part A:				
	Name of self-employed person:			
	Date of interview:			
	1. What is it like working for yourself?			
	2. What is the name of your business?			
	3. How many years have you been in business?			
	4. What services or products do you sell?			
	5. What do you like the best about being self-employed?			
	6. What do you not like about being self-employed?			
	7. What struggles have you experienced?			
	8. Do you have any employees? If yes, how many?			
	9. How would you describe your time management skills?			
	10. How much time have you taken off for holidays or to be with your family?			
	11. How many hours per week do you work?			
	12. Describe ideal working conditions for you.			
Part B:				
	Name of person working for someone:			

Date of interview: \_\_\_\_\_

- 1. What is it like working for someone else?
- 2. What is the name of the company you work for?
- 3. How many years have you been with this company?
- 4. What services or products do they sell?
- 5. What do you like the best about working for someone else?
- 6. What do you not like about working for someone else?
- 7. What struggles have you experienced?
- 8. How many other employees do you work with?
- 9. How would you describe your time management skills?
- 10. How much time have you taken off for holidays or to be with your family?
- 11. How many hours per week do you work?
- 12. Describe ideal working conditions for you.

End of Learning Activity 3.1

Now that you have conducted one interview with a self-employed person and one interview with a person who works for someone else, you should have a better understanding of where you may see yourself in the future. In the next section, you will learn about ideal working conditions.

## Describe your Ideal Working Conditions

In module 2, lesson 2, you also explored working conditions. It is now time to look at your personal ideal working conditions. In order for your job to be meaningful and satisfying to you, you will want to work in ideal working conditions. Ideal working conditions are different for each person. One person may consider ideal working conditions to include flexible work hours where they may come and go as they please as long as they get the job done. The next person may consider ideal working conditions to consist of a work environment that is free from stress (work that is fun and that they enjoy doing each day). The next person may consider their working conditions to be ideal because they get great discounts on the products or merchandise that they sell while another person may consider working outside to be the ideal working condition.

Let's look at the occupation of teaching as an example and review its working conditions and why this occupation might or might not appeal to you. You can use the blank spaces to describe two occupations that you are considering in the future and write down the working conditions and why these occupations are appealing to you.

Occupations	Working Conditions (list as many working conditions as you can in the space provided)	Explain why this occupation is or is not appealing to you
Teaching	<ul> <li>work inside</li> <li>work with students</li> <li>get summers off</li> <li>good pension plan</li> <li>make good money</li> <li>no flex time (i.e., have to teach Monday to Friday)</li> <li>work in a department where others may not have same goals</li> <li>work alone</li> <li>spend hours marking assignments, tests, exams, etc.</li> <li>spend hours preparing lessons</li> <li>deal with discipline problems in the classroom</li> <li>every day is different (not repetitive)</li> <li>benefits of seeing a student learn</li> </ul>	This occupation is appealing to me, because I enjoy teaching, and I appreciate having my summers off. The pay is also good. Dealing with discipline problems is definitely not an ideal working condition but, unfortunately, it comes with the job. A teaching schedule is very rigid. You have to teach Monday to Friday from 9:00 a.m. to 3:30 p.m. in most parts of Canada so I find that there is no flexibility in hours.

It is now time for you to look at what factors impact on work opportunities in the labour market.

# Identify How a Variety of Factors Impact on Work Opportunities

There are a number of factors that influence the labour market. For example, throughout the years, the supply and demand for workers has changed based on social trends, demographic trends, and economic trends.

#### Social Trends

Our youth are not entering the workforce as quickly as they were in the past. This is because the youth have recognized that our economy is knowledge-based and that education is very important to their future careers. As a result, they tend to spend more time in school and are not seeking employment.

# Demographic Trends—Baby Boom and Baby Bust

Our workforce is shrinking because the unusually large number of people born during the Baby Boom of the 1950s and 1960s are now retiring. Unfortunately, there were fewer people born during the Baby Bust (1964 to 1977) and, as a result, there are fewer people entering the workforce. With fewer people entering the workforce and more people retiring, a huge demand for skilled tradespeople, such as plumbers, pipefitters, bricklayers, electricians, construction workers, and so forth now exists.

#### **Economic Trends**

At present (in other words, at the time this document was written), the Canadian economy has shifted toward technological industries (such as telecommunications) and away from primary industries (such as agriculture, fishing, and forestry). Also, because of our global economy, career opportunities are now available throughout the world.

You now have a better understanding of shortages in the labour market. This may help you in making a decision about your ideal occupation. To assist you with this, you will have an opportunity to compare occupations based on specific criteria.

# **Develop Criteria to Compare Occupations**

You have already been introduced to the concept of ideal working conditions. As mentioned, working conditions vary from occupation to occupation and they can vary from person to person. What one person finds ideal is based on their values. One person may value the opportunity to have a leadership role, the next person may value the opportunity to travel the world, the next person may value quality time spent with family, and the next person may value money or job stability. For every person, the value will be different.

# Identify and Demonstrate How Interests, Knowledge, Skills, Values, and Attitudes Impact on Work Selection and Occupational Choice

Interests, knowledge, skills, values, and attitudes impact on work selection and occupational choice. For example, if you are passionate about the medical field, you have specific skills to work in a laboratory, and you enjoy less interaction with the public, you might choose to become a laboratory technician. However, if you are sincerely interested in helping others who are sick or finding cures for diseases, you might choose to be a nurse or a doctor. The occupation, in both cases, is in the medical field which you chose based on your interests, knowledge, skills, values, and attitudes.

Your interests, knowledge, skills, values, and attitudes are transferable to various work roles. Whether you have a positive attitude, great communication skills, or interest in working with others, you can easily transfer this to another workplace.

# Use Various Sources to Identify Local Employment Opportunities

With your transferable skills in place, you are now ready to search for employment opportunities through a variety of sources available to you. These sources include local businesses, newspapers, phone books, the Internet, trade magazines, individuals whom you met through networking, employment agencies, government agencies, and hidden job opportunities that are never advertised.

To enable you to do this in a meaningful way, complete **Assignment 3.1:** Occupations and You!



# **Assignment 3.1**

#### **Occupations and You!**

The purpose of this assignment is to help you understand the demand for workers in high-demand jobs; identify your work values; match your interests, knowledge, skills, values, and attitudes to various workplaces; and identify local employment opportunities.

This assignment is worth 60 marks.

# Step 1: (15 marks)

#### Part A:

Read the *Manitoba Prospect* publication located at www.gov.mb.ca/tce/lmi/prospects/.

#### Part B:

On the following chart, list 10 occupations that you identified (from reading the *Manitoba Prospect* publication) which are in high demand and explain why they are in high demand. You will receive 0.5 mark for each occupation in the first column, and you will receive 1 mark for each explanation regarding why there is a high demand for this occupation for a total of 15 marks.

Occupations	Why is there high demand for this occupation?
Electrician	Because of demographic trends, the Baby Boomer electricians are retiring and there are not as many people from the Baby Bust entering the workforce. This has created a shortage in this occupation and now there is a high demand for electricians across Canada.
1.	
2.	
2.	
3.	
4.	
5.	

6.	
7.	
8.	
<b>.</b>	
9.	
10.	

# Step 2: (15 marks)

#### Part A:

Fill in the third column of the table titled Work Values Inventory.

# **Work Values Inventory**

In the following work values inventory, look at the second column and decide how important each work value listed in the first column is to you. (1=Very Important, 2=Somewhat Important, 3=Not Important)

Work Value	It is important for me to	Importance (1,2,3)
money	1. have a high income	
variety	2. experience change and enjoy a variety of tasks	
travel	3. be given opportunities to travel and see new places	
security	4. have little chance of job loss or loss of income	
structure	5. have defined responsibilities and an upper level position in the workplace	
education	6. take part in ongoing training and upgrading	
leadership	7. take on responsibilities and work toward the goals of the company	
stability	8. keep a routine with few surprises	
leisure time	9. spend time on extracurricular hobbies and interests outside of work	
teamwork	10. work with a diverse group of people and share ideas	
independence	11. have little direct supervision and make my own hours	
prestige	12. be recognized and respected for the work I do	
working indoors	13. work inside in comfortable surroundings	
working outside	14. work outside close to nature	
information	15. work with facts and concepts	
personal space	16. have my own working space	
family	17. have time and energy to spend with family and close friends	
excitement	18. experience challenges, adventure, and changes	
religious beliefs	19. work in an occupation that fits with my religious beliefs	
people	20. meet a variety of people and work with or for others	
relationships	21. have positive and friendly relationships with colleagues	
passion	22. become completely wrapped up in my work	

Work Value	It is important for me to	Importance (1,2,3)
creativity	23. use my artistic talents in the work I do	
helping others	24. make a difference in people's lives	
informality	25. work in a casual and laid-back environment	
skills	26. learn and develop a variety of skills in my work	
safety	27. feel safe and have little chance of on-the-job injury or danger	
authority	28. be in charge	
things	29. work with concrete things	
community impact	30. make the world a better place on a larger scale	

#### Part B:

You will receive 0.5 mark for placing a value of 1, 2, or 3 in the third column.

# Step 3: (15 marks)

**Part A:** In the first column of the chart on the following page, list and explain five criteria you believe are most important to consider when choosing your occupation (such as skills, interests, values, lifestyle, education, and so forth).

**Part B:** In the second and third columns, list two different occupations **in which you are interested** and then explain HOW this occupation does or does NOT meet the criteria you listed in the first column.

You will receive 1 mark for each criterion listed and 1 mark for how the occupation does or does not meet the criteria for a total of 15 marks.

Criteria (Factors) Skills, Interests, Values, Lifestyle, Education	Occupation #1  (Explain HOW this occupation does or does NOT meet the criteria you listed in the first column.)	Occupation #2 (Explain HOW this occupation does or does NOT meet the criteria you listed in the first column.)
Skills: speak different languages and use my language skills  Interests: explore the world  Values: make money while travelling the world and also provide customers with the best holiday experience ever  Lifestyle: travel and experience diversification each and every day  Education: learn about different cultures	Travel Agent: This occupation meets the criteria listed because I would have opportunities to travel all over the world, learn about new cultures, use my language skills, explore the world at the travel agency's expense, and find the best holiday packages for the customers.	Computer Technologist: This does NOT meet the criteria listed because I would not have the same opportunities as a Travel Agent to travel all over the world and learn about new cultures. However, I may end up going to another country and learning about one culture. I would not have the diversity from day to day. If I did get a job in a different country, I could practise a new language skill set.
1.		
2.		
3.		
4.		
5.		

#### Step 4: (15 marks)

To complete the final step of this assignment, refer to local businesses, newspapers, phone books, the Internet, trade magazines, employment agencies, and government agencies. Using the following chart, write the name of five local businesses or agencies that might have potential employment opportunities for you in the first column. In the second column, fill in the potential positions. In the third column, write in their telephone number. You will receive 1 mark for the name of the business or agency, 1 mark for potential positions, and 1 mark for the telephone number for a total of 15 marks.

Name of local business or agency	Potential Positions	Telephone Number
Paula's Construction	Labourer, Carpenter	204-777-7777
RHA (Regional Health Authority)	Housekeeper, Accountant, Nurse	204-888-8888
Lakeside Farm	Truck Driver, Farm Implement Operator, Herdsmen	204-999-9999
1.		
2.		
3.		
4.		
5.		

End of Assignment 3.1

You now have a better idea regarding the need for workers in high-demand jobs. You have identified your work values and matched your interests, knowledge, skills, values, and attitudes to various workplaces. The last step of the assignment helped you identify local employment opportunities.

# Lesson Summary

In this lesson, you learned the importance of searching for local employment opportunities and identifying how interests, knowledge, skills, values, and attitudes all have an impact on occupational choices. This will benefit you in your search for employment.

# Lesson 1, Module 3 Summary

Coı	ngratulations, you have finished Lesson 1, Module 3.
Plea	ase check (🗸) as applicable.
	I compared differences between work, jobs, occupations, and careers.
	I learned how interests, knowledge, skills, values, and attitudes influence my choice of work.
	I used various sources to identify local employment opportunities.

Notes			

#### LESSON 2: WORK AND SOCIETY

#### Introduction

In this lesson, you will learn about financial management skills, how to prepare a monthly budget for yourself, and how a business makes or loses money. You will also learn about contributing to the community and how the community, the economy, and the technological advances have an impact on work and their roles.

#### In this lesson, you will

- demonstrate financial management skills by preparing a monthly budget
- explore how a business operates (in other words, how money is made, overhead costs, and so forth)
- describe how the community, the economy, and the technological advances have an impact on work and work roles
- evaluate how you can contribute to the community (for example, family and school) through work
- complete Assignment 3.2: The Income Statement

#### The Income Statement

In the previous lesson, you learned about the criteria for choosing an occupation. Based on the criteria that were identified, you might now realize that making good money at a chosen occupation is important to you. In this lesson, you will have an opportunity to create a budget based on your top three chosen occupations. Creating a budget will be an excellent experience for you. Have fun!

# Monthly Budgets

Financial management skills are important. Developing financial management skills is critical in planning for a career, or planning for work or life. The best way to develop these skills is to first develop a budget. Starting with a budget and knowing how much you will make and what your expenses will be will allow you to stay on track with your finances. Staying on track by following a budget will help you achieve your goals and dreams.

# What is a budget?

A budget is a list of all the expenses and revenues for which you can plan. In your budget, you will plan to save and spend. In other words, a budget is a plan stated in monetary terms.

Why do we budget? Firstly, we budget to provide a forecast of the amount of money coming in and the amount of money going out. Secondly, we review how we have done with our budget when we analyze what money has actually has come in and what money has actually gone out. Debt can build up both in our personal life and in many businesses if a budget is not created and followed.

The best way to understand budgets is to create one for yourself. You will do this by completing Learning Activity 3.2: Creating a Budget (Part A and Part B).



# Learning Activity 3.2

# **Creating a Budget**



The purpose of this learning activity is to help you create a budget and understand where your money is being spent.

#### Part A:

In the third column labeled Now (A), fill in the dollar amount corresponding to your monthly expenses. Add up all your expenses and put this total in the last row of this column.

#### **Instructions:**

Review monthly expenses cited on the following page and make realistic estimates to fit your individual plans, on your own today and in ten years time. Work with your learning partner or your parents to determine costs for the following monthly expenses. You can also use local newspapers and websites as a source of information.

			ditures
Name	Monthly Expenses	Now (A)	In 10 years (B)
Groceries and Household Supplies (cleaning, etc.)	Food and Supplies: (\$200+ per month). If you shop carefully and do a lot of cooking, you can keep these costs down to \$200 per month per person. If you want convenience, then you are going to pay a lot more money for products that offer you this. For example, brand names cost a lot more than generic products. Also, foods that are processed and prepared for you cost a lot more than foods that you make from scratch.	\$	\$
Clothing	Include boots, shoes, coats, work clothes, and leisure clothes for all four seasons: To help you calculate this, think about what you spend in one month. Is it \$100, \$200, \$300, \$400, or more?	\$	\$
Rent or Mortgage	Monthly rent or mortgage payments: They can start at \$300 and go up considerably from there. If you share an apartment with one other person, your monthly rent will be lower; if you live on your own, your monthly rent will be higher. You might be living with your parent(s)/ guardian(s) right now so you might only complete the final column (B).	\$	\$
Household Expenses	The following expenses are required: Heat, electricity and/or gas, taxes, water, etc. (anywhere from 30% to 50% of rent/mortgage). For example, if your rent/mortgage is \$800 per month, then you will pay \$240 in household expenses if you base this on 30% of rent/mortgage; calculation: $30\%/100 = 0.3$ ; $0.3 \times $800 = $240$ . You might be living with your parent(s)/guardian(s) right now so you might only complete the final column (B).		
	The following expenses are optional: Cellular phone/land line, cable, satellite TV, Internet. If you already have a cellular phone, this should be easy for you to calculate as a monthly expense. Call a telephone company to determine monthly land line and/or Internet costs. Call a cable company to determine monthly cable and/or Internet service costs. Call a satellite TV company or ask a friend or family member what it costs per month to have satellite.	2. \$	2. \$
Transportation	<ol> <li>Monthly payment: (for a vehicle is usually \$300 or more)</li> <li>Monthly parking fees: (if any)</li> <li>Monthly fuel costs: (+/- \$200)</li> <li>Maintenance, repairs, insurance: (These usually account for roughly 10% of the cost of your vehicle. In other words, if your monthly payments are \$300, then you will pay an additional \$30 per month to cover this expense.)</li> <li>Other transportation costs: (bus, taxi, gas money paid to friends, etc.)</li> </ol>	1. \$ 2. \$ 3. \$ 4. \$ 5. \$	1. \$ 2. \$ 3. \$ 4. \$ 5. \$
Personal	Toiletries: (personal hygiene products, shampoos, conditioners, hairsprays, soaps, etc.), haircuts, laundromat, dry cleaning (\$25 to \$250—if you purchase brand name products and must have the best products on the market, then this is going to be closer to the \$250 point)	\$	\$
Leisure	<ol> <li>Movies, video games, eating out, concerts, sports, gym/fitness club membership, and expenses for other leisure activities: (\$50 to \$250—add up everything that you would do in one month for leisure and you will be surprised to learn just how much money you spend on leisure activities)</li> <li>Travel: (If you do any travel by car, bus, or plane, then calculate what you have spent in one year doing this and divide by 12 months to determine your monthly costs.)</li> </ol>	1. \$ 2. \$	1. \$ 2. \$
Other Items	Computer, furniture, pet and pet care, boat, cottage, snowmobile, gifts, etc.: (In other words, determine what other things you are spending your money on.)	\$	\$
Savings	Savings: (In other words, putting money away in a special account—whether it's for life insurance, RRSPs, a holiday getaway to a resort, a child's education fund, retirement, etc.—is an expense.)	\$	\$
Total Monthly Expenses	Add all expenses in Column A Add all expenses in Column B	\$Column A	\$Column B (LINE #251)

#### Part B:

#### **Instructions:**

- 1. Refer to part A and use the fourth column which is labeled *In 10 years (B)*.
- 2. Refer to the most recent *Manitoba Prospects* publication located at <a href="https://www.gov.mb.ca/tce/lmi/prospects/">www.gov.mb.ca/tce/lmi/prospects/</a> to determine wages and so forth.
- 3. Select three different occupations of interest and note the average annual wage from the list at <a href="www.mcgill.ca/files/caps/Salary\_"www.mcgill.ca/files/caps/Salary\_"www.mcgill.ca/files/caps/Salary\_"www.mcgill.ca/files/caps/Salary\_"erospects\_Information.pdf</a>. Divide this by 12 to determine a monthly income. If you do not have access to the Internet then you can ask people in your school or community, or you can ask friends and family.
- 4. Complete the following table to finish your budget.

			Occupation	
		1.	2.	3.
Line #220		Line #220	Line #220	Line #220
Your gross monthly income is the amount of money that yearny deductions—taxes, employment insurance (EI), Canad (CPP)—are taken off your paycheque.				
To calculate the gross monthly income based on a job that hour, follow the next steps.	pays \$20 per			
\$20 x 40 hours per week	= \$800			
\$800 x 52 weeks in a year	=41,600(A)			
Gross Monthly Income (divide A by 12 months)	= 3,466.66			
\$3466.66 is your gross monthly income				
Line #221		Line #221	Line #221	Line #221
Income tax is what is deducted from every paycheque. The to the Canada Revenue Agency and is used by the provinct governments to fix highways, and pay for fire and police so care, and so forth. The income tax that is deducted from your is approximately 25% of your income. This percentage var on the tax bracket to which your income corresponds. The earnings are high, you will pay a higher percentage; if you low, you will pay a lower percentage.	al and federal ervices, health our paycheque ies depending refore, if your			
To calculate income tax deductions, follow the next steps:				
Step 1: 25% of Line #220				
Step 2: 25%/100 = 0.25				
Step 3: 0.25 x \$3466.66 = \$866.66				

			Occupation	
		1.	2.	3.
Line #222		Line #222	Line #222	Line #222
EI and CPP deductions are taken from your paych the Government of Canada. These deductions are your gross monthly income.				
EI deductions are sent to the EI (Employment Ins held in an account along with hundreds of thousal from other Canadians. If you are ever laid off or f you <b>might</b> be entitled to collect EI payments.	nds of dollars collected			
CPP deductions are taken from your paycheque a CPP (Canadian Pension Plan) office. These deduct account along with hundreds of thousands of dolla Canadians. At the age of 67, you are entitled to co on a monthly basis.	ions are held in an ars collected from other			
To calculate EI and CPP deductions, follow the nex	xt steps.			
Step 1: Transfer Line 220 here	= \$3,466.66			
Step 2: 5%/100	= .05			
Step 3: 0.05 x \$3466.66	= \$173.33			
Line #223		Line #223	Line #223	Line #223
The net monthly income is the amount of money all deductions (taxes, EI, CPP, etc.) are taken off.	that you have left after			
To calculate the net monthly income, follow the ne	ext steps.			
Input Line #220 here	=(A)			
Add Lines #221 and #222 here	=(B)			
Net Monthly Income (subtract A-B)	=Line #223			
Line #224		Line #224	Line #224	Line #224
Total Monthly Expenses (Transfer the amount from of Expenditures in Part A of your budget.)	m Line #251 in Column B			
Line # 225		Line #225	Line #225	Line #225
Unexpected expenses (speeding ticket, car repair work; birthday present; surprise party for a frience an ill family member; unexpected travel/hote broken garage door; repairs to TV, vacuum cleand dishwasher, fridge, stove, boat, snowmobile, etc.)	d; unexpected trip to I expenses for a funeral; er, washer, dryer,			
Line #226		Line #226	Line #226	Line #226
Final Monthly Income				
To calculate the final monthly income, follow the i	next steps:			
Input Line #223 here	=(A)			
Add Lines #224 and #225 here	=(B)			
Final Monthly Income (subtract A-B)	=Line #226			
Line #227		Line #227	Line #227	Line #227
Savings for 1 year (Saving an amount equal to on every year is a great start to achieving your long- money for emergencies, unexpected expenses, tr	term goals and having			

End of Learning Activity 3.2

Now that you understand how to use a budget on a personal level, you are going to explore how businesses make money and what expenses they have. This will help you understand how everything ties in together (in other words, how you make money, how you spend your money, how businesses make money, and how businesses spend their money).

# How Businesses Make and Spend Money

Businesses make money by selling their products or services to customers. This is referred to as revenue.

Businesses spend money by paying for the following:

- products to resell
- employee wages and benefits
- pensions
- marketing and advertising
- rent/lease, phone, Internet, hydro
- office and cleaning supplies
- renovations

These are referred to as expenses. When a business has more revenue than expenses, the business has made money which is referred to as a profit. On the other hand, when a business has more expenses than revenue, the business has lost money which is referred to as a loss. The goal for businesses is to make a profit. Businesses can show a profit or a loss on an income statement.

Following is a sample income statement for a company by the name of Good on You Clothing. By the end of 2009, they made \$175,000 in revenue. Their total expenses for the year were \$53,155. These expenses included women's T-shirts and pants to resell, women's sports gear to resell, accounting and legal fees, advertising and promotions, insurance, rent, and telephone/ Internet/utilities. When you subtract their expenses from their revenue, they made a net income of \$121,845. This is a great profit margin!

Notice the way the income statement is set up in columns, headings, and subheadings. The presentation of this statement is extremely important. By law, a business has to provide an income statement. The Canada Revenue Agency requires all businesses to keep track of their revenue and expenses and report on this in the form of an income statement.

#### SAMPLE INCOME STATEMENT

Good on You Clothing Income Statement For the year 2009

#### **REVENUE**

Women's T-Shirts and Pants	\$85,000
Women's Sports Gear	90,000

TOTAL REVENUE \$175,000

#### **EXPENSES**

Women's T-Shirts and Pants	\$20,000
Women's Sports Gear	19,000
Accounting and Legal Fees	900
Advertising and Promotion	2500
Insurance	555
Rent	9000
Telephone/Internet/Utilities	1200

TOTAL EXPENSES \$53,155

NET INCOME (or Net Loss) \$121,845

It is now time to complete **Assignment 3.2: The Income Statement**. The purpose of this assignment is to help you understand how a business receives money (revenue) and spends money (expenses).



# Assignment 3.2

#### The Income Statement

#### This assignment is worth 27 marks.



You will complete an income statement for the year 2011 for a business called **Chic Sporting Goods and Clothing**. The company generated total revenues of \$225,000 for the year. This revenue was based on selling \$60,000 in women's sports clothing, \$45,000 in men's sports clothing, and \$120,000 in sports equipment. Their expenses were: \$25,000 for clothing purchases, \$50,000 for equipment purchases, \$1000 for accounting and legal fees, \$3,500 for advertising and promotion, \$500 for insurance, \$10,000 for rent, and \$1,500 for telephone/Internet/ utilities.

Income Stateme	ent		
For the year (1 mark)	<del></del>		
REVENUE			
(1 mark)	\$	(1 mark)	
(1 mark)		(1 mark)	
(1 mark)		(1 mark)	
TOTAL REVENUE		\$	(1 mark)
EXPENSES			
(1 mark)		(1 mark)	
(1 mark)		(1 mark)	
(1 mark)		(1 mark)	
(1 mark)		(1 mark)	
(1 mark)		(1 mark)	
(1 mark)		(1 mark)	
(1 mark)		(1 mark)	
TOTAL EXPENSES		\$	(1 mark)
NET INCOME (or Net Loss)		\$	(1 mark)
Questions:			
<ol> <li>Did Chic Sporting Goods and Cloth money?(1 mark)</li> </ol>	ing make	a profit or d	id they lo
<ol><li>If it was a profit or a loss, what was (1 mark)</li></ol>	as the amo	ount?	
End of Assignme	ent 3.2		

# Impact of the Community, the Economy, and Technology on Work

Changes in the community and the economy, combined with technological advances have a direct impact on work and work roles. One hundred years ago in Manitoba, most people were self-employed farmers. Farming was the backbone of the economy and small communities and towns were bustling with lots of activity which surrounded the local stores, schools, and churches. The majority of women were stay-at-home moms who looked after the children and the household. Fathers were the breadwinners of the family who went off to work every day. Paperwork, bookkeeping, and accounting were done by pencil and paper.

One hundred years later, these same small communities and towns have changed dramatically. They have had to close some of their local stores, schools, and churches. Due to changes in the farming communities as well as to cities growing and becoming more prosperous, people began to move closer to cities such as Winnipeg. Times are again changing with the technology age upon us and more and more people choosing to work from home. Individuals are now choosing to live wherever they want. Technological advances have given people the freedom to choose to live in a quieter, rural community or to live in a larger, urban environment.

In the first decade of the twenty-first century, Manitoba grew by nearly 90,000 people. Much of that population increase is due to people emigrating from other countries. The population of Manitoba is expected to reach approximately 1.44 million by 2020 and immigration will continue to play a lead role in Manitoba's increasing population growth.

These changes in population have an impact on the types of jobs that are offered. The larger the population, the more there is a need for resources to sustain people and for preservation of natural resources for future generations. This creates a need for new creative projects to exploit certain resources and preserve others. These new projects bring not only more jobs, but different jobs to Manitoba.

Change is inevitable: it is going to happen. What you need to remember is that you will notice a lot of change from the time you are 25 years old to the time you are 50 years old. Communities will change, the economy will change, and technology will change. As a result, jobs will change.

In order to better understand how change affects business owners, you could interview a local business owner—preferably someone who has been in business for a minimum of five years. It could be your learning partner, a parent, a relative, a neighbour, a friend, a teacher, a coach, a counselor, or someone else that you know.

Following is a list of questions that you could ask the local business owner.

- How long has your business been in operation?
- What changes have you seen in the local or global economy over the last ten years?
- What technological advances have you seen in the past ten years and how have these advances affected your business?
- What jobs existed in the past that are slowly becoming non-existent?
- What does your business need to do in order to remain successful for the next ten years?

After you have received your answers, ask yourself the following questions.

- How was the business owner's work affected by the community, the economy, or the technological advances?
- What surprised you the most? The least?
- What did you learn from the business owner about the changes in the workplace resulting from the community, the economy, and the technological advances?
- What did you find the most interesting?

# Contributing to the Community through Work

Workplaces are now recognizing the importance of contributing to their community and are encouraging their employees to volunteer. Volunteering is a contribution to a community and contributions are made in different ways. Here is a list of examples of volunteering:

- An individual might choose to volunteer in school activities such as school spirit week, fundraisers, workshops, and so forth.
- Parents might choose to volunteer at their child's school for lunch hour supervision or for field trips.
- A local teacher might choose to involve students in the career symposium and provide them with volunteer experience.
- A local electrician might choose to volunteer services to the new curling rink being built in the community.

When people volunteer, it has a positive impact on the community. Volunteers are noticed and appreciated for their sense of community and pride.

You can also contribute to your community by supporting local businesses. When you support your local businesses by purchasing products or services from them on a personal or business level, you help keep money flowing in the community and you make the community financially stronger. In order

to maintain a financially strong community, everyone has a responsibility to make a positive contribution to their community.

# Lesson Summary

In this lesson, you learned about the relationships between work, society, and the economy as well as the importance of work values. You also learned about financial management on a personal and business level. These skills will be beneficial to you as you continue to develop your career.

# Lesson 2, Module 3 Summary

Co	ngratulations, you have finished Lesson 2, Module 3.
Ple	ase check (🗸) as applicable.
	I demonstrated financial management skills by preparing a monthly budget.
	I explored how a business operates (in other words, how money is made, overhead costs, and so forth).
	I described how the community, the economy, and technological advances have an impact on work and work roles.
	I evaluated how I can contribute to the community (for example, family and school) through work.

# LESSON 3: MAINTAINING BALANCED LIFE AND WORK ROLES

#### Introduction

This lesson is about maintaining a balanced lifestyle (work, family, and leisure).

#### In this lesson, you will

- identify skills that you can transfer from home to the workplace
- examine different life roles as well as how work roles and family roles are connected, and evaluate the responsibilities associated with each of them
- identify and plan leisure activities that relate to your preferred lifestyle
- demonstrate how various life and work roles have an impact on the attainment of future goals
- complete Assignment 3.3: Leisure Activities and Action Plan

# Transferring Skills from Home to Work

You can easily identify tasks that you currently do at home. As a result of doing these tasks, you have developed a number of skills that can easily be transferred from home to the workplace.

Following is a list of skills and associated tasks for living and working with which you might be able to identify. In the first column, as you read through the list, check off the skills that apply to you.

√	Skills	Tasks
	Communication	This includes tasks such as talking to family and friends in person or on the phone, ordering pizza, calling in to work to let them know that you are ill, letting your family know when you will be home, explaining how to do something, praising someone for a job well done, and so on.
	Social Interaction	This includes tasks such as group conversations, organizing a social outing, planning a party, helping friends or family with a task, and so on.
	Leisure or Recreational	This includes tasks such as involvement with an organized team (sports, choir, dancing, etc.), gaming, crafts, hobbies, and so on.
	Sensory	This includes tasks involving awareness of your surroundings, environment, neighbourhood, and so on.
	Mobility or Motor	This includes tasks involving your motor skills. Examples include skateboarding, cycling, jogging, martial arts, and so on.
	Health or Physical	This includes tasks such as letting others know that you are ill, making appointments with your doctor or dentist, taking correct dosages of medication when you are ill, and so on.
	Community	This includes tasks such as taking the bus, travelling, shopping, asking for directions or assistance, and so on.
	Domestic	This includes tasks such as cooking, maintaining a clean room, various household cleaning chores, maintaining the lawn, sewing, and so on.
	Technical	This includes tasks involving computer use such as burning DVDs and using a variety of computer programs, as well as operating hand-held power tools, and so on.
	Time Management and Organization	This includes tasks such as organizing your time by balancing school, part-time jobs, extracurricular activities, and so on.

Now that you have identified skills that can be transferred from home to the workplace, you will examine your different roles at home and at work, as well as during your leisure time.

# Responsibilities in Life Roles

The term "life role" refers to the contributions you make throughout your career as a result of your responsibilities and relationships at all levels (family, work, and leisure). You may find that you play one or two roles with your family and different roles at work or leisure. As you go through life, you may change your roles in order to achieve personal fulfillment. Examples of family roles include being a parent, a friend, a sibling, and so forth. Examples of professional roles include being a teacher, a manager or supervisor, a police officer, a chef, an entrepreneur, and so forth. Examples of leisure roles include being a team player or a coach.

Throughout your career, you will take on different roles, responsibilities, and relationships. At home, you might be the oldest sibling who is responsible for providing care to younger siblings; at work, you might be in an entry-level position where you are learning and everything is new to you; and during your leisure time, you may be the one to whom everyone looks up—a leader.

As you progress through your career, it is important for you to identify all roles in which you find yourself. Once you have done that, you can then identify the actions that will best support each role.

To begin this process, you will complete **Learning Activity 3.3: Life Roles and Responsibilities**. The purpose of this learning activity is to help you determine the roles you play with your family, at work, and during leisure activities.



# **Learning Activity 3.3**

#### Life Roles and Responsibilities



#### Part A

Following is a table referring to your life roles and relationships, as well as your skills and responsibilities. The first column is a list of life roles and relationships. Cross off the roles that do not and will not apply to you. In the blank spaces, add in additional life roles that you play. In the second column, list the skills and responsibilities that go hand-in-hand with the life roles and relationships.

#### Part B

Write a reflective paragraph about the life roles and relationships that you have with your family, at work, and during leisure. Explain what roles carry over from one to the other or change depending on your relationships and responsibilities. Include six clear, concise points.

Life Roles and Relationships	Skills and Responsibilities
Family Member (sibling, daughter, son, cousin, parent, etc.)	As a son and a brother (2 younger sisters), I have had some responsibility in taking care of my sisters. Skills that I have developed are time management, communication, teamwork, and organization as well as the ability to make meals and do chores at home.
Family Member (sibling, daughter, son, cousin, parent, etc.)	
Worker (part-time, full-time, etc.)	
Community Volunteer	
Athlete (team)	
Friend	
Citizen	
Leisure Time	
Student	

End of Learning Activity 3.3

# Leisure Activities

What is your preferred lifestyle? If your preferred lifestyle is to be selfemployed and have a home-based business where you will spend your time on the Internet, then you will most likely plan leisure activities relating to the Internet (for example, video games, Internet games, etc.). When identifying and planning leisure activities that relate to your preferred lifestyle, you should identify the activities that you spend the most time doing. For example, do you play a lot of sports? You should then ask yourself whether these activities relate to your goals and dreams for your future life. If one of your dreams is to be a coach or a teacher of physical education, then playing a lot of sports will help you achieve this preferred lifestyle. If you are not playing enough sports, then you should think about broadening your horizons and joining some different sports teams such as hockey or baseball.

Think about your preferred lifestyle and plan for it. Gaining experience in these areas will help you achieve your dreams.

# Reaching Goals

Life and work roles are important in order to succeed in life. By analyzing your various roles, you can determine your priorities and how you spend your time. It is important for you to recognize exactly what you want in your future (goals) and then decide on your plan of action in order to attain those goals.

What you do at school, at home, and at work will impact your future goals. If you choose to be involved in volunteer and extracurricular activities, this not only looks good on a resumé but it also shows that you are making a valuable contribution to your community.

The next assignment which you will complete is **Assignment 3.3: Leisure Activities and Action Plan**. The purpose of this assignment is to help you determine which leisure activities will help you reach your goals.



# **Assignment 3.3**

# Leisure Activities and Action Plan This assignment is worth 15 marks.



In the table below, there are two examples for you to use as a guide. Once you have read the examples, identify your goals in the first column. You must complete all four rows (personal, career, educational, and social). You can add more goals in the rows that say "other". In the second column, write one or more leisure activities that will tie in with the goal listed in the first column. In the third column, list contact people/resources (name, who or what they are, and telephone number) which will

help put your action plan in place. In the fourth column, write what you are going to do to achieve your goal.

Your Goals	Leisure Activities	Contact People/ Resources	Action Plan (what will you do to achieve your goal)
Personal	Join a gym and get fit.	Mary McDonald: 726-0033 (owner of local fitness centre)	Call Mary McDonald and find out about joining the gym.
	Join a volleyball league.	Joan Janzen: 725-0099 (friend who plays in a volleyball league)	Call Joan Janzen and see if I can join the volleyball league.
Career	Volunteer to coach volleyball.	Bright Futures School: 444-2222	Call Rhonda Young about helping with the middle years volleyball program at the school.
Personal (3 marks)			
Career (3 marks)			
Educational (3 marks)			
Social (3 marks)			
Other (required) (3 marks)			
Other (optional)			

Remember to use the following marking rubric to help you complete your assignment before you send it to the Distance Learning Unit.

Assignment 3.3 Leisure Activities and Action Plan

Assignment 3.3 Checklist ✔				
If completed, check box (1 mark each)	1 or more leisure activities	Contact People and Resources	Action Plan	Totals
Personal Goal				/3
Career Goal				/3
Educational Goal				/3
Social Goal				/3
Other Goals				/3
Total				/15

End of Assignment 3.3

# Lesson Summary

In this lesson, you learned the importance of identifying your roles with regard to family, work, and leisure. You also learned about the skills that you have acquired from activities at home: skills that can be transferred to the workplace.

# Lesson 3, Module 3 Summary

Coı	ngratulations, you have finished Lesson 3, Module 3.
Plea	ase check (🗸) as applicable.
	I identified skills that can be transferred from home to the workplace.
	I examined different life roles, as well as how work roles and family roles are connected, and evaluated the responsibilities associated with each of them.
	I identified and planned leisure activities that relate to my preferred lifestyle.
	I demonstrated how various life and work roles have an impact on the attainment of future goals.

Notes			

# LESSON 4: UNDERSTANDING THE CHANGING NATURE OF LIFE AND WORK ROLES

#### Introduction

This lesson is about the changing nature of life and work roles of men and women as well as existing biases in today's workplace.

#### In this lesson, you will

- compare how work and occupational roles have changed
- discover how the roles of men and women have changed
- identify and acknowledge stereotypes, biases, and discriminatory behaviours that may limit opportunities for women and men in certain work roles
- recognize the importance of being able to work with people who are different from yourself (cultures, lifestyles, and capabilities)
- discover how work can enrich your life
- complete Assignment 3.4: Rewards

# How Work Has Changed

When comparing how work and occupational roles have changed, you will notice that there has been a shift away from the traditional 9 to 5 job at one location. Instead, the shift has been toward contract work, multiple jobs, work sharing, job sharing, working from home/teleworking, flexible scheduling, permanent part-time employment, compressed workweek, self-employment, leave time (maternity leave, personal leave, etc.), and phased retirement.

On the following page is a table to help you compare how work and occupational roles have changed. The first column contains a list of worker roles. The second column contains a definition corresponding to each of the worker roles. The third column contains scenarios that explain the worker roles.

V	Worker Role	Definition	Scenario
1.	contract work	Each job is based on a contract. Upon satisfactory completion of the contract, the worker is paid. The worker may also hire other individuals to assist in completing the contract work.	John is hired by the ABC Company to complete work at their job site. He is going to hire one other individual to help him out with this contract. The job may take anywhere from two to three months.
2.	multiple jobs	It is when an individual has two or more jobs.	Mary works in customer service at McDonald's on Monday and Tuesday evenings, and Smitty's on Wednesday and Thursday evenings. During the day, she works as a legal secretary from 9:00 a.m. to 12:00 p.m., Monday to Friday.
3.	work sharing	In order to reduce operating costs and NOT lay off any employees, working hours and wages are cut across the board until the financial situation of the business returns to normal.	XYZ Manufacturers is a multi-billion dollar company experiencing financial difficulties because of the recession. They have decided to not lay off any employees, but have cut back on the working hours of each employee. Instead of working 40 hours a week, employees will only work 30 hours a week.
4.	job sharing	It is when the responsibility for one job is shared in alternation with one or more part-time workers.	Maddy and Laney are part-time workers at the NMN Law Firm in Winnipeg. They share the same job; however, they do not work on the same days.
5.	working from home	It is when an individual may or may not have an office base elsewhere, but does a lot of work at home.	Julia works for an employment agency and she has the opportunity to work from her house in order to complete a lot of her work even though she does have a small office at work.
6.	teleworking	Also referred to as telecommuting, this is where an individual works at home via computer or blackberry while communicating with the workplace using the Internet, a blackberry, a fax machine, and so on.	John sells farm equipment and does a lot of work on the computer using the Internet. He also uses his cellphone and fax machine to communicate with the main office.
7.	flexible scheduling/ flextime	Flexible scheduling or flextime allows individuals to select the hours they will work (usually specified by the employer). Individuals on a flexible schedule may work either a condensed workweek or a regular workweek.	Trista is a real estate agent in Brandon. The real estate company she works for expects her to be at the office two days every week for a total of ten hours. The rest of the time Trista selects where and when she will work.

V	Vorker Role	Definition	Scenario
8.	permanent, part-time employment	It is when an individual is a permanent employee, but only works part-time. In other words, instead of working a 40-hour week, the individual only works 10 to 25 hours a week.	Alex is working part-time for a cellphone company. This is a permanent job and he usually works around 20 hours a week.
9.	compressed workweek	Individuals working a compressed workweek may, for example, work four tenhour days, rather than five eight-hour days.	Cindy works for a printing company. During the summer months, she works ten hour days from Monday to Thursday and has Fridays off.
10.	self- employment	It is when an individual starts up a business and operates it on their own, with a partner, or as a corporation.	Victor started up a company called Quik Zip in Brandon. He is sole owner/operator. He has decided that he will, some day, form a corporation.
11.	leave time	It is when an individual requires time off (short-term or long-term) from work due to an illness, disability, and so on.	Wanda was having difficulties with her back so she went to the doctor. The doctor told her that she would have to take time off (two weeks) from teaching at the local high school. If she does not improve in two weeks, then the doctor indicated that Wanda will have to take more time off.
12.	phased retirement	Older employees are allowed to gradually reduce their working hours before their retirement date. This allows these individuals to "ease" into retirement.	Marvin has decided that he will retire in one year, so he has asked his employer if he can work fewer hours per week. By doing this, Marvin can ease his way into his retirement.

# Changing Roles of Men and Women

The life roles of men and women in both the work and family environments have changed in the past thirty years. It is possible that these changes came about because of society's changing views regarding attitudes, behaviours, rights, and responsibilities associated with genders (male or female) and referred to as "gender roles".

Before World War I (WWI), women were typically the homemakers while men were typically the breadwinners. During WWI, women started filling in the jobs of men as the men left to serve their county in war overseas. Women played an important role in keeping the nation moving by helping in numerous industries and keeping our soldiers equipped with ammunition.

During both WWI and WWII, women were called to take on roles that were outside their "traditional" gender expectations. It was out of necessity that they had to do work that was not typical of a homemaker.

It was sometime around the 60's and 70's that the roles of men and women started to really change. It became acceptable for women to take jobs outside of the household as well as to take on non-traditional work roles (such as truck drivers, heavy duty equipment operators, welders, and so forth) and no longer stay at home and raise the children. It also became acceptable for men to stay at home as homemakers, caring for the house and children. The men did not have to go off to work and be the breadwinners of the family.

To help you compare how the life roles of men and women have changed you could interview your grandparent(s) or a senior citizen. Below are a number of questions you could use as a guide during your interview. The best way to get a real sense of how things have changed is to ask people who have lived through those changes.

- 1. When you were a teenager, what were society's attitudes toward women working outside of the home?
- 2. When you were a teenager, what were society's attitudes toward men staying at home to raise the children?
- 3. When you were a teenager, what were the acceptable roles of men and women in the household regarding things such as laundry, housecleaning, washing dishes, cooking, and so forth?
- 4. With the changes in gender roles, how do you feel about men having an opportunity to stay at home on paternity leave after the birth of a child thereby allowing their spouses to return to the workforce?
- 5. When did you notice the changes in gender roles in the workplace such as more women and more men in non-traditional jobs?
- 6. What are the advantages and disadvantages of women having non-traditional jobs (for example, truck driver, welder, plumber, and so on)?
- 7. What are the advantages and disadvantages of men having non-traditional jobs (for example, hair stylist, nanny, nurse, and so on)?

# Stereotypes, Prejudices, Biases, and Discriminatory Behaviours

There are stereotypes, biases and discriminatory behaviours that limit opportunities for women and men in certain work roles. For example, in the United States, on January 20, 2009, Barack Obama made history when he became the first President of the United States to be of African American descent. Prior to this, only Caucasian males had ever been appointed as President of the United States.

Another example is that of Kim Campbell (Progressive Conservative Party) who, from June 25, 1993, to November 3, 1993) ruled as the first female Prime Minister in the history of Canada. Traditionally, only Caucasian males have ever been appointed as Prime Minister of Canada. Another exception to this was Paul Martin, a man of Métis descent, who was appointed Prime Minister of Canada from 2003 to 2006.

When you look at these existing behaviours, you begin to wonder how people can stereotype others, or how they can be biased, prejudiced or discriminatory toward others.

In order for you to identify these existing behaviours, it is important that you understand the definitions for the following words: stereotypes, prejudices, biases, discrimination, and scapegoating.

**Stereotypes** are preconceived ideas based on differences in age, gender, race, religion, ethnic background, socio-economic class, disability, and occupation. An example of an occupation and gender stereotype is construction. The belief is that only men, not women, can work in construction.

**Prejudice** is the process of pre-judging an individual based on age, gender, race, religion, ethnic background, socio-economic class, disability, and occupation. An example of prejudice is when an individual doesn't get hired for a certain job because of their disability, their age, or the colour of their skin.

**Biases** are described as a preference toward specific individuals or groups. An example of bias is when the media (television, newspapers, radio) have a preference in promoting one political party over another.

**Discrimination** is the unfair treatment of a person or group based on age, gender, race, religion, ethnic background, socio-economic class, disability, and occupation. An example of gender discrimination is when a man is paid more money than a woman for doing the same type of work.

**Scapegoating** is when an individual or group is blamed or punished for the behaviour of others. An example of scapegoating is when gay men are blamed for the AIDS epidemic.

Unfortunately, in the workplace you will find individuals who stereotype, are prejudiced, display biases, discriminate against others, and use others as their scapegoats. In order to deal with these individuals, the Canadian Human Rights Commission and the Manitoba Human Rights Commission have put regulations in place to deal with unfair and discriminatory employment and work site practises.

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# Working with People who are Different from You

It is important for you to understand that you will work with people who are different from you. You and your employer have a responsibility to end discrimination, racism, bullying, harassment, scapegoating, biases, and so forth in the workplace by doing the following:

- 1. **You and your employer** should observe the behaviours of everyone in the workplace.
  - Watch and listen for name-calling, racist jokes, bullying, harassment, scapegoating, biases, or different treatment toward others.
- 2. **Your employer** should make everyone in the workplace aware of the policies that deal with these incidents of discrimination, racism, bullying, harassment, scapegoating, biases, and so forth.
  - Everyone in the workplace must know what procedures to follow, to whom to report an incident, and when the report should be made.
- 3. Your employer should immediately investigate and take action.
  - Investigations should be done on a timely basis.
  - Effective action should be taken immediately.

By following the above-mentioned steps, you and your employer will help prevent future discrimination, racism, bullying, harassment, scapegoating, biases, and so on in the workplace. An excellent website to research case studies relating to the above-mentioned is <a href="www.chrc-ccdp.ca/publications/anti\_discrimination\_employers-en.asp">www.chrc-ccdp.ca/publications/anti\_discrimination\_employers-en.asp</a>. If you do not have access to the Internet, try visiting your local library and researching the topic of preventing discrimination, racism, bullying, harassment, scapegoating, biases, and so forth in the workplace.

Following is a list of conflict management styles to assist you in learning how to get along with individuals who are not like you (age, gender, race, religion, ethnic background, socio-economic class, disabilities, and so on). These styles will help you work through conflicts which may arise in the workplace.

# Styles of Conflict Management

Collaborating—all sides win: All parties realize that people see things differently, and they examine all of the options and viewpoints and work toward finding a solution that will meet as many needs and concerns as possible.

#### **Pros:**

- maintains positive relationships among all parties
- gets feelings out into the open and dealt with
- accommodates strong feelings about issues

#### Cons:

takes time

**Compromising – meeting halfway:** Parties "split the difference" or each give up a little bit so that everyone gets some of what they want, but no one gets everything they want.

#### **Pros:**

- a quick and easy solution
- fair

#### Cons:

- no one is completely satisfied
- doesn't accommodate strong feelings about issues very well

**Accommodating – giving in:** One party decides the issue is not worth the conflict and accepts the other party's position or one party admits an error.

#### **Pros:**

keeps the peace and maintains positive relationships, at least in the short term

#### Cons:

 unexpressed feelings and resentments may build up and affect relationships in the long term

**Avoiding – withdrawing:** One party avoids or leaves the conflict or diverts attention from it.

#### **Pros:**

- keeps the peace
- no one gets hurt

#### Cons:

- nothing is resolved
- feelings are repressed and could have repercussions

**Forcing – coercion:** One party insists that one solution/position is right and must prevail.

#### **Pros**:

- resolves the issue quickly
- reinforces the "rightness" of a position

#### Cons:

- may foster ill will among parties
- all feelings are not brought out into the open

**Getting help:** One or more parties realize they do not have the tools, knowledge, and/or power to resolve the conflict so they seek out someone who does.

#### **Pros:**

ensures a thoughtful resolution

#### Cons:

delays the resolution

Source: Manitoba Education, Citizenship and Youth. Grade 10 Career Development: Life/Work Planning: Manitoba Curriculum Framework of Outcomes and a Foundation for Implementation. Winnipeg. MB. 2008. Appendix A: Blackline Masters: BLM 24.

In the workplace, you will find that people are really a lot alike despite different backgrounds, abilities, interests, and so forth. People, whether they have different mental or physical capabilities or whether they are from Canada or another country, want to be accepted and respected in the workplace.

You will now complete **Learning Activity 3.4: Diversity in the Workplace**. The purpose of this learning activity is to help you identify how you can better understand diversity in the workplace.



# **Learning Activity 3.4**

#### **Diversity in the Workplace**



Visit a business in your community who employs people from diverse backgrounds and complete the following:

- 1. List the backgrounds of the employees.
- 2. How does the business contribute to the community by hiring employees with such diverse backgrounds?
- 3. How are these employees integrated into the community?
- 4. What would it be like for you to work with mentally or physically challenged individuals?
- 5. What would it be like for you to work with immigrants from another country who speak little or no English?
- 6. What are your opinions on employing people from different backgrounds?

End of Learning Activity 3.4

# How Work can Enrich your Life

Why do some people not want to retire even though they have reached retirement age? Why are young people so excited to get a job? Why do some people spend hours volunteering? The answer is that they all find work exciting, challenging, and rewarding.

For you to find work exciting, challenging, and rewarding, you need to find the "right" job: a job that you truly enjoy and that brings out your passion. If you don't find your work exciting, challenging, and rewarding but rather you find it frustrating and it makes you unhappy all the time, then you might possibly be working in the "wrong" job. Unfortunately, this will eventually lead to frustration, unhappiness, and burnout.

You will now complete **Assignment 3.4: Rewards**. The purpose of this assignment is to help you examine and acknowledge the positive impact that work has on you.



# Assignment 3.4

#### Rewards



# This assignment is worth 25 marks.

In each column, list five rewards from work that would have a positive impact on you. (1 mark per reward for a total of 25 marks)

Economic Rewards	Social Rewards	Psychological Rewards	Emotional Rewards	Other Rewards
■ wages ■ allowances	<ul> <li>having fun with co-workers at work</li> <li>friendship (i.e., becoming their friends and spending time with them after work)</li> </ul>	■ motivation ■ respect	<ul> <li>helping others</li> <li>recognition for a job "well" done</li> </ul>	<ul><li>promotions</li><li>flexible working hours</li></ul>
1.	1.	1.	1.	1.
2.	2.	2.	2.	2.
3.	3.	3.	3.	3.
4.	4.	4.	4.	4.
5.	5.	5.	5.	5.

End of Assignment 3.4

# Lesson Summary

In this lesson, you learned about the changing nature of life and work roles of men and women, the existing biases in today's workplace, how to deal with conflict by using different conflict management styles, and the rewards of work.

# Lesson 4, Module 3 Summary

Coı	ngratulations, you have finished Lesson 4, Module 3.
Plea	ase check (🗸) as applicable.
	I compared how work and occupational roles have changed.
	I discovered how the roles of women and men have changed.
	I identified and acknowledged stereotypes, biases, and discriminatory behaviours that may limit opportunities for women and men in certain work roles.
	I recognized the importance of being able to work with people who are different from me (cultures, lifestyles, and capabilities).
	I discovered how work can enrich my life.

Notes			

## MODULE 3 SUMMARY

Congratulations, you have finished the third module in the course.



# **Submitting Your Assignments**

Assignments in the course Introduction.

It is now time for you to submit Assignments 3.1 to 3.4 to the Distance Learning Unit so that you can receive some feedback on how you are doing in this course. Remember that you must submit all the assignments in this course before you can receive your credit.

Make sure you have completed all parts of your Module 3 assignments and organize your material in the following order:

Module 3 Cover Sheet (found at the end of the course Introduction)

Assignment 3.1: Occupations and You!

Assignment 3.2: The Income Statement

Assignment 3.3: Leisure Activities and Action Plan

Assignment 3.4: Rewards

For instructions on submitting your assignments, refer to How to Submit

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Notes			

## MODULE 3 SUMMARY

Congratulations, you have finished the third module in the course.



# **Submitting Your Assignments**

Assignments in the course Introduction.

It is now time for you to submit Assignments 3.1 to 3.4 to the Distance Learning Unit so that you can receive some feedback on how you are doing in this course. Remember that you must submit all the assignments in this course before you can receive your credit.

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Assignment 3.4: Rewards

For instructions on submitting your assignments, refer to How to Submit

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# GRADE 10 CAREER DEVELOPMENT: LIFE/WORK PLANNING (20S)

Module 4

Learning and Planning

# MODULE 4: LEARNING AND PLANNING

#### Introduction

Welcome to the fourth module of Career Development. This module is made up of three lessons. In this module, you will learn about the importance of planning ahead and you will also learn that you can have the future you really want by setting goals and following your vision.

Module 4 consists of three lessons.	
Lesson 1: Lifelong Learning	
Lesson 2: Life and Work Enhancing Decisions	
Lesson 3: The Life and Work Building Process	

Each lesson will consist of at least one learning activity and one assignment. You will be assessed on how well you complete the assignments that are listed in the table below.

Once you have completed the entire module, you will follow the instructions for mailing or electronically submitting your modules to the Distance Learning Unit in the course introduction.

# Assignments in Module 4

When you have completed the assignments for Module 4, submit your completed assignments to the Distance Learning Unit either by mail or electronically through the learning management system (LMS). The staff will forward your work to your tutor/marker.

Lesson	Assignment Number	Assignment Name
1	4.1	Comparisons
2	4.2	Post-Secondary Entrance Requirements
	4.3	Advantages and Disadvantages of Programs
3	4.4	SMART Goals

Notes			

#### LESSON 1: LIFELONG LEARNING

#### Introduction

This lesson is about the importance of participating in ongoing learning which will support your life and work goals.

#### In this lesson, you will

- explore learning styles
- identify strategies for improving your results at school (for example, study habits, note taking, and so on)
- demonstrate personal skills and attitudes conducive to life and work success (for example, good attitude, initiative, flexibility, and so on)
- compare school and work responsibilities
- identify graduation requirements
- recognize how marks and course selection affect your occupational choice
- complete Assignment 4.1: Comparisons

# Learning Styles

Before you explore your own learning styles, it is important for you to understand learning styles.

Learning styles are how individuals learn, and the way that you learn is based on one or a combination of the following most common learning styles:

- AUDITORY: You learn through listening (lectures, discussions, and so on).
- VISUAL: You learn through seeing (body language, facial expressions, reading, viewing, and so on).
- KINETIC: You learn through doing (hands-on, trying it out, experiences, and so on).

Now that you know the most common learning styles, it is important for you to assess how you learn because everyone learns differently. Do you learn by listening (auditory)? Do you learn by seeing (visual)? Do you learn by doing (kinetic)? Or, do you learn by using all three learning styles? In order for you to assess your learning style, this module includes a Multiple Intelligences Inventory Checklist.

Before you complete this learning activity, let's review a theory of multiple intelligences which was developed by Dr. Howard Gardner in 1983.

Dr. Gardner proposed a theory according to which there are eight different intelligences, as follows.

- 1. **Musical Intelligence:** When you are music smart, you have the skill to recognize and compose musical tones, pitches, and rhythms.
- 2. **Linguistic Intelligence:** When you are word smart, you have the capacity to use language and the ability to learn languages.
- 3. **Spatial Intelligence:** When you are picture smart, you have the ability to recognize and use the patterns in confined areas and bigger spaces.
- 4. **Logical-Mathematical Intelligence:** When you are number/reasoning smart, you can carry out mathematical operations, analyze problems, and investigate issues systematically.
- 5. **Bodily-Kinæsthetic Intelligence:** When you are body smart, you have the ability to use mental abilities to coordinate body movements.
- 6. **Naturalist Intelligence:** When you are nature smart, you have the ability to understand and appreciate nature.
- 7. **Intrapersonal Intelligence:** When you are self smart, you have the ability to appreciate and understand yourself.
- 8. **Interpersonal Intelligence:** When you are people smart, you have the ability to understand the motivations, intentions, and desires of others.

You are now ready to find out what learning style you use and multiple intelligences you possess. You will now complete **Learning Activity 4.1: Multiple Intelligences Inventory Checklist**. The purpose of this learning activity is to help you categorize and assess your learning styles and intelligences.



# Learning Activity 4.1

# **Multiple Intelligences Survey**

	Never (1)	Rarely (2)	Sometimes (3)	Usually (4)	Always (5)
Li	nguisti	С			
1. I enjoy writing (poetry, stories, essays, journaling).					
2. I enjoy debating topics with others.					
3. I like using a large vocabulary when I speak or write.					
4. I like learning other languages and I learn them easily.					
5. I remember exactly how things are said to me.					
Total					
Logical-	Mathe	matical			
1. My room is neat and tidy, everything has a spot.					
2. I use a day planner to organize myself.					
<ol><li>I enjoy brainteasers, problem solving, and logic puzzles.</li></ol>					
4. I can do calculations easily and quickly in my head.					
5. I enjoy subjects such as Physics and Chemistry.					
Total					
	Spatial				
<ol> <li>Charts, graphs, or maps help me interpret information.</li> </ol>					
2. I have a good sense of direction and do not get lost easily.					
3. I like taking things apart and putting them back together.					
4. I can easily visualize things in my mind.					
5. I doodle a lot in my notebook.					
Total					

	Never (1)	Rarely (2)	Sometimes (3)	Usually (4)	Always (5)
Inte	rperso	nal	,		
I. I enjoy working with others to accomplish a task.					
2. I often am the leader in groups.					
3. I prefer participating in team sports (e.g., soccer) rather than individual sports (e.g., skiing).					
4. I often need to discuss my problems with my friends.					
5. I have two or more close friends.					
Total					
Intro	apersoi	nal			
I. I would rather work individually on tasks than in groups.					
2. I have a good sense of my personal values and morals.					
3. Others opinions do not easily influence me.					
4. I can predict how I will react in certain situations.					
5. I am honest with myself and understand my abilities.					
Total					
Bodily	-Kinæs	thetic			
Even when I am sitting, I am always moving or fidgeting.					
2. When I am looking at things, I tend to touch them as well to feel the texture.					
3. I enjoy activities where I can use my hands, such as woodworking.					
4. Sports and fitness is an important part of my life.					
5. I use my hands a lot when I talk.					
Total					

	Never (1)	Rarely (2)	Sometimes (3)	Usually (4)	Always (5)
	Musical				
I. I am able to identify instruments     when I listen to music.					
2. I can pick up the beat of a song easily.					
3. I remember things better if I make up a song or a rhyme for it.					
4. I enjoy making music.					
5. I like many different styles of music.					
Total					
N	aturalis	t			
1. I like collecting things and categorizing them.					
Environmental issues are important to me.					
3. I enjoy working in the garden.					
4. I enjoy going camping.					
<ol><li>I like going on field trips, they really benefit my learning.</li></ol>					
Total					

Based on the totals from each section, what are your top five intelligences?

1.	
2.	
3.	
5.	

End of Learning Activity 4.1



# **Learning Activity 4.2**

# **Improving Your Results at School**



There are things that you can do to improve how well you learn at school.

Below is a table that lists a number of strategies that lead to success in learning. Read the strategies carefully. Then, put a check mark  $(\checkmark)$  next to the strategies that you choose to implement in the next week.

# **Success in Learning**

	Strategies for Success	I will implement these (√) in the next week.
1.	At the end of every class, I will <b>ask myself</b> , "What was I supposed to learn today?" and, "Did I learn it?" If I didn't learn the things that I was supposed to learn, then I will ask myself how I am going to learn them.	
2.	I will <b>ask my teachers</b> how I can do better. I won't pretend to understand something when I don't. This won't fool my fellow students or my teacher. If I don't understand something, then the other students probably don't either.	
3.	I will ask my <b>classmates</b> for help. At least, I will let them know when I don't understand something. I will start a study group.	
4.	I will <b>talk to my parents</b> . They had the same problems in school that I did, so they know when I'm struggling.	
5.	I won't skip classes. It's addictive and I'll regret it.	
6.	I'll review my notes at the end of each day.	
7.	If I miss a class, I will <b>ask my teacher</b> for the notes or work that I missed.	
8.	I will learn to deal with school <b>stress</b> . School can be nerve-racking, so I need to learn how to deal with the associated pressure.	
9.	I will try to <b>understand my teachers</b> . For example, some teachers feel disrespected when students hand in sloppy, careless work. This affects how well they teach.	
10.	When working on a large project, I will break it down into <b>small parts</b> and assign my own deadlines to each part.	
11.	Everything that I am learning in school is <b>important</b> , but I might not understand why it is important. For this reason, I will ask my teachers why I need to learn whatever they are trying to teach me.	

Strategies for Success	I will implement these (√) in the next week.
12. I will make sure that I get enough <b>sleep</b> .	
13. I will remember that I am different from other students. For this reason, I will use what I learned about <b>learning styles</b> to put the information into a form that is meaningful to me. I will ask my teachers or parents to help me.	
14. I will <b>be on time</b> . It's a great habit to have.	
15. I will learn how to write <b>essays</b> (anything longer than a paragraph). Lots of students are afraid of writing essays, but I will have to write lots of things in my life, so it is important to learn how. Anybody can do it.	
16. I will take part in class <b>discussions</b> . If I'm nervous about doing so, then I will just ask a question for clarification.	
17. I will accept suggestions for improvement.	
18. I will try to find out what I am <b>supposed to learn</b> in every class and in every assignment. It is important to remember, that if I don't know what it is that I am supposed to learn, then I won't learn it.	
19. I will <b>get along with my teachers</b> . They will help me when I need help.	
20. When I write something, I will <b>read it back to myself</b> to make sure that it makes sense. I will ask my friends or parents to read it and give me some feedback.	
21. I will <b>scare myself</b> by visualizing what my life would be like if I quit school today, with only a complete Grade 9 education. I will find out what kind of job, salary, and lifestyle I could expect. This fear could motivate me to make a better future for myself.	
22. I will learn how to <b>deal with negative emotions</b> . If I inappropriately express my negative emotions in class, I will affect how well the class functions.	
23. I will stay organized by using a <b>day minder</b> or school handbook and jotting down appointments, assignment due dates, and so forth. These are good time management skills.	

End of Learning Activity 4.2

# Personal Skills and Attitudes

In previous lessons, you learned that your personal skills and attitude will have an effect on your successes in the workplace. You also learned that it is important to learn to be tolerant, flexible, thorough and decisive, and to take initiative and manage your life personally and professionally. To assist you with this balance, it is recommended that you follow the seven habits outlined

in the book "The 7 Habits of Highly Effective People" by Stephen Covey. More information is available at <a href="https://www.stephencovey.com/7habits/7habits.php">www.stephencovey.com/7habits/7habits.php</a>.

# Compare School and Work Responsibilities

As a student, you are faced with responsibilities at school and as a worker, you are faced with responsibilities at work. To help you understand the comparisons between responsibilities at school and responsibilities at work, complete **Assignment 4.1: Comparisons**.



# **Assignment 4.1**

#### **Comparisons**



The purpose of this assignment is to help you identify your responsibilities at school and compare them to your responsibilities at work.

#### This assignment is worth 36 marks.

- 1. In the first column, there is a list of 12 responsibilities that apply to both school and work.
- 2. In the second column, provide an example of how you meet that responsibility at school. (You will receive 1 mark for each example, for a total of 12 marks.)
- 3. In the 3rd column, provide an example of how you meet that responsibility at work. If you do not work, then list what you believe you would do. (You will receive 1 mark for each example, for a total of 12 marks.)
- 4. In the fourth column, provide a reason why the responsibility listed in the first column is important for both school and work. (You will receive 1 mark for each reason, for a total of 12 marks.)

Responsibilities	School	Work	Why is this important for both school and work?
Be on time	Get to class on time	Get to work on time	Being on time is important.  At school, it keeps the teacher moving forward and the students learn more.  At work, it keeps the workplace flowing smoothly, productivity levels are higher, and employees are more content because they don't have to pick up the slack.
Be a good communicator			
2. Treat everyone with respect			
3. Get your work done on time and be results-oriented			
4. Be quality conscious			
5. Clean up after yourself			
6. Follow policies and procedures			

Responsibilities	School	Work	Why is this important for both school and work?
7. Work as a team member			
8. Stay positive and project an upbeat attitude			
9. Keep your energy levels up			
10. Prioritize your work			
11. Stay organized			
12. Take responsibility for your actions and don't make excuses			

End of Assignment 4.1

# **Identify Graduation Requirements**

Are you aware of which academic requirements you need in order to graduate? If not, then it is a good idea for you to contact a teacher, a school counselor, or a principal at a local high school. Or, you can search the Internet for graduation requirements. For example a useful resource is available on the Manitoba Education and Advanced Learning website at <a href="www.edu.gov.mb.ca/k12/docs/parents/grad/index.html">www.edu.gov.mb.ca/k12/docs/parents/grad/index.html</a>. If you do not have access to the Internet, consult the booklet *Focus on the Future: A Parent and Student Guide to Senior Years Graduation Requirements*. If it has not already been included in this course, you can obtain a copy of it through the Distance Learning Unit.

Once you start researching, you will find that there are a number of options available to you to earn credits. As well, there are some alternative ways to earn credits such as enrolling in distance learning courses (like this one), attending summer school, receiving credits from courses completed outside of the province, senior years apprenticeship options, community service credits, substituting compulsory credits by a principal, challenging a credit, or attending an adult learning centre. If you really want to jump-start your career, you should consider enrolling in dual credits which apply to your high school graduation and also to courses at some colleges or universities.

# Recognize How Marks and Course Selection Affect your Occupational Choice

Once you have chosen an occupation, work backwards outlining the course prerequisites from grades 9 through 12 for that chosen occupation. If you are interested in more than one occupation, complete this process for each of your chosen occupations. For example, if Grade 12 Pre-Calculus Mathematics is a prerequisite for a specific university faculty, you need to determine what courses you will need to complete in grades 9 through 11 in order to be as well prepared as possible to succeed in Grade 12 Pre-Calculus Mathematics.

It is very important to plan ahead. Ask yourself the following questions:

- What is my chosen occupation?
- What courses do I need to take in grades 9, 10, 11, and 12?
- What kind of education do I need?
- Where will I receive this education?
- What kind of training will I need?
- Where will I get this training?
- Why is it important for me to plan ahead for this chosen occupation?

If you do not plan ahead you might find that you do not have the requirements to succeed in your chosen occupation. You might also waste time completing courses that do not help you achieve the education or training you need for your chosen occupation. You should sit down with a high school counsellor and plan your education. If you are not enrolled in a high school, you should get advice from parents, guardians, family, and friends as well as people you know who are in the occupation of your choice.

# Lesson Summary

In this lesson, you learned about the importance of participating in ongoing learning which will support your life and work goals.

Congratulations, you have finished Lesson 1, Module 4.

# Lesson 1, Module 4 Summary

Ple	ase check (🗸) as applicable.
	I explored learning styles.
	I identified strategies for improving my results at school (for example, study habits, note taking, and so on).
	I demonstrated personal skills and attitudes conducive to life and work success (for example, good attitude, initiative, flexibility, and so on).
	I compared school and work responsibilities.
	I identified graduation requirements.
	I recognized how marks and course selection affect my occupational choice.

# LESSON 2: LIFE AND WORK ENHANCING DECISIONS

#### Introduction

This lesson is about you making life and work decisions that will impact your career and lifetime.

#### In this lesson, you will

- develop some occupational choices that reflect the changing world of work
- research types of training and educational options for high school graduates
- research the entrance requirements for Manitoba post-secondary programs
- compare advantages and disadvantages of various secondary and post-secondary programs
- complete Assignment 4.2: Post-Secondary Entrance Requirements
- complete Assignment 4.3: Advantages and Disadvantages of Programs

If you have access to the Internet, it would be a good idea to check out college, university, and apprenticeship program websites for information. If you have an idea of which career path you would like to follow, search the college or university website for the name of the applicable program to learn about the entrance requirements.

If you do not have access to the Internet, you can obtain college, university, and apprenticeship information by contacting post-secondary establishments and requesting related information.

# The Changing World of Work

Much change has occurred over the last 100 years in the world of work. For example, over 100 years ago, blacksmiths were in high demand. The job of a blacksmith was to shape metals by hand into spikes, horseshoes, armour, and other things made of metal. Blacksmiths shaped these metals by heating the metal in the fire and banging it into the shape that they wanted. Nowadays,

this trade is in much lower demand. In light of the technology changes over the last 100 years, there are now multi-billion dollar manufacturing companies that produce metal products in mass quantities, at a much faster pace, and at a much lower cost.

Keeping this in mind, consider the importance of choosing occupations that reflect the changing world of work. Nonetheless, one thing that you have to remember is that no matter what career path you choose, there are some things that remain constant.

When making plans for your future, it is important that you know what occupations are in demand and will remain that way for your lifetime. Included in the learning activity below are some examples of diminishing occupations that you may not have thought about. You will also have the opportunity to add your own.

You are now ready to complete **Learning Activity 4.3: Diminishing Occupations**. The purpose of this learning activity is to help you see how the world is constantly changing so that you can prepare for these changes as you plan your future. Read through the three examples of occupations that will not exist in 25 to 30 years. You will then research three more of your own.



# Learning Activity 4.3

# **Diminishing Occupations**



#### Part A:

For assistance with this learning activity, read the Manitoba Prospect publication, do research using the Internet, go to the local library, or ask a teacher.

Manitoba Prospects is located at www.gov.mb.ca/tce/lmi/prospects/.

#### Part B:

On the following chart, list three occupations that you identified through your research that might not exist in 20 to 30 years and explain why they might not exist.

Occupations	Why is it that this occupation might not exist in 25 to 30 years?
Film Developing Technician	The technology age is upon us and digital cameras have reduced the use of traditional cameras. With more and more people moving toward digital cameras, fewer individuals are purchasing film for their cameras and having film developed.
Insulation Installer and Building Construction Framer	There is a new product on the market which allows construction workers to assemble a house like a jigsaw puzzle. The exterior walls are already framed and insulated. In the next 20 to 30 years, this product might become so popular that contractors would no longer build houses using traditional methods. This would result in a reduced need for insulation installers and building construction framers.
Printing Press Operator	With more and more people using the Internet to research all kinds of information, it is becoming very popular to go online and read newspapers, publications, books, and so forth. This could result in the reduced need for printing press operators.
1.	
2.	
3.	

End of Learning Activity 4.3

# Types of Post Secondary Opportunities

Now that you have looked at the occupations that may not exist in 25 to 30 years, you can focus on researching the training options for the occupations in which you are interested and that will still be around in 25 to 30 years. It is important to identify all types of training options available to you before and after high school graduation. In Manitoba, the following training options currently exist:

■ **High School Technology Education:** This option enables students to further their education at a trade or vocational school after graduating from high school. (Examples of career paths include website design, drafting, computer technician, and so on.)

- **High School Vocational Education:** This option enables students to further their education at a trade or vocational school after graduating from high school. (Examples of related career paths include autobody, building construction, and so on.)
- **Apprenticeship:** This option combines a post-secondary education with paid, work-based training. 80% of the apprentice's time is spent on-the-job learning the skills of the trade under the direction of a highly skilled person. 20% of the apprentice's time is spent learning in a classroom setting. (Examples of related career paths include electrician, plumber, and so on.)
- Work-site: This option enables students to train in a simulated work environment. (Examples of related career paths include pilot, sales agent, and so on.)
- Community College and Technical College: This option enables students to obtain certificates (1 year) and diplomas (2 years) in their chosen field of study. (Examples of related career paths include accounting, health care aid, welding, electrical, and so on).
- University: This option enables students to attain undergraduate degrees (3 to 4 years), master's degrees (an additional 2 to 4 years) and doctorate degrees (an additional 2 to 4 years) in their chosen field of study. (Examples of related career paths include, medicine, law, business, and so on.)
- **Armed Forces:** This option enables students to get paid while training for the military. (Examples of related career paths include, mechanics, welding, construction, and so on.)
- **Privately Owned Colleges:** This option enables students to train in various specific fields. (Examples of related career paths include pharmacy technician, travel agent, administrative assistant, veterinarian assistant, and so on.)
- On-the-job: This option enables students to train and learn on-the-job with no previous training required.

# Post-Secondary Entrance Requirements

It is your responsibility to know the entrance requirements for the program in which you are interested in studying. Entrance requirements for post-secondary programs vary from training program to training program, university to university, college to college, and so forth. The best way to learn is for you to complete the research yourself.

You will now complete Assignment 4.2 to assist with researching your program of choice.



# **Assignment 4.2**

#### **Post-Secondary Entrance Requirements**



The purpose of this assignment is to help you get information on the entrance requirements for the programs that really interest you. This is an important step in helping you get your career of choice.

#### This assignment is worth 24 marks.

This assignment is available electronically in the learning management system (LMS).

#### Part A:

In the first column of the chart that follows, you will find an example. In the second column, list your first occupational choice (1 mark), and in the third column, list your second occupational choice (1 mark). Complete the chart. (You will receive 1 mark for each item, for a total of 22 marks.)

	Example:	First Choice of Occupation	Second Choice of Occupation
	Electrician	(1 mark)	(1 mark)
1.	Training requirements: Apprenticeship technical training is compulsory, and a Certificate of Qualification must be issued.	Training requirements: (1 mark)	Training requirements: (1 mark)
2.	Name of institutions: ACC (Assiniboine Community College), RRC (Red River College), and UCN (University College of the North)	Name of institutions: (1 mark)	Name of institutions: (1 mark)
3.	Name of program: Industrial Electrician Program	Name of program: (1 mark)	Name of program: (1 mark)
4.	Entrance requirements: Grade XII	Entrance requirements: (1 mark)	Entrance requirements: (1 mark)

	Example:	First Choice of Occupation	Second Choice of Occupation
	Electrician		
5.	Number of years to complete: 2 years	Number of years to complete: (1 mark)	Number of years to complete: (1 mark)
6.	To complete this training, will you have to move from your community? No. I can attend ACC and stay in Brandon, Manitoba. If yes, where?	To complete this training, will you have to move from your community? If yes, where? (1 mark)	To complete this training, will you have to move from your community? If yes, where? (1 mark)
7.	Explain how choosing this career fits with your top five skills. List your top five skills and explain the fit.	Explain how choosing this career fits with your top five skills. (1 mark)	Explain how choosing this career fits with your top five skills. (1 mark)
8.	Explain how choosing this career fits with your top five interests. List your top five interests and explain the fit.	Explain how choosing this career fits with your top five interests. (1 mark)	Explain how choosing this career fits with your top five interests. (1 mark)

Example:	First Choice of Occupation	Second Choice of Occupation
Electrician		
9. Explain how choosing this career fits with your top five personality traits. List your top five personality traits and explain the fit.	Explain how choosing this career fits with your top five personality traits. (1 mark)	Explain how choosing this career fits with your top five personality traits. (1 mark)
10. Explain how choosing this career fits with your top five values. List your top five values and explain the fit.	Explain how choosing this career fits with your top five values. (1 mark)	Explain how choosing this career fits with your top five values. (1 mark)
11. Is this occupation still your first choice? Yes If yes, explain. I enjoy working with electricity and have a	Is this occupation still your first choice?  If yes, explain.	Is this occupation still your second choice?  If yes, explain.
natural ability to do this type of work. If no, explain.	If no, explain. (1 mark)	If no, explain. (1 mark)

End of Assignment 4.2

# Advantages and Disadvantages of Various Programs

There are advantages and disadvantages to any secondary or post-secondary program. To help you identify these advantages and disadvantages for your chosen training or post secondary programs, you will now complete **Assignment 4.3: Advantages and Disadvantages of Programs**. To assist you with this assignment, refer to previous topics where you researched the entrance requirements for post-secondary programs.



## Assignment 4.3

#### **Advantages and Disadvantages of Programs**



The purpose of this assignment is to help you understand the advantages and disadvantages of your chosen programs.

This assignment is worth 17 marks.

#### Part A:

Using the table on the following page, in the second and third rows of the first column, list the names of the two programs from **Assignment 4.2: Post-Secondary Entrance Requirements**. (You will receive 1 mark for each item, for a total of 2 marks.)

#### Part B:

In the second and third rows of the second column, list three advantages of taking this program. (You will receive 1 mark for each item, for a total of 6 marks.)

#### Part C:

In the second and third row of the third column, list three disadvantages of taking this program. (You will receive 1 mark for each item, for a total of 6 marks.)

Part	D:
------	----

Write a paragraph reflecting on the importance of doing this comparison assignment. This paragraph will be worth a total of 3 marks. In order to receive all 3 marks, your paragraph must include a minimum of three clear, distinct points as outlined on the following page.

- What are your thoughts about each program now?
- How has this assignment influenced your decision about each program?
- How was this assignment beneficial to you?

Secondary or Post- Secondary Programs	Advantages	Disadvantages
Example: Industrial Electrician Program	<ol> <li>This is only a 2 year course.</li> <li>I will be able to stay in Brandon and attend ACC. This will keep the costs down for me.</li> <li>I will complete an apprenticeship where I will be paid while training.</li> </ol>	<ol> <li>After completing the 2-year course, I may have to move to a larger city in order to find a job.</li> <li>I will miss my family and friends.</li> <li>The cost of living will be higher because it costs more to live in a larger city than in a smaller</li> </ol>
		one.

Secondary or Post- Secondary Programs	Advantages	Disadvantages
#1	1.	1.
	2.	2.
	3.	3.
#2	1.	1.
	2.	2.
	3.	3.

End of Assignment 4.3

# Lesson Summary

In this lesson, you learned about making life and work decisions that will impact your career and lifetime.

# Lesson 2, Module 4 Summary

Coı	ngratulations, you have finished Lesson 2, Module 4.
Ple	ase check (🗸) as applicable.
	I researched types of training as well as options available before and after high school graduation.
	I researched the entrance requirements for Manitoba post-secondary programs that provide training or education.
	I compared advantages and disadvantages of various secondary and post secondary programs.
	I developed some occupational choices that reflect the changing world of work.

Notes				

# LESSON 3: THE LIFE AND WORK BUILDING PROCESS

## Introduction

In this lesson, you will look at the life and work building process and how it affects your life both personally and professionally. You will start to build a vision for your future, recognizing that this may change as you go through the different stages of life.

## In this lesson, you will

- explore the concept that every decision you make will affect your life and work
- describe a vision of the future you really desire
- recognize the importance of being flexible when setting goals
- complete Assignment 4.4: SMART Goals

# Explore the Concept that Every Decision you Make Will Affect your Life and Work

As you experience changes in your life and work, you must fully understand that every decision you make is your responsibility. You must also realize that these decisions will affect your life and work. Even though you will experience change, there are some things that will remain constant in your life and work. On the next page is a list of the six things that will remain constant.

## **High Five Plus One**

No matter what career path is chosen, there are some things that remain constant for all people. Canadian career development specialists originally called these constants the "High Five." Some children have already learned about the High Five in school. A sixth principle has been recently added, giving us the "High Five Plus One."

#### **Change Is Constant**

We change constantly, and so does the world around us—including the working world. Chances are that a single occupation will no longer take workers from the beginning to the end of their working lives. Adaptability is an important skill to carry into the world of work.





#### **Learning Is Ongoing**

Graduating from high school or a post-secondary program doesn't mean that your education is complete. Education is not limited to classrooms in a school. Opportunities to learn are everywhere! Learn to recognize them and make your learning a lifelong experience.

#### **Focus on the Journey**

Travelling through life is like travelling down a road: having a destination gives direction, but most of the time is spent moving along. Pay attention to the journey, with all of its pitfalls, sidetracks, opportunities, and highways to new destinations.





#### **Follow Your Heart**

Dreaming about your future can help you to understand what you really want in life. Knowing what you want and keeping it in mind can give you the motivation you need to deal with life's challenges. Listen to your inner voice.

#### **Access Your Allies**

The journey of life is not taken alone. Life is like a team sport, and your team members are your friends, family, teachers, and neighbours. Any of them can be willing and helpful allies when it comes to judging what steps to take on life's path.





#### **Know Yourself**

The career planning constant or principle "Know Yourself" is the latest addition to the High Five Plus One. Knowing your true self by examining your values, beliefs, and interests in as much detail as possible will help you with career decisions as you travel along your career path.

Source: Manitoba Education, Citizenship and Youth. Grade 10 Career Development: Life/Work Planning: Manitoba Curriculum Framework of Outcomes and a Foundation for Implementation. Winnipeg. MB. 2008. Appendix A: Blackline Masters: BLM 29.

# Describe a Vision of the Future you Really Want

You are the one in charge of your destiny—your future. You should therefore take some time to fully understand and describe your preferred future. Now that you have completed Modules 1, 2, and 3, and that you are well on your way to completing Module 4, you have definitely created and developed plans for your future.

To further assist you in defining your preferred future, you will now complete **Learning Activity 4.4: The Future You Really Want**.



# Learning Activity 4.4

## The Future You Really Want



This activity involves YOU in the future (approximately 15 years from now). Choose one of the following options.

- 1. Create a comic strip describing your life 15 years from now.
- 2. Write a "day in the life of" story describing your life 15 years from now.
- 3. Write a speech that a friend might give about you on your birthday 15 years from now.

Consider the following points when you think about your future:

- your lifestyle
- your education
- your work
- your leisure activities
- your family situation (in other words, children or no children, married, single, and so on)

End of Learning Activity 4.4

# Recognize the Importance of Being Flexible When Setting Goals

We all know that goals are important in order to help us achieve our dreams and aspirations. Hence, to help you achieve your dreams and aspirations, it is important for you to understand the definition of goals.

Goals are plans that you put into place to make something happen either on a short-term or long-term basis. Goals can be personal or professional. Examples of personal goals are losing weight, getting good grades, developing a positive attitude, getting out of debt, and so on. Examples of professional goals are obtaining a degree, getting a job, changing careers, and so forth.

To achieve your goals, specify the

- what (what you are going to do)
- why (why this is important to do)
- how (how you are going to do it)

By following the what, why, and how, you will be ready to set SMART goals for yourself (identified in the table in the following assignment).

The acronym SMART stands for specific, measurable, attainable, realistic, and timely.

Below is an example of how to use the SMART acronym to set personal, physical activity goals. You can ask yourself the following questions to help you create your physical activity goals.

#### **SMART GOALS**

## **Specific:**

What kind of exercise will you do? When will you do it?

#### Measurable:

How many minutes? What is your target heart rate?

#### **Attainable:**

Are your body and mind ready for and capable of these challenges?

#### **Realistic:**

Have you created a schedule that works for you and that you can stick to?

#### Time framed:

What will you do each week? What will you do each month? How long are you giving yourself to reach your goal?

Review the following examples of personal physical activity goals. Ask yourself why some are written poorly and some are written better? Are the poorly written goals following the SMART acronym?

Poorly written goal	Better SMART goal
Increase cardiovascular exercise.	I will walk 5 days/week for 30-45 minutes.
Follow a good diet so I feel better.	I will eat 2 fruits and 3 vegetables 5 days/week.
Lose 20 pounds.	I will drop 1 size by exercising 4 days/ week for 30 minutes and not eating desserts or sweets on 5 days out of the week.
Increase my bench press.	I will bench press 275 pounds in 4 months.

Source: Manitoba Physical Education Teachers Association (MPETA). "MPETA Resources to Support the Grades 11 and 12 Curriculum" www.mpeta.ca/resources.html.

You have reviewed some poorly and some well written SMART goals. Only you can set your own goals: here is your chance to do this. You will now complete Assignment 4.4: SMART Goals.



# **Assignment 4.4**

#### **SMART Goals**

The purpose of this assignment is to help you identify short-term occupational goals. Realistically, you would have more than two goals listed for school and more than two goals listed for outside of school; however, for the purposes of this assignment, please limit your goals to the number requested.

This assignment is worth 20 marks.

In the first column, you will notice the specific letter from the acronym SMART. Beside each letter, write what you have to do in order to attain this goal. (You will receive 1 mark per row. In other words, SMART corresponds to 5 rows times 4 goals for a total of 20 marks).

Smart Goal Setting	School-Related Goal 1	School-Related Goal 2	Outside of School Goal 1	Outside of School Goal 2
S=specific The goal must be specific. For example, I want to get 80% for a final mark in science.				
M=measurable The goal must be measurable. For example, I want to get 80% for a final mark in science by making sure that I get over 80% on all tests.				
A=achievable The goal must be achievable. For example, I want to get 80% for a final mark in science by making sure that I get over 80% on all tests, and I will study and review notes each day.				

Smart Goal Setting	School-Related Goal 1	School-Related Goal 2	Outside of School Goal 1	Outside of School Goal 2
R=realistic  The goal must be realistic. For example, I want to get 80% for a final mark in science by making sure that I get over 80% on all tests, and I will study and review notes each day for a minimum of 1 hour per day.				
T=timely The goal must be timely, For example, I want to get 80% for a final mark in science by making sure that I get over 80% on all tests, and I will study and review notes each day for a minimum of 1 hour per day in order for me to reach my goal of 80% at the end of the semester.				

End of Assignment 4.4

# **Lesson Summary**

In this lesson, you have learned about how important it is for you to invest time in managing your own life/work building process. This process begins with imagining your future and establishing SMART goals for yourself.

# Lesson 3, Module 4 Summary

Co	ngratulations, you have finished Lesson 3, Module 4.
Ple	ase check (🗸) as applicable.
	I explored the concept that every decision I make will affect my life and work.
	I described a vision of the future that I really want.
	I recognized the importance of being flexible when setting goals.

## MODULE 4 SUMMARY

Congratulations, you have finished the fourth module in the course.



# **Submitting Your Assignments**

Assignments in the course Introduction.

It is now time for you to submit Assignments 4.1 to 4.4 to the Distance Learning Unit so that you can receive some feedback on how you are doing in this course. Remember that you must submit all the assignments in this course before you can receive your credit.

Make sure you have completed all parts of your Module 4 assignments and organize your material in the following order:

Module 4 Cover Sheet (found at the end of the course Introduction)

Assignment 4.1: Comparisons

Assignment 4.2: Post-Secondary Entrance Requirements

Assignment 4.3: Advantages and Disadvantages of Programs

Assignment 4.4: SMART Goals

For instructions on submitting your assignments, refer to How to Submit

Notes				

## MODULE 4 SUMMARY

Congratulations, you have finished the fourth module in the course.



# **Submitting Your Assignments**

Assignments in the course Introduction.

It is now time for you to submit Assignments 4.1 to 4.4 to the Distance Learning Unit so that you can receive some feedback on how you are doing in this course. Remember that you must submit all the assignments in this course before you can receive your credit.

Make sure you have completed all parts of your Module 4 assignments and organize your material in the following order:

Module 4 Cover Sheet (found at the end of the course Introduction)

Assignment 4.1: Comparisons

Assignment 4.2: Post-Secondary Entrance Requirements

Assignment 4.3: Advantages and Disadvantages of Programs

Assignment 4.4: SMART Goals

For instructions on submitting your assignments, refer to How to Submit

Notes				

GRADE 10 CAREER
DEVELOPMENT: LIFE/WORK
PLANNING (20S)

Module 5

Career and Community Experiences

# MODULE 5: CAREER AND COMMUNITY EXPERIENCES

## Introduction

This module is made up of two lessons.

٨	Module 5 consists of two lessons.	
	<b>Lesson 1:</b> Using Life and Work Information	
	<b>Lesson 2:</b> The Life and Work Building Process	,

Once you have completed the entire module, you will follow the instructions for mailing or electronically submitting your assignments to the Distance Learning Unit in the course introduction.

## Assignments in Module 5

When you have completed the assignments for Module 5, submit your completed assignments to the Distance Learning Unit either by mail or electronically through the learning management system (LMS). The staff will forward your work to your tutor/marker.

Lesson	Assignment Number	Assignment Name	
1	5.1	Informational Interviews	
	5.2	Volunteering	
2	5.3	Career and Community Experience	
	5.4	Annual Education Plan (AEP)	

You will have an opportunity to explore and match your occupational goals with your chosen occupation by completing a volunteer assignment for a minimum of ten hours. If you wish, you are welcome to volunteer for more than ten hours. Just imagine how good that will look on your resumé!

Notes			

# LESSON 1: USING LIFE AND WORK INFORMATION

## Introduction

This lesson is about the importance of gaining work experience in your community in an occupation that closely matches your occupational goals.

## In this lesson, you will

- explore suitable occupations that match your goals
- volunteer in your community
- use community settings and resources to learn about work roles and work alternatives
- complete Assignment 5.1: Informational Interviews
- complete Assignment 5.2: Volunteering

# Occupations that Match your Occupational Goals

Now that you have had an opportunity to identify your occupational goals in Module 4, it is time for you to further explore suitable occupations. The reason that you want to find occupations that match your passion, vision, and goals is to ensure that you will feel rewarded on an economic, social, psychological, and emotional basis. When you achieve rewards such as these, you continue to have vision and passion for life and work. In addition, you continue to contribute to society in a productive way.

To be a productive member of society in both your life and work, it is important for you to find the "right" occupation. To assist you with this, you will have an opportunity to interview someone who is currently working in your chosen occupation.

This is called an informational interview. A meeting is set up between you and the individual in the same occupation that you want to pursue. Informational interviews are different from job interviews. Informational interviews give you an opportunity to seek advice instead of employment. They help you learn the details and the responsibilities of the occupation enabling you to explore how your interests, skills, personality traits, and values may "fit" with this occupation. Job interviews give you an opportunity to seek employment instead of advice.

In the following learning activity you will do research in your local community to find people who are currently working in an occupation in which you are interested. You will set up two informational interviews.



# **Assignment 5.1**

#### **Informational Interviews**



#### Part A

## **Informational Interview Research Worksheet**

(Your work will be marked as complete or incomplete.)

The purpose of this assignment is to help you identify potential individuals to target for informational interviews that match your occupational goals. In order to complete this assignment, you must use the table located after the instructions for steps 1, 2, and 3.

## Step 1:

Pick two occupations (that you believe match your occupational goals) in which you are interested in finding out more. You thought about this in Module 4, so you may want to refer back to that module to refresh your memory.

#### Step 2:

Column 2: In Row 1, list your first occupation choice.

Column 3: In Row 1, list your second occupation choice.

## Step 3:

#### Column 2

- In Row 2, list the names of two groups or not-for-profit community service organizations that are in the same occupation that you listed in step 2 of this learning activity.
- In Row 3, list the contact names of two individuals who are working in the two groups or not-for-profit community service organizations that you listed in Row 2.

- In Row 4, list the phone numbers of these two individuals.
- In Row 5, list the addresses of these two groups or not-for-profit community service organizations.

#### Column 3

- In Row 2, list the names of two groups or not-for-profit community service organizations that are in the same occupation that you listed.
- In Row 3, list the contact names of two individuals who are working in the two groups or not-for-profit community service organizations that you listed in Row 2.
- In Row 4, list the phone numbers of these two individuals.
- In Row 5, list the addresses of these two groups or not-for-profit community service organizations.

To assist you in finding the information you are seeking for Column 2 and Column 3, refer to friends, family members, neighbours, your local phone book or chamber of commerce, the Internet (if you have access to a computer with Internet access), or so forth. You will find your chosen occupation in most groups or not-for-profit organizations in your community; you may need to use your networking skills to determine who is in these occupations in any particular organization. For example, if you are interested in becoming an accountant in a not-for-profit organization, the president might also be the accountant. Likewise, the office secretary might also be the event manager.

# Informational Interview Research Worksheet

Column 1	Column 2	Column 3
Example:	First Occupation Choice:	Second Occupation Choice:
	Computer Technician	Interior Designer
	2 groups/not-for-profit organizations:	2 groups/not-for-profit organizations:
	<ol> <li>ABC Computer Company</li> <li>Zatad's Computers</li> </ol>	Milan Designers     Authentic Make-Over     Designs
	2 contact names:	Designs 2 contact names:
	<ol> <li>Andrew Peters</li> <li>Zack Munroe</li> </ol>	1. Zanovia Aleman
	2 phone numbers:	2. Leonardo Castro
	1. 204-777-7777	2 phone numbers:
	2. 204-888-8888	1. 204-999-9999
	2 addresses:	2. 204-555-5555
	<ol> <li>4-217-10th Street, Brandon, MB R7A 4E9</li> <li>3-888 Victoria Avenue, Winnipeg, MB R3C 2K9</li> </ol>	2 addresses: 1. 555-34th Street, Brandon, MB R7B 4P9 2. 545 Broadway Avenue, Winnipeg, MB R3C 3L9
Row 1	First Occupation Choice:	Second Occupation Choice:
	·	·
Row 2		
List two groups or not-for-profit community service	1. 2.	2.
organizations under each occupation.	۷.	2.
Row 3		
List two contact names of individuals	1.	1.
working in the two groups or not-for- profit community	2.	2.
service organizations under each occupation.		
Row 4		
List two phone numbers of the two	1.	1.
individuals under each occupation.	2.	2.
Row 5		
List two addresses of the two groups or not-for-profit	1.	1.
community service organizations under each occupation.	2.	2.

# Part B

Informational Interviews (Your work will be marked as either complete or incomplete.)
First Occupation Choice:
From <b>Part A</b> , choose one group or not-for-profit community service organization that you located in your community from Column 2 and choose one group or not-for-profit community service Organization from Column 3, for a total of two.
Instructions
Contact the group or not-for-profit community service organization that you chose from Column 2 and ask to speak to an individual who is currently employed in the occupation that you have chosen.
<ol> <li>Ask the individual if they would prefer doing an interview face-to-face, by email, or over the phone.</li> </ol>
2. Arrange a date and time for the interview.
3. Make sure that you have this sheet with you.
Interview Information
Complete the following:
1. First occupation choice:
2. Name of individual:
3. Name of group or not-for-profit community service organization:
4. Date of interview:
5. Time of interview:
6. Interview to be conducted face-to-face, by email, or over the phone:
Interview Questions
Ask the following questions during your scheduled interview:
Why did you choose this occupation?
How many years have you been employed in this occupation?

3. How many years have you been with your current company?				
4.	What is your highest level of education or training?			
5.	Where would you recommend going for training?			
6.	What kinds of training have you received?			
7.	What opportunities for advancements have there been for you?			
8.	What are your job responsibilities? Shift work, weekends, overtime? Routine tasks?			
9.	What do you like or dislike about your job?			
10.	What have you found to be the most rewarding part of this job?			
11.	What is happening to the demand for people in this occupational area?			
12.	What employment opportunities in this occupation are there in Manitoba?			
13.	Would you recommend this occupation to other individuals?  i. If yes, why?			
	ii. If no, why not?			

Second Occupation Choice:
From <b>Part A</b> , choose one group or not-for-profit community service organization that you located in your community from Column 2 and choose one group or not-for-profit community service Organization from Column 3, for a total of two.
Instructions
Contact the group or not-for-profit community service organization that you chose from Column 3 and ask to speak to an individual who is currently employed in the occupation that you have chosen.
<ol> <li>Ask the individual if they would prefer doing an interview face-to-face, by email, or over the phone.</li> <li>Arrange a date and time for the interview.</li> </ol>
3. Make sure that you have this sheet with you.
Interview Information
Complete the following:
1. First occupation choice:
2. Name of individual:
3. Name of group or not-for-profit community service organization:
4. Date of interview:
5. Time of interview:
6. Interview to be conducted face-to-face, by email, or over the phone:
Interview Questions
Ask the following questions during your scheduled interview:
1. Why did you choose this occupation?
2. How many years have you been employed in this occupation?

3. How many years have you been with your current company?				
4.	What is your highest level of education or training?			
5.	Where would you recommend going for training?			
6.	What kinds of training have you received?			
7.	What opportunities for advancements have there been for you?			
8.	What are your job responsibilities? Shift work, weekends, overtime? Routine tasks?			
9.	What do you like or dislike about your job?			
10.	What have you found to be the most rewarding part of this job?			
11.	What is happening to the demand for people in this occupational area?			
12.	What employment opportunities in this occupation are there in Manitoba?			
13.	Would you recommend this occupation to other individuals?  i. If yes, why?			
	ii. If no, why not?			

### Part C

# **Interview Reflections (20 marks)**

After both interviews have taken place respond to the following questions. The following rubric will be used to assess each of your interview reflections.

### Reflection Rubrics for Interviews 1 and 2

Remember to use the following marking rubrics to help you complete your assignment before you send it to the Distance Learning Unit.

Part C Interview 1 Reflections

Category	0-1 mark(s)	2-3 marks	4-5 marks	Totals
Responses	Reflection responses are vague and not detailed; thoughts are disorganized and/or contain many grammar, spelling, and/or punctuation mistakes, making the responses hard to read	Reflection responses are brief and recorded somewhat clearly; thoughts are organized with some grammar, spelling, and/or punctuation mistakes	Reflection responses are detailed and recorded clearly; thoughts are very organized with few grammar, spelling, and/or punctuation mistakes	/5
Relevance/ Connections	Demonstrates that the student did not understand the task; demonstrates to a limited degree an understanding of the complexities of the occupation; does not demonstrate a link to future occupation goals/ interests	Demonstrates some understanding of the complexities of the occupation; response provides limited links to future occupation goals/interests	Demonstrates an understanding of the complexities of the occupation; response provides clear links to future occupation goals/interests	/5
			Total	/10

# Part C Interview 2 Reflections

Category	0-1 mark(s)	2-3 marks	4-5 marks	Totals
Responses	Reflection responses are vague and not detailed; thoughts are disorganized and/or contain many grammar, spelling, and/or punctuation mistakes, making the responses hard to read	Reflection responses are brief and recorded somewhat clearly; thoughts are organized with some grammar, spelling, and/or punctuation mistakes	Reflection responses are detailed and recorded clearly; thoughts are very organized with few grammar, spelling, and/or punctuation mistakes	/5
Relevance/ Connections	Demonstrates that the student did not understand the task; demonstrates to a limited degree an understanding of the complexities of the occupation; does not demonstrate a link to future occupation goals/ interests	Demonstrates some understanding of the complexities of the occupation; response provides limited links to future occupation goals/interests	Demonstrates an understanding of the complexities of the occupation; response provides clear links to future occupation goals/interests	/5
			Total	/10

Firs	st Occupation Choice:	(10 marks)
1.	What did you learn from the individual regarding this o	occupation?
2.	What did you find the most interesting in relation to yo	our future goals?
3.	Would you recommend this occupation to your friends	 ?
	i. If yes, why?	
	ii. If no, why not?	
4	Are you still interested in this assumption?	
4.	Are you still interested in this occupation?	
	i. If yes, why?	
	ii. If no, why not?	

nd Occupation Choice:	_(10 marks)
hat did you learn from the individual regarding this occup	oation?
hat did you find the most interesting in relation to your f	uture goals?
ould you recommend this occupation to your friends?	
If yes, why?	
If no, why not?	
re you still interested in this occupation?	
re you still interested in this occupation?  If yes, why?	

# Volunteering in Your Community

Volunteering in your community offers many benefits to both you and the not-for-profit community service organization or group with whom you are volunteering. Some benefits you may receive through volunteering include learning a new skill, acquiring a sense of pride and achievement, becoming part of your community, working with others, and caring for others. Volunteering gives you an opportunity to network with other members of the workforce with the potential of obtaining a job and an opportunity to meet individuals who share similar interests. Some benefits the not-for-profit community service organization or group may receive by having you volunteer include building a stronger reputation with more involvement from

community members, and creating an opportunity to raise more awareness and more money.

When you choose a not-for-profit community service organization or group with whom to volunteer, make sure that it ties in with your skills, interests, and occupational goals. For example, if you are interested in the health care field, then you might want to volunteer at a hospital or personal care home in your community. If you are interested in working with differently-abled individuals, then you might want to volunteer in respite. If you are interested in working with animals, then you might want to volunteer at a veterinary centre or an animal shelter in your community.

There are many volunteer positions that you can fill within your community. Following are some examples:

- reader to the elderly or to school-age children
- group activity facilitator
- after school helper
- bingo helper
- church helper
- child care assistant
- entertainer
- animal care attendant
- meal program delivery assistant
- tour guide
- event assistant coordinator
- food bank assistant

There are many more interesting positions that you can seek out. You do not have to volunteer for a not-for-profit organization or group. Instead, you can volunteer for a neighbour or another individual in your community.

You are now ready to complete Assignment 5.2: Volunteering.



# Assignment 5.2

# **Volunteering**

The purpose of this part of the assignment is to help you match your skills, interests, and occupational goals with a volunteer work experience within the community. By volunteering for worthwhile causes or

organizations in your community, you will acquire civic skills, knowledge, and attitudes that will increase your self-esteem and provide you with more awareness of the needs of others in your community.

#### Part A

## **Research Section of Volunteering Worksheet**

(Your work will be marked as complete or incomplete.)

Research not-for-profit community service organizations or groups within your community.

Make a list of the names and numbers of three not-for-profit community service organizations or groups with whom you would like to volunteer. (You may want to refer back to Assignment 5.1: Informational Interviews and use the contacts you located in this activity.)

Please complete the first two rows of the chart located on page 18.

#### Part B

## **Phone Contact Section of Volunteering Worksheet**

(Your work will be marked as complete or incomplete.)

Contacting the not-for-profit community service organization or group

- Start with your preferred not-for-profit community service organization or group.
- Phone the not-for profit community service organization or group and follow the script provided. It is important that you speak to the right person.

#### Step 1

# Inquiring about a volunteer placement

Hi, my name is	, and I am currently enrolled
in a Grade 10 Career Development Co	urse. One of my final assignments
is to volunteer for a minimum of ten h	ours for an organization such as
yours. May I please speak to someone	who can explain to me what I
need to do in order to volunteer for yo	our not-for-profit community service
organization or group?	

#### Note



It is at this point that you may be told that the organization or group does not accept volunteers or that they already have all of their volunteer placements. Refer to your second and then your third choice until you are successful in contacting someone who is interested in accepting a volunteer.

### Step 2

## Requesting a volunteer placement

Hi, my name is \_\_\_\_\_\_, and I am currently enrolled in a Grade 10 Career Development Course. One of my final assignments is to volunteer for a minimum of ten hours for an organization such as yours.

#### Note to student



Ensure your conversation involves the following:

- I am interested in volunteering with your organization because . . .
- My career interest is related to this opportunity in the following way . . .
- This placement involves you completing an evaluation form and providing me with feedback.
- My student log that I complete also requires your review and signature.
- Would there be any requirements that you have of me prior to or during this volunteer position? (Please record this information in the Assignment 5.2 Volunteering Worksheet.)
- Now that we have discussed the requirements for my assignment, would I be able to volunteer with your organization or group?
  - If no, thank them for their time and contact the alternates on your worksheet contact list.
  - If yes, continue with the call and ask them for their name as well as how to spell it. (Record this on the Assignment 5.2 Volunteering Worksheet.) Arrange a time and date to meet in person for 30 minutes to discuss the following:
    - 1. Career and Community Experience Training Plan
    - 2. Career and Community Experience Student Log
    - 3. Career and Community Experience Evaluation

Once the dates and time has been arranged proceed to Part C.

#### Note to student



If you are not interested in this placement based on this conversation, please indicate that you are not interested and contact your alternate choices.

## Step 3

## Completing the search for a volunteer placement

Through your volunteer experience, you will learn about work roles and job expectations. The purpose of the volunteer component is to help you learn about work roles and alternatives in the community, and reflect on your attitudes and skills while looking at your expectations and goals.

# Assignment 5.2 Volunteering Worksheet (Part A and B)

Part A Research	Preferred	Alternate 1	Alternate 2
Name			
Example: Dinsdale Personal Care Home			
Phone			
Example : 204-263-9133			
Part B Phone Contact	Preferred	Alternate 1	Alternate 2
Date contacted and details	Date	Date	Date
Example: accepted position	accepted position	accepted position	<ul><li>accepted position</li></ul>
Example: decided not to volunteer	decided not to volunteer	decided not to volunteer	decided not to volunteer
Example: not accepting volunteers now	not accepting volunteers now	not accepting volunteers now	not accepting volunteers now
Name of person on the phone			
Example : John Smith			
Position /Title			
Example: Care Home Director			
Requirements prior to or during this volunteer position			
Example: safety training, child abuse registry check, drivers licence, dress code, etc.			
Date and time to go over the training	Date	Date	Date
plan, student log, and evaluation	Time	Time	Time

#### Part C

## **Career and Community Service Training Plan**

### **Meeting Your Volunteer Supervisor**

You will take three forms with you to review during your initial meeting with your volunteer supervisor. The three forms (listed below) are located at the end of this module.

- 1. Career and Community Experience Training Plan Form
- 2. Career and Community Experience Student Log Form
- 3. Career and Community Experience Evaluation Form

#### 1. Career and Community Experience Training Plan Form

Prior to attending your 30 minute meeting with your volunteer supervisor, complete the Career and Community Experience Training Plan located in the volunteer forms section at the end of this module.

#### Note



If you are under 18 years of age, have your parent or guardian print and sign their name, and write the date. If you are over 18 years of age, print and sign your name, and write the date.

After your meeting with the supervisor ensure that the Career and Community Experience Training Plan is photocopied. Leave the original with your volunteer supervisor and submit the copy to the Distance Learning Unit after completion of this module.

The Career and Community Experience Training Plan will be evaluated by your tutor/marker using the following rubric.

Remember to use the following marking rubric to help you complete your assignment before you send it to the Distance Learning Unit.

Part C Career and Community Experience Training Plan Form

Category	Criteria						
	0-4 mark(s)	5-8 marks	9-11 marks	12-14 marks	Totals		
Responses to Volunteer Profile Questions	Responses are incomplete, show little or no thought, and do not represent the skills, abilities, and interests of the student	Responses are vague, somewhat thought out, and represent the skills, abilities, and interests of the student	Responses are clear, fairly thought out, and represent the skills, abilities, and interests of the student	Responses are very clear, well thought out, and accurately represent the skills, abilities, and interests of the student	/14		
C	0 marks	1 mark	2 marks	3 marks			
Composition (appearance, legibility, spelling, and grammar)	Overall appearance is not neat, printing needs to be improved, several inconsistencies in size, and many grammar or spelling mistakes	Overall appearance is clean and neat, printing could be improved, some inconsistencies in size, and several grammar or spelling mistakes	Overall appearance is clean and neat, printing is legible and consistent in size, and only one or two grammar or spelling mistakes	Overall appearance is clean, neat, and professional looking, printing is legible and consistent in size, and no grammar or spelling mistakes	/3		
Completion of	0 marks	1 mark	2 marks	3 marks			
Completion of Training Plan Form	Majority of sections are not answered thoroughly and appropriately; no signatures are on the form	3 or 4 sections are not answered thoroughly and appropriately; some signatures are missing on the form	1 or 2 sections are not answered thoroughly and appropriately; all required signatures are on the form	All sections are answered thoroughly and appropriately; all required signatures are on the form	/3		
	Total /2						

#### 2. Career and Community Service Student Log

When completing your volunteer work experience, you will complete a Career and Community Experience Student Log for the ten hours that you worked for the not-for-profit community service organization or group. The Career and Community Experience Student Log is found in the forms section at the end of this module. A sample showing how to complete this form is provided on the following page.

## Career and Community Experience Student Log — Sample

Date	Hours	Task(s)	Equipment Used	Comments/ Reflections (in regards to my attitudes, skills, procedures, and expectations and goals)	Student Signature	Supervisor/ Staff Signature
Dec. 12, 2011	Example: 2 hours	<ul> <li>taking the seniors for walks</li> <li>feeding the seniors</li> <li>reading to the seniors</li> <li>assisting the recreation director with activities for the seniors</li> <li>photocopying songs for the seniors</li> <li>faxing information</li> <li>doing research on the Internet for fun things for the seniors to do</li> </ul>	<ul><li>photocopier</li><li>fax machine</li><li>computer</li></ul>	I really like working with seniors. The walks and mealtimes were routine procedures (always done at the same time each day). Recreational activities were fun and spontaneous. If the seniors wanted to sing songs one day, then that's what we did. My goal is to one day get my health care aide certificate and work with seniors.		

After each volunteer session, the Career and Community Experience Student Log must be signed by the supervisor or another staff person who worked with you to validate the hours completed.

#### Note



Make arrangements with your supervisor to leave the student log in a location that you can access. This form is to be completed after each volunteer session and requires your signature and a supervisor/staff signature.

The Career and Community Service Student Log will be evaluated by your tutor/marker and recorded as complete (CO) or incomplete (INC).

#### 3. Career and Community Experience Supervisor Evaluation Form

Refer to the forms section at the end of this module to review the Career and Community Experience Supervisor Evaluation Form that your supervisor will fill out after you have completed the ten hours of volunteering. Your supervisor will observe and evaluate workplace skills based on the following criteria:

- 1. personal management skills
- 2. employability skills
- 3. other essential skills

End of Assignment 5.2

# Lesson Summary

In this lesson, you explored suitable work experiences in your community that matched your occupational goals, and you also volunteered with an organization or group of your choice.

# Lesson 1, Module 5 Summary

Co	ngratulations, you have finished Lesson 1, Module 5.
Ple	ase check (🗸) as applicable.
	I explored suitable occupations that match my occupational goals.
	I volunteered in my community.
	I used community settings and resources to learn about work roles and work alternatives.

Notes			

# LESSON 2: THE LIFE AND WORK BUILDING PROCESS

#### Introduction

This lesson will help you identify personal skill building which you will achieve through a community experience.

#### In this lesson, you will

- identify and discuss the personal skill building that occurred during community experiences and how this information relates to the life and work building process
- complete Assignment 5.3: Career and Community Experience
- complete Assignment 5.4: Annual Education Plan

## Building your Personal Skills

While completing your volunteer hours, you developed personal skills. Once you have identified the personal skills that you developed, you will be able to relate this to your passions and desires. You will know what motivates you and gives you the energy to keep going.

It is important to self reflect on experiences in your life, especially when it is something as important as your career. People spend a lot of time developing their career, so to gain some experience in a career that matches your passions and desires is important. You need to ask yourself some questions to really understand if the volunteer position matches your career aspirations. After you have honestly answered these questions you can decide if you want to further pursue this career. It is "okay" to say that the career is not for you. It is better to find out now rather than later when you have spent money on post-secondary education or job training.

The Career and Community Experience Evaluation process involves the completion of two evaluation forms:

- 1. Career and Community Experience Supervisor Evaluation Form
- 2. Volunteer Self-Reflection



### **Career and Community Experience**

#### Part A

### **Career and Community Experience Evaluation**

Now that you have completed your ten volunteer hours, it is now time to arrange a date and time to review and discuss the Career and Community Experience Supervisor Evaluation Form. Your supervisor is responsible for completing this form.

The Career and Community Experience Evaluation Form will be forwarded to the Distance Learning Unit at the end of this module and recorded as complete (CO) or incomplete (INC)

After meeting with your supervisor, you will review the comments, reflect on the discussion, and complete Part B: Student Volunteer Self-Reflection

#### Part B

## Student Volunteer Self-Reflection (20 marks)

The following rubric will be used to assess your self-reflection.

Remember to use this marking rubric to help you complete your assignment before you send it to the Distance Learning Unit.

Part B Student Volunteer Self-Reflection

Category	0-3 mark(s)	4-7 marks	8-10 marks	Totals
Responses	Reflection responses are vague and not detailed; thoughts are disorganized and/or contain many grammar, spelling, and/or punctuation mistakes, making the responses hard to read	Reflection responses are brief and recorded somewhat clearly; thoughts are organized with some grammar, spelling, and/or punctuation mistakes	Reflection responses are detailed and recorded clearly; thoughts are very organized with few grammar, spelling, and/or punctuation mistakes	/10
Relevance/ Connections	Responses do not demonstrate the ability to reflect on personal skills and attributes that enhanced their volunteer experience, and do not demonstrate links to their career expectations and future goals	Responses demonstrate some ability to reflect on personal skills and attributes that enhanced their volunteer experience, and demonstrate some links to their career expectations and future goals	Responses demonstrate the ability to reflect on personal skills and attributes that enhanced their volunteer experience, and demonstrate links to their career expectations and future goals	/10
			Total	/20

# **Volunteer Self-Reflection (20 marks)**

Reflect on your volunteer experience and the feedback that your volunteer supervisor provided and answer the following ten questions.

1.	Describe a minimum of five of your duties (job responsibilities).
2.	Describe a minimum of five skills that you were required to perform on the job.
3.	Describe the workplace procedures and their importance in the workplace.
4.	Explain how the community volunteer experience matches your interests, personality, attitude, and skills.

5.	Explain what you most liked about the experience.
6.	Explain what you least liked about the experience.
7.	Explain why you felt that this placement was or was not a suitable one.
8.	Explain what surprised you the most about your evaluation.
9.	Explain what you agreed with or what you did not agree with in the evaluation.
10.	Explain how this placement has had an effect on your future plans.
	End of Assignment 5 3

## Annual Education Plan (AEP)

Goal setting and planning are skills that enable us to get where we want to go in life. If you want to obtain higher marks, learn a new skill, or open the door to the career of your choice, you must first have a plan. By working on an AEP, you will learn both how to set goals that suit your interests, personality traits, work values and skills, and how to go about achieving them. An AEP should be reviewed and revised regularly as you evaluate your progress, gain experience, and learn more about yourself. Your AEP will help you focus on your achievement in school, extracurricular activities, future career and educational opportunities, and community involvement activities.



# **Assignment 5.4**

Please refer to the rubric at the end of this assignment for how you will be evaluated on this assignment.

# Annual Education Plan (AEP) Life/Work Planning

A. Personal Information:	
Name	Date
Address	Year of Graduation
	Grade Level
Phone Number	Parent/Guardian/ Learning Partner
B. Interests, personality traits, wo	rk values, and skills:
List your top five interests. (Module 1, Lesson 2, Learning Activity 1.2)	List your top five skills. (Module 1, Lesson 2)
1	1
2	2
3	3
4	4
5	5
List five of your personality traits. (Module 1, Lesson 2)	List your top work values. (Module 3, Lesson 1, Assignment 3.1)
1	1
2	2
3	3
4	4
5	5

#### C. Life/Work Planning

List your personal strengths recognized by yourself and others. (Module 1, Lesson 2)	List your ideal working conditions. (Module 3, Lesson 1)
List your top five multiple intelligences. (Module 4, Lesson 1, Learning Activity 4.1)	
1	
2	
3	
4	
5	

#### D. Life Work/Goals

In Module 4, Lesson 3, assignment 4.2, you conducted a career search and explored two occupations. In this section of the assignment you will have the opportunity to explore two more occupations that interest you, as your life/work goals may have changed since your volunteer experience.

If you have access to the Internet, please refer to the following URL to conduct your research: <a href="https://www.gov.mb.ca/tce/lmi/prospects/">www.gov.mb.ca/tce/lmi/prospects/</a>

Choose two long-term occupational goals and list the following information for each occupation.

<sup>&</sup>quot;Find something you love to do and you will never work a day in your life."

Occupation	
Training and education routes	
Program/training location	
Entrance requirements (prerequisites, etc.)	
Tuition fees/training costs per year	
Reflect as to how interests, work values, skills, personality traits, individual strengths, and working conditions influence your life/work goals.	

List short-term occupational goals related to school (i.e., course selection for Grade 11, academic performance, participation in extracurricular activities related to future goals, attendance, etc.).
List short-term occupational goals related to activities outside school (i.e., find volunteer work or part-time work in related occupations, save money for post-secondary education, interview a person in an occupation of interest, etc.).

## Note



This plan should be reviewed regularly and revised as needed.

Remember to use this marking rubric to help you complete your assignment before you send it to the Distance Learning Unit.

## Annual Education Plan (AEP) Rubric

Category	Criteria				
	0-2 mark(s)	3-4 marks	5-6 marks	7-8 marks	Totals
Completion	Majority of sections are not answered thoroughly	3 sections not answered thoroughly	1 or 2 sections not answered thoroughly	All sections answered thoroughly	/8
_	0-2 mark(s)	3-4 marks	5-6 marks	7-8 marks	
Responses (Section D: Life/ Work Goals)	The responses to the Life/Work Goals in Section D are incomplete and show little or no thought	The responses to the Life/Work Goals in Section D are vague and somewhat thought out	The responses to the Life/Work Goals in Section D are clear and fairly thought out	The responses to the Life/Work Goals in Section D are very clear and well thought out	/8
	0 marks	1 mark	2 marks	3 marks	
Composition (appearance, legibility, spelling, and grammar)	Overall appearance is not clean and neat, and there are many grammar and/ or spelling mistakes	Overall appearance is clean and neat, and there are several grammar and/or spelling mistakes	Overall appearance is clean and neat, and there are only one or two grammar and/or spelling mistakes	Overall appearance is clean, neat, professional looking, and there are no grammar and/or spelling mistakes	/4
Total /					

End of Assignment 5.4

# Lesson Summary

In this lesson, you learned how your personal skills have improved as a result of community experiences.

# Lesson 2, Module 5 Summary

Notes				

## MODULE 5 SUMMARY

Congratulations, you have finished the fifth module in the course.



## **Submitting Your Assignments**

It is now time for you to submit Assignments 5.1 to 5.4 to the Distance Learning Unit so that you can receive some feedback on how you are doing in this course. Remember that you must submit all the assignments in this course before you can receive your credit.

Make sure you have completed all parts of your Module 5 assignments and organize your material in the following order:

Module 5 Cover Sheet (found at the end of the course Introduction)

Assignment 5.1: Informational Interviews

Assignment 5.2: Volunteering

Assignment 5.3: Career and Community Experience

Assignment 5.4: Annual Education Plan (AEP)

For instructions on submitting your assignments, refer to How to Submit Assignments in the course Introduction.

Notes				

## MODULE 5 SUMMARY

Congratulations, you have finished the fifth module in the course.



## **Submitting Your Assignments**

It is now time for you to submit Assignments 5.1 to 5.4 to the Distance Learning Unit so that you can receive some feedback on how you are doing in this course. Remember that you must submit all the assignments in this course before you can receive your credit.

Make sure you have completed all parts of your Module 5 assignments and organize your material in the following order:

Module 5 Cover Sheet (found at the end of the course Introduction)

Assignment 5.1: Informational Interviews

Assignment 5.2: Volunteering

Assignment 5.3: Career and Community Experience

Assignment 5.4: Annual Education Plan (AEP)

For instructions on submitting your assignments, refer to How to Submit Assignments in the course Introduction.

Notes				

GRADE 10 CAREER
DEVELOPMENT: LIFE/WORK
PLANNING (20S)

Forms

# **Career and Community Experience Training Plan Form**

#### Note



Please photocopy this completed Training Plan with signatures. Leave the original with your volunteer supervisor and submit the copy to the Distance Learning Unit after completion of this module.

	General Inform	ation
Full Name:		
Address:		Postal Code:
Phone: (day):	(evening):	Cell:
Email:	Birthdate:	Valid Driver's Licence: Yes 🔲 No 🔲
Additional contact information i	f applicable:	
School contact's name:		Phone:
School name:	Em	ail:
	Volunteer Profile C	Questions
What type of volunteer work int	erests you?	
What do you hope to gain from to learn)?	your volunteer experience	e (skills I'd like to develop/things I'd like
What are your hobbies, interest	s, special skills, strengths	, and other spoken or written languages?
What is your previous volunteer	experience (i.e., school,	church, neighbourhood, etc.)?

continued

#### **Career and Community Experience Training Plan (continued)**

# Volunteer schedule (to be completed with your volunteer supervisor) The minimum volunteer hours required is ten. Monday Tuesday Wednesday **Thursday** Friday Saturday Sunday Morning Afternoon After 5 p.m. Are you presently employed? Yes No Emergency contact name: Phone: \_\_\_\_\_ Relationship \_\_\_\_\_ I certify that the information in this application is correct and complete. I am committing to 10 hours of volunteer work experience. Volunteer Signature: \_\_\_\_\_ Date: \_\_\_\_\_ Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_ Parent/Guardian Signature: \_\_\_\_\_ \_\_\_\_\_ Date \_\_\_\_\_ (under 18 years of age) If you have questions or require more information regarding the Career Development Course, please

If you have questions or require more information regarding the Career Development Course, please contact the Distance Learning Unit (1-800-465-9915 or <distance.learning@gov.mb.ca>). If you have concerns about your volunteer/student (attendance, behaviour, etc) after speaking with the individual first, please inform their school contact if they are attending school, or the Distance Learning Unit.

# **Career and Community Experience Student Log**

#### Note



After each volunteer session, complete the log and ask a supervisor or staff member to sign. The form is to remain in a secure place at your volunteer placement. Submit this signed form to the Distance Learning Unit after completion of this module.

Student Name:	-
Community Site:	-
Volunteer Supervisor:	-

Date	Hours	Task(s)	Equipment Used	Comments/Reflections (in regards to my attitudes, skills, procedures, and expectations and goals)	Student Signature	Supervisor/ Staff Signature

continued

## **Career and Community Experience Student Log (continued)**

Date	Hours	Task(s)	Equipment Used	Comments/Reflections (in regards to my attitudes, skills, procedures, and expectations and goals)	Student Signature	Supervisor/ Staff Signature		
Additional Comments								
Date	S	Student	Signature	Volunteer Supervisor _	Signatu	re		

Source: Adapted from Manitoba Education, Citizenship and Youth. Grade 10 Career Development: Life/Work Planning: Manitoba Curriculum Framework of Outcomes and a Foundation for Implementation. Winnipeg. MB. 2008. Appendix A: Blackline Masters: BLM 36.

## **Career and Community Experience Supervisor Evaluation Form**

Student:	Dates of Placement—Evaluation Time Frame: from:
Course:	to20
	Community site:
	Tel:
	Supervisor:
	Type of Placement:

Please evaluate this student in the sections that are applicable to this type of placement and discuss this evaluation with the student.

Please indicate your level of satisfaction with the student's participation in the career and community placement experience by placing an (X) in the appropriate box.

	5	4	3	2	1	n/a
Evaluation Criteria Personal Management Skills	Strongly Agree	Agree	Okay	Disagree	Strongly Disagree	
The student interacts well with others.						
The student demonstrates reliable behaviour patterns in attendance and punctuality.						
The student demonstrates a positive attitude toward the job and the organization.						
The student is able to determine when to ask for help and when to complete the task independently.						
The student is able to learn new skills.						
The student's appearance, personal neatness, and grooming are appropriate.						
The student has demonstrated the ability to orally give and exchange thoughts and information about the on-site experiences.						
The student has demonstrated the ability to listen and clarify thoughts and information sent out by others.						

## **Career and Community Experience Supervisor Evaluation Form**

Please indicate your level of satisfaction with the student's participation in the career and community experience by placing an (x) in the appropriate box.

	5	4	3	2	1	n/a
Evaluation Criteria Employability Skills	Strongly Agree	Agree	Okay	Disagree	Strongly Disagree	
The student is respectful of others.						
The student has demonstrated honesty and integrity at the community location.						
The student accepts constructive criticism.						
The student demonstrates the ability to adapt to new tasks/situations.						
The student shows initiative (is a self-starter) while learning and working on tasks.						
The student stays on task and completes assignments in a responsible way.						
The student demonstrates the ability to make difficult decisions in a timely manner.						
The student is able to function effectively under pressure and maintain self-control in the face of hostility or provocation.						
The student understands and follows safety procedures.						
The student has gained considerable knowledge and technical expertise.						
Strengths/Abilities:	Areas Req	uiring Imp	rovement:			
Comments:						

continued

# Career and Community Experience Supervisor Evaluation Form *(continued)*

	5	4	3	2	1	n/a
Evaluation Criteria Other Essential Skills	Strongly Agree	Agree	Okay	Disagree	Strongly Disagree	
The student reads and uses information from textual sources.						
The student reads and uses a variety of information displays (e.g., graphs, tables, schematics).						
The student is able to read numbers and think in terms of quantities.						
The student is able to use a computer and standard software packages (e.g., word processing, email, spreadsheets, etc.).						
The student is able to think analytically, conceptually, and strategically.						
The student demonstrates problem-solving skills.						
The student demonstrates decision-making ability.						
The student is able to gather and disseminate diagnostic information.						
The student is able to plan, organize, and effectively implement tasks and projects.						
The student is willing and able to learn independently.						
The student is able to express ideas clearly and persuade intended audiences using the written word.						
The student is aware of and sensitive to cultural differences.						

This evaluation has been discussed with the student participating in the program. Yes/No

Volunteer Supervisor					
	(signature)	(date)			
Student					
	(signature)	(date)			

continued

# Career and Community Experience Supervisor Evaluation Form *(continued)*

Volunteer Supervisor Comments:	
Student Comments:	

Source: Adapted from Manitoba Education, Citizenship and Youth. Grade 10 Career Development: Life/Work Planning: Manitoba Curriculum Framework of Outcomes and a Foundation for Implementation. Winnipeg. MB. 2008. Appendix A: Blackline Masters: BLM 37.

GRADE 10 CAREER
DEVELOPMENT: LIFE/WORK
PLANNING (20S)

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