Navigating the Workplace, Grade 12, Open (GLN4O)

This course provides students with opportunities to develop the workplace essential skills and work habits required for success in all types of workplaces. Students will explore occupations and careers of interest through participation in real workplace experiences. They will make plans for continued learning and work, work with others to design learning experiences, and investigate the resources and support required to make a smooth transition to their postsecondary destination.

Prerequisite: None

Essential Skills for Working and Learning

Overall Expectations

By the end of this course, students will:

• demonstrate an understanding of the workplace essential skills necessary for success in life, school, and work;

• demonstrate effective use of literacy and numeracy strategies that support the application of the workplace essential skills to complete specific tasks in real or simulated workplace settings;

• demonstrate effective use of learning and thinking strategies in school and in real or simulated workplace settings;

• plan for, assess, and document their ongoing development and demonstration of selected workplace essential skills.

Specific Expectations

Understanding Workplace Essential Skills
By the end of this course, students will:

– identify and describe the workplace essential skills, using a variety of electronic, print, and human resources (e.g., Human Resources and Social Development Canada website, Ontario Skills Passport, employers, brochures on essential skills), and explain how these skills are used in the workplace;

– locate information on the most important workplace essential skill requirements for a range of occupations, and identify the varying complexity levels of tasks associated with these skills;

– describe the transferability of the workplace essential skills (e.g., from home to school, school to work, occupation to occupation) on the basis of their experiences in the community or the workplace.

Using Literacy and Numeracy Strategies
By the end of this course, students will:

– demonstrate effective use of numeracy strategies required for calculation and estimation in order to manage money (e.g., make change), to work with schedules and budgets (e.g., schedule room reservations), to analyse data (e.g., compare monthly reports), and to measure and make numerical calculations (e.g., measure

ingredients and reduce quantity by half), using real workplace materials in real or simulated workplace settings;

– demonstrate effective use of strategies for reading and interpreting text (e.g., pre-reading strategies, such as identifying signal words; strategies used during reading, such as sorting ideas using a concept map; post-reading strategies, such as writing brief notes in response to a text) for specific tasks, using real workplace materials in real or simulated workplace settings;

– demonstrate effective use of strategies for writing text (e.g., generating ideas using rapid writing; developing ideas using mapping; revising using peer editing) for specific tasks, with or without a computer, in real or simulated workplace settings;

– demonstrate effective use of strategies for communicating orally (e.g., active listening, paraphrasing, verbal affirmation) in real or simulated workplace settings;

– assess the impact of their own non-verbal communication strategies and habits (e.g., body language, dress, facial expression, gestures) on their audiences, and determine strategies to clarify their intended message, using feedback from others (e.g., supervisor, teachers, peers).

Using Learning and Thinking Strategies

By the end of this course, students will:

– demonstrate the ability to use a process to reflect on their home, school, or work experiences (that is, describe their experience, assess their performance, set goals for future performance, identify strategies for achieving them, apply the learning in a new situation), and explain how this reflection process contributes to continuous learning;

– use knowledge of the ways they learn best (e.g., by visual means, in kinesthetic ways, by using various technologies, through discussion) to develop effective strategies for learning (e.g., taking notes, using audio devices) in school and in real or simulated workplace settings;

– demonstrate effective use of strategies for remembering (e.g., using mnemonics, dividing written material into memorable "chunks") in situations that require significant use of memory in school and in real or simulated workplace settings;

– use a decision-making process to make informed choices (e.g., to select opportunities for learning, to prioritize workplace tasks) in the school, community, or workplace, and analyse the impact of their decisions on themselves and others;

– demonstrate effective use of a problem-solving process to deal with issues in school and in the workplace.

Developing Workplace Essential Skills

By the end of this course, students will:

– assess their application of selected workplace essential skills, using feedback from others (e.g., peers, teachers, supervisors);

– produce a gap analysis of their workplace essential skills by identifying the workplace essential skill requirements for a specific occupation, comparing the requirements with the skills they have, and identifying the skills they need to develop;

– produce a plan for the development of the workplace essential skills that they require to complete specific tasks in the community or workplace;

– document their ongoing development of selected workplace essential skills, including evidence of demonstration of these skills from their Ontario Skills Passport.

Personal Management

Overall Expectations

By the end of this course, students will:

- demonstrate an understanding of their interests, strengths, and needs, and describe how these influence their postsecondary education, training, and career plans;

- identify and describe self-management and teamwork skills and strategies, and use them effectively in working with others in real or simulated workplace settings;

- identify and effectively apply strategies for managing time, planning tasks, and managing personal finances.

Specific Expectations

Self-Knowledge

By the end of this course, students will:

- summarize, assess, and document various aspects of their personal profile (e.g., interests, skills, needs, values), using feedback from others, personal reflection, and information from standardized assessment tools, and explain how this information influences their postsecondary education, training, and career plans;

- describe how learning from experience (e.g., work done in school subjects, volunteer work, part-time jobs) contributes to the achievement of their goals for learning and work;

- identify and describe internal and external factors that motivate them (e.g., sense of satisfaction, money, recognition), and explain how such factors contribute to the achievement of their goals for learning and work.

Working With Others

By the end of this course, students will:

- describe self-management skills (e.g., prioritizing, managing stress, problem solving) and use them to deal effectively with challenging situations in the school, community, or workplace (e.g., situations involving harassment, unreliability of others);

- describe and use strategies for managing conflict (e.g., negotiation, mediation) and explain the issues and difficulties that may be encountered when resolving conflict;

- describe the value of diversity (e.g., in perspective, gender, culture) in teamwork as well as some of the challenges it may create;

- identify strategies that contribute to effective teamwork (e.g., presuming positive intentions, managing conflict, paying attention to self and others, seeking diverse strengths and perspectives), and use them to work collaboratively to accomplish team goals in real or simulated workplace settings;

- identify a specific need in the community and respond to this need, working as part of a team (e.g., organize a career fair for parents and teachers);

- identify and use appropriate strategies (e.g., clarifying needs) to obtain the resources and support required to meet their needs when communicating with employers and postsecondary education and training providers.

Resource Management

By the end of this course, students will:

– identify and use time-management skills
(e.g., prioritizing, allocating adequate
time, limiting interruptions) and time-
management tools (e.g., personal planners,
schedules, "to-do" lists) to complete tasks
and projects in real or simulated work-
place settings;

– develop and implement a plan to com-
plete a task or series of tasks in the com-
munity or the workplace (e.g., collect and
organize materials and resources, sequence
components of the task, create a timeline,
delegate responsibilities, make adjustments
as required), and assess the effectiveness of
the plan;

– describe how such factors as personal
goals, priorities, and needs affect their use
of money as a resource;

– demonstrate an understanding of the
money-management strategies (e.g., bud-
geting, using credit, investing) required to
handle their short- and long-term
expenses.

Exploration of Opportunities

Overall Expectations

By the end of this course, students will:

- demonstrate the ability to research information about learning and work opportunities, using print, electronic, and human resources;
- describe occupations of interest and the postsecondary education or training required for these occupations;
- demonstrate an understanding of the nature of work and of workplace expectations and issues;
- identify, explain, and follow health and safety policies and procedures in school and in the workplace.

Specific Expectations

Researching Information

By the end of this course, students will:

- use an inquiry process (i.e., formulate questions; gather, organize, interpret, assess, and communicate information) to locate information about postsecondary learning and work options (e.g., on-the-job training, apprenticeship, college, university, fields of work, specific occupations);

- locate information about learning opportunities and work, using a variety of career information resources (e.g., National Occupational Classification, *Job Futures, Ontario Prospects*) and human resources (e.g., mentors, placement supervisors);

- design experiential learning opportunities (e.g., cooperative education, work experience, site visits, job shadowing) and conduct information interviews (e.g., in person, by telephone, by e-mail) to investigate types of employment, employment trends, and work-style alternatives (e.g., job sharing, shift work, flex-time arrangements, contract work, consulting).

Exploring Learning and Work Opportunities

By the end of this course, students will:

- summarize and communicate information about occupations of interest (e.g., work environment, employment prospects, duties, required workplace essential skills) and the education and/or training recommended for these occupations;

- describe resources and opportunities available in the community (e.g., small business loans, venture capital, adult and continuing education, career counselling and job placement agencies) that will support the achievement of their postsecondary learning and work goals;

- describe types of employment and work-style alternatives (e.g., job sharing, shift work, flex-time arrangements, contract work, consulting) and explain the advantages and disadvantages in relation to their own lifestyle and work preferences;

- explain how a variety of factors (e.g., supply and demand for workers, demographic changes, trends in various work sectors) affect work opportunities in their occupational areas of interest.

Understanding the Workplace

By the end of this course, students will:

– identify workplace issues (e.g., harassment, ethics, confidentiality and the right to privacy, responsible use of computers, gender equity) and explain how policies and procedures dealing with them contribute to a positive and productive work environment;

– explain workers' rights (e.g., right to refuse unsafe work, right to reasonable accommodation) and responsibilities (e.g., accident reporting), and identify federal and provincial legislation in which they are described (e.g., Hazardous Products Act, Ontario Human Rights Act);

– describe the role of unions and explain their impact in the workplace.

Demonstrating Health and Safety Awareness

By the end of this course, students will:

– identify potential health and safety hazards in a workplace setting;

– describe safety practices associated with work-related risk reduction and injury prevention (e.g., safety training, hazard recognition, risk management, ergonomic considerations, workplace accessibility) in a workplace setting;

– explain and follow health and safety policies (e.g., proper handling of tools and equipment, use of personal protective equipment) and procedures (e.g., fire drill, evacuation, equipment lockouts) in a workplace setting;

– describe procedures for reporting accidents and unsafe practices, and explain why they are necessary in the workplace.

Preparation for Transitions and Change

Overall Expectations

By the end of this course, students will:

- identify the possible changes they will encounter in the transition from secondary school to their first postsecondary destination, and develop strategies and resources to manage this transition;

- produce plans for a smooth transition to their selected postsecondary destination;

- apply job-search strategies, tools, and resources to find or create opportunities for work and for learning about work.

Specific Expectations

Managing Change

By the end of this course, students will:

– describe the challenges (e.g., financial obligations, moving) and opportunities (e.g., job offers, certification courses, re-entry to school) that may occur during their transition from secondary school to new roles and environments (e.g., work, postsecondary education/training, community living);

– use appropriate strategies (e.g., finding personal and financial support, compiling a list of kinds of community support) and identify resources (e.g., key contacts within the family, school, community, and workplace) to assist them with their transition to a postsecondary destination of interest;

– describe how to manage planned changes (e.g., accepting a job offer) and unplanned changes (e.g., non-admission to a postsecondary program, illness) in their learning and work environments.

Planning for Learning and Work

By the end of this course, students will:

– describe the career-planning process (i.e., identify personal interests and attributes; investigate education and career opportunities in the school, community, and workplace; decide which opportunities to select; plan the transition) and develop their postsecondary goals and plans using this process;

– develop, assess, and refine a back-up plan describing the steps they would take and the resources and support they would need to make a smooth transition to their first postsecondary destination;

– identify the financial requirements for their selected postsecondary destination, and produce and implement a plan for managing their finances (e.g., income, expenditures, savings).

Searching for Work

By the end of this course, students will:

– use various job-search strategies (e.g., conducting online job searches, developing a personal network) to find work opportunities;

– document evidence of the knowledge, skills (including workplace essential skills), and work habits that they have acquired in the workplace or through volunteering, using the Ontario Skills Passport and other tracking tools;

– create effective job-search tools (e.g., job-specific résumé, covering letter, portfolio) that reflect their knowledge, strengths, experience, skills (including workplace essential skills), and work habits for an experiential learning, volunteer, or work opportunity;

– communicate their interest in a volunteer or work opportunity by telephone or e-mail and by completing a real job application form;

– present effectively their knowledge, skills (including workplace essential skills), and work habits in interviews with prospective employers or placement supervisors;

– identify community-based agencies available to provide assistance in making the transition to the next stage in their lives.