

BLUEPRINT FOR LIFE/WORK DESIGNS

THE QUICK REFERENCE GUIDE



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The *Blueprint* is an international partnership project of the:

- [National Life/Work Centre](#)
- National Occupational Information Coordinating Committee (US)
- [Canada Career Information Partnership](#)
- [Human Resources and Social Development Canada](#)

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Adapted from:

[National Career Development Guidelines](#)

K-Adult Handbook, 1996

National Occupational Information
Coordinating Committee (US), Washington, DC

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**GUIDE DE RÉFÉRENCE RAPIDE:
PLAN DIRECTEUR POUR LE DESIGN
EN DÉVELOPPEMENT DE VIE-TRAVAIL**

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SUMMARY

What is in the *Blueprint*?

The *Blueprint for Life/Work Designs* consists of four main components:

1. **The competencies** Canadians require, from childhood to adulthood, to effectively manage their life/work development.
2. **A comprehensive process** for developing and redesigning programs and products that will help Canadians acquire the above competencies in schools, post- secondary institutions, training programs, career centres and other settings in which career development interventions occur.
3. **Appendices** full of information that supports effective career development programming (needs assessments, other skills classification systems, portfolios, practitioner standards and guidelines, and career resources).
4. This **Quick Reference Guide** designed to help users quickly and efficiently find and use what they need within the *Blueprint*.

What is the Aim of the *Blueprint*?

The *Blueprint* has multiple goals, but the primary aim is to have users work with a national framework of competencies to create comprehensive, effective and measurable life/work development programming and products so that Canadians become better able to manage their lives and work.

SUMMARY

The *Blueprint for Life/Work Designs*:

- **Maps out the life/work competencies Canadians need** to proactively manage their career building process, from kindergarten to adulthood;
- **Provides administrators and practitioners with a systematic process** of developing, implementing, evaluating and marketing career development programs or redesigning and enhancing existing programs;
- **Enables career resource developers to design products, programs and services** to address specific competencies, and to explain to those who make purchase decisions the competencies targeted by resources;
- **Enables career resource purchasers and users to identify resources** that align with high priority competencies identified through their own needs assessments;
- **Enables researchers to determine the extent to which clients/students have acquired competencies** addressed by program and product interventions;
- **Provides a common language across Canada for the outcomes of career development initiatives**, at all developmental stages, enabling people moving from one educational institution/agency to another to have their needs addressed seamlessly and with high service quality;
- **Contains appendices that help users find sample resources, cross-reference the *Blueprint* competencies** with other prominent skill and competency frameworks (such as those addressing employability, essential, and emotional skills), **learn about portfolios**, and more.

In short, the *Blueprint* is a very comprehensive document with multiple uses! You may not need all of it. Think of using the *Blueprint* like you use your computer. If you're a typical user, you use your computer primarily for word processing, electronic mail and Internet access. But you know your computer is capable of much more than you are ever likely to need. If you are a sophisticated user, you use database, spreadsheet, graphic and programming software too. What you want is a computer that lets you do just what you need to do, quickly and efficiently.

The *Blueprint* can also help with a host of tasks, some of which you may not require. Sophisticated users will go through the *Blueprint Full Edition* line-by-line and word-by-word. Typical users will use this *Quick Reference Guide* to quickly get to and use selected components of the *Blueprint*; some users may need only this *Guide*.



Who Will Use the *Blueprint*?

This *Quick Reference Guide* was created because of the *Blueprint's* ability to help a host of different users with a variety of issues and needs.

TYPICAL <i>BLUEPRINT</i> USERS	TYPICAL <i>BLUEPRINT</i> ENVIRONMENTS
<ul style="list-style-type: none"> • adult educators • career and employment counsellors • career educators and researchers • career resource developers/publishers • career resource specialists • community based trainers • cooperative education coordinators • curriculum developers • curriculum policy analysts • education and training administrators • human resource professionals • labour market information centre specialists • life skills coaches/facilitators • peer facilitators and mentors • primary and secondary school teachers • school counsellors • staff training officers • staffing officers • program developers • transitions educators • work experience coordinators 	<ul style="list-style-type: none"> • adult training programs/centres • career and one-stop centres • career development programs • cooperative education programs • correctional institutions • curriculum development units • elementary/early education schools • employability programs • employment programs • human resource departments • middle years/junior high schools • military second-career programs • post-secondary institutions • secondary/senior years schools • vocational rehabilitation and workers' compensation settings • work experience programs



Why Are Life/Work Competencies Important?

Having a national list of life/work competencies and indicators helps Canadian service providers achieve a number of aims:

- **Clarity of outcomes:** The *Blueprint's* framework enables practitioners (and funding sources for these practitioners) to be clear about, and measure, the outcomes they are achieving.
- **Service consistency:** A common language within and between services and products will help Canadians identify what they need and get what they need as they move from one service or product, agency or organization, or geographic region, to another.
- **Efficiency:** A common language for life/work competencies will help clients and practitioners more efficiently review, compare and select programs and products.
- **Reduced ambiguity:** Assumptions abound regarding the meanings of terms such as career planning or self-awareness. Spelling out these assumptions for all to review enhances clarity and effectiveness of communication significantly.
- **Career development culture:** Having a common structure by which to discuss career development issues and aims will help all Canadians become more conscious of career development and life/work issues.



***Blueprint* Competencies**

The *Blueprint's* competencies and indicators are organized around three major **areas** of competence:

- A Personal Management**
- B Learning and Work Exploration**
- C Life/Work Building**

Whereas the *competencies* (11 in all) relate to the overall goals in life/work development, the *indicators* describe the knowledge, skills and attitudes learners must master in order to effectively manage their life/work building process.

Each competency is broken down into four (4) levels that suggest the developmental nature of each of the competencies. These developmental levels will help the *Blueprint* target the K-12 and adult populations. Although a needs assessment would identify more accurately the level of a target group, the *Blueprint* suggests the following:

- Level One: Elementary Schools**
- Level Two: Middle/Junior High Schools**
- Level Three: High Schools**
- Level Four: Adult Populations**

The competencies are presented by area and by level in the [last section](#) of this *Quick Reference Guide*.

As the indicators represent the general learning objectives of a competency, they are written following a four stage taxonomy that conveys the developmental nature of the learning process.

The four stages of the *Learning Process Taxonomy for Life/Work Designs* are explained as follows:

Stage a: Acquisition

Stage during which learners acquire knowledge and understand the knowledge acquired. This stage presents learners with the information that may later serve as the basis for behaviour, learning integration, and self-actualization.

Examples:

- **Explore** *personal qualities that are needed to get and keep work.*
- **Understand** *how academic and practical skills are transferable in a variety of work alternatives.*

Stage b: Application

Stage during which learners demonstrate their acquisition by *putting into action* the knowledge acquired. Moving from the dimension of *knowing* into the dimension of *know-how* characterizes this particular stage.

Examples:

- **Demonstrate** *personal qualities that are needed to get and keep work.*
- **Identify** *one's transferable academic and practical skills and experience a new task by using them.*

Stage c: Personalization

Stage during which learners are invited to deepen their new learning via assessments using their values, beliefs, and other personal attributes. In this process learners will either make the learning their own or reject it. During this stage, learners will utilize their analytical, critical and synthesis thinking abilities.

Example:

- **Acknowledge** *one's personal qualities and academic/practical skills and determine which to build into one's life/work scenarios.*

Stage d: Actualization

Stage which calls upon learners' capacity to recognize and strive for their full potential. The transfer from the process of integration to the process of creation happens during this stage of the learning cycle. Transforming, inventing, conceptualizing, creating and discovering are examples of the types of activities the learners will engage in.

Example:

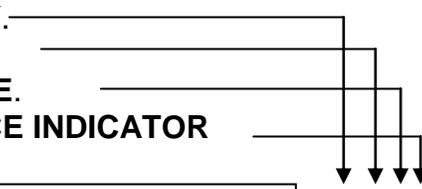
- **Create and engage in new work experiences** (e.g. at home, at school, in the community, etc.) that acknowledge one's personal qualities and use one's transferable skills.

All of the indicators have been written according to this taxonomy and are presented in the last section of this *Guide*. The code used to identify each indicator can be read as follows:

- The first digit identifies the **COMPETENCY**.
- The second digit identifies the **LEVEL**.
- The letter identifies the **LEARNING STAGE**.
- The last digit identifies the **PERFORMANCE INDICATOR**

7.2 b4 *Identify one's transferable academic and practical skills and experience a new task by using them.*

7.2 b4



These indicators represent general objectives from which local standards (specific objectives) will be developed. It is important to keep in mind that standards are established by the school, institution or organization. Therefore, there is no one *correct standard* for a particular indicator.

The standards selected represent local decisions and circumstances. Consider this high school level example.

COMPETENCY 5.3—Locate, interpret, evaluate and use life/work information.

INDICATOR 5.3 a1—Explore the educational and training requirements of various work roles.

LOCAL STANDARD—Grade nine students will correctly describe the educational or training requirements for five work roles assigned to them.

Chapter 3 of the *Blueprint for Life/Work Designs* Full Edition provides additional explanation and more examples regarding standards.

HOW WILL I USE THE *BLUEPRINT*?

Use this *Guide* to point you to exactly what you need within the *Blueprint*! Match how you would like to use the *Blueprint* with the headings below. Once you've found a heading that lines up with what you want to do, find the same heading in the [Tips for Using the Blueprint](#) section that follows.

A

Determine individual client/student competencies and develop plans to address gaps

- EXAMPLES**
- You are a student or adult wishing to determine your level of mastery of the life/work development competencies and the gaps you need to address... [SEE A1 PAGE 18](#)
 - You are an educator or career practitioner wishing to establish students' or clients' levels of mastery of the life/work development competencies so you can develop an intervention strategy that will meet their needs... [SEE A2 PAGE 19](#)
 - You are a parent, spouse or family member of someone who needs help with career direction and you want to understand how best you can help... [SEE A3 PAGE 20](#)

B**Review a product to determine the competencies it targets**

- EXAMPLES**
- You're developing a new career resource and you want to ensure that it squarely addresses specific competencies for the desired developmental level (e.g., high school, adult)... [SEE B1 PAGE 21](#)
 - You've developed a product and want to let users know what needs it addresses, for whom it addresses these needs, and outcomes it will produce... [SEE B2 PAGE 22](#)
 - You're considering purchasing a product for a library, resource centre or counselling office and want to review the competencies it targets... [SEE B3 PAGE 28](#)
 - You have a series of career resources and want to know what client needs you are addressing well and what client needs are not being addressed by your current set of resources... [SEE B4 PAGE 29](#)

C**Review an existing specific program or curriculum**

- EXAMPLES**
- You're double-checking a high school career development course to make sure it covers all competencies your students need to master at that level... [SEE C PAGE 32](#)
 - You're reviewing an employment, life skills, or career development program for adults to master... [SEE C PAGE 32](#)

D**Create a specific program**

- EXAMPLES**
- You're planning to create a career development course for a school/schools... [SEE D PAGE 33](#)
 - You're developing a career development workshop or program for adults... [SEE D PAGE 33](#)
 - You're creating a career development, employability or life skills program for adults. ... [SEE D PAGE 33](#)

E**Review an existing comprehensive delivery system**

- EXAMPLES**
- You're reviewing your entire school to check the life/work competencies its programming addresses and to identify gaps... [SEE E PAGE 34](#)
 - You're reviewing an adult training program to identify competencies that are covered and those that are not... [SEE E PAGE 34](#)
 - You're reviewing curricula for schools to identify improvements that can be made... [SEE E PAGE 34](#)

F**Develop a comprehensive career development system**

- EXAMPLES**
- You're planning to introduce career development into a school or school system... [SEE F PAGE 35](#)
 - You're building career development into college programming or community agency programming... [SEE F PAGE 35](#)
 - You're planning to introduce career development programming into an organization for staff... [SEE F PAGE 35](#)

G**Play a supporting role to those directly involved with career development programming**

- EXAMPLES**
- Your staff have introduced or are introducing career development programming ... [SEE G PAGE 36](#)
 - Your staff are involved with developing products in the career development area ... [SEE G PAGE 36](#)

TIPS FOR USING THE *BLUEPRINT*

In this section, you'll find instructions and tips for how to most efficiently use the *Blueprint* to meet your specific needs. Where applicable, they're in checklist format so that you can check off activities as you go.

If you haven't done so already, go to the previous section, [How Will I Use the Blueprint?](#) to identify the best category for you.



A1**Determine individual client/student competencies and develop plans to address gaps**

If you are an adult or student wishing to determine your level of mastery of the life/work development competencies and the gaps you need to address, then you'll only need to refer to this *Quick Reference Guide* and *Appendix E: Career Portfolios: Telling Your Life/Work Story* in the *Blueprint Full Edition*.

Here's what you do:

- Figure out what *Blueprint* level you need to look at first (you may need to look at all of them eventually) by checking the list below:
 - Level Four: You're an adult or a teen finishing school.
 - Level Three: You're in high school.
 - Level Two: You're in middle school/junior high.
 - Level One: You're in primary or elementary school
- Go to the section in this *Guide* titled [*Blueprint Competencies and Indicators, by Level*](#).
- Find the competency and indicator list for the level that fits you.
- Read each competency, and the indicators for each competency, asking yourself, *Is this competency something I'm comfortable with? Do I do or can I do all the things listed in the indicators?* Don't make any decisions yet, just think about these questions.
- In the *Blueprint Full Edition*, go to *Appendix E: Career Portfolios: Telling Your Life/Work Story*.
- Make a copy for yourself of the competency checklist that is appropriate to your level in the appendix.
- Now, go through the competencies and indicators for your level again, this time filling out the competency checklist. If you have difficulty deciding whether or not you've mastered the competency, you may wish to seek out a career practitioner. A career practitioner (e.g., school counsellor, employment counsellor, career counsellor) may be able to help you with your assessment.
- If you find that you can check off very few (less than four) competencies, repeat the above process with the next lower level. For example, if you were reviewing Level Four, go back and review Level Three.
- Now, start working on a learning plan to develop the competencies that you couldn't check off. Make sure that you look at the lower level competencies and indicators for the competency you're working on as you develop your learning plan! This will really help you determine what you need to learn in order to acquire the competency.

A2**Determine individual client/student competencies and develop plans to address gaps**

If you are an educator or career practitioner wishing to establish clients' or students' levels of mastery of the life/work development competencies so you can develop an intervention strategy that will meet their needs, then you'll only need to refer to this *Quick Reference Guide* and *Appendix E: Career Portfolios: Telling Your Life/Work Story* located in the *Blueprint Full Edition*.

Here's what you do:

- Figure out what *Blueprint* level you need to look at first (you may need to look at all of them eventually) by checking the list below:
 - Level Four: You're working with adults or teens who are finishing school.
 - Level Three: You're working with high school students.
 - Level Two: You're working with middle school/junior high students.
 - Level One: You're working with primary or elementary school students
- In the *Blueprint Full Edition*, go to *Appendix E: Career Portfolios: Telling Your Life/Work Story*.
- Make a copy for each client/student of the competency checklist that is appropriate to your level.
- Go to the section in this *Guide* titled [Blueprint Competencies and Indicators, by Level](#).
- Find the competency and indicator list for the level that fits your clients/students. Make a copy of this list for each student/client.
- Give each client/student the competency checklist and the competency and indicator list.
- Have clients/students read each competency and the indicators for each competency, asking themselves, *Is this competency something I'm comfortable with? Do I do or can I do all the things listed in the indicators?* Ask them to fill out the competency checklist based on their answers to these questions. If you are working with them one-to-one, you can easily help them with prompting questions. In a group setting, you'll need to make sure the group is small enough that you have time to help those who might be struggling.
- If you find that your client/students can check off very few (less than four) competencies, repeat the above process with the next lower level: e.g. if you were working with Level Four, go back and try Level Three.
- Gather all the competency checklists and count the checkmarks beside each competency.
- Rank order the competencies from fewest checked to most checked.
- Now, start working on planning interventions to address the competencies at the top of your list. Make sure that you look at the lower level competencies and indicators for the competencies you're working on as you develop your interventions! This will really help you determine prerequisites to the competencies. If you're very familiar with interventions and how to go about planning them, you won't need to refer to the *Blueprint* further. If you're not, go to **Chapter 7** in the *Blueprint Full Edition* if you're working with K-12 students or **Chapter 8** in the *Blueprint Full Edition* if you're working with adults. Also, refer to *Blueprint Appendix F: Sample Career Resources Sorted by Blueprint Levels and Competencies*, which identifies sample resources at all *Blueprint* levels with the specific competencies to which each is targeted.

A3**Determine individual client/student competencies and develop plans to address gaps**

If you are a parent, spouse or family member of someone who needs help with career direction and you want to understand how best you can help, you'll need to sit down with that person and see if he or she would be interested in proceeding through the steps listed in [A1, page 18](#).

Career building is not something you can do for someone; the whole premise of the *Blueprint* is that individuals need to take responsibility for their own career decisions and directions.

However, if the person you wish to help is genuinely interested in learning how to take charge of his or her own direction, then you can be of enormous assistance by providing moral support and encouragement as he or she proceeds through the steps of [A1, page 18](#).

B1**Review a product to determine the competencies it targets**

If you're developing a new career resource and you want to ensure that it squarely addresses specific competencies for the desired developmental level (e.g., high school, adult), then you may need only this *Quick Reference Guide* or you may need to work through the whole *Blueprint Full Edition*.

If you're developing a new resource that will ultimately need to fit into a bigger picture (i.e., a comprehensive set of resources, a comprehensive program), you may be better off treating it as a *program* and going to [Section D, page 33](#). This *Guide* should do the trick if the product you're developing is:

- A *one-of* (i.e., it's likely the only product you'll ever create);
- An addition to a comprehensive offering of resources;
- Highly targeted to specific needs.

Here's what you do:

- Figure out what *Blueprint* level you need to look at by checking the list below:
 - Level Four: Your resource is targeted to adults or teens who are finishing school.
 - Level Three: Your resource is targeted to high school students.
 - Level Two: Your resource is targeted to middle school/junior high students.
 - Level One: Your resource is targeted to primary or elementary school students.
- Go to the section in this *Guide* titled [Blueprint Competencies and Indicators, by Level](#).
- Find the competency and indicator list for the level that fits your resource's clients/students.
- Now you have a decision to make. Either go through the competencies and indicators and select the ones you want your resource to address or, if you don't have enough information to do so, then treat your resource as a *program* and go to [Section D](#). If you have solid information about your clients'/students' needs and therefore can easily select the competencies and indicators your resource needs to address, develop your resource, ensuring it has all the necessary elements that will enable users to acquire the selected competencies and specific indicators.

B2**Review a product to determine the competencies it targets**

If you've developed a product and want to let users know what needs it addresses, for whom it addresses these needs, and outcomes it will produce, then you will need only this *Quick Reference Guide*.

Here's what you do:

- If you can, find one, two or three others to help review your resource.
- Figure out what *Blueprint* level you need to look at by checking the list below:
 - Level Four: Your resource is targeted to adults or to teens who are finishing school.
 - Level Three: Your resource is targeted to high school students.
 - Level Two: Your resource is targeted to middle school/junior high students.
 - Level One: Your resource is targeted to primary or elementary school students.
- Go to the section in this *Guide* titled [Blueprint Competencies and Indicators, by Level](#).
- Find the competency and indicator list for the level that fits your resource's clients/students. Make as many copies of this list as you will have people reviewing your resource.
- Make several copies of the table that corresponds to the level you're working with entitled *Blueprint for Life/Work Designs Product Coding Matrix* (one table for each level appears on pages 24-27).
- Complete the column headings of the matrix you've selected by labelling each with a section/component in your resource (e.g., chapters, software components, exercises, sessions, units, lesson plans).
- Give a copy of your matrix, now complete with column headings, to each person reviewing the resource.
- Have each reviewer go through each section of the resource and assess which competencies the section addresses (see the example on the following page).
- Bring the reviewers together and go through each person's assessment, section by section. For each section, come to consensus regarding the competencies it addresses.
- Decide how you will communicate the assessment to users/purchasers of your resource. You may want to put the full matrix information on an inside cover of the resource, in your catalogue, or on a website. You may also want to condense the information, highlighting only the competencies and levels that the resource addresses.

For example, the inside cover of *Great Self-Esteem in Only 542 Steps!* might read something like:

This resource focuses primarily on Competency 1: *Build and maintain a positive self-concept* and Competency 2: *Interact positively and effectively with others* at Levels One through Four within Canada's *Blueprint for Life/Work Designs*.

For details regarding specific indicators of these competencies and other competencies touched on by this resource, please contact the publisher.

Blueprint for Life/Work Designs

Product Coding Matrix: Level Four

RESOURCE: SEVEN LESSONS IN CAREER DEVELOPMENT											REVIEWER: C.J.									
SECTIONS:	Chapter 1	Chapter 2	Chapter 3	Chapter 4	Chapter 5	Chapter 6	Chapter 7	Unit 1	Unit 2	Unit 3	Unit 4	Facilit. Guide	Partic. Manuel	Refer. Software	Q & A	Video	CD-ROM			
COMPETENCIES																				
AREA A: PERSONAL MANAGEMENT																				
1.4 Improve on abilities to maintain a positive self-image	√			√			√	√	√		√	√	√		√		√			
2.4 Improve abilities for building positive relationships in one's life and work			√		√	√			√			√	√		√		√			
3.4 Develop strategies for responding to life and work changes	√						√					√	√		√		√			
AREA B: LEARNING AND WORK EXPLORATION																				
4.4 Participate in continuous learning supportive of life/work goals	√	√			√			√	√	√	√	√	√	√	√	√	√			
5.4 Locate, interpret, evaluate and use life/work information (II)		√						√	√	√	√	√	√	√	√	√	√			
6.4 Understand how societal and economic needs influence the nature and structure of work (II)		√					√	√	√	√	√	√	√	√	√	√	√			
AREA C: LIFE/WORK BUILDING																				
7.4 Improve on abilities to seek, obtain/create and maintain work			√	√		√														
8.4 Incorporate adult life reality into life/work decision making				√																
9.4 Incorporate the "balanced life/work" issue in life/work building				√																
10.4 Understand and learn to overcome stereotypes in life/work building (II)					√		√													
11.4 Manage one's life/work building process		√																		

Blueprint for Life/Work Designs Product Coding Matrix: Level One

RESOURCE:	REVIEWER:
SECTIONS:	
COMPETENCIES	
AREA A: PERSONAL MANAGEMENT	
1.1 Build a positive self-image while discovering its influence on self and others	
2.1 Develop abilities for building positive relationships in one's life (I)	
3.1 Discover that change and growth are part of life	
AREA B: LEARNING AND WORK EXPLORATION	
4.1 Discover "lifelong learning" and its contributions to one's life and work	
5.1 Discover and understand life/work information	
6.1 Discover how work contributes to individuals and the community	
AREA C: LIFE/WORK BUILDING	
7.1 Explore effective work strategies	
8.1 Explore and improve decision making	
9.1 Explore and understand the interrelationship of life roles (I)	
10.1 Discover the nature of life/work roles	
11.1 Explore the underlying concepts of the life/work building process	
INSTRUCTIONS:	List the components (e.g. chapters, software components, exercises, sessions, units, lesson plans) of the resources under review as column headings in the table above. Then, review each resource and check which, if any, of the 11 competencies the component primarily addresses.

Blueprint for Life/Work Designs Product Coding Matrix: Level Two

RESOURCE:	REVIEWER:																		
SECTIONS:																			
COMPETENCIES																			
AREA A: PERSONAL MANAGEMENT																			
1.2 Build a positive self-image and understand its influence on one's life and work																			
2.2 Develop abilities for building positive relationships in one's life (II)																			
3.2 Learn to respond to change and growth (I)																			
AREA B: LEARNING AND WORK EXPLORATION																			
4.2 Link life-long learning to one's life/work scenario, both present and future																			
5.2 Locate, understand and use life/work information																			
6.2 Understand how work contributes to the community																			
AREA C: LIFE/WORK BUILDING																			
7.2 Develop abilities to seek and obtain/create work																			
8.2 Link decision making to life/work building																			
9.2 Explore and understand the interrelationship of life roles (II)																			
10.2 Explore non-traditional life/work scenarios																			
11.2 Understand and experience the process of life/work building																			
INSTRUCTIONS:	List the components (e.g. chapters, software components, exercises, sessions, units, lesson plans) of the resources under review as column headings in the table above. Then, review each resource and check which, if any, of the 11 competencies the component primarily addresses.																		

Blueprint for Life/Work Designs

Product Coding Matrix: Level Three

RESOURCE:												REVIEWER:											
SECTIONS:																							
COMPETENCIES																							
AREA A: PERSONAL MANAGEMENT																							
1.3	Develop abilities to maintain a positive self-image																						
2.3	Develop abilities for building positive relationships in one's life and work																						
3.3	Learn to respond to change and growth (II)																						
AREA B: LEARNING AND WORK EXPLORATION																							
4.3	Link life-long learning to one's career building process																						
5.3	Locate, interpret, evaluate and use life/work information																						
6.3	Understand, interpret, evaluate and use life/work information																						
AREA C: LIFE/WORK BUILDING																							
7.3	Develop abilities to seek, obtain/ create and maintain work																						
8.3	Engage in life/work decision making																						
9.3	Link lifestyles and life stages to life/work building																						
10.3	Understand and learn to overcome stereotypes in life/work building (I)																						
11.3	Recognize and take charge of one's life/work building process																						
INSTRUCTIONS:		List the components (e.g. chapters, software components, exercises, sessions, units, lesson plans) of the resources under review as column headings in the table above. Then, review each resource and check which, if any, of the 11 competencies the component primarily addresses.																					

Blueprint for Life/Work Designs

Product Coding Matrix: Level Four

RESOURCE:	REVIEWER:																			
SECTIONS:																				
COMPETENCIES																				
AREA A: PERSONAL MANAGEMENT																				
1.4 Improve on abilities to maintain a positive self-image																				
2.4 Improve abilities for building positive relationships in one's life and work																				
3.4 Develop strategies for responding to life and work changes																				
AREA B: LEARNING AND WORK EXPLORATION																				
4.4 Participate in continuous learning supportive of life/work goals																				
5.4 Locate, interpret, evaluate and use life/work information (II)																				
6.4 Understand how societal and economic needs influence the nature and structure of work (II)																				
AREA C: LIFE/WORK BUILDING																				
7.4 Improve on abilities to seek, obtain/create and maintain work																				
8.4 Incorporate adult life reality into life/work decision making																				
9.4 Incorporate the "balanced life/work" issue in life/work building																				
10.4 Understand and learn to overcome stereotypes in life/work building (II)																				
11.4 Manage one's life/work building process																				
INSTRUCTIONS:	List the components (e.g. chapters, software components, exercises, sessions, units, lesson plans) of the resources under review as column headings in the table above. Then, review each resource and check which, if any, of the 11 competencies the component primarily addresses.																			

B3**Review a product to determine the competencies it targets**

If you're considering purchasing a product for a library, resource centre or counselling office and want to review the competencies it targets, then you need only this *Quick Reference Guide*.

Here's what you do:**Option 1 (Quick Version)**

- Complete the steps described in [Section B2](#) above.

Option 2 (Detailed Version)

- Go to the section in this *Guide* titled [Blueprint Competencies and Indicators, by Level](#).
- Make a list of each section/component in the resource you're reviewing (e.g., chapters, software components, exercises, sessions, units, lesson plans). This list should look like a table of contents and it should have some room on the right for the reviewers to write competency/indicator numbers.
- Go through each section of the resource and assess which competencies and which indicators the section addresses, at which level. Record the indicator numbers beside the section on your list (see below for an example).
- Review your list and see which competencies the resource primarily targets, and at which levels.

BLUEPRINT FOR LIFE/WORK DESIGNS
Resource Assessment

RESOURCE: Great Self-Esteem in Only 542 Steps!
REVIEWER: S.C.

SECTIONS

Introduction	1.2 a6
The First Step to Great Self-Esteem	1.2 a2; 1.2 a3; 1.3 b1
etc.	
etc.	
etc.	
The Five Hundred and Forty Second Step to Great Self-Esteem	1.4 a2; 2.4 a2

B4**Review a product to determine the competencies it targets**

If you have a series of career resources and want to know what client needs you are addressing well and what client needs are not being addressed by your current set of resources, then you need only this *Quick Reference Guide*.

Here's what you do:

- Copy the table on the following page entitled *Blueprint for Life/Work Designs Resources Review Table*. Ensure that each reviewer has sufficient copies to accommodate the number of resources under review.
- If you have many resources to review, do a surface scan of each resource and use the table to record the competencies each resource addresses, indicating the level in the appropriate box. If you have only a few resources to review, go through the process outlined in the previous section for each resource, then use the table to summarize your findings.
- Now, get all your completed tables together, and add up how many resources you have that address each competency at each of the four levels. Use the [Resources Review Summary](#) on page 31 of this *Guide* to record your results.
- Decide which of the following levels your resource collection does not need to address:
 - Level Four: Your resource collection is targeted to adults or teens who are finishing school.
 - Level Three: Your resource collection is targeted to high school students.
 - Level Two: Your resource collection is targeted to middle school/junior high students.
 - Level One: Your resource collection is targeted to primary or elementary school students.
- Cross out any columns with levels your resource collection does not need to address.
- Go through the remaining columns and, using a highlighter or different coloured pen, mark all the zeros and the five to ten lowest numbers in the table.
- Decide whether or not the marked competency/level combinations should be addressed by your resource collection. NOTE: Making this decision may require a needs analysis with your stakeholders. If so, follow the steps in [Section C, page 32](#).

Blueprint for Life/Work Designs

RESOURCES REVIEW TABLE

RESOURCE CENTRE/COLLECTION:	REVIEWER:
SECTIONS:	
COMPETENCIES	
AREA A: PERSONAL MANAGEMENT	
1. BUILD AND MAINTAIN A POSITIVE SELF-IMAGE	
2. INTERACT POSITIVELY AND EFFECTIVELY WITH OTHERS	
3. CHANGE AND GROW THROUGHOUT ONE'S LIFE	
AREA B: LEARNING AND WORK EXPLORATION	
4. PARTICIPATE IN LIFE-LONG LEARNING SUPPORTIVE OF LIFE/WORK GOALS	
5. LOCATE AND EFFECTIVELY USE LIFE/WORK INFORMATION	
6. UNDERSTAND THE RELATIONSHIP BETWEEN WORK AND SOCIETY/ECONOMY	
AREA C: LIFE/WORK BUILDING	
7. SECURE/CREATE AND MAINTAIN WORK	
8. MAKE LIFE/WORK ENHANCING DECISIONS	
9. MAINTAIN BALANCED LIFE AND WORK ROLES	
10. UNDERSTAND THE CHANGING NATURE OF LIFE/WORK ROLES	
11. UNDERSTAND, ENGAGE IN AND MANAGE ONE'S OWN LIFE/WORK BUILDING PROCESS	
INSTRUCTIONS:	List the resources under review as column headings in the table above. Then, review each resource and check which, if any, of the 11 competencies the resource primarily addresses. Refer to the section <i>Competencies by Area and Level</i> . Indicate the level to which you think the section addresses specific competencies.

RESOURCE REVIEW SUMMARY	LEVEL			
	ONE	TWO	THREE	FOUR
COMPETENCIES				
AREA A: PERSONAL MANAGEMENT				
1. BUILD AND MAINTAIN A POSITIVE SELF IMAGE				
2. INTERACT POSITIVELY AND EFFECTIVELY WITH OTHERS				
3. CHANGE AND GROW THROUGHOUT ONE'S LIFE				
AREA B: LEARNING AND WORK EXPLORATION				
4.. PARTICIPATE IN LIFE-LONG LEARNING SUPPORTIVE OF LIFE/WORK GOALS				
5. LOCATE AND EFFECTIVELY USE LIFE/WORK INFORMATION				
6. UNDERSTAND THE RELATIONSHIP BETWEEN WORK AND SOCIETY/ECONOMY				
AREA C: LIFE/WORK BUILDING				
7. SECURE/CREATE AND MAINTAIN WORK				
8. MAKE LIFE/WORK ENHANCING DECISIONS				
9. MAINTAIN BALANCED LIFE AND WORK ROLES				
10. UNDERSTAND THE CHANGING NATURE OF LIFE/WORK ROLES				
11. UNDERSTAND, ENGAGE IN AND MANAGE ONE'S OWN LIFE/WORK BUILDING PROCESS				
INSTRUCTIONS	Review your Resources Review Tables. Add up the number of resources that address each competency at each level. Record the totals in the appropriate spaces in the table above.			

C**Review an existing specific program or curriculum**

If you're double-checking a high school career development course to make sure it covers all competencies your students need to master at that level or you're reviewing an employment, life skills, or career development program for adults, then you'll need only this *Quick Reference Guide*.

Here's what you do:

- Figure out what *Blueprint* level you need to look at by checking the list below:
 - Level Four: Your course/program is targeted to adults or teens who are finishing school.
 - Level Three: Your course/program is targeted to high school students.
- Go to the section in this Guide titled [Blueprint Competencies and Indicators, by Level](#).
- Find the competency and indicator list for the level that fits your clients/students, and make a copy for yourself.
- Find the list of learning objectives for the course/program you're reviewing and make a copy you can write on.
- Examine each learning objective in your course/program and identify the *Blueprint* competency and indicators, if any, to which each corresponds. Write the indicator number beside each learning objective. Also, check off the indicator on the *Blueprint* competency and indicator list when a learning objective corresponds to it.
- At the end of this process, you will be able to review the *Blueprint* competency and indicator list to see which indicators are not addressed or addressed only minimally. Now you have a decision to make. You can either decide on your own whether or not lessons should be added to address the gap indicators, or you can conduct a needs analysis. If you choose to do the former, proceed to create the lessons/activities you think are necessary. If you choose to do the latter, go to [Section E](#) in this *Guide*.

D**Create a specific program**

If you're planning to create a career development course for a school/schools, developing a career development workshop for adults or creating a career development, employability or life skills program for adults, then you'll need this *Quick Reference Guide* as well as the following sections in the *Blueprint Full Edition*:

- Chapter 2: Career Development Program Model
- Chapter 3: Conducting a Needs Assessment
- Chapter 3: Establishing Local Program Standards
- Chapter 3: Planning for Evaluation
- Chapter 4 (All)
- Chapter 5
- either Chapter 7 (if you're working in school system) or Chapter 8 (if you're working with adults)

Here's what you do:

- Work through this material in order, but as you do keep the following in mind.
- Your schedule will be different. The suggested schedules in the *Blueprint Full Edition* assume the development/ redesign of a large, comprehensive initiative. You're developing a specific, targeted program, so you'll be able to move through the process much more quickly. For example, where you see in the *Blueprint Full Edition* that *planning* will take 3-6 months, you may only require 3-6 weeks.
- You may not need committees. There is a considerable amount of space in the Full Edition devoted to establishing and using committees. Again, this assumes a comprehensive initiative. Because your program is highly focussed, you (and perhaps a colleague or two) alone may be the Steering Committee, the Needs Assessment Subcommittee, the Program Design Subcommittee, the Evaluation Committee and the Advisory Committee! You may not need to establish any of the committees referred to in the *Blueprint Full Edition*. However, it's still worth reading these sections to see what functions these committees perform. You will need to perform many of these functions, whether or not you create committees.
- Your needs assessment may already be done for you. Sometimes, you are asked to create a program by an administrator or funder who tells you the competencies to be acquired and the outcomes to be achieved by the program. Presumably, the person requesting the program and specifying its contents has done some sort of needs analysis. If this is the case, you may wish to skim over **Chapter 3: Conducting a Needs Assessment**. Before you do so, make sure to complete a thorough needs assessment.

E**Review an existing comprehensive delivery system**

You will want to work through the entire *Blueprint Full Edition* if:

- you're reviewing your entire school to check the life/work competencies its programming addresses and to identify gaps,
- you're reviewing an adult training program to identify competencies that are covered and those that are not
- you're reviewing curricula for schools to identify improvements that can be made.

It is for these contexts that the *Blueprint* was especially designed—systems in which not just career development activities are taking place, but where all sorts of learning and development occur. This is likely where the *Blueprint* shines brightest—its process can help you uncover all the things that are already being done well and are contributing to life/work development, and pinpoint areas that may be missing within your programming.

F**Develop a comprehensive career development system**

You will want to work through the entire *Blueprint Full Edition* if:

- you're planning to introduce career development into a school or school system;
- you're building career development into college programming or community agency programming;
- you're implementing career development programming for staff within an organization.

The process described in the *Blueprint* will help you ensure that you meet stakeholders' needs, recognize existing strengths within your system, avoid duplication and develop programming that does precisely what you want it to do.

G**Play a supporting role to those directly involved with career development programming**

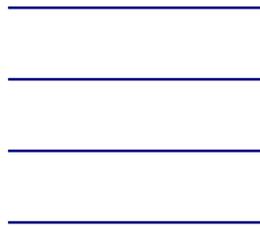
If your staff have introduced or are introducing career development programming or your staff are involved with developing products in the career development area, you'll need this *Quick Reference Guide* and the Overview, Chapter 1 and Chapter 6 in the *Blueprint Full Edition*. These components will provide you with:

- the *big picture* of the *Blueprint* and what it is trying to do;
- a summary of the main components of the *Blueprint*;
- an understanding of the marketing and mobilization requirements of *Blueprint* implementation.

Reading the sections in the Full Edition and skimming the [competency lists](#) at the back of this guide will give you an understanding of the *Blueprint* that will enable you to fully support your staff's initiative without miring you in the details.

BLUEPRINT FOR LIFE/WORK DESIGNS

**THE
QUICK
REFERENCE
GUIDE**



**COMPETENCIES
AND
INDICATORS**

Blueprint for Life/Work Designs

Competencies by Area and Level

COMPETENCIES	LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
AREA A: PERSONAL MANAGEMENT				
1. BUILD AND MAINTAIN A POSITIVE SELF-IMAGE	1.1 Build a positive self-image while discovering its influence on self and others	1.2 Build a positive self-image and understand its influence on one's life and work	1.3 Develop abilities to maintain a positive self-image	1.4 Improve on abilities to maintain a positive self-image
2. INTERACT POSITIVELY AND EFFECTIVELY WITH OTHERS	2.1 Develop abilities for building positive relationships in one's life (I)	2.2 Develop abilities for building positive relationships in one's life (II)	2.3 Develop abilities for building positive relationships in one's life and work	2.4 Improve abilities for building positive relationships in one's life and work
3. CHANGE AND GROW THROUGHOUT ONE'S LIFE	3.1 Discover that change and growth are part of life	3.2 Learn to respond to change and growth (I)	3.3 Learn to respond to change and growth (II)	3.4 Develop strategies for responding to life and work changes
AREA B: LEARNING AND WORK EXPLORATION				
4. PARTICIPATE IN LIFE-LONG LEARNING SUPPORTIVE OF LIFE/WORK GOALS	4.1 Discover "lifelong learning" and its contributions to one's life and work	4.2 Link life-long learning to one's life/work scenario, both present and future	4.3 Link life-long learning to one's career building process	4.4 Participate in continuous learning supportive of life/work goals
5. LOCATE AND EFFECTIVELY USE LIFE/WORK INFORMATION	5.1 Discover and understand life/work information	5.2 Locate, understand and use life/work information	5.3 Locate, interpret, evaluate and use life/work information	5.4 Locate, interpret, evaluate and use life/work information (II)
6. UNDERSTAND THE RELATIONSHIP BETWEEN WORK AND SOCIETY/ECONOMY	6.1 Discover how work contributes to individuals and the community	6.2 Understand how work contributes to the community	6.3 Understand how societal and economic needs influence the nature and structure of work (I)	6.4 Understand how societal and economic needs influence the nature and structure of work (II)
AREA C: LIFE/WORK BUILDING				
7. SECURE/CREATE AND MAINTAIN WORK	7.1 Explore effective work strategies	7.2 Develop abilities to seek and obtain/create work	7.3 Develop abilities to seek, obtain/create and maintain work	7.4 Improve on abilities to seek, obtain/create and maintain work
8. MAKE LIFE/WORK ENHANCING DECISIONS	8.1 Explore and improve decision making	8.2 Link decision making to life/work building	8.3 Engage in life/work decision making	8.4 Incorporate adult life reality into life/work decision making
9. MAINTAIN BALANCED LIFE AND WORK ROLES	9.1 Explore and understand the interrelationship of life roles (I)	9.2 Explore and understand the interrelationship of life roles (II)	9.3 Link lifestyles and life stages to life/work building	9.4 Incorporate the "balanced life/work" issue in life/work building
10. UNDERSTAND THE CHANGING NATURE OF LIFE/WORK ROLES	10.1 Discover the nature of life/work roles	10.2 Explore non-traditional life/work scenarios	10.3 Understand and learn to overcome stereotypes in life/work building (I)	10.4 Understand and learn to overcome stereotypes in life/work building (II)
11. UNDERSTAND, ENGAGE IN AND MANAGE ONE'S OWN LIFE/WORK BUILDING PROCESS	11.1 Explore the underlying concepts of the life/work building process	11.2 Understand and experience the process of life/work building	11.3 Recognize and take charge of one's life/work building process	11.4 Manage one's life/work building process

COMPETENCY 1: Build and maintain a positive self-image

LEVEL ONE

Build a positive self-image while discovering its influence on self and others

STAGE a

ACQUISITION: ACQUIRING KNOWLEDGE

- 1.1 a1 Understand the concept of personal characteristics such as interests, dislikes, personal qualities, strengths and weaknesses.
- 1.1 a2 Discover how positive characteristics are the basis of a positive self-image.
- 1.1 a3 Understand how self-image influences behaviours.
- 1.1 a4 Understand how personal behaviours influence the feelings and behaviours of others.

STAGE b

APPLICATION: EXPERIENCING ACQUIRED KNOWLEDGE

- 1.1 b1 Identify positive characteristics (skills, interests, personal qualities and strengths) about self as seen by self and others.
- 1.1 b2 Demonstrate behaviours and attitudes reflective of a positive self-image.

STAGE c

PERSONALIZATION: INTEGRATING ACQUIRED AND APPLIED KNOWLEDGE

- 1.1 c1 Assess one's self-image and evaluate its impact on self and others.

STAGE d

ACTUALIZATION: STRIVING TOWARDS FULL POTENTIAL

- 1.1 d1 Transform behaviours and attitudes in order to improve one's self-image.

COMPETENCY 2: Interact positively and effectively with others

LEVEL ONE

Develop abilities for building positive relationships in one's life (I)

STAGE a

ACQUISITION: ACQUIRING KNOWLEDGE

- 2.1 a1 Discover the unique character of individuals.
- 2.1 a2 Explore sources and effects of peer pressure.
- 2.1 a3 Explore implications, effects and consequences of helping others.
- 2.1 a4 Explore interpersonal and group communication skills.

STAGE b

APPLICATION: EXPERIENCING ACQUIRED KNOWLEDGE

- 2.1 b1 Demonstrate effective skills, knowledge and attitudes for interacting with others.
- 2.1 b2 Demonstrate effective skills, knowledge and attitudes for resolving conflicts with peers and adults.
- 2.1 b3 Demonstrate appropriate behaviours and attitudes when peer pressures are contrary to one's beliefs.
- 2.1 b4 Demonstrate openness to the diversity of cultures, lifestyles as well as mental and physical abilities.
- 2.1 b5 Demonstrate a willingness to help others.
- 2.1 b6 Adopt behaviours and attitudes that contribute to positive and effective interactions with others in interpersonal and group settings.

STAGE c**PERSONALIZATION: INTEGRATING ACQUIRED AND APPLIED KNOWLEDGE**

- 2.1 c1 Acknowledge and appreciate the unique character of one's self.
- 2.1 c2 Re-examine one's behaviours and attitudes in interpersonal and group communication contexts and determine those that contribute to positive and effective interactions with others.

STAGE d**ACTUALIZATION: STRIVING TOWARDS FULL POTENTIAL**

- 2.1 d1 Improve one's interpersonal and group communication skills in order to build positive relationships in one's life.

COMPETENCY 3: Change and grow throughout one's life

LEVEL ONE

Discover that change and growth are part of life

STAGE a

ACQUISITION: ACQUIRING KNOWLEDGE

- 3.1 a1 Explore the concepts of change and growth as part of life.
- 3.1 a2 Understand that change and growth impact on one's mental and physical health (e.g., stress, frustration, confusion, fatigue).
- 3.1 a3 Explore personal feelings (mental and physical).
- 3.1 a4 Explore ways to express feelings.
- 3.1 a5 Explore good health habits.
- 3.1 a6 Explore the importance of asking for help and ways to do so.

STAGE b

APPLICATION: EXPERIENCING ACQUIRED KNOWLEDGE

- 3.1 b1 Express feelings.
- 3.1 b2 Demonstrate good health habits.
- 3.1 b3 Ask for help when needed.

STAGE c

PERSONALIZATION: INTEGRATING ACQUIRED AND APPLIED KNOWLEDGE

- 3.1 c1 Acknowledge the positive effects of expressing one's feelings.
- 3.1 c2 Acknowledge the positive outcomes of asking for help.
- 3.1 c3 Re-examine one's health habits and adopt those that contribute positively to one's growth.

STAGE d

ACTUALIZATION: STRIVING TOWARDS FULL POTENTIAL

3.1 d1 Engage in good health habits.

COMPETENCY 4: Participate in life-long learning supportive of life/work goals

LEVEL ONE

Discover life-long learning and its contributions to one's life and work

STAGE a

ACQUISITION: ACQUIRING KNOWLEDGE

- 4.1 a1 Understand the importance of preparing for one's life and work paths.
- 4.1 a2 Explore how skills, knowledge and attitudes acquired in school can be useful at home, in the workplace and in the community.
- 4.1 a3 Explore subject area strengths as well as areas to improve.
- 4.1 a4 Explore strategies for improving academic skills and knowledge.
- 4.1 a5 Discover how different levels of work require different combinations of acquired skills, knowledge and attitudes.
- 4.1 a6 Explore multiple work types and alternatives, both paid and unpaid.
- 4.1 a7 Explore the relationship between ability, effort and achievement.
- 4.1 a8 Understand the importance of practice, effort and learning.

STAGE b

APPLICATION: EXPERIENCING ACQUIRED KNOWLEDGE

- 4.1 b1 Demonstrate effective information-gathering strategies.
- 4.1 b2 Apply strategies for improving academic skills and knowledge.

STAGE c

PERSONALIZATION: INTEGRATING ACQUIRED AND APPLIED KNOWLEDGE

- 4.1 c1 Evaluate one's strategies for gathering information or improving academic skills and knowledge and adopt those that contribute best to one's learning process.

STAGE d

ACTUALIZATION: STRIVING TOWARDS FULL POTENTIAL

4.1 d1 Improve learning strategies.

COMPETENCY 5: Locate and effectively use life/work information

LEVEL ONE

Discover and understand life/work information

STAGE a

ACQUISITION: ACQUIRING KNOWLEDGE

- 5.1 a1 Explore work of family members, school personnel and community workers/employers.
- 5.1 a2 Explore work roles and settings of interest to oneself.
- 5.1 a3 Explore the concept of work information and how parents, relatives, adult friends and neighbours can provide this information.
- 5.1 a4 Discover how interests, knowledge, skills, beliefs and attitudes relate to work roles.
- 5.1 a5 Explore various working conditions of work roles (e.g., inside/outside, hazardous).
- 5.1 a6 Understand how self-employment differs from working for others.
- 5.1 a7 Explore various sources of work information (e.g., networks, Internet, television, newspapers).

STAGE b

APPLICATION: EXPERIENCING ACQUIRED KNOWLEDGE

- 5.1 b1 Use various sources of work information (e.g., Internet, television, newspapers).

STAGE c

PERSONALIZATION: INTEGRATING ACQUIRED AND APPLIED KNOWLEDGE

- 5.1 c1 Express one's opinion on work information that one has explored.

STAGE d

ACTUALIZATION: STRIVING TOWARDS FULL POTENTIAL

- 5.1 d1 Improve one's strategies for locating and using work information.

COMPETENCY 6: Understand the relationship between work and society/economy

LEVEL ONE

Discover how work contributes to individuals and the community

STAGE a

ACQUISITION: ACQUIRING KNOWLEDGE

- 6.1 a1 Understand how work can satisfy personal needs.
- 6.1 a2 Understand how work can contribute positively to society.
- 6.1 a3 Explore the products and services of local employers.
- 6.1 a4 Explore the impact of work on personal, social, economic and environmental problems.

STAGE b

APPLICATION: EXPERIENCING ACQUIRED KNOWLEDGE

- 6.1 b1 Demonstrate how work can satisfy one's personal needs.
- 6.1 b2 Demonstrate how work might solve personal, social, economic and environmental problems.

STAGE c

PERSONALIZATION: INTEGRATING ACQUIRED AND APPLIED KNOWLEDGE

- 6.1 c1 Determine the value of work for oneself.

STAGE d

ACTUALIZATION: STRIVING TOWARDS FULL POTENTIAL

- 6.1 d1 Engage in work experiences that satisfy one's needs as well as contribute to one's community (e.g., family, school).

COMPETENCY 7: Secure/create and maintain work

LEVEL ONE

Explore effective work strategies

STAGE a

ACQUISITION: ACQUIRING KNOWLEDGE

- 7.1 a1 Understand the importance that personal qualities (e.g., dependability, promptness, getting along with others) have on creating, getting and keeping work.
- 7.1 a2 Explore creative ways of performing work activities.
- 7.1 a3 Understand how cooperation among workers can help accomplish a task.
- 7.1 a4 Understand the importance of being able to work with people who are different from oneself (e.g., race, age, gender, people with disabilities).
- 7.1 a5 Understand the meaning of taking responsibility for one's actions.

STAGE b

APPLICATION: EXPERIENCING ACQUIRED KNOWLEDGE

- 7.1 b1 Demonstrate creative ways of performing work activities (e.g., at home, at school, in the community).
- 7.1 b2 Demonstrate the ability to work with people who are different from oneself (e.g., race, age, gender, people with disabilities).
- 7.1 b3 Experience cooperation in order to accomplish a task.
- 7.1 b4 Demonstrate the ability to take responsibility for one's actions.

STAGE c

PERSONALIZATION: INTEGRATING ACQUIRED AND APPLIED KNOWLEDGE

- 7.1 c1 Re-examine one's experience while performing work activities and determine for oneself which abilities and attitudes contributed positively or negatively to the experience.

STAGE d

ACTUALIZATION: STRIVING TOWARDS FULL POTENTIAL

7.1 d1 Improve one's abilities and attitudes in order to contribute positively to work experiences (e.g., at home, at school, in the community).

COMPETENCY 8: Make life/work-enhancing decisions

LEVEL ONE

Explore and improve decision making

STAGE a

ACQUISITION: ACQUIRING KNOWLEDGE

- 8.1 a1 Understand how choices are made.
- 8.1 a2 Explore what can be learned from experiences.
- 8.1 a3 Explore what might interfere with attaining goals.
- 8.1 a4 Explore strategies used in solving problems.
- 8.1 a5 Explore alternatives in decision-making situations.
- 8.1 a6 Understand how personal beliefs and attitudes influence decision-making.
- 8.1 a7 Understand how decisions affect self and others.

STAGE b

APPLICATION: EXPERIENCING ACQUIRED KNOWLEDGE

- 8.1 b1 Assess what might interfere with attaining one's goals.
- 8.1 b2 Apply problem-solving strategies.
- 8.1 b3 Make decisions and take responsibility for them.

STAGE c

PERSONALIZATION: INTEGRATING ACQUIRED AND APPLIED KNOWLEDGE

- 8.1 c1 Examine one's problem-solving strategies and evaluate their impact on the attainment of one's goals.
- 8.1 c2 Evaluate the impact of personal decisions on self and on others.

STAGE d

ACTUALIZATION: STRIVING TOWARDS FULL POTENTIAL

- 8.1 d1 Engage in a responsible decision-making process.

COMPETENCY 9: Maintain balanced life and work roles

LEVEL ONE

Explore and understand the interrelationship of life roles (I)

STAGE a

ACQUISITION: ACQUIRING KNOWLEDGE

- 9.1 a1 Explore the various roles an individual may have (e.g., friend, student, worker, family member).
- 9.1 a2 Explore work-related activities in the home, community and school.
- 9.1 a3 Understand how family members depend on one another, work together and share responsibilities.
- 9.1 a4 Understand how work roles complement family roles.

STAGE b

APPLICATION: EXPERIENCING ACQUIRED KNOWLEDGE

- 9.1 b1 Experience work-related activities in the home, community and school.
- 9.1 b2 Demonstrate how one works with other family members and shares family responsibilities.
- 9.1 b3 Demonstrate the links between one's work roles and some of one's family roles.

STAGE c

PERSONALIZATION: INTEGRATING ACQUIRED AND APPLIED KNOWLEDGE

- 9.1 c1 Examine one's different life roles and evaluate one's responsibilities within each of them.

STAGE d

ACTUALIZATION: STRIVING TOWARDS FULL POTENTIAL

- 9.1 d1 Engage responsibly in each of one's chosen life roles.

COMPETENCY 10: Understand the changing nature of life/work roles

LEVEL ONE

Discover the nature of life/work roles

STAGE a

ACQUISITION: ACQUIRING KNOWLEDGE

- 10.1 a1 Understand the positive impact of work on people (e.g., higher self-esteem, financial autonomy).
- 10.1 a2 Discover the changing life roles of men and women in work and family settings (e.g., men at home, women in high administrative functions).
- 10.1 a3 Understand how contributions of individuals both inside and outside the home are important to family and community (e.g., family financial autonomy, community volunteering).

STAGE b

APPLICATION: EXPERIENCING ACQUIRED KNOWLEDGE

- 10.1 b1 Outline the life roles of males and females in one's own family setting.
- 10.1 b2 Plan and make contributions both inside and outside the home.

STAGE c

PERSONALIZATION: INTEGRATING ACQUIRED AND APPLIED KNOWLEDGE

- 10.1 c1 Examine the type of life roles one would be ready to consider.
- 10.1 c2 Examine and acknowledge the positive impact work has on self.

STAGE d

ACTUALIZATION: STRIVING TOWARDS FULL POTENTIAL

- 10.1 d1 Engage in fulfilling work and life role experiences.

COMPETENCY 11: Understand, engage in, and manage one's own life/work building process

LEVEL ONE

Explore the underlying concepts of the life/work building process

STAGE a

ACQUISITION: ACQUIRING KNOWLEDGE

- 11.1 a1 Explore the concept of change is constant and its relation to life and work.
- 11.1 a2 Explore the concept of learning is an ongoing process and its relation to life and work.
- 11.1 a3 Explore the concept of following one's heart and its relation to life and work.
- 11.1 a4 Explore the concept of goal setting as a source of inspiration and motivation in life and work.
- 11.1 a5 Understand the value of focusing on the journey in life and work.
- 11.1 a6 Discover the benefits of strong relationships to life and work.

STAGE b

APPLICATION: EXPERIENCING ACQUIRED KNOWLEDGE

- 11.1 b1 Recognize situations of change and transformation in one's environment.
- 11.1 b2 Seek desired information and learn from different sources.
- 11.1 b3 Try new experiences according to one's dreams, personal values and interest.
- 11.1 b4 Plan and take part in an activity of interest and describe what one has learned during the activity.
- 11.1 b5 Identify one's set of relationships.

STAGE c**PERSONALIZATION: INTEGRATING ACQUIRED AND APPLIED KNOWLEDGE**

- 11.1 c1 Examine one's opinions and feelings about change, learning, following one's heart, setting goals, focusing on the journey and having or developing a network of allies.

STAGE d**ACTUALIZATION: STRIVING TOWARDS FULL POTENTIAL**

- 11.1 d1 Engage in experiences that expose one to change, continuous learning, personal values and dreams, goal setting, journeys and networking.

COMPETENCY 1: Build and maintain a positive self-image

LEVEL TWO

Build a positive self-image and understand its influence on one's life and work

STAGE a

ACQUISITION: ACQUIRING KNOWLEDGE

- 1.2 a1 Discover how behaviours and attitudes influence the feelings and behaviours of others.
- 1.2 a2 Discover how behaviours and attitudes affect school and family situations.
- 1.2 a3 Understand how the environment influences attitudes and behaviours.
- 1.2 a4 Understand the concepts of values and beliefs, and explore their influence on self-image.
- 1.2 a5 Discover the importance of developing a realistic and positive self-image, and the consequences of developing an erroneous one.
- 1.2 a6 Discover how a realistic and positive self-image contributes to self-fulfillment, both personally and professionally.

STAGE b

APPLICATION: EXPERIENCING ACQUIRED KNOWLEDGE

- 1.2 b1 Describe one's self-image.
- 1.2 b2 Adopt behaviours that reflect a positive attitude about self.

STAGE c

PERSONALIZATION: INTEGRATING ACQUIRED AND APPLIED KNOWLEDGE

- 1.2 c1 Evaluate the impact of one's self-image on self and others.

STAGE d

ACTUALIZATION: STRIVING TOWARDS FULL POTENTIAL

1.2 d1 Transform behaviours and attitudes in order to improve one's self-image and in turn contribute positively to one's life and work.

COMPETENCY 2: Interact positively and effectively with others

LEVEL TWO

Develop abilities for building positive relationships in one's life (II)

STAGE a

ACQUISITION: ACQUIRING KNOWLEDGE

- 2.2 a1 Explore the concept of diversity as it relates to respect, tolerance, flexibility and openness towards others.
- 2.2 a2 Explore the concepts of dependability and honesty towards others.
- 2.2 a3 Explore interpersonal and group communication skills.
- 2.2 a4 Explore personal management skills such as time management, problem solving, stress management, life-work balance, etc.
- 2.2 a5 Explore helping skills such as facilitating, problem solving, tutoring and guiding.

STAGE b

APPLICATION: EXPERIENCING ACQUIRED KNOWLEDGE

- 2.2 b1 Demonstrate respect for the feelings and beliefs of others.
- 1.2 b2 Demonstrate tolerance and flexibility in interpersonal and group situations.
- 2.2 b3 Demonstrate skills, knowledge and attitudes in responding to criticism.
- 2.2 b4 Demonstrate effective social and group membership skills, knowledge and attitudes.
- 2.2 b5 Demonstrate openness to the diversity of cultures, lifestyles, as well as mental and physical abilities.
- 2.2 b6 Demonstrate helping skills such as problem solving, tutoring and guiding.
- 2.2 b7 Demonstrate dependability and honesty towards others.
- 2.2 b8 Demonstrate personal management skills such as time management, problem solving, stress management, life-work balance, etc.

STAGE c**PERSONALIZATION: INTEGRATING ACQUIRED AND APPLIED KNOWLEDGE**

- 2.2 c1 Acknowledge and appreciate the similarities and differences among people.
- 2.2 c2 Re-examine one's respect, tolerance, flexibility, openness, dependability and honesty towards others and determine at what degree they are influencing the development of positive relationships in one's life.
- 2.2 c3 Integrate personal management skills such as time management, problem solving, stress management and life/work balance to one's daily life.

STAGE d**ACTUALIZATION: STRIVING TOWARDS FULL POTENTIAL**

- 2.2 d1 Engage in further learning experiences that help build positive relationships in one's life.

COMPETENCY 3: Change and grow throughout one's life

LEVEL TWO

Learn to respond to change and growth (I)

STAGE a

ACQUISITION: ACQUIRING KNOWLEDGE

- 3.2 a1 Explore how feelings are influenced by significant experiences.
- 3.2 a2 Understand the concept of stress and its impact on mental and physical well-being.
- 3.2 a3 Explore effective communication skills to use in stressful situations (assertiveness, conflict resolution, problem solving, etc.).
- 3.2 a4 Discover changes that occur in the physical, psychological, social and emotional development of an individual.
- 3.2 a5 Understand how physiological and psychological changes impact on life and work.
- 3.2 a6 Explore the importance of work, family and leisure activities to mental, emotional, physical and economic well-being.

STAGE b

APPLICATION: EXPERIENCING ACQUIRED KNOWLEDGE

- 3.2 b1 Identify what causes stress on one's own mental and physical being.
- 3.2 b2 Demonstrate effective communication skills in stressful situations (assertiveness, conflict resolution, problem solving, etc.).
- 3.2 b3 Identify one's own physical, psychological, social and emotional changes.

STAGE c**PERSONALIZATION: INTEGRATING ACQUIRED AND APPLIED KNOWLEDGE**

- 3.2 c1 Re-examine one's communication skills and adopt those that are truly effective in stressful situations.
- 3.2 c2 Examine one's work, family and leisure activities and acknowledge their impact on one's mental, emotional, physical and economic well-being.

STAGE d**ACTUALIZATION: STRIVING TOWARDS FULL POTENTIAL**

- 3.2 d1 Improve on communication skills used in stressful situations.
- 3.2 d2 Engage in further work, family and leisure activities that contribute to one's mental, emotional, physical and economic well-being.

COMPETENCY 4: Participate in life-long learning supportive of life/work goals

LEVEL TWO

Link life-long learning to one's life/work scenario, both present and future

STAGE a

ACQUISITION: ACQUIRING KNOWLEDGE

- 4.2 a1 Explore life-long learning strategies.
- 4.2 a2 Explore subject area strengths as well as areas to improve.
- 4.2 a3 Explore strategies for improving academic skills and knowledge.
- 4.2 a4 Understand how personal skills and attitudes influence life and work-related successes.
- 4.2 a5 Understand the relationship between personal beliefs, attitudes and skills, and life and work choices.
- 4.2 a6 Explore the importance of both the academic and practical skills in the workplace.
- 4.2 a7 Explore the skills, knowledge and attitudes needed in specific work sectors.
- 4.2 a8 Explore the skills, knowledge and attitudes best suited to adapt to changing work role requirements.
- 4.2 a9 Understand how current academic performance may impact the selection of high school programs/courses.
- 4.2 a10 Understand how current academic performance may impact work.

STAGE b

APPLICATION: EXPERIENCING ACQUIRED KNOWLEDGE

- 4.2 b1 Demonstrate life-long learning strategies.
- 4.2 b2 Apply strategies for improving academic skills and knowledge.
- 4.2 b3 Demonstrate personal skills and attitudes conducive to life and work successes.
- 4.2 b4 Compare how one's own role as a student is similar to that of a worker's role.

STAGE c**PERSONALIZATION: INTEGRATING ACQUIRED AND APPLIED KNOWLEDGE**

- 4.2 c1 Evaluate one's strategies for improving academic skills and knowledge and adopt those that contribute best to the learning process.
- 4.2 c2 Evaluate the impact of one's personal skills and attitudes to one's life/work successes.

STAGE d**ACTUALIZATION: STRIVING TOWARDS FULL POTENTIAL**

- 4.2 d1 Improve and engage in life-long learning strategies supportive of one's life/work scenarios.

COMPETENCY 5: Locate and effectively use life/work information

LEVEL TWO

Locate, understand and use life/work information

STAGE a

ACQUISITION: ACQUIRING KNOWLEDGE

- 5.2 a1 Discover differences between work, jobs, occupations and careers.
- 5.2 a2 Discover how occupations, work roles and work alternatives (e.g., self-employment, contracting, multi-tracking) can be classified.
- 5.2 a3 Explore economic/work sectors.
- 5.2 a4 Explore school and community information resources on work roles and work alternatives.
- 5.2 a5 Discover how skills, knowledge and attitudes can be transferable from one work role to another.
- 5.2 a6 Explore various work settings and work roles in the community.
- 5.2 a7 Explore various working conditions (e.g., inside/outside, hazardous).

STAGE b

APPLICATION: EXPERIENCING ACQUIRED KNOWLEDGE

- 5.2 b1 Use school and community settings and resources to learn about work roles and work alternatives.
- 5.2 b2 Demonstrate how one's interests knowledge, skills, beliefs and attitudes are transferable to various work roles.
- 5.2 b3 Identify working conditions for oneself.

STAGE c**PERSONALIZATION: INTEGRATING ACQUIRED AND APPLIED
KNOWLEDGE**

5.2 c1 Assess life/work information and determine its pertinence for oneself.

STAGE d**ACTUALIZATION: STRIVING TOWARDS FULL POTENTIAL**

5.2 d1 Improve one's strategies for locating, understanding and using life/work information.

COMPETENCY 6: Understand the relationship between work and society/economy

LEVEL TWO

Understand how work contributes to the community

STAGE a

ACQUISITION: ACQUIRING KNOWLEDGE

- 6.2 a1 Understand how organizations operate (e.g., how money is made, overhead costs, profit).
- 6.2 a2 Explore the importance of work to a community.
- 6.2 a3 Understand the relationships between work, community and the economy.
- 6.2 a4 Explore the economic contributions workers make to a community.
- 6.2 a5 Understand how the community, the economy and technological advances impact work and work roles.

STAGE b

APPLICATION: EXPERIENCING ACQUIRED KNOWLEDGE

- 6.2 b1 Demonstrate how work actually impacts one's community.

STAGE c

PERSONALIZATION: INTEGRATING ACQUIRED AND APPLIED KNOWLEDGE

- 6.2 c1 Evaluate how one can contribute to the community (e.g., family, school) through work.

STAGE d

ACTUALIZATION: STRIVING TOWARDS FULL POTENTIAL

- 6.2 d1 Engage in work experiences that contribute to one's community (e.g., family, school).

COMPETENCY 7: Secure/create and maintain work

LEVEL TWO

Develop abilities to seek and obtain/create work

STAGE a

ACQUISITION: ACQUIRING KNOWLEDGE

- 7.2 a1 Explore personal qualities (e.g., dependability, punctuality, getting along with others) that are needed to get and keep work.
- 7.2 a2 Understand how academic and practical skills are transferable in a variety of work alternatives.
- 7.2 a3 Understand the language describing employment and other work opportunities and conditions.
- 7.2 a4 Explore work search tools and skills required to find/create and maintain work (job application forms, résumés, portfolios, job interviewing, proposals, cover letters, etc.).

STAGE b

APPLICATION: EXPERIENCING ACQUIRED KNOWLEDGE

- 7.2 b1 Demonstrate personal qualities (e.g., dependability, punctuality, getting along with others) that are needed to get and keep work.
- 7.2 b2 Demonstrate the ability to complete application forms.
- 7.2 b3 Develop work search tools required to find and maintain work (e.g., résumé, portfolio, proposals, cover letters).
- 7.2 b4 Identify one's transferable academic and practical skills and experience a new task by using them.

STAGE c

PERSONALIZATION: INTEGRATING ACQUIRED AND APPLIED KNOWLEDGE

- 7.2 c1 Acknowledge one's personal qualities and academic/practical skills and determine which to build into one's life/work scenarios.

STAGE d**ACTUALIZATION: STRIVING TOWARDS FULL POTENTIAL**

- 7.2 d1 Create and engage in new work experiences (e.g., at home, at school, in the community) that acknowledge one's personal qualities and use one's transferable skills.

COMPETENCY 8: Make life/work-enhancing decisions

LEVEL TWO

Link decision making to life/work building

STAGE a

ACQUISITION: ACQUIRING KNOWLEDGE

- 8.2 a1 Understand how personal beliefs and attitudes affect decision-making.
- 8.2 a2 Understand how career development is a continuous process with series of choices.
- 8.2 a3 Explore possible outcomes of decisions.
- 8.2 a4 Explore school courses related to personal, educational and work interests.
- 8.2 a5 Understand how the expectations of others affect career building.
- 8.2 a6 Explore ways in which decisions about education and work relate to other major life decisions.
- 8.2 a7 Explore advantages and disadvantages of various secondary and post-secondary programs for the attainment of career goals.
- 8.2 a8 Explore the requirements for secondary and post-secondary programs.
- 8.2 a9 Understand how uncertainties about the future may lead to creative or alternative choices.

STAGE b

APPLICATION: EXPERIENCING ACQUIRED KNOWLEDGE

- 8.2 b1 Demonstrate how one's beliefs and attitudes influence one's decision-making process.
- 8.2 b2 Demonstrate how one's series of choices reflect one's career path.
- 8.2 b3 Compare advantages and disadvantages of various secondary and post-secondary programs for the attainment of career goals.
- 8.2 b4 Make decisions and take responsibility for them.
- 8.2 b5 Develop creative or alternative choices reflective of the changing world of work.

STAGE c**PERSONALIZATION: INTEGRATING ACQUIRED AND APPLIED KNOWLEDGE**

- 8.2 c1 Evaluate how one's decisions (about school, family, leisure, work, etc.) impact one's life, and affect other decisions.
- 8.2 c2 Examine creative or alternative scenarios, and evaluate their impact on one's life.
- 8.2 c3 Evaluate the impact of personal decisions on self and on others.

STAGE d**ACTUALIZATION: STRIVING TOWARDS FULL POTENTIAL**

- 8.2 d1 Engage in decision-making respectful of oneself and supportive of one's goals.

COMPETENCY 9: Maintain balanced life and work roles

LEVEL TWO

Explore and understand the interrelationship of life roles (II)

STAGE a

ACQUISITION: ACQUIRING KNOWLEDGE

- 9.2 a1 Understand how different work and family roles require varying kinds and amounts of energy, participation, motivation and abilities.
- 9.2 a2 Understand how work roles satisfy personal and family needs.
- 9.2 a3 Examine how personal goals can be satisfied through a combination of work, community, social and family roles.
- 9.2 a4 Understand how personal leisure choices relate to lifestyle.
- 9.2 a5 Understand how various life and work roles impact the attainment of future goals.
- 9.2 a6 Explore advantages and disadvantages of various life role scenarios.
- 9.2 a7 Explore the interrelationships among family, work and leisure decisions.

STAGE b

APPLICATION: EXPERIENCING ACQUIRED KNOWLEDGE

- 9.2 b1 Plan and experience leisure activities that relate to one's considered or preferred lifestyle.
- 9.2 b2 Demonstrate how one's various life and work roles impact the attainment of one's future goals.

STAGE c

PERSONALIZATION: INTEGRATING ACQUIRED AND APPLIED KNOWLEDGE

- 9.2 c1 Examine the type of lifestyle one wants.
- 9.2 c2 Determine the type of life and work roles that would best impact one's life.

STAGE d

ACTUALIZATION: STRIVING TOWARDS FULL POTENTIAL

9.2 d1 Engage in scenarios that are supportive of one's life/work goals.

COMPETENCY 10: Understand the changing nature of life/work roles

LEVEL TWO

Explore non-traditional life/work scenarios

STAGE a

ACQUISITION: ACQUIRING KNOWLEDGE

- 10.2 a1 Identify non-traditional life/work scenarios.
- 10.2 a2 Investigate advantages and challenges of entering non-traditional work.
- 10.2 a3 Explore the advantages of experiencing personal interests, even if they are most often considered non-traditional to one's gender.
- 10.2 a4 Understand the concepts of stereotypes, biases and discriminatory behaviours.

STAGE b

APPLICATION: EXPERIENCING ACQUIRED KNOWLEDGE

- 10.2 b1 Experience personal interests, even if they are most often considered non-traditional to one's gender.
- 10.2 b2 Identify stereotypes, biases and discriminatory behaviours that may limit opportunities for women and men in certain work roles.

STAGE c

PERSONALIZATION: INTEGRATING ACQUIRED AND APPLIED KNOWLEDGE

- 10.2 c1 Acknowledge one's own stereotypes, biases and discriminatory behaviours that may limit opportunities for oneself or others in certain work roles.

STAGE d

ACTUALIZATION: STRIVING TOWARDS FULL POTENTIAL

- 10.2 d1 Develop attitudes and engage in behaviours that are non-discriminatory.

COMPETENCY 11: Understand, engage in and manage one's own life/work building process

LEVEL TWO

Understand and experience the process of life/work building

STAGE a

ACQUISITION: ACQUIRING KNOWLEDGE

- 11.2 a1 Explore the concept every decision is a life/work decision.
- 11.2 a2 Understand the concept of life/work building.
- 11.2 a3 Understand the difference between career planning and life/work building.
- 11.2 a4 Understand the importance of developing flexible and adaptable short-term action plans within the life/work building process.
- 11.2 a5 Understand the concept of a preferred future as part of the life/work building process.
- 11.2 a6 Understand the concept and importance of a life/work portfolio.

STAGE b

APPLICATION: EXPERIENCING ACQUIRED KNOWLEDGE

- 11.2 b1 Define one's preferred future.
- 11.2 b2 Develop short-term action plans in step with one's preferred future.
- 11.2 b3 Create and maintain one's life/work portfolio.

STAGE c

PERSONALIZATION: INTEGRATING ACQUIRED AND APPLIED KNOWLEDGE

- 11.2 c1 Re-examine and assess one's preferred future using as criteria newly acquired information about self and the world of work.

STAGE d

ACTUALIZATION: STRIVING TOWARDS FULL POTENTIAL

11.2 d1 Take steps to move toward one's preferred future.

11.2 d2 Adjust one's preferred future as experience changes one's knowledge of oneself.

COMPETENCY 1: Build and maintain a positive self-image

LEVEL THREE

Develop abilities to maintain a positive self-image

STAGE a

ACQUISITION: ACQUIRING KNOWLEDGE

- 1.3 a1 Understand how individual characteristics such as interests, skills, values, beliefs and attitudes contribute in achieving personal, social, educational and professional goals.
- 1.3 a2 Understand the importance of giving and receiving feedback.
- 1.3 a3 Understand the importance of allies (e.g., relationships, mentors) and external assets (e.g., finances, goods) in the fulfillment of life/work scenarios.

STAGE b

APPLICATION: EXPERIENCING ACQUIRED KNOWLEDGE

- 1.3 b1 Identify the behaviours and attitudes that mirror one's self-image.
- 1.3 b2 Identify one's personal characteristics such as interests, skills, values, beliefs and attitudes.
- 1.3 b3 Identify one's allies and external assets.
- 1.3 b4 Demonstrate giving and receiving feedback.
- 1.3 b5 Adopt behaviours and attitudes that project a positive self-image.
- 1.3 b6 Adopt behaviours and attitudes conducive to reaching one's personal, social, educational and professional goals.

STAGE c

PERSONALIZATION: INTEGRATING ACQUIRED AND APPLIED KNOWLEDGE

- 1.3 c1 Assess one's personal characteristics and capitalize on those that contribute positively to the achievement of one's personal, educational, social and professional goals.

STAGE d

ACTUALIZATION: STRIVING TOWARDS FULL POTENTIAL

1.3 d1 Improve one's self-image in order to contribute positively to one's life and work.

COMPETENCY 2: Interact positively and effectively with others

LEVEL THREE

Develop abilities for building positive relationships in one's life and work

STAGE a

ACQUISITION: ACQUIRING KNOWLEDGE

- 2.3 a1 Discover the skills, knowledge and attitudes needed to work effectively with and for others.
- 2.3 a2 Explore helping skills such as problem solving, tutoring and guiding.
- 2.3 a3 Examine appropriate employee-employer interactions and client-contractor interactions in specific situations.
- 2.3 a4 Explore personal management skills such as time management, problem solving, personal financial management, stress management, life-work balance, etc.

STAGE b

APPLICATION: EXPERIENCING ACQUIRED KNOWLEDGE

- 2.3 b1 Demonstrate behaviours and attitudes required for working with and for others.
- 2.3 b2 Demonstrate personal management skills such as time management problem solving, personal finances, stress management, life/work balance, etc.
- 2.3 b3 Express feelings, reactions and ideas in an appropriate manner.
- 2.3 b4 Demonstrate helping skills such as problem solving, tutoring and guiding.

STAGE c**PERSONALIZATION: INTEGRATING ACQUIRED AND APPLIED KNOWLEDGE**

- 2.3 c1 Determine the helping skills one feels comfortable with and wishes to contribute in relationships with others.
- 2.3 c2 Acknowledge the positive effects of expressing one's feelings, reactions and ideas.
- 2.3 c3 Integrate personal management skills such as time management, problem solving, stress management and life/work balance to one's life and work.

STAGE d**ACTUALIZATION: STRIVING TOWARDS FULL POTENTIAL**

- 2.3 d1 Engage in further learning experiences that help build positive relationships in one's life and work.

COMPETENCY 3: Change and grow throughout one's life

LEVEL THREE

Learn to respond to change and growth (II)

STAGE a

ACQUISITION: ACQUIRING KNOWLEDGE

- 3.3 a1 Describe how change and personal growth affect physical and mental health.
- 3.3 a2 Explore how mental and physical health impact on life/work decisions.
- 3.3 a3 Explore stress management strategies.

STAGE b

APPLICATION: EXPERIENCING ACQUIRED KNOWLEDGE

- 3.3 b1 Demonstrate behaviours and attitudes that maintain physical and mental health.
- 3.3 b2 Apply stress management strategies.

STAGE c

PERSONALIZATION: INTEGRATING ACQUIRED AND APPLIED KNOWLEDGE

- 3.3 c1 Examine one's mental and physical health and evaluate its impact on life/work decisions.
- 3.3 c2 Acknowledge the positive outcomes of applying management strategies to one's life and work.

STAGE d

ACTUALIZATION: STRIVING TOWARDS FULL POTENTIAL

- 3.3 d1 Adopt habits and engage in experiences that maintain or improve one's mental and physical health.
- 3.3 d2 Improve one's life and work management strategies.

COMPETENCY 4: Participate in life-long learning supportive of life/work goals

LEVEL THREE

Link life-long learning to one's career building process

STAGE a

ACQUISITION: ACQUIRING KNOWLEDGE

- 4.3 a1 Understand how academic and work skills, knowledge and attitudes contribute to achieving personal goals.
- 4.3 a2 Understand how skills, knowledge and attitudes acquired in academic and technical/practical programs may contribute to achieving personal and professional goals.
- 4.3 a3 Understand how life-long learning enhances the ability to achieve goals.
- 4.3 a4 Understand how education relates to the selection of post-secondary programs, workplace training and/or entry into work.
- 4.3 a5 Understand how a set of skills, knowledge and attitudes can fulfill the requirements of a variety of work roles and work environments.
- 4.3 a6 Understand why life-long learning is required in the work place.
- 4.3 a7 Explore various work role requirements.

STAGE b

APPLICATION: EXPERIENCING ACQUIRED KNOWLEDGE

- 4.3 b1 Demonstrate life-long learning behaviours and attitudes that contribute to achieving personal and professional goals.
- 4.3 b2 Demonstrate how one's education relates to various options regarding post-secondary programs, workplace training and/or entry into work.

STAGE c**PERSONALIZATION: INTEGRATING ACQUIRED AND APPLIED KNOWLEDGE**

- 4.3 c1 Determine the value of continued learning for oneself.
- 4.3 c2 Determine one's transferable skills, knowledge and attitudes that can fulfill the requirements of a variety of work roles and work environments.

STAGE d**ACTUALIZATION: STRIVING TOWARDS FULL POTENTIAL**

- 4.3 d1 Engage in a continuous learning process supportive of one's life/work goals.

COMPETENCY 5: Locate and effectively use life/work information

LEVEL THREE

Locate, interpret, evaluate and use life/work information

STAGE a

ACQUISITION: ACQUIRING KNOWLEDGE

- 5.3 a1 Explore the educational and training requirements of various work roles.
- 5.3 a2 Discover how key personnel in selected work roles could become ideal information resources and/or role models.
- 5.3 a3 Explore how trends and work opportunities in various economic/work sectors impact the nature and structure of work roles.
- 5.3 a4 Explore how employment and workplace trends impact education and training scenarios.
- 5.3 a5 Understand how a variety of factors (e.g., supply and demand for workers, demographic changes, environmental conditions, geographic location) impact work opportunities.
- 5.3 a6 Understand how labour market information (profiles, statistics, etc.) should be used when making life and work decisions.
- 5.3 a7 Explore a variety of work alternatives (e.g., full employment, multi-tracking, contracting, consulting, entrepreneurship).

STAGE b

APPLICATION: EXPERIENCING ACQUIRED KNOWLEDGE

- 5.3 b1 Use career information resources such as career monographs, occupation classifications systems, labour market information, mass media, computer and Internet-based career information delivery systems to educate oneself to the realities and requirements of various work roles.
- 5.3 b2 Consult key personnel in selected work roles as information resources, role models and/or mentors.

STAGE c**PERSONALIZATION: INTEGRATING ACQUIRED AND APPLIED KNOWLEDGE**

- 5.3 c1 Determine, according to one's preferences, the advantages and disadvantages of various work alternatives (e.g., full employment, multi-tracking, contracting, consulting, entrepreneurship).
- 5.3 c2 Assess life/work information and evaluate its impact on one's life/work decisions.

STAGE d**ACTUALIZATION: STRIVING TOWARDS FULL POTENTIAL**

- 5.3 d1 Improve one's strategies to locate, interpret, evaluate and use life/work information.

COMPETENCY 6: Understand the relationship between work and society/economy

LEVEL THREE

Understand how societal and economic needs influence the nature and structure of work (I)

STAGE a

ACQUISITION: ACQUIRING KNOWLEDGE

- 6.3 a1 Explore the effect of work on people's lifestyles.
- 6.3 a2 Understand how society's needs and functions affect supply of goods and services.
- 6.3 a3 Explore how trends (such as social, demographic, technological, occupational and industrial trends) can positively and negatively affect work and learning opportunities.
- 6.3 a4 Understand the concept of global economy and explore how it affects individuals, communities, the provinces or territories as well as the country itself.

STAGE b

APPLICATION: EXPERIENCING ACQUIRED KNOWLEDGE

- 6.3 b1 Demonstrate how one's community is affected by society's needs and functions, as well as by the global economy.
- 6.3 b2 Demonstrate how work and learning in one's community is affected by certain trends (such as social, demographic, technological, occupational and industrial trends).

STAGE c

PERSONALIZATION: INTEGRATING ACQUIRED AND APPLIED KNOWLEDGE

- 6.3 c1 Evaluate the impact of society's needs and functions, and that of the global economy on self.
- 6.3 c2 Evaluate the impact of social, demographic, technological, occupational and industrial trends on work and learning opportunities for oneself.
- 6.3 c3 Determine the importance of work for oneself.

STAGE d

ACTUALIZATION: STRIVING TOWARDS FULL POTENTIAL

6.3 d1 Engage in work experiences that satisfy one's needs as well as contribute to society.

COMPETENCY 7: Secure/create and maintain work

LEVEL THREE

Develop abilities to seek, obtain/create and maintain work

STAGE a

ACQUISITION: ACQUIRING KNOWLEDGE

- 7.3 a1 Explore skills, knowledge and attitudes required to locate, interpret and use information about work opportunities.
- 7.3 a2 Explore skills, knowledge and attitude that are transferable from one work role to another.
- 7.3 a3 Explore work search tools and skills required to seek, obtain/create and maintain work (job application forms, résumés, portfolios, job interviewing, proposals, cover letters, etc.)
- 7.3 a4 Explore specific work opportunities in terms of working conditions, benefits, etc.
- 7.3 a5 Explore employability or workability skills, knowledge and attitudes necessary to obtain and maintain work (e.g., adaptability skills, information about the organization, risk-taking attitude).
- 7.3 a6 Explore services or initiatives that support the transition from high school to work or further education/training.
- 7.3 a7 Understand that work opportunities often require flexibility and adaptability (e.g. ,relocating, learning new skills).
- 7.3 a8 Explore volunteering as a proactive job search and personal development strategy.

STAGE b

APPLICATION: EXPERIENCING ACQUIRED KNOWLEDGE

- 7.3 b1 Demonstrate the skills, knowledge and attitudes in preparing personal marketing documentation (e.g., résumés, proposals, portfolios, cover letters).
- 7.3 b2 Demonstrate the skills, knowledge and attitudes necessary for a successful work interview.
- 7.3 b3 Demonstrate employability skills, knowledge and attitudes necessary to obtain and maintain work.
- 7.3 b4 Experience volunteering as a proactive job search or personal development strategy.

STAGE c**PERSONALIZATION: INTEGRATING ACQUIRED AND APPLIED KNOWLEDGE**

- 7.3 c1 Evaluate work opportunities in terms of working conditions, benefits, etc., that are important to oneself.
- 7.3 c2 Acknowledge one's personal set of skills, knowledge and attitudes that contribute to seek, obtain/create and maintain work.

STAGE d**ACTUALIZATION: STRIVING TOWARDS FULL POTENTIAL**

- 7.3 d1 Create and engage in work opportunities reflective of one's personal set of skills, knowledge and attitudes.
- 7.3 d2 Adapt or innovate one's work search skills and tools.

COMPETENCY 8: Make life/work-enhancing decisions

LEVEL THREE

Engage in life/work decision making

STAGE a

ACQUISITION: ACQUIRING KNOWLEDGE

- 8.3 a1 Understand the importance of developing a range of scenarios supportive of one's preferred future.
- 8.3 a2 Investigate the requirements needed to qualify for desired post-secondary education/training.
- 8.3 a3 Investigate costs (living and school-related) associated with post-secondary education and training.
- 8.3 a4 Investigate strategies for securing financial assistance related to post-secondary education and training.
- 8.3 a5 Explore high school courses in terms of skills, knowledge and attitudes required for entry-level work or advanced training.
- 8.3 a6 Understand the steps required for transition (school to post-secondary education/training programs or work).
- 8.3 a7 Understand how personal values may influence one's choices and actions.
- 8.3 a8 Explore how being positive about the future and its uncertainties may lead to creative and interesting possibilities/alternatives.

STAGE b

APPLICATION: EXPERIENCING ACQUIRED KNOWLEDGE

- 8.3 b1 Demonstrate responsibility for making educational and work choices.
- 8.3 b2 Develop a range of scenarios supportive of one's preferred future.
- 8.3 b3 Plan strategies for covering costs (living and school-related) associated with post-secondary education/training scenario and apply for needed assistance.
- 8.3 b4 Plan and complete the steps required for transition (school to post-secondary education/training programs or work).
- 8.3 b5 Develop creative or alternative choices reflective of the changing world of work.

STAGE c**PERSONALIZATION: INTEGRATING ACQUIRED AND APPLIED KNOWLEDGE**

- 8.3 c1 Evaluate educational and work choices in terms of one's personal goals, values and financial means.
- 8.3 c2 Examine scenarios and alternatives in given decision-making situations and determine if they are supportive of one's values and goals.

STAGE d**ACTUALIZATION: STRIVING TOWARDS FULL POTENTIAL**

- 8.3 d1 Create and engage in life/work scenarios supportive of one's values and goals.
- 8.3 d2 Engage in decision making respectful of oneself and supportive of one's goals.

COMPETENCY 9: Maintain balanced life and work roles

LEVEL THREE

Link life styles and life stages to life/work building

STAGE a

ACQUISITION: ACQUIRING KNOWLEDGE

- 9.3 a1 Understand the concept of life stages and the meaning of each of them.
- 9.3 a2 Understand the factors that influence or impact lifestyles (e.g., socioeconomic status, culture, values, work choices, work habits).
- 9.3 a3 Examine how different work scenarios can affect life scenarios.
- 9.3 a4 Explore the contribution of work to a balanced and productive life.
- 9.3 a5 Understand the importance and impact of leisure activities in one's life.
- 9.3 a6 Discover how work skills, knowledge and attitudes can be acquired through leisure and volunteer work.

STAGE b

APPLICATION: EXPERIENCING ACQUIRED KNOWLEDGE

- 9.3 b1 Plan and experience work scenarios reflective of one's life stage and lifestyle.
- 9.3 b2 Plan and experience leisure activities that contribute to a balanced life.
- 9.3 b3 Demonstrate how work skills, knowledge and attitudes are acquired through one's leisure.

STAGE c

PERSONALIZATION: INTEGRATING ACQUIRED AND APPLIED KNOWLEDGE

- 9.3 c1 Examine one's work scenarios and determine which ones are supportive of one's life/work goals.
- 9.3 c2 Examine one's leisure activities and determine which ones contribute to a balanced life.
- 9.3 c3 Acknowledge the factors that influence or impact one's lifestyle (e.g., socioeconomic status, culture, values, work choices, work habits).

STAGE d

ACTUALIZATION: STRIVING TOWARDS FULL POTENTIAL

- 9.3 d1 Engage in work scenarios and leisure activities that support one's goals and contribute to a balanced life at this stage of one's life.

COMPETENCY 10: Understand the changing nature of life/work roles

LEVEL THREE

Understand and learn to overcome stereotypes in life/work building (I)

STAGE a

ACQUISITION: ACQUIRING KNOWLEDGE

- 10.3 a1 Examine factors that have influenced the changing career patterns or paths of women and men.
- 10.3 a2 Examine gender stereotyping and bias in educational programs and work settings.
- 10.3 a3 Identify attitudes, behaviours and skills that contribute to eliminating gender bias and stereotyping.
- 10.3 a4 Investigate advantages and challenges of adopting non-traditional work roles.

STAGE b

APPLICATION: EXPERIENCING ACQUIRED KNOWLEDGE

- 10.3 b1 Demonstrate attitudes, behaviours and skills that contribute to eliminating gender bias and stereotyping.

STAGE c

PERSONALIZATION: INTEGRATING ACQUIRED AND APPLIED KNOWLEDGE

- 10.3 c1 Determine one's desire to contribute to eliminating gender bias and stereotyping.
- 10.3 c2 Examine the possibility of adopting non-traditional work roles.
- 10.3 c3 Consider fulfilling work roles regardless of gender bias and stereotyping.

STAGE d

ACTUALIZATION: STRIVING TOWARDS FULL POTENTIAL

- 10.3 d1 Create and engage in fulfilling life/work scenarios regardless of gender bias and stereotyping.

COMPETENCY 11: Understand, engage in and manage one's own life/work building process

LEVEL THREE

Recognize and take charge of one's life/work building process

STAGE a

ACQUISITION: ACQUIRING KNOWLEDGE

- 11.3 a1 Understand the concept of work dynamic and its relation to life/work building.
- 11.3 a2 Understand how risk taking and positive attitudes towards self and work (flexibility, openness, positive uncertainty, etc.) are important to the life/work building process.
- 11.3 a3 Understand how information on self and on the work dynamic is important to the life/work building process.
- 11.3 a4 Explore the notion of life/work scenario building as an integral component of the life/work building process.
- 11.3 a5 Understand the importance of pursuing one's short-term action plans.

STAGE b

APPLICATION: EXPERIENCING ACQUIRED KNOWLEDGE

- 11.3 b1 Demonstrate risk taking and positive attitudes toward self and work (flexibility, openness, positive uncertainty, etc.).
- 11.3 b2 Update one's portfolio using newly acquired information about self and the work dynamic.
- 11.3 b3 Build life/work scenarios in step with one's preferred future.
- 11.3 b4 Develop and pursue short-term action plans in light of one's desired life/work scenarios.
- 11.3 b5 Experience different roles through work experience, volunteering, social events, etc.

STAGE c**PERSONALIZATION: INTEGRATING ACQUIRED AND APPLIED KNOWLEDGE**

- 11.3 c1 Refine one's self-perception (based on life/work experiences) and evaluate its impact on one's decisions or choices.
- 11.3 c2 Revisit one's preferred future to determine whether or not it is necessary to modify and/or create new life/work scenarios and adjust one's short-term action plans.

STAGE d**ACTUALIZATION: STRIVING TOWARDS FULL POTENTIAL**

- 11.3 d1 Engage in a life/work building process that truly reflects self.

COMPETENCY 1: Build and maintain a positive self-image

LEVEL FOUR

Improve on abilities to maintain a positive self-image

STAGE a

ACQUISITION: ACQUIRING KNOWLEDGE

- 1.4 a1 Understand the influence of personal characteristics (skills, knowledge, attitudes, interests, values and beliefs) on career decisions.
- 1.4 a2 Understand how achievements related to work, learning and leisure influence self-image.

STAGE b

APPLICATION: EXPERIENCING ACQUIRED KNOWLEDGE

- 1.4 b1 Explore how one's career decisions have been and still are influenced by one's personal characteristics (skills, knowledge, attitudes, interests, values and beliefs).
- 1.4 b2 Identify one's personal achievements related to work, learning and leisure.
- 1.4 b3 Adopt behaviours and attitudes that project a positive self-image.

STAGE c

PERSONALIZATION: INTEGRATING ACQUIRED AND APPLIED KNOWLEDGE

- 1.4 c1 Re-examine one's personal characteristics and determine those that might contribute positively to the achievement of one's life and work goals.
- 1.4 c2 Examine one's personal achievements and acknowledge their influence on one's self-image.

STAGE d

ACTUALIZATION: STRIVING TOWARDS FULL POTENTIAL

- 1.4 d1 Improve one's life and work by maximizing one's positive characteristics.
- 1.4 d2 Engage in life/work experiences that validate one's entire being and provide a sense of personal achievement.

COMPETENCY 2: Interact positively and effectively with others

LEVEL FOUR

Improve abilities for building positive relationships in one's life and work

STAGE a

ACQUISITION: ACQUIRING KNOWLEDGE

- 2.4 a1 Explore new interpersonal and group communication skills.
- 2.4 a2 Explore the concept of self defeating behaviours and attitudes as well as strategies for overcoming them.
- 2.4 a3 Further the exploration of personal management skills such as time management, problem solving, personal finances, stress management, life/work balance, etc.
- 2.4 a4 Explore the importance of positive relationships in one's personal and professional lives.

STAGE b

APPLICATION: EXPERIENCING ACQUIRED KNOWLEDGE

- 2.4 b1 Demonstrate effective social and group membership skills, knowledge and attitudes.
- 2.4 b2 Demonstrate personal management skills such as time management, problem solving, personal finances, stress management, life/work balance, etc.
- 2.4 b3 Apply strategies for overcoming self-defeating behaviours and attitudes.
- 2.4 b4 Demonstrate behaviours and attitudes for establishing and maintaining positive relationships in one's personal and professional lives.

STAGE c**PERSONALIZATION: INTEGRATING ACQUIRED AND APPLIED KNOWLEDGE**

- 2.4 c1 Acknowledge and appreciate the outcomes of positive relationships in one's personal and professional lives.
- 2.4 c2 Integrate further personal management skills such as time management, problem solving, stress management and life/work balance to one's life and work.

STAGE d**ACTUALIZATION: STRIVING TOWARDS FULL POTENTIAL**

- 2.4 d1 Engage in further learning experiences that help build positive relationships in one's life and work.

COMPETENCY 3: Change and grow throughout one's life

LEVEL FOUR

Develop strategies for responding to life and work changes

STAGE a

ACQUISITION: ACQUIRING KNOWLEDGE

- 3.4 a1 Understand how personal motivations and aspirations may change over time.
- 3.4 a2 Understand physical and psychological changes that occur with age.
- 3.4 a3 Explore how work performance may be adapted to physical and psychological changes that occur with age.
- 3.4 a4 Understand how changes related to work (e.g., job loss, job transfer) impact on one's life and may require life changes.

STAGE b

APPLICATION: EXPERIENCING ACQUIRED KNOWLEDGE

- 3.4 b1 Describe one's personal motivations and aspirations.
- 3.4 b2 Develop and apply strategies to adapt and respond effectively to life and work changes (e.g., problem solving, networking, updating portfolio and résumé, acquiring new skills and knowledge, attending personal growth workshops).

STAGE c

PERSONALIZATION: INTEGRATING ACQUIRED AND APPLIED KNOWLEDGE

- 3.4 c1 Examine one's personal motivations and aspirations and determine their impact on one's life/work decisions.
- 3.4 c2 Acknowledge one's ability to adapt and respond effectively to life and work changes.

STAGE d

ACTUALIZATION: STRIVING TOWARDS FULL POTENTIAL

- 3.4 d1 Create life/work scenarios based on personal motivations and aspirations.
- 3.4 d2 Improve one's ability to adapt and respond to life and work changes.

COMPETENCY 4: Participate in life-long learning supportive of life/work goals

LEVEL FOUR

Participate in continuous learning supportive of life/work goals

STAGE a

ACQUISITION: ACQUIRING KNOWLEDGE

- 4.4 a1 Investigate educational opportunities (e.g., job training programs, employer-sponsored training, graduate and professional study).
- 4.4 a2 Investigate community resources that support education and training (e.g., childcare, public transportation, and health and human services).
- 4.4 a3 Understand the importance of coping strategies in helping to overcome barriers to education and training.
- 4.4 a4 Explore how skills, knowledge and attitudes acquired in and outside educational institutions enhance work opportunities.
- 4.4 a5 Explore life-long learning resources available in workplace settings (e.g., remedial classes, computer-assisted self-directed training, counselling, and tuition support).
- 4.4 a6 Explore personal and professional learning plans.

STAGE b

APPLICATION: EXPERIENCING ACQUIRED KNOWLEDGE

- 4.4 b1 Prepare short and long-range plans to achieve personal and professional goals through appropriate educational/training paths.
- 4.4 b2 Outline and adopt strategies to overcome personal barriers to education and training.
- 4.4 b3 Undertake learning activities (e.g., studying, taking tests, receiving work site feedback).

STAGE c**PERSONALIZATION: INTEGRATING ACQUIRED AND APPLIED KNOWLEDGE**

- 4.4 c1 Assess one's own skills, knowledge and attitudes and determine how these enhance life/work opportunities.
- 4.4 c2 Determine which continuous learning strategies work best for oneself.

STAGE d**ACTUALIZATION: STRIVING TOWARDS FULL POTENTIAL**

- 4.4 d1 Improve learning strategies and engage in a life-long learning process supportive of one's life/work goals.

COMPETENCY 5: Locate and effectively use life/work information

LEVEL FOUR

Locate, interpret, evaluate and use life/work information (II)

STAGE a

ACQUISITION: ACQUIRING KNOWLEDGE

- 5.4 a1 Investigate life/work-related information and materials (e.g., on self-assessment, on career planning, on professional associations, on prospective employers).
- 5.4 a2 Explore the uses and limitations of occupational and labour market information.
- 5.4 a3 Discover the diverse work opportunities available to an individual with a given set of work skills, knowledge and attitudes.
- 5.4 a4 Understand how to assess the reliability of life/work information.
- 5.4 a5 Discover contracting and hiring practices.

STAGE b

APPLICATION: EXPERIENCING ACQUIRED KNOWLEDGE

- 5.4 b1 Assess the reliability of life/work information.
- 5.4 b2 Use career information resources such as career monographs, occupation classification systems, labour market information, mass media, computer and Internet-based career information delivery systems to educate oneself to the realities and requirements of various work roles.
- 5.4 b3 Identify work opportunities available to oneself with respect to one's set of work skills, knowledge and attitudes.

STAGE c**PERSONALIZATION: INTEGRATING ACQUIRED AND APPLIED KNOWLEDGE**

- 5.4 c1 Assess life/work information and evaluate its impact on one's life/work decisions.
- 5.4 c2 Determine, according to one's preferences, which work opportunities should or will be considered in one's life/work scenarios.

STAGE d**ACTUALIZATION: STRIVING TOWARDS FULL POTENTIAL**

- 5.4 d1 Improve one's strategies to locate, interpret, evaluate and use life/work information.
- 5.4 d2 Create or adapt life/work scenarios using pertinent and accurate life/work-related information.

COMPETENCY 6: Understand the relationship between work and society/economy

LEVEL FOUR

Understand how societal and economic need influence the nature and structure of work (II)

STAGE a

ACQUISITION: ACQUIRING KNOWLEDGE

- 6.4 a1 Explore how people's personal values and interests often determine the importance given to work.
- 6.4 a2 Understand how trends (such as social, demographic, technological, occupational and industrial trends) affect education/training programs and work opportunities.
- 6.4 a3 Understand the concept of a global economy and how it affects the individuals, communities, provinces or territories as well as the country itself.

STAGE b

APPLICATION: EXPERIENCING ACQUIRED KNOWLEDGE

- 6.4 b1 Demonstrate how one's community is affected by society's needs and functions, as well as by the global economy.
- 6.4 b2 Demonstrate how work and learning opportunities in one's community are or could be affected by certain trends (such as social, demographic, technological, occupational and industrial trends).

STAGE c**PERSONALIZATION: INTEGRATING ACQUIRED AND APPLIED KNOWLEDGE**

- 6.4 c1 Explain how one's personal values and interests determine the importance one gives to work.
- 6.4 c2 Evaluate the impact of society's needs and functions, and that of the global economy on self.
- 6.4 c3 Evaluate the impact of social, demographic, technological, occupational and industrial trends on work and learning opportunities for oneself.

STAGE d**ACTUALIZATION: STRIVING TOWARDS FULL POTENTIAL**

- 6.4 d1 Engage in work experiences that satisfy one's needs as well as contribute to society.

COMPETENCY 7: Secure/create and maintain work

LEVEL FOUR

Improve on abilities to seek, obtain/create and maintain work

STAGE a

ACQUISITION: ACQUIRING KNOWLEDGE

- 7.4 a1 Investigate specific work that supports desired career intentions.
- 7.4 a2 Identify job opportunities respectful of oneself.
- 7.4 a3 Identify relationships that will help with finding work.
- 7.4 a4 Update work search tools and skills required to seek, obtain/create and maintain work (job application forms, résumés, portfolios, job interviewing, proposals, cover letters, etc.).
- 7.4 a5 Understand how recent social and economic changes (e.g., technological developments, changes in demand for products or services) influence the knowledge, skills and attitudes required for seeking, obtaining/creating and maintaining work.
- 7.4 a6 Explore alternative strategies reflective and supportive of career change (e.g., on-the-job training, career ladders, mentors, networking, continuous learning).
- 7.4 a7 Investigate career planning and work-finding services available through organizations (e.g., government, educational institutions, business/industry, labour and community agencies).
- 7.4 a8 Explore skills, knowledge and attitudes that are transferable from one work role to another.
- 7.4 a9 Understand the importance of making life/work decisions in step with one's preferred future.

STAGE b**APPLICATION: EXPERIENCING ACQUIRED KNOWLEDGE**

- 7.4 b1 Establish relationships that will help with finding work.
- 7.4 b2 Practice or apply work search tools and skills required to seek, obtain/create and maintain work (job application forms, résumés, portfolios, job interviewing, proposals, cover letters, etc.).
- 7.4 b3 Experience career planning and work finding services available through organizations (e.g., government, educational institutions, business/industry, labour and community agencies).
- 7.4 b4 Demonstrate skills, knowledge and attitudes that are transferable from one work role to another.
- 7.4 b5 Plan career changes reflective of one's preferred future.

STAGE c**PERSONALIZATION: INTEGRATING ACQUIRED AND APPLIED KNOWLEDGE**

- 7.4 c1 Re-examine one's network and determine the relationships most helpful to one's work search strategies.
- 7.4 c2 Evaluate one's skills, knowledge and attitudes in terms of effective tools for seeking, obtaining/creating and maintaining work.
- 7.4 c3 Assess one's skills, knowledge and attitudes in terms of one's career goals and work opportunities.
- 7.4 c4 Assess work opportunities in terms of one's preferred future.

STAGE d**ACTUALIZATION: STRIVING TOWARDS FULL POTENTIAL**

- 7.4 d1 Create and engage in work opportunities reflective of one's personal set of skills, knowledge and attitudes.
- 7.4 d2 Create and engage in work opportunities reflective of one's preferred future.
- 7.4 d3 Adapt or innovate with one's work search skills and tools.

COMPETENCY 8: Make life/work-enhancing decisions

LEVEL FOUR

Incorporate adult life reality into life/work decision making

STAGE a

ACQUISITION: ACQUIRING KNOWLEDGE

- 8.4 a1 Explore the type of skills, knowledge and attitudes important to acquire or develop in order to assess work opportunities (in terms of advancement, management styles, work environment, benefits and other work conditions).
- 8.4 a2 Explore the effects that learning, family and work decisions may have on one's career decision process.
- 8.4 a3 Understand how personal and environmental conditions may affect decision making.
- 8.4 a4 Explore effective career decision-making skills, knowledge and attitudes.
- 8.4 a5 Explore potential consequences of decisions.

STAGE b

APPLICATION: EXPERIENCING ACQUIRED KNOWLEDGE

- 8.4 b1 Demonstrate the skills, knowledge and attitudes required to assess work opportunities.
- 8.4 b2 Demonstrate effective career decision-making skills, knowledge and attitudes.
- 8.4 b3 Determine personal criteria for making decisions about learning, family and work.
- 8.4 b4 Identify potential consequences of one's decisions.

STAGE c**PERSONALIZATION: INTEGRATING ACQUIRED AND APPLIED KNOWLEDGE**

8.4 c1 Assess work opportunities for oneself.

8.4 c2 Evaluate the impact of one's decisions on self and others.

STAGE d**ACTUALIZATION: STRIVING TOWARDS FULL POTENTIAL**

8.4 d1 Engage in decision making respectful of oneself and supportive of one's goals.

COMPETENCY 9: Maintain balanced life and work roles

LEVEL FOUR

Incorporate the “balanced life/work” issue in life/work building

STAGE a

ACQUISITION: ACQUIRING KNOWLEDGE

- 9.4 a1 Explore how individual growth and evolving family life impact one’s career path.
- 9.4 a2 Understand how work, family and leisure activities interrelate.
- 9.4 a3 Understand how personal values may influence one’s priorities.
- 9.4 a4 Explore strategies for negotiating work, family and leisure demands (e.g., working hours, time with friends) with family members.

STAGE b

APPLICATION: EXPERIENCING ACQUIRED KNOWLEDGE

- 9.4 b1 Apply strategies for negotiating work, family and leisure demands (e.g., working hours, time with friends) with family members.

STAGE c

PERSONALIZATION: INTEGRATING ACQUIRED AND APPLIED KNOWLEDGE

- 9.4 c1 Determine the value of work, family and leisure activities for oneself.
- 9.4 c2 Explore one’s work, family and leisure activities and evaluate their impact on one’s life.
- 9.4 c3 Determine the kind of work, family and leisure activities one feels will contribute to a balanced life.

STAGE d

ACTUALIZATION: STRIVING TOWARDS FULL POTENTIAL

- 9.4 d1 Engage in life/work scenarios and leisure activities that support one’s goals and contribute to a balanced life.

COMPETENCY 10: Understand the changing nature of life/work roles

LEVEL FOUR

Understand and learn to overcome stereotypes in life/work building (II)

STAGE a

ACQUISITION: ACQUIRING KNOWLEDGE

- 10.4 a1 Investigate recent changes in gender norms and attitudes.
- 10.4 a2 Investigate trends in the gender composition of the labour force.
- 10.4 a3 Explore difficulties encountered in stereotyping occupations.
- 10.4 a4 Explore skills, knowledge and attitudes that help eliminate stereotyping in education, family and work environments.

STAGE b

APPLICATION: EXPERIENCING ACQUIRED KNOWLEDGE

- 10.4 b1 Demonstrate skills, knowledge and attitudes that help eliminate stereotyping in education, family and work environments.

STAGE c

PERSONALIZATION: INTEGRATING ACQUIRED AND APPLIED KNOWLEDGE

- 10.4 c1 Evaluate the impact that trends in the gender composition of the labour force have on one's career plans.
- 10.4 c2 Determine one's need to adopt strategies or take actions that help eliminate gender bias stereotyping.

STAGE d

ACTUALIZATION: STRIVING TOWARDS FULL POTENTIAL

- 10.4 d1 Create and engage in fulfilling life/work scenarios regardless of gender bias and stereotyping.
- 10.4 d2 Engage in life/work experiences in ways that help eliminate gender bias and stereotyping.

COMPETENCY 11: Understand, engage in and manage one's own life/work building process

LEVEL FOUR

Manage one's life/work building process

STAGE a

ACQUISITION: ACQUIRING KNOWLEDGE

- 11.4 a1 Explore the nature of life/work transitions and their impact on one's life/work building process.
- 11.4 a2 Investigate the choices and challenges of major transitions (e.g., becoming a parent/spouse/retiree, losing a job).
- 11.4 a3 Explore financial and lifestyle needs and their relationship to life/work roles.
- 11.4 a4 Explore effective strategies to use during transitions.
- 11.4.a5 Understand the importance of updating one's portfolio using newly acquired information about self and the work dynamic.
- 11.4 a6 Understand the importance of revisiting and fine-tuning one's preferred future, life/work scenarios and short-term action plans.

STAGE b

APPLICATION: EXPERIENCING ACQUIRED KNOWLEDGE

- 11.4 b1 Plan and apply coping strategies or desired scenarios during transition periods (e.g., starting a family, retirement, losing a job).
- 11.4 b2 Update one's portfolio.
- 11.4 b3 Review one's preferred future and fine-tune one's life/work action plans.
- 11.4 b4 Pursue one's action plans.

STAGE c**PERSONALIZATION: INTEGRATING ACQUIRED AND APPLIED KNOWLEDGE**

- 11.4 c1 Revisit one's preferred future to determine whether or not it is necessary to modify and/or create new life/work scenarios and adjust one's short-term action plans.
- 11.4 c2 Re-examine one's strategies during transition periods in light of one's preferred future and determine whether or not it is necessary to adjust them.

STAGE d**ACTUALIZATION: STRIVING TOWARDS FULL POTENTIAL**

- 11.4 d1 Adapt one's preferred future in order to always reflect one's true self.

