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Easy Reading
Career Planning Series

Work and You

Help for Career Advisors



alis

Alberta



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About This Guide

Work and You books encourage adults with low literacy skills to seek the support of a career advisor or tutor to help them with their career decision-making. *Work and You Help for Career Advisors* is an online guide for career advisors and tutors to help and support clients.

Each chapter in the guide

- outlines the objectives of each step, as well as related exercises and corresponding page numbers from the *Work and You* books
- provides notes for advisors and topics for discussion with clients
- provides optional activities to do with clients
- has links to readily available resources

Who is this guide for?

The terms “career advisor,” “tutor” and “client” are used in this guide. In fact, the content of this guide is applicable to anyone helping adults with low literacy skills to make decisions about work and jobs.

Job or occupation?

Many people make no distinction between occupations (groups of similar jobs) and jobs. They use the two terms interchangeably. For this reason, and for ease of reading, the Easy Reading Job Profiles, Dictionary and *Work and You* books use the term “job” in place of “occupation.”

Easy Reading Career Planning Series

This guide is part of the Easy Reading Career Planning Series. The series was developed to help adults with low literacy skills or English as a Second Language (ESL) expand their knowledge of occupations and choose an occupational goal. Although every effort has been made to write at a Grade 2 to 3 reading level, the level may be higher at times because of the need to include difficult words essential to a particular occupation.

Since the online and print publications in this series are interconnected, you will need to refer to them as clients work through the *Work and You* books. Easy Reading Career Planning Series publications are available on the alis website at alis.alberta.ca/ERadvisors.

Binder inserts

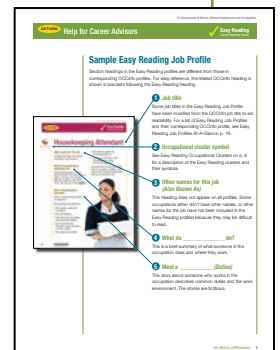
For your convenience, a downloadable binder cover and spine insert is available at alis.alberta.ca/ERadvisors to help you organize the Easy Reading Career Planning Series.





Job Profiles

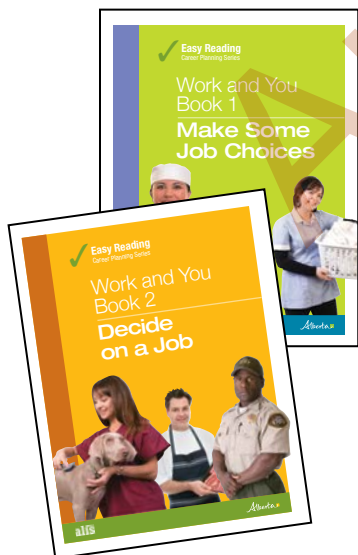
- Easy Reading Job Profiles** describes 23 occupations selected by a group of career development, literacy, ESL and clear language specialists. Each profile
 - provides information on employment opportunities and a starting point for further career options
 - is based on an equivalent occupational profile found at alis.alberta.ca/occinfo
 - includes a story of someone in the job, as well as information on duties, working conditions, personal characteristics, hourly wages and related jobs
 - is available to download individually or by job group (cluster)
- The online **Easy Reading Dictionary** is a supplementary tool for use with the Easy Reading job profiles and other Easy Reading publications. The dictionary
 - provides definitions of workplace terms, words specific to a particular occupation, words with more than one meaning and symbols used in the profiles
 - can be used by clients to look up the meaning of the difficult words or phrases in bold throughout the profiles
 - can be printed out
- Job Profiles Help for Career Advisors** provides online help for career advisors and tutors using the Easy Reading Job Profiles. It provides
 - a sample job profile and suggestions on how to use the profiles with clients
 - handy charts that group jobs by their common occupation name and by Easy Reading job group, including other related jobs, videos and OCCinfo profiles



Work and You books

The *Work and You* books take clients step by step through an abbreviated career planning process. Clients are encouraged to work through each step of the books beginning with Book 1. Throughout the books, clients are advised to talk to their career advisors and tutors if they need help.

- Work and You Book 1: Make Some Job Choices** uses stories, checklists and exercises to help clients create a short list of jobs to investigate.
- Work and You Book 2: Decide on a Job** has clients research and evaluate the short list of jobs they created in Book 1. In the end, they will choose an occupational goal to pursue.





Other resources you will need

OCCinfo (occupational profiles)



alis.alberta.ca/occinfo

With OCCinfo you can help clients

- find detailed information on over 550 occupations in Alberta, including educational requirements, advancement opportunities and occupational trends and forecasts
- search for occupations by title, interest, high school subject and industry
- find occupations not listed in the Easy Reading Career Planning Series

Occupational videos

alis.alberta.ca/video

alis has over 200 short (6 minute) career video clips that

- profile people in real work situations during a typical day at work
- can be searched by keyword or category
- help clients learn
 - what it's like to work in a specific occupation
 - answers to many of their questions such as some of the rewards and challenges of the job

Need more resources?

You will find a list of other recommended resources at the end of this guide. These resources are not written for a low literacy audience but can be adapted for their use.

About Book 1

Work and You Book 1 takes clients through a brief self-assessment and introduces them to eight job groups. Clients choose jobs of interest from the job groups and then narrow down their choices to three potential jobs.

There are seven steps in Book 1. Clients can start on Step 1 and do all the steps sequentially or decide, with your help, to start on another step. Checklists are used in most of the exercises to reduce the amount of reading and writing required. The fictional stories of Maxine, Leo and Kim are used throughout both books to add interest and demonstrate how to complete the exercises. The Stories At-A-Glance chart at the end of this guide summarizes the progression of Maxine, Leo and Kim throughout the books.

Easy Reading job groups

To meet the needs of adults with low literacy or English as a Second Language, occupations featured in the Easy Reading Career Planning Series have been categorized into eight groups of jobs with similar requirements, interests and attributes. These job groups are unique to the *Work and You* books. Each job group has a symbol. Clients can also find these symbols in the Easy Reading Job Profiles to help them identify similar jobs of interest.



Clean Things



Drive or
Move Things



Help or
Serve People



Make or
Fix Things



Prepare Food



Protect Things
or People



Sell Things
to People



Work With
Living Things



Use the eight job groups to help clients think beyond the one or two occupations they may have in mind. For example, the Easy Reading profile Labourer is part of the Make or Fix Things job group. Clients who show an interest in being a labourer may find other jobs in that group (for example, Carpenter or Roofer) interesting too. For a list of occupations in each Easy Reading job group go to alis.alberta.ca/ERadvisors, and find the Job Profiles by Occupational Cluster section.

Occupations chosen for the Easy Reading Career Planning Series are just a few of the many available. If your clients have other occupations in mind, you can find more detailed information at alis.alberta.ca/occinfo.

Which occupational clusters are included?

In traditional career planning, occupations are generally sorted into four major clusters: people, things, ideas, and data or information. However, to accommodate the Easy Reading Career Planning Series audience, occupations for the series were chosen only from the people and things clusters. Occupations from ideas and data/information clusters were not included since they tend to require higher educational levels and written communication skills than adults with low literacy typically have.



Step 1: What Do You Like to Do?

Client Objective

Identify their interests using a checklist.

Related Exercise

Choose the things you like to do, p. 7



Choose the things you like to do

In this exercise, clients will choose the things they like to do in preparation for matching their interests and skills with job groups in Step 2.

Note for advisors

The checklist in this exercise is not intended to be all-inclusive. It is a means of directing clients to occupations of interest to them from among those listed in the eight Easy Reading job groups. Clients have the option to add other things they like to do if they have other interests not identified in the checklist.

Discuss with clients

- What if clients don't check off any activities? First, confirm that there really are no activities of interest to them. Encourage clients to check off items even if they are not completely sure about them. This will help clients broaden their options later. Remind them that there are no wrong choices.

There are a number of other reasons why a client did not check off any activities.

A client may

- not be ready to do career planning
- have difficulty making decisions
- suffer from low self-esteem
- not want to work

If you decide to proceed after investigating further, you can direct the client to the job group in Step 2 you feel is the best fit for their interests and abilities.

- Try to expand on clients' interests by asking them to think of similar things they like to do. For example, if a client says "I like to play sports," you can ask: "What is it about sports that you like? Is it being part of a team? Is it the physical activity?" Try to make a connection with one of the items in the checklist, such as lift or move things or talk to people. If the clients' responses don't seem to fit with this checklist, clients can write them down in the Other Things I Like to Do list. Their answers may be relevant to one of the job groups.

The step and exercise titles used throughout this guide have been taken directly from the *Work and You* books. For this reason, the step and exercise titles are written in second person, while the guide is written in third person.

This icon identifies workbook exercises.





Optional activities

The self-assessment exercises in Book 1 are limited to interests and skills. Some clients may require a more comprehensive self-assessment to move forward. You may decide to explore their values, personality traits, preferred working conditions, past experiences or their vision of the future.

Need more self-assessment exercises?

There are many self-assessment exercises available beyond the scope of the *Work and You* books. Step 2 of *Career Planner: Choosing an Occupation* has assessment exercises on skills, interests, values and traits that you can adapt for your clients. View or download at alis.alberta.ca/publications. The Know Yourself section of CAREERinsite at alis.alberta.ca/careerinsite has online self-assessment exercises that clients can complete and save.

The following activities help clients use positive past experiences or dreams of their future to identify what they like to do and what is important to them. For more information, see the chapter on Passion in the publication *Assessing You: The First Step in Career Planning* at alis.alberta.ca/publications.

Focus on the positive

Use this activity to help clients who are discouraged or lack confidence. Ask them about significant positive experiences, things they really enjoyed doing in their lives, things that made them proud. Ask clients to identify what made those experiences positive. Help clients draw interests or skills from these examples and relate them to the most appropriate item in the Choose the Things You Like to Do exercise or have them write it down in the Other Things I Like to Do list. Even something that seems small and unimportant to them may provide an insight that can be connected to related work.

Visualize the future

Use this activity to help clients who are having difficulty identifying their interests. Ask them to describe the kind of life they would like to live in the future. This may give you an insight into their interests and values. Questions you can ask include: What would you like to be doing? Where would you like to be? Who would you like to be working with? Then relate their responses to items in the Choose the Things You Like to Do exercise or have them write their interests down in the Other Things I Like to Do list.



Step 2: What Jobs Might Interest You?

<i>Client Objectives</i>	<i>Related Exercises</i>
1. Pick job groups that match the interests they identified in Step 1.	Choose some job groups, p. 11*
2. Pick the things they like to do.	Choose the things you like to do
3. Pick the things they can do.	Choose the things you can do
4. Pick specific jobs based on interests.	Choose the jobs you might like
5. Identify workplaces that are of interest.	Choose the places you might like to work
6. Summarize findings.	Make some notes

* Page numbers are not listed for the exercises following because they will vary depending on which job groups clients choose.



Choose some job groups

In this exercise, clients will

1. transfer their answers from Step 1 to Step 2 and see how their selections match up with one or more of the eight job groups
2. be directed to the page for each job group they have chosen. Once there, they will complete a number of exercises for each job group they selected.

Notes for advisors

- Each of the eight job groups in this step has the same sequence of exercises and checklists: choose the things you like to do, the things you can do, the jobs you might like and the places you might like to work. These checklists are not intended to be comprehensive. For ease of reading, they are kept relatively short.
- After working through one job group, you can decide whether to proceed to the next job group your client has selected or to go directly to Step 3. This will depend on how many job groups clients are interested in, how many jobs they have selected and how much time you have. Clients can always go back to other job groups later.

Tip

This step may be intimidating to a reader with low literacy skills. Reassure clients that they do not have to read all the job groups, just those they are interested in.



Choose the things you like to do and can do

In these two exercises, clients will

1. identify their interests
2. select activities based on their abilities and skills (technical, transferable and personal) for each job group they have chosen

Note for advisors

The jobs listed in each job group don't always have the same "likes" or "can do's" in common. For example, in the Job Group: Help or Serve People one checkbox in the Choose the Things You Can Do exercise states: "I can use a cash register. I can count change." However, these activities would only apply to a few job choices. For example, Maxine is interested in working as a health care aide but doesn't like to work with money or use a cash register. Health care aides do not have to use a cash register. Suggest to clients that they avoid eliminating an entire job group until they have had a chance to learn more about the jobs listed. As in Maxine's case, the jobs they might be interested in may not require that particular task.

Discuss with clients

- Encourage clients to check off activities they are not entirely sure about or may want to learn more about before they can decide. You may need to expand on the examples so clients get a better understanding of the activity. For example, a kitchen helper has to be careful with sharp knives. You can find other examples of activities in the Easy Reading job profiles for that job group or in related OCCinfo profiles.
- Some clients may want to focus more on the negative—the things they don't like to do or can't do. Explain to clients that they are focusing on positives and strengths at this point. Help them see the positives. For example, if clients don't like one thing, perhaps they might like the opposite of it. If clients persist in focusing on weaknesses, address their concerns first. Step 4 asks clients to think about what they don't like to do in relation to work and Step 5 deals with special needs that can influence job choices. For example, disabilities or having a criminal record. You may decide to have clients go directly to steps 4 and 5 and then return to Step 2 to identify occupations.
- Determine if a client avoided checking off jobs because of occupational or gender stereotyping. For example, a female client may not have checked off jobs in the Make or Fix Things job group because she feels that those jobs are for men. Or, a male client may not check off baker in the Prepare Food job group because he feels that it's a woman's job.



- What if clients check few or no checkboxes? It may be that the job group is not really of interest to them. To determine if this is the case, select a couple of jobs from the list in the Choose the Jobs You Might Like exercise and discuss them. If the job group is clearly not of interest, go back to the beginning of Step 2 and select another job group the client chose or propose a job group that you think might be suitable.



Choose the jobs you might like

In this exercise, clients will select jobs that might interest them in each of their chosen job groups. Brief descriptions are provided for each job.

Notes for advisors

- Additional occupations for some job groups are provided in Appendix A. Unlike the jobs described in Book 1, descriptions of these jobs are not written at a Grade 2 to 3 reading level. Tell your clients about these additional jobs or suggest other jobs that may suit their interests and skills.
- Check to see how familiar clients are with the jobs in the job group. If clients have specific questions about the work, pay or educational requirements, go to the Easy Reading profile or related OCCinfo profile. For a quick summary of Easy Reading Job Profiles and their corresponding OCCinfo profiles, see *Job Profiles: Help for Career Advisors*, available at alis.alberta.ca/ERadvisors.
- Clients should not eliminate too many jobs too early in the process. Encourage them to keep their choices broad initially. Clients can narrow down their choices once they have more information about the jobs and can make a more informed decision.

Discuss with clients

- Ask clients if they can think of other jobs that might belong in the job group they are reading about. If they suggest a job that is quite different from the list, you can explain how that occupation fits with another group. It may also signal a client's interest in other occupations and lead to reading about another job group. If necessary, help clients write down their choices in the Jobs I Want to Know More About list in the Make Some Notes section.
- If clients don't seem particularly interested in the jobs in the job group, you may direct them to another job group or continue on to Choose the Places You Might Like to Work and see if that creates some interest. Leo decided that he was not interested in being a wildland firefighter when he found out they often go to remote places. He didn't bother to do the remainder of the checklists in the Job Group: Protect Things or People.



Choose the places you might like to work

In this exercise, clients will identify workplaces of interest.

Note for advisors

The list of workplaces, like many of the checklists, is not intended to be comprehensive. Some workplaces in the checklist may relate to the jobs that are of interest to clients and some may not. The purpose of this checklist is, in part, to broaden clients' perceptions of workplaces. For example, in the Job Group: Clean Things clients may think of cleaning jobs in relation to cleaning offices, hospitals and hotels but not think of cleaning at a car wash or dry cleaners.

Discuss with clients

If clients are finding it difficult to make choices in the previous parts of the book, a general discussion of workplaces that might interest them may be a place to start. You may want to ask your client to add to the list or you can suggest other workplaces. You can also discuss some of the workplaces and talk about other work performed there. This may allow you to direct clients to other job groups of interest. See Optional Activities in this section for suggestions on how to generate other workplace or job ideas.



Make some notes

In this exercise, clients will summarize their findings for each of their chosen job groups.

Note for advisors

Space is provided for clients to list the jobs they are interested in, the places they might like to work and any questions they have. This summary information will be used again in upcoming steps and in Book 2.

Optional activities

Self-employment

Learn about self-employment

Clients may express an interest in being self-employed. Some occupations in the Work and You books refer to self-employment. For example, in Book 1, Kim expresses an interest in being a caterer. Discuss some of the pros and cons of self-employment with clients. Most self-employed people tend to start out working for others to develop their skills before they attempt to go out on their own.



For more information on self-employment, check out alis.alberta.ca/look-for-work/self-employment

Skills

Relate daily activities

Use this activity to help clients expand on the things they can do (their skills) by asking what they do every day. Identifying tasks such as preparing meals, taking care of children, driving, paying bills or making repairs will help build clients' confidence that they actually do have many different skills that they can apply to work.

Workplaces

Identify the range of jobs in a workplace

Use this activity to help clients who seem to have a limited idea about where different jobs are performed. Ask clients to list all the jobs they can think of that are carried out somewhere they go regularly, like a convenience store or a school. Or, work backwards from a workplace the client has identified and discuss which jobs people might do there. Try to generate a list of possible occupations that may be of interest.

Visualize potential workplaces

Use this activity to help clients who have difficulty identifying their workplace preferences. Help them visualize potential workplaces for an occupation they are interested in. For example, would it be in a large building, a small shop, outdoors, a remote area? Would it be busy or quiet? Refer to the related OCCinfo profile to gather more information about the potential workplaces for that occupation at alis.alberta.ca/occinfo.



Step 3: What Are Your Job Choices?

Client Objective

Compile a list of jobs they are interested in from each of the job groups they reviewed in the previous step.

Related Exercise

Make some job choices, p. 73



Make some job choices

In this exercise, clients will go back to the Make Some Notes section of each job group they completed and copy the jobs of most interest to the My Job Choices list.

Notes for advisors

- Help clients turn back to the Make Some Notes section for each of the job groups they completed and transfer only the jobs of most interest to the My Job Choices list. If this presents too much of a challenge for clients, help them by writing down their choices.
- Once clients have transferred their job choices to the My Job Choices list, they are asked to add any other job ideas they have. If their job list becomes too long or wide-ranging, ask clients if they still have a strong interest in all of the jobs. Clients may decide to keep all the jobs on the list. That's okay. The next two steps in the book will help clients narrow down their list.
- Some clients may have what appear to be unrealistic job choices. Rather than immediately dismissing what seems to be a far-reaching goal, work with the client's interests. This situation is illustrated in Maxine's story. In Book 1, Maxine decides she wants to be a nurse. Although this may not seem practical given Maxine's circumstances, her interest in the occupation is acknowledged and she is encouraged to add it to her list of job choices. Help clients discover for themselves what challenges they may face in reaching their goal. The research clients complete in Book 2 will help them determine the suitability of their choices. For example, in Book 2, when she learns how much education she needs to be a nurse, Maxine decides to become a health care aide and, perhaps, an LPN (licensed practical nurse) later on.

Discuss with clients

- In the unlikely event that the client does not have any jobs listed at this stage, try to determine whether fear, lack of self-confidence or self-defeating beliefs may be interfering with the client's ability to make job choices. If this is not the case, it could be that the client's interests and skills might be a better fit in an occupation not listed in the job groups. If so, go to OCCinfo and help the client look for suitable occupations at alis.alberta.ca/occinfo.



Step 4: What Don't You Like to Do?

Client Objectives

1. Identify tasks or activities they don't like to do and relate them to their job choices.

2. Remove jobs from their list.

Related Exercises

Choose the things you don't like to do, p. 76

Look at your list, p. 77



Choose the things you don't like to do

In this exercise, clients will transfer their list of job choices from the preceding step, then identify things they don't like to do in a job.

Notes for advisors

- Let clients know that most people with jobs they like still have to do tasks they don't enjoy as part of their job. For example, Kim enjoys taking care of animals in her volunteer job but doesn't like to clean out their cages.
- Watch for patterns in the kinds of things clients dislike. For example, if a client really dislikes meeting new people and working with the public, a job as a salesperson would most likely not be a suitable job choice.

Discuss with clients

- Review clients' lists of job choices and discuss whether the tasks they dislike are an integral part of those jobs and to what extent. Try to determine whether clients have a realistic idea of the jobs and associated duties. Having clients watch a video of someone working in the job (if available) may be of benefit.
- Question the client to determine how strong their dislikes are and whether these dislikes might influence their choice of occupations. Explore whether life experiences or outdated information may be the source. Dislikes may be related to perceived weaknesses, such as a lack of confidence, experience, education or job knowledge. For example, a client who shares Maxine's dislike of working with money may have math anxiety, a lack of numeracy skills or a bad experience making change.

Looking for occupational videos?

Find over 150 occupational videos at alis.alberta.ca/video or with specific occupational profiles at alis.alberta.ca/occinfo. For a summary of occupational videos associated with Easy Reading Job Profiles, see Easy Reading Job Profiles: Help for Career Advisors at alis.alberta.ca/ERadvisors.



Look at your list

In this section, clients write down their revised job list in the My New Job List if they removed or added any jobs.

Discuss

What if clients have no job choices left? Try to determine the appropriateness of this decision. Clients shouldn't close too many doors at this point. For example, if a job choice includes some things a client dislikes but it still seems to be a reasonable choice, encourage them to keep it on the list for now until they gather more information about the occupation in Book 2. Or, arrange a job shadowing opportunity. This would give clients the opportunity to talk to someone actually doing the job and find out what that individual likes and doesn't like about the work. This might help the client find out how relevant the tasks the client dislikes are to the job.

Archived Content



Step 5: What Special Job Needs Do You Have?

Client Objectives

1. Identify any work-related needs or limitations they have that may affect their job choices.
2. Review their job choice list in relation to these needs.

Related Exercises

Find out about your special job needs, p. 80



Find out about your special job needs

In this exercise, clients will identify job-related needs, such as health issues, disabilities, child care issues, transportation problems or a criminal record, that could present challenges or prevent clients from doing the jobs they identified.

Note for advisors

Help clients come up with other job choices if the ones they have no longer seem appropriate. Revisiting their interests, skills and past experience in work and leisure activities may help clients think of other job choices.

Discuss with clients

- Help clients identify any needs related to health or disabilities. Discuss what accommodation, if any, they may need. With accommodation, clients may still be able to do the jobs they are interested in. For example, Kim has a learning disability and learns best by doing. She wants to be a cook. She will need to find out if she can train on the job or if she will need to take a course to be a cook. Depending on clients' individual needs, you may decide to refer them to disability-related services or resources. For more information about programs and services for persons with disabilities
 - call the Alberta Supports Contact Centre at 1-877-644-9992 toll-free or 780-644-9992 in Edmonton
 - visit Disability Related Employment Supports at alberta.ca/disability-related-employment-supports.aspx



- Discuss whether clients' literacy or numeracy skills or ability to speak English may limit their job opportunities and to what extent. Maxine, for example, was able to find a literacy tutor to help her with her reading skills. If clients are not already connected with a program, check out
 - adult literacy program information on the Alberta Advanced Education website at **advancededucation.alberta.ca/post-secondary/community/programs**
 - English as a Second Language program information at **albertacanada.com/opportunity/settle/language-training.aspx**
- Clients may have religious or cultural beliefs that could influence their job decisions, such as not working on a certain day of the weekend or wearing a hijab. Discuss client's needs and, if necessary, make them aware of human rights in Alberta and the employer's need to accommodate people on religious grounds. More information about human rights is available
 - at the Alberta Human Rights Commission **albertahumanrights.ab.ca**
 - in the plain language publication *Human Rights in Alberta* at **albertahumanrights.ab.ca**. Choose Resources, then Publications.
- Having a criminal record may limit a client's job choices. If applicable, find out whether this could be a barrier for any of the jobs the client has chosen. Get information about finding work with a criminal record at **alis.alberta.ca/look-for-work/find-work**.
- Clients' personal or family situations may influence the kind of job they choose. For example, clients may have concerns about making enough money to support their family, the distance from home to work, shift work or lack of transportation or child care. Try to determine clients' needs or wants regarding their job choices and their personal or family situation. Ask questions such as
 - Is there someone you need to discuss your job choices with? Do you have a family to think about when you are making a decision?
 - Have you ever worked shifts? How will you and your family manage if your shifts change? Who will help you out at home?
 - Is a part-time job enough for you? Do you need full-time work?
 - Can you work overtime or on weekends if required?

Be prepared to discuss the supports available to clients in their family, a support group or their community. Discuss if their job choices are still appropriate if their needs cannot be met.



Optional activity

Separate needs from wants

Use this activity to help clients differentiate between their needs, wants or preferences. For example, clients may say they need a daytime job. Ask clients to explain their reasons for that need and, if necessary, brainstorm other options to meet the actual need, whether it is child care, transportation or something else. Ask clients to complete sentences such as

- I want to work close to home because...
- I can't work at night because...
- I need to work indoors because...

For more examples of needs and wants, go to the chapter Understanding Your Workplace Preferences in *Advanced Techniques for Work Search* at alis.alberta.ca/publications.

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Step 6: What Are Your Top 3 Job Choices?

Client Objective

Narrow down their list to three or fewer job choices.

Related Exercise

Make your top 3 job choices, p. 83



Make your top 3 job choices

In this exercise, clients will review their list of job choices and, if necessary, narrow it down to a maximum of three occupations.

Note for advisors

Clients may need help going back over their job choice list. The list may have changed from Step 3 if they eliminated jobs based on their dislikes or work-related needs in steps 4 and 5.

Discuss with clients

- Having too many choices will make it difficult for clients to research jobs later on. If clients have listed more than three jobs, confirm their interest in all of the jobs and discuss their rationale for wanting to keep them on the list. Some of the jobs may be similar or related. Clients can keep them on the list if it seems too difficult to narrow down at this point. There will be other opportunities to shorten the list when they start researching their job choices in Book 2.
- What if clients have no job choices? Revisit the previous steps and trace why the jobs were eliminated. Did the client get stuck on a certain step? Are their reasons for removing the jobs valid? Go back to the job group(s) the client initially selected and review the jobs in that group to identify one or more to put on the list. Or, go to alis.alberta.ca/occinfo and look for other occupations the client might be interested in.



Step 7: How Can You Get More Information?

Client Objective

Get information and opinions about their job choices.

Related Exercise

Get information from other people, p. 84



Get information from other people

In this exercise, clients will

1. begin gathering opinions and information about their job choices from people they know
2. start thinking about who else they can contact to get more information about their job choices

Note for advisors

This step may be challenging for some clients. Depending on their level of confidence, clients may be uncomfortable talking to people and asking questions about their job choices. However, in order for clients to make an informed choice, it is important for them to get more information about the jobs they are interested in. Help clients develop a list of questions to ask and identify who else they could talk to. Encourage clients to start with people they feel comfortable talking to, including

- family, friends and neighbours
- people they've worked with or gone to school with
- people they know socially or through religious and community groups

Discuss with clients

- Discuss some of the pros and cons of talking to people, searching the Internet, watching videos or other ways of gathering occupational information. Let clients know that
 - talking to people is a good way to get answers to questions that may not be available in printed material and to confirm what they may have already gathered about their job choices
 - people they talk to may have biases based on positive or negative experiences or have outdated information

Encourage clients to listen attentively to what people have to say. Help them find more information on the Internet or verify information from other sources.



- Clients will research their job choices further in Book 2. However, if clients want to do more research at this stage, help them find more information. Show clients
 - relevant jobs in the Easy Reading Profiles at **alis.alberta.ca/EasyReading**
 - related occupational videos at **alis.alberta.ca/video**
 - how to find information on the Internet using keywords, search options and useful links. For example, introduce clients to the various search options featured at **alis.alberta.ca/occinfo**.

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About Book 2

Work and You Book 2 takes clients from occupational research to goal setting. Clients will research and compare their top one to three job choices. At the end of Book 2, clients should have an achievable career goal to pursue.

Clients are strongly encouraged to start with *Work and You Book 1* before doing Book 2. However, if a client already has one to three clear job choices, they may be ready to start with Book 2. If this is the case, complete a quick self-assessment before proceeding to confirm that clients' job choices appear consistent with their interests.

Depending on their literacy level, clients may find some exercises in *Work and You Book 2* challenging. Some exercises involve transferring answers from one book to another, while others require clients to do more writing. Clients may need help with some of these more demanding tasks.

Developing an action plan has not been included in the *Work and You* books. It is assumed that career advisors will continue to work through the planning process with their clients. Depending on clients' goals, tutors may choose to refer clients to a career advisor to help them develop action plans or for tasks such as determining clients' eligibility for funding for training, or completing post-secondary applications.

The step and exercise titles used throughout this guide have been taken directly from the *Work and You* books. For this reason, the step and exercise titles are written in second person, while the guide is written in third person.

This icon identifies workbook exercises.





Step 1: What Jobs Did You Choose?

Client Objective

Confirm their top job choices.

Related Exercise

Write down your job choices, p. 8



Write down your job choices

In this exercise, clients will transfer their top job choices from Book 1 to the space provided.

Notes for advisors

- Ask clients to keep their completed copy of Book 1 handy so they can refer to it and, where necessary, transfer answers from Book 1 to Book 2.
- Some clients' job choices may seem too ambitious. Support clients by helping them identify related occupations that might be more appropriate in terms of education and skill level. Then clients can research and compare occupations to decide on their suitability. Maxine's job choice of nurse could serve as an example of an ambitious occupational goal. Maxine learned more about the lengthy educational requirements for a registered nurse and thought about how it might affect her as a single parent. She then decided to remove it from her list and consider other options such as a health care aide and licensed practical nurse.
- Some clients may only have one job choice. If their choice appears to be a relatively achievable one, have clients proceed to Step 2 and introduce the idea of doing occupational research. If the choice does not seem achievable, have clients either go back to Book 1 to look at other job groups or go to the job group that includes the chosen occupation and look at related jobs.

Tip

Clients who did not do Book 1 will need to have one to three job choices in order to proceed with this step.



Step 2: What Job Information Can You Find?

<i>Client Objectives</i>	<i>Related Exercises</i>
1. Review the research they have already done on their top job choices in Step 7 of Book 1.	Look at the things you did, p. 11
2. Develop a plan for their job research.	Plan your research, p. 14
3. Use the job information worksheets to record the information they've found and to write down other questions they have.	Use Job Information Worksheets, p. 17



Look at the things you did

In this exercise, clients will check off the things they've already done to find information about their job choices or write down other things they did in the space provided.

Note for advisors

Clients who completed Book 1 can go back to Step 7 to refer to the information they've already gathered. If clients didn't do Book 1, they may still have done some of the activities in the Look at the Things You Did exercise to come up with their job choices.

Discuss with clients

- Encourage clients to think of other things they have done to get information and add them to the Other Things I Did list.
- Some clients may not have begun their research yet. Ask if they have ever gathered information about a job, talked to people about their work or looked on the Internet for this kind of information. Looking at an Easy Reading job profile or watching a short occupational video with clients are simple ways to get them started.



Plan your research

In this exercise, clients will

1. read about Maxine, Leo and Kim's plan for their research
2. read the questions on the Job Information Worksheets
3. think of other people they can talk to
4. talk to their career advisor or tutor
5. plan when they will do their research

Discuss with clients

- Help clients think of other research options they might not have explored by reviewing the many different ways people can do occupational research: through published and Internet sources, from other people, and from actual experience or exposure to a certain kind of work. For more information on getting the information you need, go to alis.alberta.ca/look-for-work/find-work.
- Talk to clients about how much time they need for researching and planning. Encourage them to set goals. Discuss the value of breaking tasks into smaller steps so that they can accomplish one step at a time. For example, a goal might be to talk to someone about possible contacts in the next week. The first step could be to decide on the exact questions to ask.
- Help clients find most of the information they need for their Job Information Worksheets. Start by having clients look for the answers in the relevant Easy Reading job profile, if applicable. Help them use other resources, including the Internet, to find the information they want. Check out
 - the Easy Reading Job Profiles at alis.alberta.ca/EasyReading and the alis occupational videos at alis.alberta.ca/video for good sources of general information about job duties, working conditions and pay
 - OCCinfo profiles at alis.alberta.ca/occinfo for more detailed occupational information, such as educational requirements or future job prospects
 - information about the trades and apprenticeships at tradesecrets.gov.ab.ca



Optional activities

Talk to people

Use this activity for clients who are comfortable talking to unfamiliar people. This may be too challenging for some clients who don't have the communication or literacy skills to ask questions and write down the responses while interviewing the person. To keep the questions to a minimum, help clients gather as much information about their choices as possible from print and Internet sources beforehand.

Help clients determine who would best answer their questions. For example, an employer would be more likely to speak about future job demands while someone doing the job could speak about what they like or don't like about the job. Help clients connect with appropriate people and business contacts for more information.

Be a volunteer

Suggest volunteer work as a way to learn about a job or a workplace. Clients will get to know the people, challenges and rewards involved and gain a better understanding of the roles and jobs available. For example, Kim learned about the job of animal care attendant from volunteering at an animal shelter. If clients are interested in volunteering, there may be a volunteer centre in their community. To find the closest centre, go to Volunteer Alberta at volunteeralberta.ab.ca. For information about volunteering go to alis.alberta.ca/look-for-work/work-options.



Use Job Information Worksheets

In this exercise, clients will check off items or write down additional answers for each of their job choices.

Notes for advisors

- The worksheet is a tool to help clients
 - record information they already have about an occupation
 - think of questions they may have about their chosen occupation(s)
 - consolidate all of the information they've gathered
- There are three copies of the Job Information Worksheet. Advise clients to photocopy extra worksheets if they have more than three job choices to research.

Discuss with clients

- The worksheets are designed to allow clients to check off answers. Each question in the worksheets provides a limited number of choices. Read over the

Tip

Encourage clients to complete a Job Information Worksheet for each of their job choices. This will be especially useful when they compare jobs in the next step.



worksheets with clients. Discuss other possible answers to each question and record them in the “other” checkboxes. Record any other questions clients may have in the My Questions section at the end of each worksheet.

- Discuss the information clients find and relate it to their personal situation. Use these examples or add others, based on knowledge of the client:
 - If a workplace is dusty and the client has allergies, would that have an effect on a client’s health and attendance?
 - If workers have to work rotating shifts, will child care be an issue?
 - If the work is usually casual or on call at first, will the income be sufficient to meet financial needs?
 - Will transportation be an issue?

Clients need to think about issues like these when they are comparing jobs and deciding on their best job choice.

Optional activities

Conduct occupational research

Read job profiles

Provide clients with any relevant Easy Reading job profiles for their job choices and a link to the Easy Reading Dictionary. Those who can work independently can search for information in the profile. Help clients to transfer any relevant information to their worksheet.

Contact the Alberta Supports Contact Centre

Tell clients about the Alberta Supports Centres. They can find the Centre nearest them at alis.alberta.ca/asc. Alberta Supports staff can help clients find answers to their career, education and employment questions. Clients comfortable using the phone can also call the Alberta Supports Contact Centre and talk to a career advisor. Call 1-877-644-9992 toll-free in Alberta or 780-644-9992 in Edmonton.

Attend a career fair

Take clients to a career or job fair. Use this activity as an opportunity to introduce clients to different employers, educational institutions or career opportunities. These events are generally less threatening opportunities to ask questions to people in different occupations. Find out about career and job fair events throughout the province by visiting alis.alberta.ca/look-for-work/career-events



Approach people for information

Conduct an information interview

Introduce the idea of information interviewing with clients who demonstrate an outgoing nature, good language skills and a fair amount of confidence. An information interview with someone working in the client's field of interest allows the client to ask specific questions about the job from a prepared list. This is ideally done after clients have gathered as much information as possible about the job from other sources such as the Internet, videos and printed material.

Because taking notes while conducting an information interview could present a challenge for clients, it is best to limit the number of questions they will ask. Clients should avoid taking the Job Information Worksheets with them to the interview or asking the person they are interviewing to complete the worksheets for them. Help clients create a short checklist with limited questions that they could use. Otherwise, clients may have to rely on their memory.

Prepare a script

Use this activity with clients who are worried about what to say when they talk to people about their job choices. Help clients prepare a brief script introducing themselves and asking their questions. Role play the script until clients have gained enough confidence to clearly articulate themselves. A script could be created for talking to someone who works in the occupation they have chosen, to find volunteer work or to talk to an employer. In a group setting, have clients pair up to do the role playing.

Do a practise interview

Arrange for clients to conduct a brief information interview with a colleague. For example, clients could interview the cleaning staff or another advisor or tutor, working from a list of generic questions about the work. This would give clients an idea of how they might interview someone else and build their confidence before approaching the people in the field they are interested in.

Go to alis.alberta.ca/careerinsite/explore-options for more information on researching and information interviewing.



Step 3: How Can You Compare Your Job Choices?

Client Objective

Compare their top job choices.

Related Exercise

Compare your top job choices, p. 41



Compare your top job choices

In this exercise, clients will use the Compare Jobs Worksheet to compare their job choices.

Notes for advisors

- This step can take a considerable amount of time and writing. Clients will need to refer to the Job Information Worksheet they completed for each of their job choices as well as their answers in steps 2, 4 and 5 in Book 1. Encourage clients to take their time on this step. They don't have to complete it all at once.
- There is space to compare three jobs in the Compare Jobs Worksheet. Photocopy an extra worksheet if clients have more jobs to compare.
- Clients who didn't complete Book 1 may need help relating their likes, dislikes, needs, wants and health issues associated with the jobs. Refer to the following steps in Book 1:
 - Step 1: What do you like to do?
 - Step 4: What don't you like to do?
 - Step 5: Do you have special job needs?

Tip

Clients with **only one job choice** can skip this step. However, it might be useful for them to analyze the pros and cons of their choice.



Discuss with clients

- Be prepared to help clients complete the worksheet, not only by writing down their responses but also by helping clients relate their job choices to their personal circumstances. Ask questions such as
 - Why did you pick this job?
 - What do you like about the job?
 - What do you dislike about the job?
 - How much does this job pay compared to the others?
 - What did you find out about the education you need?
 - Do you have special job needs to consider if you did this job?
 - Did you learn anything about the working conditions that concern you?
- Prompt clients to add any relevant information they didn't include previously. Clients can use the short checklist in the Look at Your Answers section to review whether they have considered all the possible factors about their job choices. The list is a reminder that they may need to go back and add some points to the Compare Jobs Worksheet. The more information they record on the worksheet, the easier it will be to compare and narrow down their choices.

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Step 4: Which Job Is the Best Choice for You?

<i>Client Objectives</i>	<i>Related Exercises</i>
1. Decide which job is best for them.	Choose your best job, p. 47
2. Think about themselves, their personal circumstances and other questions they have in relation to their job choice.	Be sure about your decision, p. 50



Choose your best job

In this exercise, clients will choose the best job for them. It is their best job choice for now, but it doesn't mean they can't do different jobs or change their mind later.

Notes for advisors

- Some clients may be tempted to count up the number of likes and dislikes for each job and use that as a basis for their choice. Suggest that it's not the number of positives or negatives that determine whether clients should choose one job over another but rather how important that positive or negative aspect of the job is to them. There may be one very positive aspect of the job that overrides any negatives. On the other hand, something like a health issue related to working conditions may rule out a job altogether.
- Help clients decide which job is best for them by reminding them to think about each job choice in relation to the questions they answered in the previous steps. Encourage clients to think about the things they're good at, their special job needs, courses they might have to take to do the job and usual hours of work.

Discuss with clients

- Some clients may be unable to decide even after making the comparison. They may not be ready to proceed further. Consider the following questions in relation to the client:
 - Do they have personal issues getting in the way of settling on a job choice? What appears to be holding them back?
 - Do they have difficulty making work-related decisions in general? How do they usually make such decisions?
 - Would they be more comfortable discussing their concerns with someone else, such as an elder, social worker or counsellor before making their decision?

What does the “best” job mean?

The *Work and You* books were developed to help adults with low literacy expand their knowledge of occupations and choose a specific job (occupational) goal. The term “the best job” is used to describe this job goal. This was done to help clients clearly identify their top job choice from among a number of other satisfactory choices.



- Is the client afraid of making the wrong choice? Reassure clients that they are choosing the best job for them right now. They can always change their mind later as circumstances, such as their literacy level, education or training or financial situation, change. After they accomplish their short-term goals, for example, they might change their focus and select a different long-term goal.

Try to build clients' confidence by reassuring them that they have done their research and gathered lots of information to base their decision on.



Be sure about your decision

In this exercise, clients will complete a checklist about the questions they have related to their best job choice.

Note for advisors

The checklist will help clients think about the personal challenges they may face related to their job choice, such as their reading and writing level, financial situation, transportation or child care needs.

Discuss with clients

- Ask clients if the job meets their needs. Discuss any concerns clients raise. It may not be possible to address their concerns immediately. For example, transportation may be a challenge. However, identifying and discussing potential challenges with clients increases their ability to find, and be successful at, a job. Encourage clients to talk to their family or friends about their potential problems and ask for help finding possible solutions.
- Determine whether further education is an issue for clients. Perhaps they are concerned about having to study or go to a post-secondary school or maybe they haven't done well in a traditional classroom setting. There may be alternatives to a formal classroom setting for clients to get the training they need. Talk to clients about formal and informal training options. Read *Easy Reading Training for Work* at alis.alberta.ca/publications for alternatives to formal full-time classroom learning.

Tip

Remind clients that the chance of finding the perfect job that meets all of their needs and wants is unlikely. There will always be tasks that are less appealing. Clients' research can help them think about what they actually need in a job and what concessions they may have to make.



Step 5: What Are Your Job Goals?

Client Objective

Identify short- and long-term goals related to their best job choice.

Related Exercise

Decide on your job goals, p. 54



Decide on your job goals

In this exercise, clients will identify one or more of their own short- and long-term goals.

Notes for advisors

- Clients may need help identifying short-term goals. A short-term goal can take longer than they expect. For example, upgrading or studying part time may take a year or two. Sometimes it's easier to start with a long-term goal, then help clients work backwards. Help clients break the long-term goal into manageable pieces such as the next three to six months or two to three years.
- It's not necessary for everyone to have a long-term goal. Kim is an example of someone who is not ready to commit to a long-term goal. She wants to work as a cook. Maybe she'll decide to take an apprenticeship in cooking. This fits with her general uncertainty about what she wants to do. This could be the case with clients who, like Kim, have a wide range of interests.
- Perhaps a client's goals seem too ambitious. For example, how will a client who is a single parent be able to work nights or do shift work? Try to phrase your comments or questions without conveying doubt. Realize that once clients start thinking about their short- and long-term goals and working on their action plan, they will have a better understanding of the steps involved and will likely adjust their goals accordingly.

Discuss with clients

- Help clients decide for themselves if their goals are too ambitious. Support them by helping them to figure out what it would take to reach their goal. What steps would be involved? How long is it likely to take? How much would it cost? Use Maxine's story as an example. Maxine initially thought about becoming a nurse. Her tutor helped her to understand what it would take for her to get a nursing degree. Maxine thought about the challenges she would face as a single mother and the time, effort and money involved and decided to adjust her goals. She decided that becoming a health care aide was a good choice for her given her circumstances. In a few years she may decide to pursue further education to become a licensed practical nurse. She has decided to leave that decision open until she sees how well she accomplishes her short-term goals.



Where Do You Go From Here?

Client Objective

Identify the things they need to do to start working towards their goal(s).

Related Exercise

What can you do now? p. 57



What can you do now?

In this exercise, clients will check off or write down things they still need to do to achieve their goals.

Note for advisors

Clients may need help setting up a detailed action plan and accessing training or funding for training. If you are unable to help with these steps, refer clients to a counsellor authorized to evaluate and approve clients for funding for training or other government programs and services. To find an authorized counsellor, call the Alberta Supports Contact Centre at 1-877-644-9992 toll-free or 780-644-9992 in Edmonton.

Discuss with clients

- Discuss what the clients' next steps might be, including
 - developing an action plan
 - determining post-secondary entrance requirements and application deadlines
 - applying for funding for training
 - applying for financial support

Tip

Career planning is an ongoing, cyclical process. Encourage clients to adjust their goals as their interests or circumstances change. This is a normal part of career planning.



Resources

Most of the following resources are for a general audience. They are provided for your background information. You will find ideas, activities and exercises that can be adapted for use with low literacy adults.

Alis Publications

alis.alberta.ca/publications

Advanced Techniques for Work Search

This workbook provides information on resumés, cover letters, information interviews, finding work opportunities and identifying preferred work culture.

Assessing You: The First Step in Career Planning

This workbook has activities to help readers identify their knowledge, skills, abilities and personal characteristics in order to decide on suitable occupations.

Career Planner: Choosing an Occupation

This workbook has exercises and tips to help guide readers through each step of the career planning process.

Change and Transitions: The Path From A to B

This resource helps readers work through transitions, understand and face fears and take risks.

Easy Reading Training For Work

This guide for adults with low literacy offers creative alternatives to the traditional full-time classroom setting such as mentoring, volunteering, self-study, short-term courses and on-the-job training.

Positivity Works

This workbook will help readers enhance their positive beliefs, attitudes and skills in all areas of their life from goal-setting, learning, improving relationships, coping with stress, and finding and keeping work.

Self Employment: Is It For Me? (Online Only)

This online resource outlines the benefits and challenges of self-employment and examines the motivation, skills, traits and background of successful entrepreneurs.

Trades in Alberta (Online Only)

This guide for adults with low literacy provides information about apprenticeship programs, designated occupations and how to choose a trade.



alis.alberta.ca

Alis is Alberta's online source for career, learning and employment information.

You'll discover information to help:

- **Plan Your Career** - Find out how you can turn what you love into a career. Explore your skills, interests, passions, and discover what you value in a job.
- **Explore Education and Training** - Learn how to plan and fund your education, transfer credits and explore education programs.
- **Look for Work** - Get help with resumés or cover letters, learn how to network and prepare for interviews, and check out job search resources and labour market information.
- **Succeed at Work** - Discover what it takes to stand out at work, handle challenges and be safe in your workplace.
- **Inspire and Motivate** - Discover valuable resources to help your clients, students, children or the people in your community as they plan and achieve their career goals
- Find unique **Tools & Resources** for specific audiences including newcomers and Indigenous People, or order career, learning and employment publications.

Other Government of Alberta Resources

Alberta Apprenticeship and Industry Training

tradesecrets.gov.ab.ca

This website provides information on compulsory and optional certification trades, the requirements to work in a trade, the apprenticeship program and wages and salaries in Alberta.

Alberta Human Rights Commission

albertahumanrights.ab.ca

This website provides information and education programs to help Albertans resolve human rights complaints. Check out *Human Rights in Alberta*, a plain language resource written for adult learners. Choose Resources, then Publications.



Appendix A: Additional Occupations

The occupations listed here are not found in the *Work and You* books. Tell clients about these additional options as they review the relevant job groups. Have clients check off the occupations of interest and then add them to the Make Some Notes section of the related job group.

For more information about the following occupations, see the related occupational profile at alis.alberta.ca/occinfo.



Drive or Move Things

Job Group: Drive or Move Things

- Logging/forestry equipment operators** use machinery and equipment to cut, process and load trees at logging sites. They also build and reclaim temporary forest access roads.
- Oil and gas transportation services occupations** drive trucks to deliver equipment and supplies used in the exploration, development and production of oil and gas resources. They often drive on unpaved roads and move overweight or very large loads.
- Recycling truck drivers** collect, sort and transport recyclable waste materials such as glass, plastic, metal and paper. They drive recycling trucks along designated routes and deliver the materials collected to recycling plants.
- Surface mining equipment operators** use heavy equipment to recover minerals from near the earth's surface in open pit or strip mines. They may operate large equipment like front-end loaders or power shovels.
- Vending machine route workers** fill, clean and maintain vending machines that dispense change or products like soft drinks or snacks. They load and drive vans or light trucks each day to visit machines in locations like offices, schools and hotels.

Job Group: Help or Serve People

- Bellhops** provide personal services for hotel guests. They open doors, carry luggage and take hotel guests to their rooms. They may also provide information, act as a doorman or park guests' cars. For more information, see the Guest Services Attendant profile in OCCinfo.
- Casino dealers** work in casinos, often late at night. They deal cards and run games like blackjack, poker or craps. Some dealers work with cards, others with chips.
- Fitness instructors** promote exercise as a healthy lifestyle choice. They teach students, privately or in groups, strengthening, endurance, aerobic, flexibility or weight training exercises. They work in such places as health clubs, gyms or community centres.



Help or Serve People



Make or Fix Things

- ❑ **Funeral attendants** perform a variety of duties to prepare for and conduct funeral services, including picking up bodies, driving funeral cars and arranging floral displays around the casket. They also maintain funeral home facilities and equipment.
- ❑ **Reflexologists** apply varying degrees of pressure to certain areas on clients' feet or hands to improve health and well-being. They may work in wellness centres, spas, chiropractic offices, physiotherapy clinics, hospices or palliative care homes.
- ❑ **Tour guides** escort people on tours. They may work in museums or other buildings or they may take people on bus tours. Guides provide commentary as they point out areas of special interest to individuals or groups of people.

Job Group: Make or Fix Things

This is the largest of the job groups because many people at this literacy level are likely to be employed working with their hands or working with things.

Make or fix things – buildings

- ❑ **Glaziers** cut and install glass and aluminum systems for homes, businesses and automotive applications. Some glaziers are auto glass technicians who work mainly on automotive glass and flat glass, replacing safety glass, windows, windshields and glass in furniture and other products.
- ❑ **Insulators** apply, remove and repair thermal and acoustical insulation on all types of industrial equipment like duct piping, tanks or vessels. They may work for construction companies, insulation contractors or industrial plants.
- ❑ **Steel workers** lay out, prepare and assemble structural steel and steel vessels, containers and miscellaneous components. They fabricate structural components for buildings, bridges and other load-carrying structures, and plates for tanks and boilers. For more information, see the Metal Fabricator (Fitter) profile in OCCinfo.

Make or fix things – machines

- ❑ **Machinists** set up and operate precision metal cutting and grinding machines such as lathes, milling machines, drills and grinders to make and repair products made from metals, plastics or rubber textiles and fibreglass.
- ❑ **Outdoor power equipment technicians** fix small gasoline and diesel-powered marine, power, recreational and turf equipment like lawnmowers, chain saws and boat motors.



Make or fix things – oil, gas and water wells

- ❑ **Rig workers** perform regular labourer duties on rigs that drill oil and gas wells and case wells with pipe. They may work on the rig floor or high in the tower in remote areas and in all kinds of weather. For more information, see the Drilling Rig Leasehand/Floorhand and Rig Technician profiles in OCCinfo.
- ❑ **Seismic workers** conduct seismic tests in which controlled explosions or vibrations create sound waves in the earth's surface and geophysical instruments record seismic data. Seismic tests analyze underground rock formation and its potential for holding reserves of oil or gas.
- ❑ **Water well drillers** set up and operate mobile equipment used to drill residential, commercial and industrial water wells. They also do environmental assessment drilling.

Make or fix things – other jobs like production workers

- ❑ **Book binders** set up and operate machines that turn large sheets of paper from the printing press into finished print materials such as books, brochures and presentation folders. They run specialized equipment that collates, cuts, folds, glues, stitches and drills printed material. For more information, see the Binding and Finishing Machine Operator profile in OCCinfo.
- ❑ **Electronics assemblers** work on an assembly line where they put electronic parts and equipment together. They make products such as computer circuit boards, medical equipment, transmitters, receivers and automotive equipment.
- ❑ **Feed mill workers** operate machines that clean, separate, crush, grind, mix, pellet and bag grains for animal and poultry feed. They may specialize in one area of operation or rotate throughout the plants.
- ❑ **Printing machine operators** operate printing or photocopy machines. They set up and adjust the machines, check the print runs, troubleshoot problems and clean and repair the machines as required. They answer customers' questions and may provide price quotes and write up print orders. For more information, see the Digital Printing Machine Operator profile in OCCinfo.
- ❑ **Sawmill machine operators** operate, monitor and control automated machines that process logs into lumber, shingles and shakes. Some sawmills still rely on manual labour while others are more automated.



Protect Things or People



Sell Things to People

Job Group: Protect Things or People

- ❑ **Non-destructive testing (NDT) technicians** test materials and components to ensure safety and quality, increase production or extend the life of equipment. For example, non-destructive testing is used to test aircraft skins, industrial pipes or machine parts.
- ❑ **Occupational health and safety advisors** assist in the development, implementation and maintenance of workplace safety programs. They promote positive safety attitudes and safe work practices and environments.

Job Group: Sell Things to People

- ❑ **Grocery clerks** may total bills, accept payments, make change, provide information, fill out forms and provide receipts for goods and services in supermarkets. They may unpack and price merchandise and stock shelves and displays. They also may pack customers' purchases. For more information, see the Cashier or the Retail Shelf Stocker profiles in OCCinfo.
- ❑ **Interior decorators** decorate private homes, hotels, restaurants, office buildings and other interior spaces. Duties vary but generally interior decorators consult with clients to determine their preferred style, colour, needs and budget before recommending and/or selecting finishes like paint, lighting, wall and window coverings and furniture and accessories.



Appendix B: Stories At-A-Glance

The following table summarizes the progress of Maxine, Leo and Kim throughout the Work and You books. Although Maxine, Leo and Kim are fictional characters, their circumstances and challenges may be similar to those clients face.

	Maxine	Leo	Kim
Background	<ul style="list-style-type: none"> 43 years old single parent 2 children, 12 and 14 years old dropped out of school in Grade 9 has a literacy tutor 	<ul style="list-style-type: none"> 30 years old married no children grew up on a farm lives in large town 	<ul style="list-style-type: none"> 19 years old lives with parents completed Grade 11; got sick and didn't complete high school hopes to return to school someday
Initial Goal	<ul style="list-style-type: none"> nurse 	<ul style="list-style-type: none"> apprenticeship, maybe carpenter 	<ul style="list-style-type: none"> unsure, possibly work with food or take care of animals
Work experience	<ul style="list-style-type: none"> housekeeper 	<ul style="list-style-type: none"> drove a tractor and large farm equipment general farm work labourer 	<ul style="list-style-type: none"> dishwasher server
Hobbies	<ul style="list-style-type: none"> sewing and making crafts 	<ul style="list-style-type: none"> making and selling birdhouses 	<ul style="list-style-type: none"> volunteering at an animal shelter
Likes	<ul style="list-style-type: none"> meeting new people helping and taking care of people talking to people 	<ul style="list-style-type: none"> driving big equipment painting making things fixing things protecting things keeping people safe 	<ul style="list-style-type: none"> cleaning things preparing food working with plants or animals
Job groups chosen Book 1 Step 2	<ul style="list-style-type: none"> Help or Serve People Sell Things to People 	<ul style="list-style-type: none"> Make or Fix Things Drive or Move Things Protect Things or People 	<ul style="list-style-type: none"> Clean Things Prepare Food Work With Living Things
Job choices Book 1 Step 3	<ul style="list-style-type: none"> floral designer health care aide nurse salesperson 	<ul style="list-style-type: none"> carpenter heavy equipment operator painter 	<ul style="list-style-type: none"> animal care attendant caterer cook dancer food preparer house cleaner kitchen helper salad and sandwich maker
Dislikes Book 1 Step 4	<ul style="list-style-type: none"> working with money working with flowers all of the time 	<ul style="list-style-type: none"> working in remote places working outdoors 	<ul style="list-style-type: none"> washing dishes doing repetitive work
Special job needs Book 1 Step 5	<ul style="list-style-type: none"> allergic to animals, some cleaning products and glues 	<ul style="list-style-type: none"> none but finds math difficult 	<ul style="list-style-type: none"> learning disability; struggles with book learning, learns best through doing or training on the job



	Maxine	Leo	Kim
Top job choices Book 1 Step 6	<ul style="list-style-type: none"> health care aide nurse 	<ul style="list-style-type: none"> carpenter painter 	<ul style="list-style-type: none"> animal care attendant caterer cook dancer
Job choice comparison Book 2 Step 3	<ul style="list-style-type: none"> health care aide licensed practical nurse (LPN) 	<ul style="list-style-type: none"> carpenter painter 	<ul style="list-style-type: none"> animal care attendant caterer cook
Best job choice Book 2 Step 4	<ul style="list-style-type: none"> health care aide 	<ul style="list-style-type: none"> carpenter 	<ul style="list-style-type: none"> cook
Short- & long-term job goals Book 2 Step 5	<p>Short-term goals:</p> <ul style="list-style-type: none"> improve reading skills health care aide training <p>Long-term goal:</p> <ul style="list-style-type: none"> LPN 	<p>Short-term goal:</p> <ul style="list-style-type: none"> apprentice carpenter <p>Long-term goal:</p> <ul style="list-style-type: none"> journeyman carpenter 	<p>Short-term goal:</p> <ul style="list-style-type: none"> cook in a restaurant <p>Long-term goals:</p> <ul style="list-style-type: none"> unsure; possibly take courses to become a cook or become an apprentice cook