Show them the Way...

Your Guide to Using Career Directions

For teachers, counsellors and facilitators. It's easy to use, full of ideas and loaded with activities, worksheets and overheads!

www.careercct.org/careerdirections
Your Guide to Using Career Directions is a publication of the Canada Career Consortium (CCC) – an alliance to help Canadians better access the information they need to make sound decisions for the future. For more information about the CCC, visit www.careerccc.org on the Internet.

Contributing writers: Dave Redekopp, Life-Role Development Group; Elaine O'Reilly, Canadian Career Development Foundation; Duane Herperger, Canada Career Consortium.
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Career Directions, the Career Directions Parents' Brochure and Your Guide to Using Career Directions are on-line. Check them out at the Canada Career Consortium Web site at:  
[www.careerccc.org/careerdirections](http://www.careerccc.org/careerdirections)
About this Guide

We have designed this guide to suit your needs as a teacher, counsellor or facilitator by making it easy to use, adaptable to your environment, and full of ideas. We have developed activities, worksheets, overheads and a comprehensive Parents brochure, all to save you time and to help your students or clients effectively explore the abundance of opportunities available to them.

The Parents’ Brochure located at the end of this guide is to be photocopied and sent home with students to inform parents about the career exploration their children are undertaking and to encourage the active involvement of the parent.
Career Directions and this Guide are designed as resource materials to be shared by teachers, counsellors, and facilitators within a school or organization. Limited copies of the package are made available to schools, government departments and not-for-profit agencies working in the career development and planning fields free of charge.

If you wish to order your own personal copy complete the order form below and send it along with a money order or cheque for the total amount of your purchase plus applicable taxes and shipping charges to:

**CAREER DIRECTIONS ORDER REQUEST**
c/o Canada Career Consortium
280 Albert Street, Suite 903
Ottawa, ON K1P 58G

You may also order on-line at [www.careerccc.org/careerdirections](http://www.careerccc.org/careerdirections). Please note that your order will not be processed until your cheque or money order is received.

Please note that the goods and services tax, provincial/territorial sales tax and shipping are extra.

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Organization: ________________________________
City/Town: ________________________________
Province/Territory: ________________________________
Telephone: ________________________________ E-mail: ________________________________
What is Career Directions?

Career Directions provides information on 186 occupations that do not require a university education. Each occupational profile provides a brief description, the day-to-day activities, work conditions, training, skill sets and salary ranges.

The occupational profiles included in Career Directions are merely samples of occupations. Readers should be encouraged to use the descriptions as starting points for further exploration into these and other career possibilities.

Occupations in Career Directions are grouped into nine different categories called “fields of work.” Each field includes 15 to 33 sample occupations from closely related industries. Each occupational profile is matched to the National Occupational Classification (NOC) by a three- or four-digit code. Occupational profiles can be found by field of work or alphabetically.

The nine fields of work found in Career Directions include:

1) Agribusiness, Natural Resources & Environment
2) Arts, Culture & Communication
3) Business & Administration
4) Computers & Technology
5) Health
6) Manufacturing
7) Sales & Service
8) Tourism, Recreation & Sports
9) Trades & Construction

What's new in Career Directions

- 85 new occupations
- 101 of the previous 158 occupations retained and updated
- fields of work increased from six to nine
- expanded introduction
- terms better defined
- interest checklists for each field of work
- skills inventories for each field of work
- career tips providing advice and quick facts to help in decision making
- quotes from young workers included for every occupation
- sources for additional information include e-mail and Web site addresses
- salary ranges instead of overall average
- occupational forecasts omitted to promote investigation of all occupations

Career Directions is available as a coil-bound book and also in electronic format on the Internet at www.careerccc.org/careerdirections. Activities in this guide can be used with either resource. Be sure to check the Web site for updated information.
What's in Career Directions
Career Directions includes: interest checklists, a general overview of the nine fields of work, skills inventories and occupational profiles. These will act as a starting point for your students’ and clients’ career search.

Occupational Profiles
The following example illustrates the layout of an occupational profile found in Career Directions.

A A quote from a young worker in the field
B Description of the work - typical work tasks, equipment used on the job, etc.
C Work conditions and training - work environment, means of getting paid, safety issues, and any training, education, certificates needed
D Who's the right person? - employability skills, personal qualities, physical attributes and aptitudes
E What does it take? - a list of qualifications needed such as education, language, training, certificates and exams
F Next steps? - suggestions/examples of career paths and opportunities
G Relevant high school subjects - a sampling of subjects considered to be assets in preparing for this type of work
H Want more information? Try ... a list of additional sources of information
I What are some related occupations? - a list of similar occupations
J Average salary - provides the average salary, the average of the lowest 10% of earnings and the average of the highest 10% of earnings for the occupation
K Short tips - career building tips are scattered throughout Career Directions and appear on some occupational profiles
Interest Checklists

An interest checklist for each field of work is found at the beginning of Career Directions following the introduction. Each checklist includes some of the interests, skills and qualities typically found or needed for the occupations within a particular field of work. Not all interests, skills or qualities necessarily apply to every occupation within a field of work.

The checklists are designed to help the reader select two or three fields of work that may be of particular interest to them. The checklists are not intended to narrow the user’s exploration but rather to serve as a starting point for exploration.

Field of Work Introductory Page

Each section begins with a brief overview and a list of the occupations found within. General career tips can also be found on this introductory page.

Skills Inventories

Following the introduction to each field of work you will find a skills inventory. The skills cover many occupations within that field but do not necessarily apply to every occupation within the field. This tool is designed to allow users to identify skills they have and those skills they would like to develop. Users are encouraged to document where these skills can be acquired.
Using Career Directions

Before leafing through Career Directions

Students tend to jump at answers to the question, “What job can I get after I finish school?” They want to know what they “should be,” and they often expect that someone (or some book or computer software) has the answer for them. It is important that your students or clients understand the context in which work occurs before they leaf through Career Directions or similar resources, expecting to find answers to their future. They must also be aware that this publication is a starting point only. Career Directions is a sampling of career possibilities and further research is necessary.

Preparing for Discussions and Activities

Here is a brief overview of how recent factors in the labour market have influenced two issues facing youth: career decision making and the need to take responsibility for their own learning. The information that follows on these issues may be of value to you in preparing for discussions and activities.

Emerging Work Alternatives

- The world of work is constantly changing.
- Occupations are created, altered and replaced quickly.
- Many occupations exist with no title. They take their form from tasks required of the project (e.g. consulting and contracting).

Sectors of the Economy

- Sectors change less quickly than specific occupations and therefore they may be better targets than occupations.
- For career choices to be manageable, searchers need to have some way to filter out the many unlikely options and focus on the likely ones.
- Trying to find the one occupation that is perfect for an individual can prove disappointing. Direction can come from thinking about sectors, industries of the economy or fields of work rather than occupations.

For example, encourage:

- would-be doctors to consider the “health care” sector
- would-be truck drivers to consider the “logistics” sector

Usually, hundreds of doors open for individuals when they move away from occupational titles and move toward a career path within an economic sector. This is why Career Directions is organized by fields of work, and why sample occupations are shown within each field.

Change and Learning in the Work Environment

- In a world of constant change, learning must remain constant.
- Developments in the labour market demand ongoing learning. The following explains how change increasingly pushes the responsibility for learning on the individual.

Flattened Organizations - The flattening of North America’s organizations has resulted in fewer supervisors and managers. Individuals can no longer rely on their supervisors to identify their learning needs, plan appropriate training and deliver it when needed. Supervisors generally do not have the time or the resources to properly execute these tasks.

Team Management - To reduce management costs, many organizations have moved to self-managed teams. Team members supervise themselves and provide assistance to each other. Again, individuals cannot rely on others to assess and fulfil their learning needs.

Work Alternatives - The greatest growth in work has been and will continue to be in small business, self-employment, consulting and contracting. Individuals choosing these alternatives must rely solely on themselves to ensure that learning needs and strategies are appropriately implemented.
Rapid Change - In many work environments, change occurs so quickly that there is little time to develop and deliver formal training programs. They are often obsolete before they are delivered. Individuals must remain up to date without relying on traditional training systems.

Smaller Budgets - Global competition has forced many employers to be increasingly concerned about the bottom line. Training budgets may be eliminated when employers seek ways to cut costs. Again, individuals must be responsible for their own learning.

Increased Specialization - The age of the “knowledge worker” creates a situation in which workers are often more specialized than their supervisors. Supervisors are therefore unable to determine, predict or meet the learning needs of their workers.

Added Value - Due to many of the above conditions, employees are increasingly being asked to determine for themselves how they contribute to their organization. Employers expect their employees to add value through increasing sales, decreasing costs, increasing customers or retaining customers. In today’s competitive market, this is achieved through the ongoing learning of the employee.

How to Make the Most of Career Directions

Connecting this occupational information to everyday learning in school, volunteering, part-time work and leisure activities will help your students and clients understand the importance of implementing their own learning throughout their career.

Introduce Career Directions after participants have been exposed to broader information about trends affecting the world of work.

For example:
• a summary of labour market trends
• global, national and provincial/territorial forces of change that will drive the economy and society over the next decade
• identification of how these major trends are already changing the workplace, the workplace of the future and the qualities a worker will need to be a part of that workplace

Encourage your peers to teach labour market trends. The integration of dynamic labour market information into the educational system is very important to youth in the “transition from school.” For example, information highlighting the political, economic, social and demographic forces of change are very applicable to the social studies curriculum at a number of levels.

Highlight the importance of research. No matter how carefully produced, printed material is limiting and often slightly behind. A search for career information should include multiple resources, such as the Internet, the public library, personal contacts and newspapers, to mention a few.
The activities in this guide are designed to help your students or clients incorporate the following themes into their career decision-making process; how to
• further explore their options
• examine the changing labour market conditions
• understand their values and interests
• assess their skills and abilities
• understand their options and choices
• begin their research

Use the activities in this guide to support these themes. You may wish to use the activities as they appear or modify them to suit your students’ or clients’ needs.

Remember that Career Directions is only one source of information. You may wish to review various concepts (e.g. self assessment and skills identification) prior to using Career Directions. Canada Prospects, a career information tabloid produced by the Canada Career Consortium, may assist you in providing more general career information to your students and clients. Canada Prospects can be found at www.careerccc.org/canadaprospects.

The activities that follow may be completed as stand-alone activities, however they are best completed in the sequence that they appear. Each activity explores various concepts progressively in more depth. Activities one through three serve as a good introduction to career concepts, terminology, and Career Directions. Theses activities can be completed in one lesson period of 60 to 90 minutes. Activities four through nine explore in increasingly greater depth the fields of work, occupations within the fields of work and the importance of considering interests, skills and other factors when choosing an occupation. These activities can be completed in two to four one-hour lesson periods depending on the size of your group.
### ACTIVITY #1 – Start your Career Search with a Crossword!

**Purpose:** To get individuals thinking about careers and the vast array of occupations available. In addition, to introduce them to Career Directions.

**Expected Outcomes:** To generate interest in exploring career options and to identify Career Directions as an excellent resource.

**Suggested Prerequisite(s):** N/A

**Time Required:** 15 minutes

**Preparation Time:** 5 to 10 minutes to prepare overheads

**Materials Required:** Worksheet #1 – Start Your Career Search with a Crossword! (photocopy for each participant)

**Individual Exercise:** Each person completes the crossword. It could be a timed contest and the winner receives a small prize. Career Directions will need to be on hand to look up some answers. This activity will familiarize them with Career Directions.

Use Overhead #1 Start Your Career Search with a Crossword to show completed crossword. Depending on your group’s educational level and/or previous exposure to career information, you may wish to provide each individual with a copy of possible answers or use Overhead #2 Start Your Career Search with a Crossword Possible Answers to display possible answers.

### ACTIVITY #2 – Explore your Options! Mix ‘n’ Match

**Purpose:** To learn about occupation titles and definitions, and to develop a better understanding of the nine fields of work.

**Expected Outcomes:** A better understanding of the variety of occupations available and show that focusing on the different sectors of the economy or fields of work is more advantageous than focusing on a single occupation.

**Suggested Prerequisite(s):** A basic understanding of the nine fields of work

**Time Required:** 30 minutes

**Preparation Time:** 5 to 10 minutes to photocopy worksheet and prepare overhead

**Materials Required:** Worksheet #2 – Explore Your Options! Mix ‘n’ Match (photocopy for each participant)

**Overhead #3 – Explore Your Options! Mix ‘n’ Match

**Individual Exercise:** Each participant completes Worksheet #2 individually. This exercise asks participants to match occupation titles to brief career descriptions. After completing the Mix ‘n’ Match exercise, the participants then identify the appropriate field of work that corresponds to that occupation.

**Group Discussion:** Use Overhead #3 to provide the answers to the participants. Ask the participants why they think certain occupations fall into certain fields of work. A discussion on the advantages of focusing on one field of work over a single occupation should be included. Fields of work change less quickly than specific occupations and therefore may be better targets than occupations.

### ACTIVITY #3 – There’s More to your Job than a Paycheque

**Purpose:** To discuss the reasons for working other than a paycheque.

**Expected Outcomes:** A better understanding of the many benefits associated with a career choice.

**Suggested Prerequisite(s):** N/A

**Time Required:** 10 minutes

**Preparation Time:** N/A

**Materials Required:** N/A

**Group Discussion:** Have the group volunteer reasons for having an occupation other than a paycheque (e.g. gratification, flexibility, travel, relocation, passion, social, experience, learning, self-discovery, work environment, prerequisite for another job, etc). Encourage them to follow their passions.
### ACTIVITY #4 - What's of Interest to You?

**Purpose:** Understanding fields of work and the interests, skills and qualities associated with each.

**Expected Outcomes:** A better understanding of the interests, skills and qualities that frequently apply to a field of work.

**Suggested Prerequisite(s):** N/A

**Time Required:** 25 minutes

**Preparation Time:** 15 to 20 minutes to photocopy worksheets and prepare overheads

**Materials Required:** Worksheets #3, 4 and 5 – What's of Interest to You? (photocopy for each participant)
Overheads #4, 5 and 6 – What's of Interest to You?

**Group Discussion:** Distribute Worksheets #3, 4 and 5 to all participants. Each individual completes the worksheets according to their own interests, skills and qualities. After completing the exercise, use Overheads #3, 4 and 5 to reveal the fields of work that correspond to each interest checklist. Review some of the listed occupations. A discussion about the importance of interests, skills and qualities should follow. Understanding your own interests, skills and qualities are important when choosing the appropriate career and following your passion is how to achieve work satisfaction. Refer to page 14 of Career Directions to begin a discussion about passion.

Instructor should encourage the individual to build on this list. When seeking a career they should refer to this list to see if they have the interests, skills and qualities suggested to satisfy the requirements of an occupation.

### ACTIVITY #5 - Surveying the Skills

**Purpose:** An examination of skills needed for apparently different fields of work.

**Expected Outcomes:** An understanding of required skills and how to develop them.

**Suggested Prerequisite(s):** A brief understanding of the nine fields of work.

**Time Required:** 30 minutes

**Preparation Time:** 10 to 15 minutes to photocopy the worksheet and prepare the overheads

**Materials Required:** Blackboard, Overheads #7 and 8, Surveying the Skills and Worksheet #6, My Skills Inventory (photocopy for each participant)

**Group Exercise:** On the blackboard write the title “Health” and ask the participants to volunteer their thoughts on what skills are required for this field of work. Repeat the exercise with “Computers & Technology.” Put up Overhead #7 and compare the skills given in Career Directions to those given by the participants. Repeat with Overhead #8.

After completing this activity, compare the skill similarities between each field of work. For example both fields of work frequently require skills such as being logical, solving problems, using computer networks, analyzing data, etc. Then examine the differences.

Begin a discussion about how some skills are applicable to many different fields of work and that developing these transferable skills can be very beneficial when career searching.

Distribute Worksheet #6 to each participant. Have them complete and build on it as they acquire more skills or see the need to obtain new skills.
ACTIVITY #6 – Time to Dig a Little Deeper

**Purpose:** To understand how to research an occupation.

**Expected Outcomes:** An understanding of the division among occupations and the experience and knowledge of how to conduct research in an effective and timely manner.

**Suggested Prerequisite(s):** Activity #4, What’s of Interest to You?

**Time Required:** Homework assignment

**Preparation Time:** 5 minutes to prepare overhead

**Materials Required:** Overhead #9, Time to Dig a Little Deeper

**Research Exercise:** Have each individual select an occupation based on the assessment of their interests, skills and qualities as well as the field of work that best matches the individual. Give them an idea of resources they could use to obtain information (e.g. Career Directions, library, Internet, businesses, talking to people, career centres, etc.). Have each individual write a report about their research techniques and what they found. The report could include the following:

- description of the work
- interests and skills required
- education and training opportunities available
- a list of companies who might employ someone in this occupation
- description of how they conducted the research
- identification of whether or not they are still interested in the occupation.

**Presentation/Group Discussion:** After completing the research, have selected individuals present their findings to the group explaining how and where they conducted their research and what they learned.

A Variation of ACTIVITY #6 – Exploring a Field of Work

**Purpose:** Understanding occupations within a field of work and doing research.

**Expected Outcomes:** A greater understanding of the different fields of work and the occupations found within each.

**Suggested Prerequisite(s):** Activity #4, What’s of Interest to You?

**Time Required:** 25 minutes + homework assignment

**Preparation Time:** N/A

**Materials Required:** N/A

**Discussion - Small Groups:** After the interest checklists have been completed, group individuals with similar interests. Each group will discuss their field of work and why they think they ended up in that group. Each group will then research a few occupations within that field and present them to the class. Suggest Career Directions, library, Internet, talking to people, calling businesses, etc. as resources to use.
ACTIVITY #7 – Understanding What’s Right for You!

**Purpose:** To illustrate how to reach your career goals.

**Expected Outcomes:** An understanding of personal likes and dislikes.

**Suggested Prerequisite(s):** N/A

**Time Required:** 25 minutes

**Preparation Time:** 10 to 15 minutes to photocopy worksheet and prepare overhead

**Materials Required:** Worksheet #7, Understanding What’s Right for You! (photocopy for each participant), Overhead #10, Understanding What’s Right for You!

**Individual Exercise:** Each individual receives Worksheet #7, a dialogue between two co-workers. Participants then answer questions from Overhead #10.

**Group Discussion:** The whole group discusses the situation between Nafia and James, and reviews their answers from Overhead #10.

ACTIVITY #8 – Hear it from the Source

**Purpose:** To provide participants with first hand information on fields of work and the opportunity to have questions answered.

**Expected Outcomes:** A better understanding of what the different fields of work are and some of the occupations found within. As well, identification of the interests, skills and qualities frequently used in certain fields of work.

**Suggested Prerequisite(s):** Basic understanding of the nine fields of work

**Time Required:** 1-2 hours depending on the number of speakers

**Preparation Time:** 1 to 2 days depending on the number of speakers

**Materials Required:** N/A

**Group Discussion:** The facilitator arranges for guest speakers from a variety of fields of work. Guest speakers could speak about their field of work, occupations available within that field and the transferability of their skills to other occupations. They could also explain the skills they have acquired, previous occupations held, volunteer experience and education they have received to get them where they are today. In addition, they could discuss where they see their career paths leading them in the future. A two-way conversation is encouraged between the speaker and the group.

Encourage group to prepare questions in advance.

ACTIVITY #9 – Information Interview

**Purpose:** To learn more about an occupation the participants have chosen based on their interests.

**Expected Outcomes:** Learn how to conduct an interview and to have a better understanding about a career path.

**Suggested Prerequisite(s):** N/A

**Time Required:** 45 minutes + homework + presentation time

**Preparation Time:** 10 to 15 minutes to photocopy worksheets and prepare overheads

**Materials Required:** Worksheets #8, Interview Information, and # 9, Report to Group (photocopy for each participant), Overhead #11, Interview Questions

**Group Discussion:** Introduce the activity and begin a discussion about the types of questions that can be asked in an interview. This will stimulate thinking.

**Individual Exercise:** Have the group fill out Worksheet #8 individually.

**Group Discussion:** Put up Overhead #11 and discuss what is listed on the overhead as well as any other suggestions put forward.

**Individual Exercise:** Each person fills out Worksheet #9 and presents it to the group after they have completed their interview.

The information on the worksheets can be written on a blackboard to save paper.
Career Directions and the Blueprint for Life/Work Designs

The Blueprint for Life/Work Designs contains a listing of career development competencies needed by Canadians at various levels. To download a copy, visit the National Life/Work Centre's Web site at http://lifework.ca/.

Career Directions contributes to the development of the Blueprint for Life/Work Designs competencies listed below.

**Competency 4:** Participate in life-long learning support of life/work goals.

**Level Two 4.2:** Link learning to one's life/work scenarios, both present and future.

**Level Three 4.3:** Link learning to one's career building process.

**Level Four 4.4:** Participate in continuous learning support of life/work goals.

**Competency 5:** Locate and effectively use life/work information.

**Level One 5.1:** Discover and understand life/work information.

**Level Two 5.2:** Locate, understand and use life/work information.

**Level Three 5.3:** Locate, interpret, evaluate and use life/work information.

**Level Four 5.4:** Locate, interpret, evaluate and use life/work information.

Glossary

The following is an explanation of how terms are used in Career Directions. The meaning of these terms may be slightly different in other resources.

**Occupation** - what a person does (e.g. accountant)

**Industry** - where a person performs the occupational work (e.g. an accountant in the shoe manufacturing industry, or in the health care industry)

**Occupational Profile** - description of an occupation

**Field of Work** - name for a group of closely related industries (e.g. the Agribusiness, Environment and Natural Resources field of work includes occupations in the forestry industry, fishing industry and the agriculture industry among others)

**Sector** - industry (for our purposes – may differ in other resources)

**Sector Council** - an association responsible for providing human resource information about a field of work, an industry or a group of similar occupations (e.g. National Seafood Sector Council or the Software Human Resources Council)

The councils may be a very good resource for anyone interested in a certain industry or occupation within that industry. Contact information can be found in the profiles, or visit The Alliance of Sector Councils' web site at www.councils.org for a listing of sector councils.
Across
1. What must remain constant throughout your whole life? (1)
2. A _______ placement allows you to receive on-the-job experience while still in school. (1)
5. In this occupation you would be creating pages for intranets, extranets and the Internet. (2)
6. To become a home support worker, _______ certification may be required. (1)
7. On your way to becoming a private chauffeur, you may spend a lot of time in one of these. (1)
8. A love for nature and activity may propel you to be a _______. (2)
10. As a dental technician you will spend a lot of time in a _______. (1)
13. This local medium lists job availability. (1)
14. As a _________ inspector, you are considered Canada’s first line of defence. (1)
15. For this occupation, you must be mechanically inclined, conscientious and safety-minded because you deal with highly flammable and toxic substances. (3)
16. An _______ deals with wiring, fixtures and control devices. (1)

Down
1. If you want to be a Court Officer, your studies should focus on _______. (1)
2. A job as a cook is an excellent step toward being a _________. (1)
3. A horticulturist works with _______. (1)
4. In this occupation you investigate insurance claims. (2)
6. Refrigeration and Air Conditioning Mechanics have a _______ job. (1)
9. This occupation deals with sharp materials. (2)
11. As a _______ you process many deposits and withdrawals. (2)
12. To be a conservation officer, you should have courses in _______. (1)

(Numbers in brackets refer to the number of words.)

For answers see Activity #1 - Overhead #1
Explore Your Options! Mix ‘n’ Match

Match the following occupations to their descriptions and identify the field of work to which they belong.

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<tr>
<th>Field of Work</th>
<th>Occupation</th>
<th>Definition</th>
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<tbody>
<tr>
<td>1) Agribusiness, Natural Resources &amp; Environment</td>
<td>Foundry Worker</td>
<td>Mixes chemicals and searches for colour variations</td>
</tr>
<tr>
<td>2) Health</td>
<td>Aquaculture Technician</td>
<td>Creates technical drawings</td>
</tr>
<tr>
<td>3) Business &amp; Administration</td>
<td>Ironworker</td>
<td>Evaluates insurance applications</td>
</tr>
<tr>
<td>4) Arts, Culture &amp; Communication</td>
<td>Midwife</td>
<td>Makes metal castings</td>
</tr>
<tr>
<td>5) Computers &amp; Technology</td>
<td>Purchasing Officer</td>
<td>Works with plants, people and the environment</td>
</tr>
<tr>
<td>6) Manufacturing</td>
<td>Heritage Interpreter</td>
<td>Co-ordinates parties and administers staff payroll</td>
</tr>
<tr>
<td>7) Tourism, Recreation &amp; Sports</td>
<td>Textile Dyer</td>
<td>Builds bridges and water systems</td>
</tr>
<tr>
<td>8) Trades &amp; Construction</td>
<td>Editorial Assistant</td>
<td>Involved in hog production</td>
</tr>
<tr>
<td>9) Sales &amp; Service</td>
<td>Reflexologist</td>
<td>Maintains order and is constantly alert</td>
</tr>
<tr>
<td>10) Sales &amp; Service</td>
<td>Customs Broker</td>
<td>Helps get a publication to market</td>
</tr>
<tr>
<td>11) Sales &amp; Service</td>
<td>Boiler Operator</td>
<td>Conducts natural deliveries</td>
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<tr>
<td>12) Sales &amp; Service</td>
<td>Swine Technician</td>
<td>Researches and chooses suppliers</td>
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<tr>
<td>13) Sales &amp; Service</td>
<td>Civil Engineering Technician</td>
<td>Raises and harvests fish</td>
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<tr>
<td>14) Trades &amp; Construction</td>
<td>Maître d’hôtel</td>
<td>Master of cultural or natural history</td>
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<tr>
<td>15) Tourism, Recreation &amp; Sports</td>
<td>Correctional Services Officer</td>
<td>Helps put up buildings and bridges</td>
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<tr>
<td>16) Tourism, Recreation &amp; Sports</td>
<td>Insurance Underwriter</td>
<td>Relieves stress and balances body functions</td>
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<td>17) Business &amp; Administration</td>
<td>Special Events Co-ordinator</td>
<td>Supplies steam to heat and cool buildings</td>
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<tr>
<td>18) Business &amp; Administration</td>
<td>Draftsperson</td>
<td>Intermediary between clients and Revenue Canada</td>
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<tr>
<td>19) Business &amp; Administration</td>
<td>Horticulturist</td>
<td>Co-ordinates conventions and trade shows</td>
</tr>
</tbody>
</table>

**Nine Fields of Work:**

1) Agribusiness, Natural Resources & Environment
2) Health
3) Business & Administration
4) Arts, Culture & Communication
5) Computers & Technology
6) Manufacturing
7) Tourism, Recreation & Sports
8) Trades & Construction
9) Sales & Service
### Activity #4 - Worksheet #3

**What's of Interest to You?**

1) **INTERESTS:** Check the things you like:
- meeting new people
- sports and sporting events
- being outdoors
- co-ordinating events
- educating people
- physical fitness and activities
- speaking to groups
- entertaining people
- challenges and adventure
- helping people
- answering questions
- travelling

**SKILLS:** Check the things you can do and would like to be able to do:
- co-ordinate and organize events
- develop marketing strategies
- listen to understand
- deal with customers, including difficult ones
- analyze data
- provide instructions
- manage equipment and supplies lists
- respond and adjust to feedback
- apply knowledge of first aid and safety
- assume leadership when appropriate
- use computer software for schedules, records and billing

**QUALITIES:** Check below if you are:
- friendly and outgoing
- a person with a sense of humour
- courteous
- a person with strength and stamina
- adaptable to many situations
- able to cope well with stress
- conscientious
- able to pay attention to detail
- able to motivate self and others
- positive in attitude
- determined
- competitive

**TOTAL CHECKMARKS**

2) **INTERESTS:** Check the things you like:
- computer games
- puzzles/challenges
- reading technical reports and manuals
- installing and fixing
- graphics/animation
- helping people with their computer problems
- troubleshooting
- working with electronics
- science
- learning about new technologies

**SKILLS:** Check the things you can do and would like to be able to do:
- interview to identify problems
- apply mathematical principles
- use computer software
- apply scientific principles
- manage projects
- work independently
- handle difficult situations
- brainstorm to problem solve
- conduct research
- apply technical and electronic knowledge

**QUALITIES:** Check below if you are:
- trustworthy
- flexible
- patient
- able to take the initiative
- responsible
- persistent
- observant
- able to work to a deadline
- systematic
- detail-oriented
- precise
- able to concentrate in any environment

**TOTAL CHECKMARKS**

3) **INTERESTS:** Check the things you like:
- building or constructing things
- inventing
- working with your hands
- methodical or careful work
- designing and drawing
- engineering and computers
- disassembling and assembling things
- machines

**SKILLS:** Check the things you can do and would like to be able to do:
- assess mechanical problems
- use computerized settings on machines
- fix machines
- assess for quality in production
- work individually or in a team
- record data on quotas
- read schematics and diagrams
- apply knowledge of safety regulations
- listen to follow instructions
- monitor measurement instruments

**QUALITIES:** Check below if you are:
- able to meet deadlines
- a person with good hand-eye co-ordination
- able to use good judgement
- punctual
- a person who doesn’t mind getting dirty
- able to do physical labour
- precise
- able to concentrate even with distractions
- detail-oriented
- able to remain alert for repetitive tasks or long shifts

**TOTAL CHECKMARKS**
## Activity #4 - Worksheet #4

### What's of Interest to You? (continued)

#### INTERESTS: Check the things you like:
- [ ] working outside
- [ ] biology
- [ ] examining things
- [ ] working with equipment and computers
- [ ] the environment
- [ ] plants and animals
- [ ] performing experiments
- [ ] working with your hands
- [ ] travelling
- [ ] chemistry

#### SKILLS: Check the things you can do and would like to be able to do:
- [ ] use computers
- [ ] investigate
- [ ] communicate (oral and written)
- [ ] work independently or as a team member
- [ ] apply mathematical knowledge
- [ ] collect and assess data
- [ ] find solutions to problems
- [ ] apply knowledge of safety

#### QUALITIES: Check below if you are:
- [ ] inquisitive
- [ ] patient
- [ ] able to work long hours
- [ ] precise
- [ ] able to use good judgement
- [ ] able to work under pressure
- [ ] able to pay attention to detail
- [ ] able to do hard, physical labour
- [ ] conscientious

---

#### TOTAL CHECKMARKS

4)

#### INTERESTS: Check the things you like:
- [ ] selling things
- [ ] helping people find what they need
- [ ] learning about new cultures
- [ ] persuading people
- [ ] meeting and greeting new people
- [ ] providing good public service
- [ ] negotiating
- [ ] promoting products and services
- [ ] explaining things
- [ ] travelling
- [ ] being creative in providing people with what they want

#### SKILLS: Check the things you can do and would like to be able to do:
- [ ] listen to understand
- [ ] prepare and submit invoices
- [ ] give presentations and do demonstrations
- [ ] write reports
- [ ] find solutions to problems quickly
- [ ] research new product/service information
- [ ] set goals and priorities
- [ ] use word processing programs
- [ ] deal diplomatically with difficult people
- [ ] negotiate
- [ ] organize consumer databases
- [ ] use electronic inventory programs

#### QUALITIES: Check below if you are:
- [ ] persuasive
- [ ] competitive
- [ ] able to be decisive and firm
- [ ] able to act in a confident manner
- [ ] able to be decisive and firm
- [ ] observant of non-verbal cues
- [ ] a person with integrity
- [ ] energetic
- [ ] courteous
- [ ] a person with integrity
- [ ] honest
- [ ] persistent
- [ ] a person with integrity
- [ ] able to work well under pressure
- [ ] a good judge of character

---

#### TOTAL CHECKMARKS

5)

#### INTERESTS: Check the things you like:
- [ ] working with your hands
- [ ] learning new techniques
- [ ] working outside or in workshops
- [ ] working alone
- [ ] solving problems
- [ ] physics
- [ ] building or constructing things
- [ ] working with tools and machines

#### SKILLS: Check the things you can do and would like to be able to do:
- [ ] use electric and hand tools
- [ ] operate heavy equipment
- [ ] follow instructions - verbal or written
- [ ] read equipment and regulations manuals
- [ ] think in three dimensions
- [ ] apply technical and mechanical knowledge
- [ ] read blueprints and job specifications
- [ ] apply knowledge of safety
- [ ] work independently
- [ ] sketch plans and solutions
- [ ] measure and estimate
- [ ] prepare and submit invoices
- [ ] use computer-assisted design programs

#### QUALITIES: Check below if you are:
- [ ] patient
- [ ] accountable for your actions
- [ ] able to keep cool in critical situations
- [ ] a person with good hand-eye co-ordination
- [ ] reliable
- [ ] physically fit
- [ ] able to do physical labour
- [ ] consistent in quality of work

---

#### TOTAL CHECKMARKS

6)
### Activity #4 – Worksheet #5

#### What’s of Interest to You? (continued)

<table>
<thead>
<tr>
<th>INTERESTS: Check the things you like:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• new challenges</td>
</tr>
<tr>
<td>• routine or repetitive work</td>
</tr>
<tr>
<td>• money and banking</td>
</tr>
<tr>
<td>• interacting with people</td>
</tr>
<tr>
<td>• persuading others</td>
</tr>
<tr>
<td>• working with numbers</td>
</tr>
<tr>
<td>• sales and marketing</td>
</tr>
<tr>
<td>• business</td>
</tr>
<tr>
<td>• new products and services</td>
</tr>
<tr>
<td>• planning or conducting meetings</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SKILLS: Check the things you can do and would like to be able to do:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• use computers</td>
</tr>
<tr>
<td>• make decisions</td>
</tr>
<tr>
<td>• communicate (oral and written)</td>
</tr>
<tr>
<td>• plan and organize</td>
</tr>
<tr>
<td>• negotiate</td>
</tr>
<tr>
<td>• deal with difficult people</td>
</tr>
<tr>
<td>• use numbers</td>
</tr>
<tr>
<td>• manage projects</td>
</tr>
<tr>
<td>• conduct marketing research</td>
</tr>
<tr>
<td>• analyze</td>
</tr>
<tr>
<td>• use logical thinking skills</td>
</tr>
<tr>
<td>• compile and assess data</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>QUALITIES: Check below if you are:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• competitive</td>
</tr>
<tr>
<td>• confident</td>
</tr>
<tr>
<td>• honest</td>
</tr>
<tr>
<td>• able to use good judgement</td>
</tr>
<tr>
<td>• able to act professionally</td>
</tr>
<tr>
<td>• self-disciplined</td>
</tr>
<tr>
<td>• tactful</td>
</tr>
<tr>
<td>• adaptable to change</td>
</tr>
<tr>
<td>• efficient and accurate</td>
</tr>
<tr>
<td>• able to meet deadlines</td>
</tr>
</tbody>
</table>

**TOTAL CHECKMARKS**

---

### Activity #5 – Worksheet #5

7) INTERESTS: Check the things you like:

| • current events                                                                                                                                     |
| • music                                                                                                                                             |
| • promoting ideas                                                                                                                                      |
| • artforms                                                                                                                                              |
| • variety/the unpredictable                                                                                                                            |
| • promoting yourself                                                                                                                                  |
| • entertaining/performing                                                                                                                                  |
| • writing/telling stories                                                                                                                                     |
| • communicating experiences to others                                                                                                                           |
| • working with video and audio equipment                                                                                                                         |

<table>
<thead>
<tr>
<th>SKILLS: Check the things you can do and would like to be able to do:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• think creatively</td>
</tr>
<tr>
<td>• handle constructive criticism</td>
</tr>
<tr>
<td>• memorize large amounts of material</td>
</tr>
<tr>
<td>• depict ideas</td>
</tr>
<tr>
<td>• respect others’ likes and dislikes</td>
</tr>
<tr>
<td>• think visually and in three dimensions</td>
</tr>
<tr>
<td>• express yourself well</td>
</tr>
<tr>
<td>• organize - set goals and priorities</td>
</tr>
<tr>
<td>• work independently or as a member of a team</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>QUALITIES: Check below if you are:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• able to notice detail</td>
</tr>
<tr>
<td>• able to cope with pressure</td>
</tr>
<tr>
<td>• able to meet deadlines</td>
</tr>
<tr>
<td>• able to work long, irregular hours</td>
</tr>
<tr>
<td>• able to think on your feet</td>
</tr>
<tr>
<td>• enthusiastic</td>
</tr>
<tr>
<td>• a person with broad general knowledge</td>
</tr>
<tr>
<td>• dramatic</td>
</tr>
<tr>
<td>• confident</td>
</tr>
<tr>
<td>• self-motivated</td>
</tr>
<tr>
<td>• a person with a flair for design</td>
</tr>
<tr>
<td>• self-disciplined</td>
</tr>
</tbody>
</table>

**TOTAL CHECKMARKS**

---

### Activity #6 – Worksheet #5

8) INTERESTS: Check the things you like:

| • interacting with people                                                                                                                                     |
| • healthy living                                                                                                                                         |
| • working with technical equipment                                                                                                                           |
| • research                                                                                                                                                 |
| • science                                                                                                                                                  |
| • helping people                                                                                                                                         |
| • investigating the human body                                                                                                                               |
| • reading about health issues                                                                                                                                   |
| • working in a laboratory                                                                                                                                         |

<table>
<thead>
<tr>
<th>SKILLS: Check the things you can do and would like to be able to do:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• gather and assess patient data</td>
</tr>
<tr>
<td>• act quickly and accurately in emergencies</td>
</tr>
<tr>
<td>• reassure people</td>
</tr>
<tr>
<td>• apply knowledge of ethics</td>
</tr>
<tr>
<td>• apply knowledge of first aid</td>
</tr>
<tr>
<td>• deal with difficult or delicate situations</td>
</tr>
<tr>
<td>• use laboratory equipment</td>
</tr>
<tr>
<td>• analyze problems and find solutions</td>
</tr>
<tr>
<td>• use health-care related software programs</td>
</tr>
<tr>
<td>• use medical/technical equipment</td>
</tr>
<tr>
<td>• communicate accurately (oral, written, reading)</td>
</tr>
<tr>
<td>• organize - set goals and priorities</td>
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<table>
<thead>
<tr>
<th>QUALITIES: Check below if you are:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• caring/compassionate</td>
</tr>
<tr>
<td>• able to use good judgement</td>
</tr>
<tr>
<td>• precise</td>
</tr>
<tr>
<td>• sensitive to other cultures</td>
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<tr>
<td>• accountable for your actions</td>
</tr>
<tr>
<td>• able to remain calm under pressure</td>
</tr>
<tr>
<td>• decisive</td>
</tr>
<tr>
<td>• willing to keep learning about new things</td>
</tr>
</tbody>
</table>

**TOTAL CHECKMARKS**

---

### Activity #7 – Worksheet #5

9) INTERESTS: Check the things you like:

| • interacting with people                                                                                                                                     |
| • healthy living                                                                                                                                         |
| • working with technical equipment                                                                                                                           |
| • research                                                                                                                                                 |
| • science                                                                                                                                                  |
| • helping people                                                                                                                                         |
| • investigating the human body                                                                                                                               |
| • reading about health issues                                                                                                                                   |
| • working in a laboratory                                                                                                                                         |

<table>
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<tr>
<td>• decisive</td>
</tr>
<tr>
<td>• willing to keep learning about new things</td>
</tr>
</tbody>
</table>

**TOTAL CHECKMARKS**

---
These are the skills I have.

These are the skills I need.

Focusing on these areas will help me develop and obtain the skills I need.

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Volunteer Work</th>
<th>Leisure, Recreational Activities and Hobbies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
James: I am so tired of filling out inventory forms. I sometimes feel mad when I’m looking at that screen just staring me in the face, waiting for me to feed it numbers. They installed this new program that I can’t figure out. I can’t make it do what the old one did.

Nafia: I could probably figure it out for you. I love figuring out software programs. I spend most of my money on computer software.

James: Well, it doesn’t come easy to me. What a break it was to have to be at the front counter last week to fill in for Sarah. I got to talk to so many people and help them find what they wanted. I really made a customer’s day too – found something in the warehouse that no one else could find.

Nafia: You just had one day of front counter work. I have to smile all day long no matter what the customers say or how they treat me. You wouldn’t be so thrilled if you had to do what I have to do.

In my former job I didn’t have to deal with customers at all. I kept the books. Too bad I had no certificates for what I learned on the job because when we moved here every place I applied to wanted to see a certificate.

James: I think I would be fine with customers all day long. I used to be an associate on the floor at a big department store and I loved helping customers. I even liked the challenge of trying to calm down customers when they were upset.

Nafia: Why did you take this job?

James: Well, I just love sports equipment and I go camping with friends all the time. Not only could I work in a store filled with things I really like but it seemed like a step up and it pays more. But I don’t know whether it is worth it – hating to come in every day.

Nafia: I don’t think I’d hate to come to work if I had your job. Sometimes the long lines of noisy people make me crazy. I think of you back in your quiet office filling in the inventory numbers in orderly tables. [sighs]

James: Hey, look at the time. We have to get back. [laughs] Want to trade places?
Planning the Interview

Example:

I want to find out more about these points in my interview:

1. Qualifications needed for this job.

Questions I can ask to try and find out this information:

1. What education and previous work experience were required to obtain your position?

The occupation I have chosen is

______________________________________________________________________________

I want to find out more about these points in my interview:

1. __________________________________________________________________________

2. __________________________________________________________________________

3. __________________________________________________________________________

4. __________________________________________________________________________

5. __________________________________________________________________________

6. __________________________________________________________________________

Questions I can ask to try and find out this information:

1. __________________________________________________________________________

2. __________________________________________________________________________

3. __________________________________________________________________________

4. __________________________________________________________________________

5. __________________________________________________________________________

6. __________________________________________________________________________
Fill in the following using your interview notes to present to the group.

I interviewed (name of person):

______________________________________________________________

from (name of company):

______________________________________________________________

He/she is a(n) (name of occupation):

______________________________________________________________

He/she does this kind of work (describe):

______________________________________________________________

I found out these interesting things. [e.g. how he/she got to this position, where he/she works, salary range for this work, what training was required, some positive and negative points about the occupation, etc.]:

1. __________________________________________________________

2. __________________________________________________________

3. __________________________________________________________

4. __________________________________________________________

5. __________________________________________________________

6. __________________________________________________________

7. __________________________________________________________

8. __________________________________________________________

9. __________________________________________________________

10. ____________________________________________________________________
Start Your Career Search with a Crossword

ACCTIVITY #1 - OVERHEAD #1

LEARNING  COOP  HLA
A  WEBDESIGNER  LAN
WEB  DES  IGN  E  F
ER  CAP  O  F
CPR  OUTDOOR  GUIDE
O  L  L
LABORATORY
L  BASS
AO
NEWSPAPER  AD
O  JU
OK
CUSTOMS
LO  TE
ET
GASPLANTOPERATOR
LY  EL
ELCTRICIAN
AR
<table>
<thead>
<tr>
<th>Electrician</th>
<th>CPR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning</td>
<td>Laboratory</td>
</tr>
<tr>
<td>Biology</td>
<td>Web Designer</td>
</tr>
<tr>
<td>Claims Adjuster</td>
<td>Law</td>
</tr>
<tr>
<td>Customs</td>
<td>Bank Teller</td>
</tr>
<tr>
<td>Glass Cutter</td>
<td>Chef</td>
</tr>
<tr>
<td>Taxi</td>
<td>Outdoor Guide</td>
</tr>
<tr>
<td>Plants</td>
<td>Newspaper</td>
</tr>
<tr>
<td>Gas Plant Operator</td>
<td>Co-op</td>
</tr>
<tr>
<td>Cool</td>
<td></td>
</tr>
</tbody>
</table>
### Explore Your Options! Mix ‘n’ Match

Match the following occupations to their definitions & identify the field of work to which they belong.

<table>
<thead>
<tr>
<th>Field of Work</th>
<th>Occupation</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manufacturing</td>
<td>1) Foundry Worker</td>
<td># 7 Mixes chemicals and searches for colour variations</td>
</tr>
<tr>
<td>Agribusiness</td>
<td>2) Aquaculture Technician</td>
<td># 18 Creates technical drawings</td>
</tr>
<tr>
<td>Trades</td>
<td>3) Ironworker</td>
<td># 16 Evaluates insurance applications</td>
</tr>
<tr>
<td>Health</td>
<td>4) Midwife</td>
<td># 1 Makes metal castings</td>
</tr>
<tr>
<td>Business</td>
<td>5) Purchasing Officer</td>
<td># 19 Works with plants, people and the environment</td>
</tr>
<tr>
<td>Arts, Culture</td>
<td>6) Heritage Interpreter</td>
<td># 14 Co-ordinates parties and administers staff payroll</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>7) Textile Dyer</td>
<td># 13 Builds bridges and water systems</td>
</tr>
<tr>
<td>Arts, Culture</td>
<td>8) Editorial Assistant</td>
<td># 12 Involved in hog production</td>
</tr>
<tr>
<td>Health</td>
<td>9) Reflexologist</td>
<td># 15 Maintains order and is constantly alert</td>
</tr>
<tr>
<td>Sales &amp; Service</td>
<td>10) Customs Broker</td>
<td># 8 Helps get a publication to market</td>
</tr>
<tr>
<td>Trades</td>
<td>11) Boiler Operator</td>
<td># 4 Conducts natural deliveries</td>
</tr>
<tr>
<td>Agribusiness</td>
<td>12) Swine Technician</td>
<td># 5 Researches and chooses suppliers</td>
</tr>
<tr>
<td>Computers</td>
<td>13) Civil Engineering Technician</td>
<td># 2 Raises and harvests fish</td>
</tr>
<tr>
<td>Tourism</td>
<td>14) Maître d’hotel</td>
<td># 6 Master of cultural or natural history</td>
</tr>
<tr>
<td>Sales &amp; Service</td>
<td>15) Correctional Services Officer</td>
<td># 3 Helps put up buildings and bridges</td>
</tr>
<tr>
<td>Business</td>
<td>16) Insurance Underwriter</td>
<td># 9 Relieves stress and balances body functions</td>
</tr>
<tr>
<td>Tourism</td>
<td>17) Special Events Co-ordinator</td>
<td># 11 Supplies steam to heat and cool buildings</td>
</tr>
<tr>
<td>Computers</td>
<td>18) Draftsperson</td>
<td># 10 Intermediary between clients and Revenue Canada</td>
</tr>
<tr>
<td>Agribusiness</td>
<td>19) Horticulturist</td>
<td># 17 Co-ordinates conventions and trade shows</td>
</tr>
</tbody>
</table>

**Nine Fields of Work:**

1) Agribusiness, Natural Resources & Environment
2) Health
3) Business & Administration
4) Arts, Culture & Communication
5) Computers & Technology
6) Manufacturing
7) Tourism, Recreation & Sports
8) Trades & Construction
9) Sales & Service
What's of Interest to You?

Interest Checklist

These are some of the interests, skills, and qualities that frequently apply to occupations in:

Tourism, Recreation & Sports

INTERESTS: Check the things you like:

☐ meeting new people  ☐ sports and sporting events  ☐ being outdoors  ☐ co-ordinating events
☐ educating people  ☐ physical fitness and activities  ☐ speaking to groups  ☐ entertaining people
☐ challenges and adventure  ☐ helping people  ☐ answering questions  ☐ travelling

SKILLS: Check the things you can do and would like to be able to do:

☐ co-ordinate and organize events  ☐ develop marketing strategies  ☐ listen to understand  ☐ provide instructions
☐ deal with customers, including difficult ones  ☐ analyze data  ☐ respond and adjust to feedback
☐ manage equipment and supplies lists  ☐ assume leadership when appropriate
☐ apply knowledge of first aid and safety
☐ manage equipment and supplies lists  ☐ respond and adjust to feedback
☐ use computer software for schedules, records and billing

QUALITIES: Check below if you are:

☐ friendly and outgoing  ☐ a person with a sense of humour  ☐ courteous
☐ a person with strength and stamina  ☐ adaptable to many situations  ☐ able to cope well with stress
☐ conscientious  ☐ able to pay attention to detail  ☐ able to motivate self and others
☐ positive in attitude  ☐ determined  ☐ competitive

TOTAL CHECKMARKS

If you have a lot of checkmarks in this category, you may want to explore some of the occupations listed below.

<table>
<thead>
<tr>
<th>These occupations may interest you:</th>
<th>N.O.C.</th>
<th>Pg #</th>
</tr>
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<tbody>
<tr>
<td>Bartender</td>
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<td>193</td>
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<tr>
<td>Chef</td>
<td>6241</td>
<td>194</td>
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<tr>
<td>Cook</td>
<td>6242</td>
<td>195</td>
</tr>
<tr>
<td>Executive Housekeeper</td>
<td>6471</td>
<td>196</td>
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<tr>
<td>Fitness Instructor</td>
<td>5254</td>
<td>197</td>
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<tr>
<td>Flight Attendant</td>
<td>6432</td>
<td>198</td>
</tr>
<tr>
<td>Food and Beverage Server</td>
<td>6453</td>
<td>199</td>
</tr>
<tr>
<td>Food and Beverage Supervisor</td>
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<td>200</td>
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<tr>
<td>Front Desk Agent</td>
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<td>201</td>
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<tr>
<td>Hockey Player</td>
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<td>202</td>
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<tr>
<td>Maitre d'Hotel</td>
<td>6451</td>
<td>203</td>
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<tr>
<td>Outdoor Guide</td>
<td>6442</td>
<td>204</td>
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<td>Recreation Leader</td>
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<td>Ski Lift Operator</td>
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<td>Special Events Co-ordinator</td>
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<tr>
<td>Taxi Driver</td>
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<tr>
<td>Tourism Small Business Owner/Operator</td>
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<tr>
<td>Tourism Visitor Information Counsellor</td>
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<td>210</td>
</tr>
<tr>
<td>Travel Counsellor</td>
<td>6431</td>
<td>211</td>
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Tourism, Recreation and Sport

Fitness Instructor
Food and Beverage Supervisor
Hockey Player
Recreation Leader
Travel Counsellor
Activity #4 - Overhead #5

What's of Interest to You?

Interest Checklist

These are some of the interests, skills, and qualities that frequently apply to occupations in: Agribusiness, Natural Resources & Environment

INTERESTS: Check the things you like:
- working outside
- biology
- examining things
- working with equipment and computers
- the environment
- plants and animals
- performing experiments
- travelling
- chemistry
- working with your hands

SKILLS: Check the things you can do and would like to be able to do:
- use computers
- investigate
- communicate (oral and written)
- work independently or as a team member
- apply mathematical knowledge
- collect and assess data
- find solutions to problems
- apply knowledge of safety
- keep detailed records
- analyze

QUALITIES: Check below if you are:
- inquisitive
- patient
- able to work long hours
- precise
- able to use good judgement
- able to work under pressure
- able to pay attention to detail
- able to do hard, physical labour
- conscientious
- able to see a job through to completion

TOTAL CHECKMARKS

If you have a lot of checkmarks in this category, you may want to explore some of the occupations listed below.

These occupations may interest you:

<table>
<thead>
<tr>
<th>Occupation</th>
<th>N.O.C.</th>
<th>Pg #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural Technician</td>
<td>2221</td>
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<tr>
<td>Aquaculture Technician</td>
<td>2221</td>
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<tr>
<td>Conservation Officer</td>
<td>2224</td>
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</tr>
<tr>
<td>Fish and Fish Products Inspector</td>
<td>2222</td>
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<tr>
<td>Forest Technician</td>
<td>2223</td>
<td>31</td>
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<tr>
<td>Geological Technician/Technologist</td>
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<td>Hazardous Waste Management Technologist</td>
<td>2217</td>
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<tr>
<td>Horticulturist</td>
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<tr>
<td>Occupational Health and Safety Co-ordinator</td>
<td>2263</td>
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<tr>
<td>Petroleum Engineering Technologist</td>
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</tr>
<tr>
<td>Swine Technician</td>
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</tr>
<tr>
<td>Veterinary Technician</td>
<td>3213</td>
<td>38</td>
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<tr>
<td>Water Resources Technician/Technologist</td>
<td>223</td>
<td>39</td>
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<tr>
<td>Water Treatment Plant Operator</td>
<td>9424</td>
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</tr>
<tr>
<td>Wildlife Technician</td>
<td>2221</td>
<td>41</td>
</tr>
</tbody>
</table>

Agribusiness, Natural Resources & Environment

Conservation Officer
Forest Technician
Occupational Health and Safety Co-ordinator
Veterinary Technician
Water Treatment Plant Operator
What's of Interest to You?

**Interest Checklist**

These are some of the interests, skills, and qualities that frequently apply to occupations in:

**Business & Administration**

![Interest Checklist](image)

### INTERESTS: Check the things you like:

- [ ] new challenges
- [ ] routine or repetitive work
- [ ] money and banking
- [ ] interacting with people
- [ ] persuading others
- [ ] working with numbers
- [ ] sales and marketing
- [ ] business
- [ ] new products and services
- [ ] planning or conducting meetings

### SKILLS: Check the things you can do and would like to be able to do:

- [ ] use computers
- [ ] plan and organize
- [ ] use numbers
- [ ] analyze
- [ ] make decisions
- [ ] negotiate
- [ ] manage projects
- [ ] use logical thinking skills
- [ ] communicate (oral and written)
- [ ] deal with difficult people
- [ ] conduct marketing research
- [ ] compile and assess data

### QUALITIES: Check below if you are:

- [ ] competitive
- [ ] efficient and accurate
- [ ] confident
- [ ] self-disciplined
- [ ] honest
- [ ] tactful
- [ ] able to use good judgement
- [ ] adaptable to change
- [ ] able to meet deadlines

**TOTAL CHECKMARKS**

If you have a lot of checkmarks in this category, you may want to explore some of the occupations listed below.

<table>
<thead>
<tr>
<th>These occupations may interest you:</th>
<th>N.O.C.</th>
<th>Pg #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting Clerk</td>
<td>1431</td>
<td>65</td>
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<tr>
<td>Advertising Sales Representative</td>
<td>6411</td>
<td>66</td>
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<tr>
<td>Bank Teller</td>
<td>1433</td>
<td>67</td>
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<tr>
<td>Claims Adjuster</td>
<td>1233</td>
<td>68</td>
</tr>
<tr>
<td>Court Officer</td>
<td>1227</td>
<td>69</td>
</tr>
<tr>
<td>Executive Assistant</td>
<td>1222</td>
<td>70</td>
</tr>
<tr>
<td>Fashion Buyer</td>
<td>6233</td>
<td>71</td>
</tr>
<tr>
<td>Food Products Sales Representative</td>
<td>6411</td>
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<tr>
<td>General Office Clerk</td>
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<td>73</td>
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<tr>
<td>Insurance Underwriter</td>
<td>1234</td>
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<tr>
<td>Inventory Control Clerk</td>
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<tr>
<td>Legal Assistant</td>
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<tr>
<td>Office Manager</td>
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<tr>
<td>Payroll Clerk</td>
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<tr>
<td>Personal Banking Representative</td>
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<td>Promotions Assistant</td>
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<td>Publicist</td>
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<td>Purchasing Officer</td>
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<tr>
<td>Receptionist</td>
<td>1414</td>
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</tr>
<tr>
<td>Sales Manager</td>
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</tr>
<tr>
<td>Secretary</td>
<td>1241</td>
<td>86</td>
</tr>
<tr>
<td>Shipper/Receiver</td>
<td>1471</td>
<td>87</td>
</tr>
</tbody>
</table>

**Business & Administration**

- Fashion Buyer
- Legal Assistant
- Promotion Assistant
- Publicist
- Shipper/Receiver
### Skills Inventory

**These are some of the skills that frequently apply to occupations in:**

**Health**

Place a✔ beside the skills you already have. Place a ★ beside the skills you would like to develop to prepare yourself for work in this field.

#### 1. Thinking:

- Be logical, scientific
- Be ethical
- Plan and organize job tasks
- Solve problems
- Make decisions
- Find information
- Use memory

#### 2. Oral Communication:

- Listen to and reassure patients
- Discuss conditions and treatments
- Talk with patients' family and friends
- Interact with co-workers
- Receive instructions from supervisors
- Use specialized terminology
- Discuss schedules
- Inform staff
- Explain procedures
- Use computer networks
- Discuss schedules

#### 3. Technical and Computer Use:

- Perform data entry
- Use word processing programs
- Use a database and spreadsheet
- Use bookkeeping, accounting and billing software
- Use computer networks
- Use computerized monitoring
- Use specialized medical software
- Retrieve information
- Use technical and scientific equipment

#### 4. Numeracy:

- Measure and calculate
- Analyze data (compare, contrast, predict; averages, summaries, rates)
- Make numerical estimations
- Prepare schedules

#### 5. Working with Others:

- Assign routine tasks to other workers
- Participate in formal discussions and meetings
- Understand and exhibit confidentiality
- Make suggestions for change or improvements
- Identify training that is required or useful
- Monitor work performance of others
- Be respectful of others
- Deal with difficult or delicate situations

#### 6. Writing:

- Write: Accurate medical reports
- Logs
- Charts
- Sketches
- Forms
- Letters
- Prescriptions
- Referrals

#### 7. Reading:

- Read: Charts
- Labels
- Notices
- Logs
- Safety regulations and procedures
- Equipment manuals
- Symbols
- X-rays
- Brochures
- Journals
- Reports
- Schedules
- Profiles
- Reference books

Think about the skills you need. Use the spaces below to figure out where you can get them.

These subjects can help me develop some of the skills I need:

These types of volunteer work can help me develop some of the skills I need:

These leisure and recreation activities and hobbies can help me develop some of the skills I need:
**Skills Inventory**

These are some of the skills that frequently apply to occupations in: **Computers & Technology**

Place a ✔ beside the skills you already have. Place a ★ beside the skills you would like to develop to prepare yourself for work in this field.

### 1. Thinking:
- Be logical, scientific
- Be critical, use judgement
- Make decisions
- Solve problems
- Find information
- Plan and organize job tasks
- Use memory

### 2. Oral Communication:
- Confer with clients/provide technical advice
- Promote information
- Listen to understand problems and clearly communicate solutions
- Consult with others

### 3. Technical and Computer Use:
- Use electric/electronic systems
- Create computer programs
- Implement, upgrade and monitor systems
- Calibrate and maintain
- Repair computers and their components
- Use software features
- Create and/or learn from computerized systems training programs
- Use computer languages, schematics or diagrams
- Inspect and test control devices, applications
- Understand and use technical specifications
- Use/manage computer networks
- Diagnose and correct problems in equipment and software

### 4. Numeracy:
- Perform calculations
- Represent data analysis graphically
- Apply mathematical principles
- Analyze data (compare, contrast, predict; averages, summaries, rates)
- Use specialized measurement equipment
- Prepare budgets and schedules for projects

### 5. Working with Others:
- Participate in meetings and seminars
- Assign tasks to other workers
- Plan and make decisions with others
- Have self discipline to work independently
- Exercise give and take to achieve group results
- Make suggestions that contribute to the goals of the project

### 6. Writing:
- Write:
  - Programs
  - Memos
  - Exacting and detailed documentation
  - Reports
  - User Manuals

### 7. Reading:
- Read:
  - Instruction Manuals
  - Memos
  - Computer and technology magazines
  - Computer and network literature
  - Journals
  - Websites
  - Updates on the latest technology literature

Think about the skills you need. Use the spaces below to figure out where you can get them.

These subjects can help me develop some of the skills I need:

These types of volunteer work can help me develop some of the skills I need:

These leisure and recreation activities and hobbies can help me develop some of the skills I need:
The report should include the following:

1) description of the work

2) interests and skills required

3) education and training opportunities available

4) a list of companies who might employ someone in this occupation

5) an explanation of how your research was conducted and which vehicles used

6) an indication of whether or not you are still interested in the occupation
After reading the dialogue, answer these questions:

1) What interests James?

2) What are his skills and talents?

3) What interests Nafia?

4) What are her skills and talents?

If you were the personnel or the human resources manager and they each came to you for help, what would you suggest to these workers to help them move into work they really enjoy?
1) What does your occupation require of you on a daily basis?

2) In your opinion, what are the top three skills and interests required of someone in this field of work?

3) Are there any high school subjects that you would recommend for someone interested in this field of work?

4) What kind of training/education/preparation would you recommend?

5) Describe how you got to where you are today.

6) In which direction do you see your career path going in the future?

7) Could you recommend any additional resources to use or contacts to talk to for more information about this field of work?
Have you thought about your child’s future? Would you like to know the career options?

Career Directions can help by guiding your child to explore careers that don’t require university education. Career Directions is a resource profiling 186 occupations that can be obtained through community college, trades and technical training, apprenticeship and/or on-the-job training.

Web Designer, Public Health Inspector and Hockey Player are just a few of the exciting occupations found in Career Directions. This resource provides:

- interests, skills and knowledge assessments
- work descriptions and conditions
- opportunities for career growth
- salary range information
- additional resources
- career building tips

The following is an example of one of the occupations featured in Career Directions:

**Did you know?**

The greatest growth in work has been in small business, self-employment, consulting and contracting.

Over the past few years there has been an increase in contract work, flexible and non-standard work hours, new work responsibilities and global opportunities. These new alternatives should be seriously considered.

**Career Tip!**

The world of work is constantly changing. Occupations are created, altered and replaced quickly.

Focus on the skills needed for a sector of the economy (e.g. business and administration, health) instead of one specific occupation. This way you can move around in a sector as occupations change.

Your child still needs your knowledge and direction to help him or her make informed decisions about his or her future at work. Check out Career Directions on-line at www.careerccc.org/careerdirections. There’s lots of information to help your child begin to think about what he or she wants to do and how he or she can embrace their passions.

Career Directions is available in book format and on the Internet at www.careerccc.org/careerdirections.

For more information, please contact the Canada Career Consortium 280 Albert Street, Suite 903 Ottawa, ON K1P 5G8 Tel. (613) 230-6223 Fax (613) 230-7681 E-mail info@careerccc.org