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**WORK  
READY**

**Tools**

## Non-Regulated Skilled and Semi-Skilled Occupations



SWOT Analysis (p. 29)



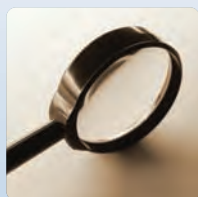
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This tool suggests resources and activities that can be used with newcomer clients preparing to work in non-regulated skilled and semi-skilled occupations. There are pages of activities for practitioners (Practitioner in top right corner) and pages for clients (Worksheet in top right corner). Additional information is included in text boxes. At the end of this tool you will find some additional resources for practitioners and employers, including articles, videos and more.

Throughout these resources, **'practitioner'** is the term used to describe a group that might include counsellors, human resource professionals and bridging program coordinators (including program instructors). The term **'client'** also includes participants, learners and students.



## Learning About an Occupation

## Learning About an Occupation

Learning About an Occupation provides information on terms, resources and tools for practitioners to use with clients. This section talks about different types of occupations in Canada and provides links to resources where a practitioner can learn more. It also provides information about language training programs and workplace-specific programs. There is a tool that can also be used with clients to guide them through their job research process (see Tool to Use with Clients to Learn About an Occupation on page 10). Having clients research potential occupations is an important step in helping them make informed choices about their path to employment.

### An Overview of Occupations in Canada

In Canada, occupations are considered to be either regulated or non-regulated and can be classified as skilled, semi-skilled or unskilled. Trades can be either regulated or non-regulated occupations. These terms are further explained below.

Occupations are further classified into categories. The NOC code (National Occupation Classification) organizes Canadian job titles into occupational group descriptions. It is used daily by thousands of people to compile, analyze and communicate information about occupations, and to understand the jobs found throughout Canada's labour market. It is used to manage the collection and reporting of occupational statistics and to provide understandable labour market information. The NOC code is assigned using a numerical coding system to categorize jobs based on skill level and type.

For a detailed matrix of the NOC system that illustrates how jobs are classified, please visit:

[www5.hrsdc.gc.ca/NOC/English/NOC/2011/Matrix.aspx](http://www5.hrsdc.gc.ca/NOC/English/NOC/2011/Matrix.aspx)

To check the NOC code and to access information about a specific occupation, visit: [www5.hrsdc.gc.ca/NOC/English/NOC/2011/SearchIndex.aspx](http://www5.hrsdc.gc.ca/NOC/English/NOC/2011/SearchIndex.aspx)

Using the NOC code to access information about an occupation is an important first step in assessing how a client's education, skills and training match the requirements of that occupation. Not only does the NOC provide a list of job titles that can be used to describe an occupation, but it also describes the duties, responsibilities, and educational requirements for a given occupation. For example, patient care aides are found under the NOC code 3413. They are part of a group defined as nurse aides, orderlies and patient service associates; there are 84 job titles in this category.

Clients should be made aware of the various job titles within a given occupation suitable for their skills and qualifications in order to be able to thoroughly conduct a search for a potential job.

An important second step will be to find out if the occupation is regulated or not. To do so, you or the client should use the tool at the following link: [www.workingincanada.gc.ca/content\\_pieces-eng.do?lang=eng&cid=1](http://www.workingincanada.gc.ca/content_pieces-eng.do?lang=eng&cid=1)

Select a location and generate a report. The report will provide a snapshot of the occupation in Canada including whether or not it is regulated. It also lists job postings by location. For example, generating a report for patient care aides shows that these jobs are not regulated and that job prospects are good.

## Regulated Occupations

A **regulated occupation** is one that is controlled by provincial, territorial and sometimes federal law and governed by a professional organization or regulatory body. To work in a regulated occupation and use a regulated title, one **must** have a license or certificate or be registered with the regulatory body of the occupation. Some occupations are regulated in some provinces and territories and are not regulated in others.

About 20 per cent of Canadians work in regulated occupations including veterinarians, electricians, plumbers, physiotherapists, medical doctors, and engineers. The system of regulation is intended to protect the health and safety of Canadians by ensuring that professionals meet the required standards of practice and competence. Newcomers with education and experience in a regulated profession in their country of origin may need to work in a related non-regulated profession while pursuing licensure or accreditation.

## Non-Regulated Occupations

A **non-regulated occupation** is an occupation for which there is no legal requirement or restriction on practice with regard to licences, certificates, or registration. The vast majority of occupations in Canada (about 80%) fall into this category. For some of these occupations, certification/registration with a professional body is available on a voluntary basis, whereas for others there is no certification/registration available.

In general, applicants for non-regulated occupations have to demonstrate to their potential employers that they possess the experience and training required for the job. Even when an occupation is not regulated, employers may still require that an applicant be registered, licensed, or certified with a relevant professional association.

For example estheticians are currently regulated only in Manitoba, but some employers in other provinces may require prospective employees to have esthetician certification, electrologist certification or membership in a provincial or national electrolysis association ([www.fceaontario.org](http://www.fceaontario.org) – Federation of Canadian Electrolysis Associations – Ontario Chapter).

## Unskilled, Semi-Skilled and Skilled Occupations

Occupations can be classified as **unskilled, semi-skilled and skilled**. Skill is the ability to perform a task or set of tasks, as acquired through formal or informal education and/or training, work and life experience, or other means. It is identifiable in an occupation specific context, and measurable through a variety of instruments.<sup>1</sup>

An employee in an “unskilled” job needs little or no training or experience. Workers should be able to perform simple duties and responsibilities satisfactorily. The work may include a certain amount of physical exertion and it may also require a worker to be familiar with a category of goods or services or a particular work environment. Examples of unskilled jobs include: cleaner, furniture packer, and restaurant dishwasher.

Semi-skilled workers require more training, skill and experience to handle more complex tasks. Examples of semi-skilled jobs include: retail salesperson, machine operator, home support worker, food and beverage server, office administrative assistant and carpenter.

Skilled workers require education, training and experience to handle complex tasks. Examples of skilled jobs are computer technician and dental assistant.

<sup>1</sup> <http://www.cicic.ca/410/guide-to-terminology-usage-in-the-field-of-credentials-recognition-in-canada.canada>

## Trades

A **trade** is an occupation generally requiring one to three years of post-secondary education at a community college or university, two to four years of apprenticeship training, two to three years of on-the-job training, or a combination of these requirements. Some trades are also regulated which means that a license/certificate is required.

Some trades are referred to as Red Seal Trades: this means that the provinces and territories have agreed on standards for entry into the occupation allowing for the portability of qualifications across Canada. A list of designated Red Seal Trades is available at <http://www.red-seal.ca/w.2lc.4m.2@-eng.jsp>.

For complete definitions and additional information regarding these terms, please see the following sites: [www.workingincanada.gc.ca/content\\_pieces-eng.do?cid=723](http://www.workingincanada.gc.ca/content_pieces-eng.do?cid=723)



For complete descriptions of these occupational groups go to:  
[www.cicic.ca/en/prof.aspx?sortcode=2.19.21](http://www.cicic.ca/en/prof.aspx?sortcode=2.19.21)

## Additional Terms and Information

Clients new to Canada will benefit from the following information as part of their journey to employment or to pursuing re-employment.

### Essential Skills

The Government of Canada has determined nine essential skills needed to work successfully in Canada. These skills are used in nearly every job and throughout daily life in different ways and at different levels of complexity. The nine essential skills are:

- Reading
- Writing
- Document Use
- Numeracy
- Computer Use
- Thinking
- Oral Communication
- Working with Others
- Continuous Learning

These skills are documented in Essential Skills Profiles to describe how workers in various occupations use each of the key essential skills. Workers may demonstrate different levels of complexity for these skills and skills are used in different combinations depending on the occupation. The profiles include:

- A brief description of the occupation;
- Examples of tasks that illustrate how each essential skill is applied; and,
- Complexity ratings that indicate the level of difficulty of the example tasks.

There are more than 350 Essential Skills Profiles and they can be accessed at the following site: [www.hrsdc.gc.ca/eng/workplaceskills/LES/profiles/profiles.shtml](http://www.hrsdc.gc.ca/eng/workplaceskills/LES/profiles/profiles.shtml).

To learn more about Essential Skills, please visit: [www.hrsdc.gc.ca/eng/workplaceskills/LES/index.shtml](http://www.hrsdc.gc.ca/eng/workplaceskills/LES/index.shtml).

## Canadian Language Benchmarks (CLB)

The CLB are recognized as the Canadian standard for describing, measuring and recognizing the language ability of adult immigrants and prospective immigrants in English. CLB describe language in three stages and 12 benchmarks.

### Language Assessment

A Canadian Language Benchmark assessment will help you and your client make decisions about whether or not they have the language skills required for a certain occupation.

Your client may need to have a formal language assessment. To help the client find an **assessment centre** nearby, visit [www.language.ca](http://www.language.ca) and click on Assessment. You will find a list of assessment centres by province. There are eligibility requirements for free assessments but some provinces, including Ontario, also offer a for-fee service.

In order to be eligible for a free language assessment at a Language Assessment Centre the client must be:

- A permanent resident of Canada, or Convention Refugee; and
- Of legal school-leaving age in the province (18 in Ontario).

### Language Training

#### Language Instruction for Newcomers to Canada (LINC)

LINC, funded by the Government of Canada, offers language classes at no cost to eligible adult learners.

LINC offers both full-time and part-time classes for Benchmarks 1-7 but not all centres offer programs for all Benchmarks. Many centres offer free child minding to clients while they attend classes and may offer other supports such as transportation allowances.

#### Ontario Ministry of Citizenship and Immigration (MCI) Programming

MCI offers a variety of adult language training classes to help newcomers develop the English language skills they will need to work and live in Ontario. English as a Second Language (ESL) classes are offered through local school boards. Newcomers can learn or improve their English in classes at their level – from beginner to advanced. Classes are held during the day, at night, and on weekends.

To be eligible, newcomers must be someone whose first language is not English or French, and be:

- A Canadian citizen or
- A permanent resident or
- A convention refugee or
- A refugee claimant or
- An approved Provincial Nominee or
- A foreign domestic worker admitted under the Live-In Caregiver Program

Ontario programming includes job specific language training classes and bridge training programs.

For more information about the Ontario programs, including access to an online search tool for language classes, please visit:

[www.onlinetools.ontarioimmigration.ca/esl/wizard/index.aspx?culture=en](http://www.onlinetools.ontarioimmigration.ca/esl/wizard/index.aspx?culture=en).

### Enhanced Language Training (ELT)

These training programs provide job-specific, advanced level English language training to adults. The goal of ELT classes is to help an individual develop the language skills to enable them to find a job in their field and to understand the expectations of the Canadian workplace.

ELT curricula are developed for individuals at Canadian Language Benchmark (CLB) levels 7-10. Some ELT programs may include a mentorship program, work placement and other employment help.

### Occupation-Specific Language Training (OSLT)

OSLT programs help newcomers learn the job-specific vocabulary they need to work in their field. OSLT is particularly useful for internationally-trained professionals. Some programs, such as those run by Colleges Ontario, also provide information about the socio-cultural skills needed in Canadian workplaces: <http://www.co-oslt.org/>.

**Most information in this section is adapted from the following site where you will find more information about programs and language training for newcomers:** [www.settlement.org/sys/faqs\\_detail.asp?k=ESL\\_ADULT&faq\\_id=4001176](http://www.settlement.org/sys/faqs_detail.asp?k=ESL_ADULT&faq_id=4001176).

### Credentials

Clients may be asked to provide English versions of original documents to potential employers. Some employers may also require equivalency of qualifications and education. To help clients learn where and how to get their credentials assessed, refer them to: [www.cicic.ca/415/credential-assessment-services.canada](http://www.cicic.ca/415/credential-assessment-services.canada). This web page lists organizations that can help with assessment of credentials by province.



For videos to share with employers, please refer to the following site:

<http://www.credentials.gc.ca/media/roadmap.asp>

Topics include: Why Hire Internationally Trained Workers; Recruitment; and Assessing and Selecting Internationally Trained Workers.



## Workplace-Specific Programs

There are many different full-time and part-time language programs available. Remember that immigration status may impact a client's eligibility for some programs.

Workplace specific training is primarily provided by school boards, community colleges and community organizations. Training may be offered at all levels of language benchmarks; it may be specialized with a language skill focus (Listening, Speaking, Reading and Writing), or focussed on the language of an occupation (specific purposes). Some programs are free, others have a fee.

## Job Search Workshops

These programs include training and support for those preparing for work. The following website includes links to workshops offered across the province: [www.jswontario.org/EN/index.php](http://www.jswontario.org/EN/index.php)

## Bridge Training Programs

Bridge training programs help skilled newcomers get their license or certificate in their profession or trade to enable them to work in a province. Employers, colleges and universities, occupational regulatory bodies and community organizations deliver bridge training programs with support from provinces.

For information about the program or to find programs go to:  
[www.citizenship.gov.on.ca/english/keyinitiatives/bridgetraining.shtml](http://www.citizenship.gov.on.ca/english/keyinitiatives/bridgetraining.shtml).

## Tools to use with Clients to Learn About an Occupation

New immigrants or immigrants changing jobs will need to research occupations that they are interested in. Begin by having the client complete the Client Profile (next page).

The research activities can be done over a number of sessions if you are coaching the client, or over time if they are working on their own to complete these worksheets. You may decide to use just one research tool with your client. Clients will need access to a computer and the Internet.

You may wish to have clients complete their own employment research as a group activity. Some may need support navigating the web pages and targeting key information. Some of your clients with lower benchmarks may need more support in reading and copying the information.

For a refresher on using the NOCs, there is a free tutorial on the following site:

[www5.hrsdc.gc.ca/noc/english/noc/2011/Tutorial.aspx](http://www5.hrsdc.gc.ca/noc/english/noc/2011/Tutorial.aspx).

The Career Handbook provides global ratings assigned to occupations to further define skills, worker characteristics and other indicators related to occupations that are important for career exploration and informed career decision-making. This counselling resource is used by a wide range of professionals for many applications, and by individuals engaged in self-directed career planning.

The Career Handbook is available at the following site:

[www5.hrsdc.gc.ca/noc/english/CH/2001/Welcome.aspx](http://www5.hrsdc.gc.ca/noc/english/CH/2001/Welcome.aspx).

CLIENT PROFILE

Client Name: \_\_\_\_\_

Client Occupation: \_\_\_\_\_

Regulated  Non-regulated

Description of occupation: \_\_\_\_\_

\_\_\_\_\_

NOC Code: \_\_\_\_\_

Relevant LMI (labour market information): \_\_\_\_\_

Resume template Canadian ready\*: \_\_\_\_\_

Documents to be translated: \_\_\_\_\_

Does client have: SIN number?  Driver's Licence?

Credentials to be assessed: \_\_\_\_\_

Canadian equivalency: \_\_\_\_\_

Canadian work experience or equivalent (may include volunteer work)? \_\_\_\_\_

\_\_\_\_\_

CLB test results:  Speaking  Listening  Reading  Writing

Name of test: \_\_\_\_\_

Enrolled in training? \_\_\_\_\_

Other relevant information: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\*A Canadian-style resume includes a career profile (a profile is used by experienced individuals, a career objective for those new to work), education, experience, qualification or skills, honours, related activities, and professional memberships. It is generally 2 pages long and is customized for the job posting. Both paid and unpaid experience is included. For additional information on resume norms in Canada, please see [www.settlement.org/sys/faqs\\_detail.asp?faq\\_id=4001064](http://www.settlement.org/sys/faqs_detail.asp?faq_id=4001064).

## Using NOC Codes

One of the steps in searching for a job is learning more about the occupation in which you want to work. NOC codes can help you.

### What are NOC Codes?

In Canada, almost every job has a National Occupational Classification (NOC) code. They are numbered codes used to organize and reference thousands of job titles in Canada. NOC codes are used to describe job tasks, education, and experience needed in a particular job. An important tool is the National Occupational Classification (NOC) website. To learn about specific jobs, visit the NOC site at: [www5.hrsdc.gc.ca/NOC/English/NOC/2011/SearchIndex.aspx](http://www5.hrsdc.gc.ca/NOC/English/NOC/2011/SearchIndex.aspx).

The following activities show you three critical sources that clarify skills, education, and additional qualifications needed for a job. By completing the activities, you will learn about the language used to describe tasks, and what to say and how to say it when writing your resume and preparing for an interview. The activities will also give you an understanding of additional job titles, the future outlook for an occupation and other expectations. The research needed may also help you understand the language required to complete tasks related to the occupation. You may need additional language training to be successful in your chosen occupation.

## How to find NOC Codes

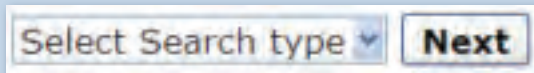
Follow the instructions to explore the occupation in which you want to work.



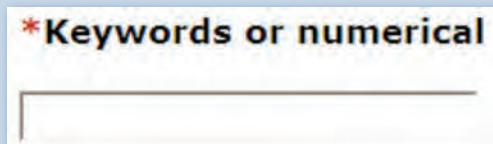
### National Occupational Classification Code:

[www5.hrsdc.gc.ca/noc/english/noc/2011/SearchIndex.aspx](http://www5.hrsdc.gc.ca/noc/english/noc/2011/SearchIndex.aspx)

1. Click on the link above.
2. On the page you will see



3. Click on the arrow pointing down. Several choices will appear. Click on **Descriptions** then click on **Next**.
4. You will see:



Type your occupation or job title into the box and go to: **Select a section you wish to search**. Choose and click on: **All**. Then click on: **Search**.

5. The information that appears may include more than one NOC choice. For example, if you type in Cashier, there are two NOCs plus an additional three that are similar. Select the one closest to your occupational experience and click on it.
6. You will see the following sections:
  - Brief description of occupation
  - Example titles
  - Main duties
  - Employment requirements
  - Additional information
  - Classified elsewhere
  - Similar occupations classified under different codes

### Using the NOC Codes Worksheet

Use [www5.hrsdc.gc.ca/noc/english/noc/2011/SearchIndex.aspx](http://www5.hrsdc.gc.ca/noc/english/noc/2011/SearchIndex.aspx) to learn about your occupation. It will give you information about working in your occupation in Canada. The chart below will help you organize the information you find.

**Occupation:** \_\_\_\_\_

**NOC Code:** \_\_\_\_\_

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#### NOC Information

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#### Example or Alternative Job Titles

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#### Main Duties

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#### Employment Requirements (Education and Additional Qualifications)

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#### Employment Requirements (Certification/Professional Memberships – you may or may not find this information depending on whether or not it is a requirement)

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#### Work Locations/Environment (Sometimes people in the same occupation can work in different environments. For example, a patient care worker can work in a hospital, in a home for seniors or in a client’s home.)

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# Collecting Information

## How to Find Out About Non-Regulated Professions

Follow the instructions to explore the occupation in which you want to work.



### Occupation Information:

[www.workingincanada.gc.ca/content\\_pieces-eng.do?cid=1&lang=eng](http://www.workingincanada.gc.ca/content_pieces-eng.do?cid=1&lang=eng)

1. Click on the link above.
2. You will see

3. Under **Job Bank Search** type in a NOC code or job title. Then in the **City, Province/Territory** box, type in where you want to work. Click **Search**.
4. This will take you to the **Working in Canada Report**. You will be able to choose from a number of information areas, including:
  - Job Postings
  - Wages
  - Outlook and Prospects (Will there be jobs in the future?)
  - Main Duties
  - Licence and Certification (Whether it is a regulated or non-regulated occupation)
  - Job and Skills Requirements
  - Further Assistance
  - Education and Training

Additional information is available by scrolling through the various pages and sections. Additional information includes associations and unions, municipal links, OntarioImmigration.ca, and Service Canada locations.

### Worksheet - Collecting and Organizing Information About an Occupation

Using the website to learn about your occupation. The chart below will help you organize the information you find.

**Occupation:** \_\_\_\_\_

**NOC code:** \_\_\_\_\_

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**Occupation Information**

[www.workingincanada.gc.ca/content\\_pieces-eng.do?cid=1&lang=eng](http://www.workingincanada.gc.ca/content_pieces-eng.do?cid=1&lang=eng).

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**Average Wage** (This may not be available)

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**Outlook and Prospects** (This may not be available)

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**Regulated/Unregulated** (In the Licence and Certification section)

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**Main Duties**

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**Job & Skills Requirements**

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**Education and Training** (Include additional qualifications needed or required after education and certification, if possible)

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## Essential Skills and Canadian Language Benchmarks

Newcomers will most certainly have some degree of all nine essential skills (ES), but may lack the English language skills to demonstrate them to the best of their ability. Since the CLB provide a framework for describing and learning language, they can also be used to support how ES are demonstrated and developed in an individual.

As mentioned on page 6, one of the main uses of essential skills are in Essential Skills Profiles. The profiles list the typical and most complex tasks for an occupation. The essential skill range is 1 to 5. Notice that all occupations have tasks at 3, 4 and 5. See page 6 to learn more about essential skills and how they are used.

Remember that a Canadian Language Benchmark level is not the same as an essential skill level. Clients will perform tasks at a variety of ES levels demonstrating a number of CLB competencies. For example, nurse aides, orderlies and patient service associates read signs and symbols, such as Workplace Hazardous Materials Information System (WHMIS) symbols. This is an Essential Skills level 1 task. The client needs a least CLB 3 to attempt this.

To illustrate the relationship between the CLB and ES standards, the Centre for Canadian Language Benchmarks published a document in 2005 entitled *Relating Canadian Language Benchmarks to Essential Skills: A Comparative Framework*. To access the document online, go to [www.itessential.ca](http://www.itessential.ca). The table below shows the correlation between CLB skills and four of the nine Essential Skills.

ES Oral Communication		1	2	3	4	
CLB Speaking		5-6	6-8	9-10	11-12	
CLB Listening		5-7	7-8	9-10	11-12	
ES Reading		1	2	3	4	5
CLB Reading		3-5	6	7-9	10	11-12
ES Writing		1	2	3	4	5
CLB Writing		4-5	6-7	8	9	10-12
ES Document Use		1	2	3	4	5
CLB Reading & Writing		3-5	5-6	7-8	9-10	11-12

# Using Essential Skills

An Essential Skills Profile will quickly enable you to learn the specific skills required to successfully perform a job.

## What are Essential Skills Profiles?

Essential Skills Profiles describe how the nine essential skills are used by workers at work to different degrees. They include:

- A brief description of the occupation;
- A list of the most important essential skills;
- Examples of tasks that show how each essential skill is applied.

To learn more, visit <http://www.rhdcc-hrsdc.gc.ca/eng/workplaceskills/LES/profiles/profiles.shtml>.

## How Do We Use Essential Skills Profiles?

**Essential Skills Profiles** are written for any person who works or plans to work in Canada, not just for newcomers. They are descriptions of an occupation that can be used to tailor a resume and cover letter or to find out more about job roles and responsibilities in a Canadian workplace. The profiles help workers learn about the expectations needed to perform a job and they can give you the right language to show that you have those abilities.

**Activity:** Follow the instructions to explore the occupation in which you want to work.



### Essential Skills Profiles (ES Profiles):

<http://www10.hrsdc.gc.ca/es/English/SearchMain.aspx>

1. Click on the link above.
2. There are many ways to search the ES Profiles. **Click here to view the list.** There are six more options at the bottom of the page, including: occupation, key word and NOC.  
You will need to know the NOC (National Occupational Classification) code to use the NOC option.
3. Click on the word **Occupation** and enter an occupation at the bottom of the page for which you wish to search.

### Using Essential Skills Worksheet

Use the website to learn about your occupation. The chart below will help you organize the information you find.

**Occupation:** \_\_\_\_\_

**NOC code:** \_\_\_\_\_

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**Essential Skills Profiles Information** <http://www10.hrsdc.gc.ca/es/English/SearchMain.aspx>

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### Most Important Essential Skills

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**Task Complexity Levels** (Look at each ES area and find the levels at the end of the tasks. You will see (1), (2), (3), (4) or (5). Make a note of the numbers beside the task area. For example, all cashier reading tasks are levels (1) and (2).

**Reading**

**Document Use**

**Writing**

**Numeracy**

**Oral Communication**

**Thinking Skills**

**Computer Use**

**Working with Others**

**Continuous Learning**

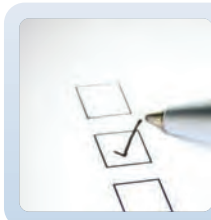
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### Some Examples of Work Tasks for Most Important Essential Skills

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**Other Information** For example, this might include future trends, physical requirements (bending, lifting) and attitudes.

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## Benchmark Checklists

# Benchmarks Checklists

## Purpose

The following checklists help to identify whether or not a client has the language skills needed for the workplace. They use workplace language tasks that the client can use to describe his or her ability, "I can..."

Each example task has been given a Canadian Language Benchmark (CLB) level from 4-8 in Listening, Speaking, Reading or Writing. CLB 4-8 are often the minimum levels required to work.

This tool can also be used by counsellors and employers:

- A counsellor can identify skills that the client has, "(Client's name) can ..."
- An employer can identify skills required for a specific occupation, "I need my worker to be able to..."

## Instructions for Use:

**For the client:** Ask the client to put a checkmark (✓) beside the tasks that he or she is able to do in English most of the time.

**For the counsellor/practitioner:** Put a checkmark (✓) beside the tasks that you think your client is able to do in English most of the time.

**For the employer:** Put a checkmark (✓) beside the tasks that you think you need your worker to do in English most of the time.

## Feedback

At the end of the tool you will find an evaluation and some suggestions for self-help activities. The evaluation is designed to quickly see what the strengths and weaknesses are and the results can be used to set goals for learning. The self-help activities relate to practicing specific language skills.

When you review what the client or worker is able to do, it would be useful to ask for a demonstration of the task. For example, elicit from the client how they would ask a supervisor for time off, demonstrating levels of politeness when making the request. Should they have difficulty being able to demonstrate the task, this will identify areas needing coaching.



### What is Fossilized Language?

A communication issue that may surface, especially in older clients, is fossilized language. This happens when a client no longer progresses in learning the language and their ability stagnates.

This happens for a number of reasons, but generally occurs because of lack of exposure to and practice in the second language. Fossilization can affect newcomers as well as immigrants who have been in Canada for a number of years. For example, people who work with members from the same first language group and who have limited and predictable interactions with customers tend to speak only in their first language, which means their English skills do not improve and sometimes regress.

This is a difficult and touchy discussion to have with clients. They may not be aware of the problem, as they have been understood in their workplace enough to be successful. In a layoff situation, they may be at a disadvantage because their language is not acceptable in a new position. A language assessment will be an important step in helping them prepare a realistic plan for looking for work. Language training may be necessary.

**CLB 4-8 Listening**

Put a checkmark where applicable.

CLB 4	CLB 5	CLB 6	CLB 7	CLB 8
<b>I can, my client can, my worker needs to...</b>				
<input type="checkbox"/> Get facts from simple communication, such as listening to a colleague talking about plans for the weekend.	<input type="checkbox"/> Identify feelings, such as when colleagues talk about which shift they prefer to work.	<input type="checkbox"/> Understand the reason for something, such as why a manager is cancelling scheduled overtime.	<input type="checkbox"/> Understand meaning and intent, such as listening to team members talking about what might happen because of delays in a project.	<input type="checkbox"/> Identify mood and attitude, such as when a manager is discussing the possibility of layoffs in the company.
<b>I can, my client can, my worker needs to...</b>				
<input type="checkbox"/> Follow straightforward instructions for familiar tasks, such as how to make a photocopy.	<input type="checkbox"/> Understand directions, such as following safety procedures at work.	<input type="checkbox"/> Understand the steps required to carry out a task, such as viewing an instructional video and responding with appropriate actions.	<input type="checkbox"/> Respond to moderately complex directions, such as responding to a safety expert describing a safety procedure.	<input type="checkbox"/> Understand detailed oral instructions, such as from a supervisor about a familiar but complex issue and take appropriate action.
<b>I can, my client can, my worker needs to...</b>				
<input type="checkbox"/> Find out information, such as listening to a phone message from work about a shift cancellation.	<input type="checkbox"/> Identify the main idea and details, such as in a phone message from a co-worker asking to switch shifts.	<input type="checkbox"/> Follow instructions over the phone for a moderately difficult task, such as treating a burn.	<input type="checkbox"/> Interact in person or over the phone, such as with suppliers to place a typical order for supplies.	<input type="checkbox"/> Follow extended instructions on the phone, such as from a technical assistant to resolve a simple computer software issue.
<b>I can, my client can, my worker needs to...</b>				
<input type="checkbox"/> Get the main ideas from a short descriptive talk, such as what safety equipment to wear at work.	<input type="checkbox"/> Understand information, such as listening to an announcement about a training workshop at work to decide whether to attend.	<input type="checkbox"/> Understand group discussions, such as at a team meeting to share information with an absent colleague.	<input type="checkbox"/> Identify factual information and opinions, such as in an occupation-specific talk about new projects.	<input type="checkbox"/> Understand 20-minute presentations, such as those on work-related topics.

**CLB 4-8 Speaking**

Put a checkmark where applicable.

CLB 4	CLB 5	CLB 6	CLB 7	CLB 8
<b>I can, my client can, my worker needs to...</b>				
<input type="checkbox"/> Make simple phone calls, such as leaving a short voicemail message for a co-worker.	<input type="checkbox"/> Take part in very short phone calls, such as those requesting information on business opening and closing hours.	<input type="checkbox"/> Take part in short phone calls, such as making a call to set up an appointment.	<input type="checkbox"/> Take part in routine phone calls, such as leaving a detailed telephone message giving the time, place and directions to an interview.	<input type="checkbox"/> Take part in brief, professional phone calls, such as a responding to non-routine requests for information.
<b>I can, my client can, my worker needs to...</b>				
<input type="checkbox"/> Give a short set of instructions, such as how to print a file from the computer.	<input type="checkbox"/> Provide instructions and directions, such as giving a client clear directions to the business/company.	<input type="checkbox"/> Give instructions for a broad range of everyday activities, such as telling a co-worker what to do if the fire alarm rings.	<input type="checkbox"/> Give instructions for tasks, procedures and processes, such as what to do if there is a minor chemical spill at work.	<input type="checkbox"/> Give a range of technical instructions, such as how to install new software.
<b>I can, my client can, my worker needs to...</b>				
<input type="checkbox"/> Make and respond to a request, such as from a colleague asking to switch shifts.	<input type="checkbox"/> Make suggestions, such as advising a co-worker to take a day off for illness.	<input type="checkbox"/> Persuade and give reasons, such as when asking the boss for a pay increase.	<input type="checkbox"/> Express opinions, such as how to solve a problem or make an improvement at work.	<input type="checkbox"/> Propose a solution, such as to a problem with a new program, machine or procedure.
<b>I can, my client can, my worker needs to...</b>				
<input type="checkbox"/> Give information about everyday needs and feelings, such as when talking about a possible job change.	<input type="checkbox"/> Provide information or opinions, such as when planning a company event.	<input type="checkbox"/> Give detailed information, such as when taking part in a team meeting to start a new project.	<input type="checkbox"/> Give presentations, such as ones to new employees about company benefits.	<input type="checkbox"/> Make formal business presentations, such as to recommend a new product or new supplier.



**CLB 4-8 Reading**

Put a checkmark where applicable.

CLB 4	CLB 5	CLB 6	CLB 7	CLB 8
<b>I can, my client can, my worker needs to...</b>				
<input type="checkbox"/> Understand personal messages, such as reading an email from a co-worker that includes a personal update.	<input type="checkbox"/> Identify the purpose, such as when reading an email message about a company fundraising event to decide whether to participate.	<input type="checkbox"/> Understand facts and implied meaning, such as in an email which cancels a planned workplace event to understand why it is cancelled.	<input type="checkbox"/> Understand feelings, such as dissatisfaction when reading email from a co-worker talking about not getting a promotion.	<input type="checkbox"/> Assess a situation, such as using information from a workplace policy manual to address a customer's complaint.
<b>I can, my client can, my worker needs to...</b>				
<input type="checkbox"/> Understand short, simple instructions, such as how to remove temporary internet files from a computer.	<input type="checkbox"/> Follow instructions for multistep procedures, such as unclogging a drain using a commercial product.	<input type="checkbox"/> Follow specialized instructions, such as security and safety regulations at work.	<input type="checkbox"/> Follow technical instructions, such as diagrams on how to assemble a piece of equipment.	<input type="checkbox"/> Follow established procedures, such as how to program an electronic appliance using a diagram.
<b>I can, my client can, my worker needs to...</b>				
<input type="checkbox"/> Get information, such as basic workplace safety rules from a workplace poster.	<input type="checkbox"/> Use several pieces of information, such as from a work schedule to see who should be working.	<input type="checkbox"/> Get detailed information from business materials, such as product specifications to determine suitability for use.	<input type="checkbox"/> Evaluate, such as when reading a workplace performance review.	<input type="checkbox"/> Get information on regulations, such as the Material Safety Data Sheet to identify hazardous reactions and emergency procedures.
<b>I can, my client can, my worker needs to...</b>				
<input type="checkbox"/> Understand the purpose and main idea of a workplace bulletin.	<input type="checkbox"/> Access information, such as employment standards.	<input type="checkbox"/> Compare information, such as about a familiar workplace problem from two different online sources.	<input type="checkbox"/> Interpret information, such as that found in a table or Gantt chart for a group project.	<input type="checkbox"/> Present information in tables and graphs in an alternate form, such as presenting data from a table in a paragraph.

**CLB 4-8 Writing**

Put a checkmark where applicable.

CLB 4	CLB 5	CLB 6	CLB 7	CLB 8
<b>I can, my client can, my worker needs to...</b>				
<input type="checkbox"/> Write a short, personal message, such as to thank a co-worker for switching shifts.	<input type="checkbox"/> Reply to an invitation, such as an email party invitation from a co-worker.	<input type="checkbox"/> Apologize, such as to a supervisor for missing a meeting.	<input type="checkbox"/> Express satisfaction or dissatisfaction, such as to a work team at the successful completion of a project. Explain why the project was successful and the positive impact it will have.	<input type="checkbox"/> Clarify, such as explaining to your supervisor why you and a co-worker were disagreeing.
<b>I can, my client can, my worker needs to...</b>				
<input type="checkbox"/> Copy information for personal use, such as from catalogues to decide what to buy.	<input type="checkbox"/> Write information from a phone message, such as who called and when to give to a colleague.	<input type="checkbox"/> Take brief notes, such as from a short workplace training course.	<input type="checkbox"/> Take notes and make a summary, such as to give to a co-worker who missed a presentation.	<input type="checkbox"/> Write a procedure from a demonstration, such as to share it with the rest of the team.
<b>I can, my client can, my worker needs to...</b>				
<input type="checkbox"/> Send a short business message, such as to a supervisor about a medical appointment.	<input type="checkbox"/> Fill out a form, such as an accident report form.	<input type="checkbox"/> Make a request, such as to a supervisor asking permission to work from home next week.	<input type="checkbox"/> Pass on information, such as completing an incident report form, including a narrative about the incident.	<input type="checkbox"/> Make a request, such as to a project manager explaining why the team needs another person.
<b>I can, my client can, my worker needs to...</b>				
<input type="checkbox"/> Describe, such as providing facts about a past job in a short paragraph.	<input type="checkbox"/> Report events or incidents, such as a workplace accident.	<input type="checkbox"/> Compare, such as to make a comparison of a company's services with those of a competitor.	<input type="checkbox"/> Give a detailed account of events, such as a brief production report on work stoppage times and reasons.	<input type="checkbox"/> Analyze, such as to review a procedure and present opinions.

## Evaluation

This tool will help identify strengths and skills that need to be improved. Add the checkmarks in each language skill to see which skill contains the most.

I or my client seem(s) to be best at:

- Listening
- Speaking
- Reading
- Writing

I or my client should work on:

- Listening
- Speaking
- Reading
- Writing

## Links for Self-Help and Practice

Activities for all skills can be found at [www.language.ca](http://www.language.ca) and [www.itsessential.ca](http://www.itsessential.ca).

The following links and tips allow clients to practice their Listening, Speaking, Reading and Writing skills.

### Listening Practice

[www.cbc.ca/ottawa/esl/](http://www.cbc.ca/ottawa/esl/)

[www.eslgold.com/speaking/clarifying.html](http://www.eslgold.com/speaking/clarifying.html)

[www.theglobeandmail.com/](http://www.theglobeandmail.com/)

Listening to audio books in English, or other high-quality audio recorded by native speakers helps you practice your listening skills. A good technique to develop concentration is to listen to a sentence; hit the 'pause' button; then repeat aloud what the speaker said. You don't have to say exactly the same words, instead focus more on the meaning and pronunciation.

### Speaking Practice

[www.eslgold.com/](http://www.eslgold.com/)

[www.eslgold.com/speaking/clarifying.html](http://www.eslgold.com/speaking/clarifying.html)

[www.cbc.ca/ottawa/esl/](http://www.cbc.ca/ottawa/esl/)

[www.uiowa.edu/~acadtech/phonetics/english/frameset.html](http://www.uiowa.edu/~acadtech/phonetics/english/frameset.html) (for pronunciation)

<http://www.merriam-webster.com/> is an interactive Canadian site to help distinguish between vowel sounds and consonant sounds in English. It has a pronunciation button to listen to the correct pronunciation of a word.

**Reading Practice**

[www.eslgold.com/](http://www.eslgold.com/)

[www.cbc.ca/ottawa/esl/](http://www.cbc.ca/ottawa/esl/)

[www.theglobeandmail.com/](http://www.theglobeandmail.com/)

**Writing Practice**

[www.eslgold.com/](http://www.eslgold.com/)

[www.writingcentre.uottawa.ca/hypergrammar/](http://www.writingcentre.uottawa.ca/hypergrammar/)

[www.termiumplus.gc.ca/site/termium.php?lang=eng&cont=050](http://www.termiumplus.gc.ca/site/termium.php?lang=eng&cont=050)

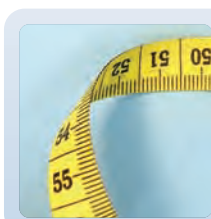


The following video, **Oral Communication Video - An Essential Skill in the Canadian Workplace**, is an excellent demonstration of the contrast between a newcomer struggling in an interview and succeeding in one. The video can be ordered at this site:

[www.hrsdc.gc.ca/eng/workplaceskills/LES/tools\\_resources/learning.shtml](http://www.hrsdc.gc.ca/eng/workplaceskills/LES/tools_resources/learning.shtml).

TRIEC (Toronto Regional Immigrant Employment Council) has developed a series of videos for employers on recruitment, retention and teamwork. They are available online with a downloadable training guide. While they target skilled workers, the content is relevant for workers of a variety of skill levels.

[www.triec.ca/find-solutions/for-employers/learning/training-videos/](http://www.triec.ca/find-solutions/for-employers/learning/training-videos/)

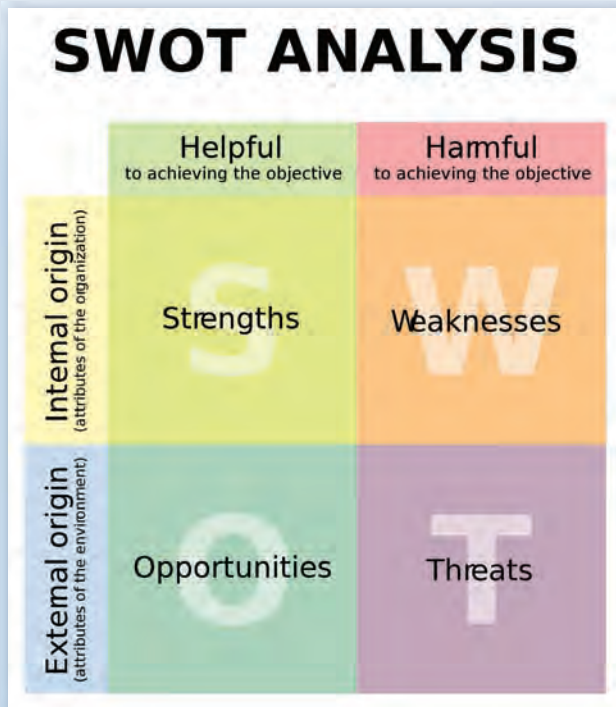


## SWOT Analysis

# SWOT: An Overview of a Strategic Planning Tool

## An Overview

A SWOT is a way for the client to identify his or her Strengths, Weaknesses, Opportunities and Threats (SWOT). It is a strategic planning tool and can be used to help clients as they market themselves, and try to successfully overcome challenges to unemployment or underemployment. This section demonstrates how a SWOT is done and is followed by a practice example to use before having the client complete one themselves.



**S**trengths: characteristics of the individual that gives the client an advantage over others

**W**eaknesses (Challenges): characteristics that place the client at a disadvantage relative to others

**O**pportunities: external chances to improve performance (e.g. success in job search)

**T**hreats: external elements in the environment that could be obstacles for the client in the job search

## Tips for the SWOT

- Although the acronym SWOT uses the W for weaknesses, encourage your clients to use the term 'challenges' when communicating with others. It is a subtle way of moving interviewers away from a negative word to a more positive one.
- Encourage clients to complete the SWOT on their own. The coaching will then likely take less time and be more targeted.
- This may be a difficult process for many clients because of language barriers. There will be clients who will need to work with you to complete the process. The activity may need to be split up into a number of shorter sessions, perhaps covering one area per session, then take a session to complete the action plan.
- The SWOT could also be developed into a workshop to be offered to clients in a group setting.



Did you know that the SWOT is used by workplace teams as part of their project planning? Clients will therefore not only use SWOT as a personal planning tool, but they will also acquire a skill that may transfer to the workplace.

Adapted from Wikimedia: [en.wikipedia.org/wiki/SWOT\\_analysis](https://en.wikipedia.org/wiki/SWOT_analysis).

## Using a SWOT

In order to complete the SWOT, clients will need to have researched their target occupation. They need to be willing to take a hard look at what makes them stand out and this may include hard and soft skills, personal attributes and life experiences. The SWOT will provide a starting point for setting employment goals and support them in answering difficult interview questions by enhancing communication skills.

### Case Study

Let's look at part of Carla's SWOT. She is looking for work in Hospitality, an area that includes Accommodations, and Food and Beverage Services. Carla may have completed the research worksheets in this document and she will use any information from that research when completing her SWOT.

*Carla's SWOT:*

Strengths	Weaknesses
<ul style="list-style-type: none"> <li>• I ask the right questions (“How can I help you”, “Please tell me what happened”, are examples of questions Carla could ask). I clarify information (Do you mean...?) and actively listen to solve customer issues</li> <li>• I completed Smart Serve training in Ontario</li> <li>• I have 10 years experience in a resort in a number of functions (wait staff, front desk agent, reservations)</li> <li>• I have received three commendations based on customer feedback</li> </ul>	<ul style="list-style-type: none"> <li>• My CLB level in speaking is 6. It is sometimes a challenge for me to communicate clearly</li> <li>• I have no direct Canadian work experience although many resort clients were Canadians</li> <li>• My family responsibilities limit availability to work overtime</li> <li>• My education has not been assessed to a Canadian equivalency</li> <li>• I'm not certain of my career goal</li> </ul>
Opportunities	Threats
<ul style="list-style-type: none"> <li>• Hospitality remains fairly stable in Ontario and the number of people employed remains the same</li> <li>• The food service sector has high turnover so there are jobs available</li> <li>• I live near the airport where all the hotels are located</li> <li>• My neighbour works at the Hilton</li> <li>• The college has a free Enhanced Language Training (ELT) Hospitality program with a work placement</li> </ul>	<ul style="list-style-type: none"> <li>• The state of the economy worries me. I am afraid jobs will disappear</li> <li>• There are many people competing for the same jobs</li> <li>• I may not be accepted for the ELT program to enhance my language skills</li> </ul>



When Carla finishes her SWOT, she can develop her strengths and minimize the weaknesses and threats in order to maximize her opportunities. The results will suggest areas for practitioners to emphasize in coaching and training situations.

The research that Carla completes will generate a few NOC codes and broaden her opportunities, based on her experience, in a number of hospitality occupations. The Essential Skills Profiles will give her examples of tasks that she would be required to do and indicate oral communication, reading and writing tasks that would help Carla decide if she needed additional language training. As indicated in the SWOT, she located a possibility for further language training in an ELT program that is occupation-specific. She also identified the need to get her educational qualifications assessed.

## Action Planning

Clients can be encouraged to think about their long term and short term goals based on their SWOT. To complete the action plan they will need to think critically, problem solve and prioritize tasks; all of which are essential skills required in today's workplace.

The following web sites might be useful when you are working with clients.

### Sector Councils:

The Alliance of Sector Councils represents various employment sectors, such as hospitality, retail, grocery etc. You can obtain a full list at the following address:

[www.councils.org/sector-councils/list-of-canadas-sector-councils/](http://www.councils.org/sector-councils/list-of-canadas-sector-councils/)

Most sector councils have a job board or links to employers.

### Language Classes:

Visit [www.onlinetools.ontarioimmigration.ca/esl/wizard/index.aspx?culture=en](http://www.onlinetools.ontarioimmigration.ca/esl/wizard/index.aspx?culture=en) to find a language class near you (in Ontario).

# SWOT

## What's A SWOT?

A SWOT is a tool that can help you organize your strengths, weaknesses (challenges), threats and opportunities. A SWOT is always pictured like this:



Before you begin to work on your SWOT, there are two areas to discuss: **transferable skills** and **personality traits**.

**Transferable skills** are the skills that you have developed through life experience. These are skills that you can transfer from one area of your life to another area, including from your personal or academic life to your professional life and from one occupation to another. For example, if you have managed a household budget, you may have transferable skills in money management. If you have ever coached or been a member of a sports team, you may have transferable skills in short and long term goal setting. If you were an extremely organized student, who participated in many extracurricular activities, you may have transferable skills in time management. Canadian employers value the ability of an employee to be able to describe their transferable skills. It shows initiative, which is a trait that is highly valued in the Canadian workplace.

Examples of transferable skills needed in many work activities include:

- Decision implementing
- Cooperation
- Policy enforcing
- Punctuality
- Time management
- Attention to detail
- Goal setting and reaching
- Organization
- Decision making
- Teamwork

**Personality Traits** are those traits or characteristics that make us unique. It is the way we think, feel and behave. These are distinctive traits. For example, being considered social (enjoy talking to people), can be a very helpful characteristic when applying for a job in sales, but may not be seen as an important trait for a computer technician. Think about the words you and others use to describe **you** and which ones are best for the job that interests you.

## Getting Started

Use the questions to start thinking about your SWOT. You will need to gather information and research. As you reflect on your strengths, weaknesses, opportunities and threats, complete the SWOT worksheet called

### “Creating a SWOT”.

Strengths	Weaknesses
<p>Think about knowledge, skills and attributes that make you an excellent employee.</p> <ul style="list-style-type: none"> <li>• Education, additional training, special courses or workshops</li> <li>• Work experience</li> <li>• Do you have letters of commendation, letters of reference, awards?</li> <li>• Transferable skills</li> <li>• Hard skills (technical e.g. if you are an Admin Assistant what software are you familiar with?)</li> <li>• Soft skills (e.g. works well with others, good communication skills, etc.)</li> <li>• Personality traits such as:               <ul style="list-style-type: none"> <li>- Attitude</li> <li>- Optimistic</li> <li>- Energetic</li> </ul> </li> <li>• Who do you know? Contacts both professional and personal</li> <li>• Are you or have you been a member of an association related to your occupation?</li> <li>• Do you have any volunteer experience? Coaching experience?</li> <li>• Other _____</li> </ul>	<p><b>(Depending on your answers some of these could be moved to Strengths)</b></p> <ul style="list-style-type: none"> <li>• How good are your English language skills? Do they match the needs of your occupation?</li> <li>• Do you have Canadian work experience?</li> <li>• Are your training/education transcripts translated or not?</li> <li>• What is your level of proficiency with computers? What software are you comfortable with?</li> <li>• Are you familiar with Canadian job titles, the interview process, the hidden job market, the job search process?</li> <li>• Are you dealing with stress, depression, lack of confidence?</li> <li>• Are your family members and friends supporting you in the job hunt?</li> <li>• Are you over the age of 50? Age may be a barrier to finding employment (because of real or perceived challenges, by either employers or by yourself). Do you have any poor work habits? What are they?</li> <li>• Other _____</li> </ul>
Opportunities	Threats
<ul style="list-style-type: none"> <li>• Do you have flexibility in moving to a new location (city, province)?</li> <li>• Does the future outlook seem good for your occupation? Is the industry growing or declining?</li> <li>• Is training available to help you improve certain skills and overcome weaknesses?</li> <li>• Are your skills up-to-date?</li> <li>• Is there work available in your occupation in your location?</li> <li>• Are there training programs with work placements?</li> <li>• Do you have contacts or a network of people who do what you want to do?</li> <li>• Is there a need for your skills?</li> </ul>	<ul style="list-style-type: none"> <li>• What barriers do you face right now?</li> <li>• Is there a lot of competition in your field?</li> <li>• Is your occupation changing? (e.g. technology used in reservations management or inventory control?)</li> <li>• Are any of the weaknesses also a threat to your job search?</li> </ul>

### Creating a SWOT

Take the answers to the questions from the "Getting Started" worksheet and transfer them to the SWOT chart below.

Your Strengths	Your Weaknesses
Opportunities in your Occupation	Threats to your Employment/Occupation

**Action Plan**

**Use your SWOT to Answer the Following Questions:**

1. What changes can you make to your resume and cover letter so that they are more effective?

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2. Think about the different ways in which you can find opportunities for work. Where can you begin your search? Is there an organization you can join? Is there training you can take?

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3. You may have no control over some of the things you listed in the SWOT. For example, if the economy is bad, there are fewer jobs. However, your ability to use computers, a skill almost everyone needs in a Canadian workplace, is something you can change. If you don't have computer skills, you can take a course and turn this into a strength. What steps can you take to turn each threat to a positive strength?

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## Action Plan Table (Example)

Long Term Goal Statement:

*To gain employment with a company or institution that offers me opportunities to use and enhance my skills and knowledge.*

Goal	Steps to meet my goal	What resources do I need to reach my goal?	How do I know if I've reached my goal?	Done ✓ (date)
<b>Increase my English language skills</b>	<ol style="list-style-type: none"> <li>1. Have my language assessed</li> <li>2. Find a class</li> <li>3. Practice, practice, practice</li> </ol>	<ol style="list-style-type: none"> <li>1. Settlement service organization for information and help</li> <li>2. Time for appointments and classes</li> <li>3. Money to live on</li> <li>4. Support from my family</li> </ol>	<ol style="list-style-type: none"> <li>1. Formal assessment</li> <li>2. Self-assessment (Anecdotal information: people less frequently ask me to repeat myself)</li> </ol>	✓ (date)
<b>Add ten people to my employment related network</b>	<ol style="list-style-type: none"> <li>1. Find networking opportunities: e.g. volunteer for an event or agency/ organization</li> <li>2. Attend an event related to my occupation</li> <li>3. Talk to friends and families; ask for contacts</li> <li>4. Set up information interviews</li> <li>5. Join an organization related to my occupation</li> </ol>	<ol style="list-style-type: none"> <li>1. Settlement service organization for information and help</li> <li>2. Time and opportunities to volunteer</li> <li>3. Information about organizations</li> </ol>	I have 10 solid contacts in my network list	✓ (date)

**Action Plan Table**

Long Term Goal Statement:

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Goal	Steps to meet my goal	What resources do I need to reach my goal?	How do I know if I've reached my goal?	Done ✓ (date)



## Best Practices



## Best Practices: Working with Clients in Skilled and Semi-Skilled Non-Regulated Occupations

Whether looking for work in a Regulated Occupation or a Non-Regulated Occupation (once licensing is considered), the job search processes are remarkably similar. However, a licensed occupation may require a more complex resume and cover letter, a larger interview panel, a number of interviews for a position, and additional translation of documents etc. Despite the differences, all newcomers will need coaching in the same topic areas.

### Interview Strategies

One of the most difficult questions to answer in an interview is *Do you have any Canadian experience?* If your client says no, the conversation stops there. It is really important therefore to discuss transferable skills with the client well before any interview.

Encourage clients to talk about what they know, rather than limit themselves to what they have experienced. A client with hospitality sector experience in another country could respond: *I am actually very familiar with Canadian customer service expectations because Canadians represented 36% of our resort business.*

One approach to share with clients is described as the STAR approach. This outline is from [www.quintcareers.com/STAR\\_interviewing.html](http://www.quintcareers.com/STAR_interviewing.html).

<b>Situation or Task</b>	Describe the situation that you were in or the task that you needed to accomplish. You must describe a specific event or situation, not a general description of what you have done in the past. Be sure to give enough detail for the interviewer to understand. This situation can be from a previous job, from a volunteer experience, or any relevant event.
<b>Action you took</b>	Describe the action you took and be sure to keep the focus on you. Even if you are discussing a group project or effort, describe what you did – not the efforts of the team. Don't tell what you might do, tell what you did.
<b>Results you achieved</b>	What happened? How did the event end? What did you accomplish? What did you learn?

A broad range of interview questions clients can use to practice answering questions can be found in the Work Ready resource kit published in 2009 and downloadable at [www.language.ca/display\\_page.asp?page\\_id=708](http://www.language.ca/display_page.asp?page_id=708).

Included with the questions is a description of what the interviewer actually wants to hear as well as examples of rephrasing of the same or similar questions.

Interviews are a concern for many unemployed and underemployed newcomers. Coaching and interview teams are two strategies that can be used to enhance client performance.

**Oral Communication Video - An Essential Skill in the Canadian Workplace** is an excellent demonstration of the contrast between a newcomer struggling in an interview and succeeding in one. This video can be ordered free-of-charge at [www.hrsdc.gc.ca/eng/workplaceskills/LES/tools\\_resources/learning.shtml](http://www.hrsdc.gc.ca/eng/workplaceskills/LES/tools_resources/learning.shtml).

## Interview Dos and Don'ts

Language and how we use it is extremely important in interview situations. Refer to the table below<sup>2</sup> for some quick tips on what **to do** and what **not to do** in an interview.

Dos	Don'ts
<ul style="list-style-type: none"> <li>• <b>Do</b> say the name of the country where you worked or use <i>"In my last position I..."</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Don't</b> begin to answer a question with <i>"Back home I..."</i> it can be negatively perceived. It sends the message that you are not committed to staying here.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Do</b> use <i>"I am an aesthetician and am interested in working for your organization"</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Don't</b> use the past tense: <i>"I was a..."</i> or <i>"I used to be a..."</i> If you worked as an aesthetician, you are still an aesthetician.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Do</b> prepare and practice for the interview and practice answering questions.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Don't</b> memorize or over-rehearse your answers.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Do</b> make sure you know exactly where you are going and how to get there. Plan to arrive 10 minutes early.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Don't</b> arrive late. Leave lots of time to get to the interview.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Do</b> dress appropriately. The general rule is dress for the job above the one you are applying for.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Don't</b> wear anything new that might prove to be uncomfortable. e.g., new shoes.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Do</b> greet the receptionist or assistant with courtesy and respect. This is where you make your <i>first</i> impression.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Don't</b> chew gum during the interview.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Do</b> bring extra resumes to the interview.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Don't</b> say anything negative about former colleagues, supervisors, or employers.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Do</b> shake hands firmly. If you don't shake hands for religious reasons, tell them immediately with an apology.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Don't</b> bring up or discuss personal issues or family problems.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Do</b> remember body language and posture: sit upright and look alert and interested at all times.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Don't</b> fidget or slouch or avoid eye contact.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Do</b> turn off (or set to silent ring) your cell phone and/or pager.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Don't</b> ever not ask any questions – it shows a lack of interest. Just avoid questions about benefits, salaries etc.</li> </ul>

<sup>2</sup> Dos and don'ts adapted from information at [www.quintcareers.com/printable/interviewing-dos-donts.html](http://www.quintcareers.com/printable/interviewing-dos-donts.html). You will find more dos and don'ts on this site.

## Transferable Skills

Transferable skills are developed through life experience. These are skills that you can transfer from one area of your life to another area, including from your personal or academic life to your professional life and from one occupation to another. Clients need to be encouraged to examine the skills they have to see how to apply them to a Canadian context. Refer above to the tool titled 'SWOT' for more information and examples about transferable skills.



An interesting online self-evaluation of transferable skills can be found at [www.jobsetc.gc.ca/toolbox/checklists/employability.jsp](http://www.jobsetc.gc.ca/toolbox/checklists/employability.jsp).

"Transferable skills are skills that you can take with you from one situation to another, from one job to another. The skills below are important to employers. [www.ceswoodstock.org/job\\_search/resumeskillshidden.shtml](http://www.ceswoodstock.org/job_search/resumeskillshidden.shtml).



If you have access to a computer lab, have clients complete the online survey at [www.jobsetc.gc.ca/toolbox/checklists/employability.jsp](http://www.jobsetc.gc.ca/toolbox/checklists/employability.jsp). When they submit their answers they receive a personalized report.

Give clients a number of transferable skills and ask them to think about what they might say to an interviewer. Suggested skills include: communication, decision making, adapting to new/different situations, learning quickly, handling complaints. Other skills and descriptions can be found at [www.ceswoodstock.org/job\\_search/resumeskillshidden.shtml](http://www.ceswoodstock.org/job_search/resumeskillshidden.shtml).

## Volunteering

Volunteering enables an individual to use their skills, gain experience in the Canadian Workplace, and understand work expectations and rules. It can be used to show an employer “Canadian experience”.

### Direct Benefits of Volunteering:

Volunteering can help newcomers:

- Learn the required language and skills needed to work in a Canadian organization
- Learn about how organizations work
- Get practical knowledge of the Canadian workplace
- Improve language skills by practicing English
- Earn an accepted Canadian reference
- Increase their network by making new friends and contacts
- Get job leads
- Take on new responsibilities (to add to resume)
- Develop new skills (interpersonal, communication, public speaking)
- Get Canadian work experience
- Increase knowledge of local community

An excellent resource for information on volunteering to share with clients is [www.settlement.org](http://www.settlement.org). There are relevant pages covering many employment related issues including questions and answers common to newcomers. The following excerpt shows individuals the potential benefits of volunteering.

### Does Volunteering Qualify as Canadian Experience?

Yes. Many employers accept volunteering as valid Canadian work experience. Volunteer work is an excellent way to gain Canadian experience and Canadian references, which are required for most jobs.

Most employers will ask clients about their Canadian experience. Even if they are qualified, if they don't have Canadian experience, it can be difficult to get a job. This is unfair, but it is a reality that they may face.

For additional information, have clients visit: [www.settlement.org/sys/faqs\\_detail.asp?faq\\_id=4001089](http://www.settlement.org/sys/faqs_detail.asp?faq_id=4001089). There are links to volunteer centres as well as one link to an online tool that helps an individual decide the type of volunteer they are.

## Mentoring

According to [www.ontarioimmigration.ca/en/working/OI\\_HOW\\_WORK\\_MENTOR.html](http://www.ontarioimmigration.ca/en/working/OI_HOW_WORK_MENTOR.html), “mentoring or coaching programs help you meet people in your profession and learn more about Ontario’s workplaces”. Finding a mentor is an excellent way for the client to gain valuable knowledge and advice on pursuing a career in their field. This web site also has links to a variety of mentoring programs in Ontario.

One such program is The Mentoring Partnership, offered by of TRIEC (Toronto Region Immigrant Employment Council: [www.triec.ca](http://www.triec.ca)). TRIEC is a partnership of stakeholders who are concerned with integrating immigrants in the Toronto Region labour market. Mentoring Partnership was set up to partner a newcomer with an established skilled immigrant. The partnerships are occupation specific. The website [www.thementoringpartnership.com](http://www.thementoringpartnership.com) has an online application process for finding a mentor.

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“Mentoring is meaningful for me because I can share what I have experienced with other skilled immigrants,” says Taofeeq Olatinwo, former mentee and Senior Manager of SAP at Hewlett-Packard. “My mentor explained Canadian culture and the workplace. I believe this insight has been essential in helping me integrate in all the jobs I’ve had since.”

Taofeeq is one of 13 former mentees being recognized for returning to the program to become mentors. [www.thementoringpartnership.com](http://www.thementoringpartnership.com)

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Mentoring does not have to be a formal situation. A mentor is defined as someone who gives help and advice to someone with less experience. Many individuals have informal workplace mentors: a person who can steer them away from misunderstandings. A client could be encouraged to develop a mentor relationship with someone who is successfully working in a similar occupation in a Canadian workplace.



## Additional Resources and Glossary

## Additional Resources

### Web Links

An excellent free workbook, *Guide to Working in Canada* is available to download at:  
[www.workingincanada.gc.ca/content\\_pieces-eng.do?cid=884](http://www.workingincanada.gc.ca/content_pieces-eng.do?cid=884)

*Planning to Work in Canada?* is an excellent downloadable workbook for newcomers:  
[www.credentials.gc.ca/immigrants/workbook/index.asp](http://www.credentials.gc.ca/immigrants/workbook/index.asp)

Information Booklets for language for living and working in Canada; for both learners and practitioners to download:  
[www.language.ca/display\\_page.asp?page\\_id=572](http://www.language.ca/display_page.asp?page_id=572)

This website includes videos of people talking about their occupations. You can search by industry or education level:  
[www.vector.cfee.org/english/explorevideo.php](http://www.vector.cfee.org/english/explorevideo.php)

Online learning activities (employment related):  
[eslcorner.settlement.org/employment-and-education/employment](http://eslcorner.settlement.org/employment-and-education/employment)

### To Recommend to Employers

To explore strategies for recruiting and hiring internationally trained workers:  
[www.hireimmigrants.ca](http://www.hireimmigrants.ca)  
[www.thinktalentthinkglobal.ca/talent-acquisition](http://www.thinktalentthinkglobal.ca/talent-acquisition)

### Transferable Skills

Community Employment Services:  
[www.ceswoodstock.org/job\\_search/resumeskillshidden.shtml](http://www.ceswoodstock.org/job_search/resumeskillshidden.shtml)  
 Job search resource site:  
[http://www.quintcareers.com/transferable\\_skills\\_set.html](http://www.quintcareers.com/transferable_skills_set.html)

### Bibliography

Goldman, Lynda. *You're Hired...Now What? An Immigrant's Guide to Success in the Canadian Workplace*. Oxford University Press. 2010

Laroche, Lionel and Don Rutherford. *Recruiting, Retraining, and Promoting Culturally Different Employees*. Butterworth-Heinemann. Oxford. 2007

Wright, Daisy. *No Canadian Experience, EH? A Career Survival Guide for New Immigrants*. WCS Publishers. 2007

### Video Links

Lionel Laroche works in cross-cultural and diversity training and has presented at a number of settlement and English as a Second language conferences. The video can be found at:  
[www.settlementatwork.org/\\_news\\_/94010](http://www.settlementatwork.org/_news_/94010).

For a series of excellent videos that can be ordered or downloaded from TRIEC, including Finding Talent, Integrating Talent, and Cross-Cultural Teamwork visit:  
[www.triec.ca/find-solutions/for-employers/learning/training-videos](http://www.triec.ca/find-solutions/for-employers/learning/training-videos).

# Glossary

**Assessment Centre:** Assessment centres are located in almost every province of Canada. The assessment centres employ certified CLB assessors to administer a variety of standardized language assessments based on the Canadian Language Benchmarks.

The CLB assessors test learners' language skills and recommend placement in an ESL program suitable to the learners' abilities, interests and needs.

To locate an assessment centre, visit: [www.language.ca](http://www.language.ca). For more information or to schedule an appointment, visit your local Language Training Service provider.

**Bridge Training Programs:** Ontario Bridge Training programs help skilled newcomers get their license or certificate in their profession or trade, so that they can work in Ontario. Employers, colleges and universities, occupational regulatory bodies and community organizations deliver bridge training programs with support from the Ontario government.

For more information on Ontario's bridging programs, visit: [www.citizenship.gov.on.ca/english/keyinitiatives/bridgetraining.shtml](http://www.citizenship.gov.on.ca/english/keyinitiatives/bridgetraining.shtml).

**CLB:** The Canadian Language Benchmarks (CLB) are recognized as the official Canadian standard for describing, measuring and recognizing the language ability of adult immigrants and prospective immigrants in English. CLB describe language in three stages and 12 benchmarks. More information can be found at [www.language.ca](http://www.language.ca).

**ELT:** Enhanced Language Training (ELT) programs provide job-specific, advanced level English training to adults. The goal of ELT classes is to provide language training that helps an individual find a job in their field of experience and understand the expectations of a Canadian workplace.

**Essential Skills:** Essential skills are the skills needed for the workplace as captured through research by the Government of Canada. They include the following nine skills:

- Reading
- Writing
- Document Use
- Numeracy
- Computer Use
- Thinking Skills
- Oral Communication
- Working with Others
- Continuous Learning

**Essential Skills Profile:** Essential Skills Profiles describe how workers in various occupations use each of the key essential skills listed above. Each occupational profile includes

- A brief description of the occupation
- Examples of tasks that illustrate how each essential skill is applied
- Complexity ratings that indicate the level of difficulty of the example tasks

Profiles are found at: [www.hrsdc.gc.ca/eng/workplaceskills/LES/profiles/profiles.shtml](http://www.hrsdc.gc.ca/eng/workplaceskills/LES/profiles/profiles.shtml).

**Fossilized Language:** Fossilized language happens when a client no longer progresses in learning the language and their ability stagnates.



**LINC:** Language Instruction for Newcomers to Canada (LINC) offers language classes at no cost to eligible adult learners by the Government of Canada. LINC programs can also assess a client's current language skills to find out which training program would be best for them.

**Mentoring:** Mentoring or coaching programs help you meet people in a profession and learn more about Ontario's workplaces. Finding a mentor is an excellent way to gain valuable knowledge and advice on pursuing a career in your field. To learn more about mentoring programs in Ontario, visit: [www.ontarioimmigration.ca/en/working/OI\\_HOW\\_WORK\\_MENTOR.html](http://www.ontarioimmigration.ca/en/working/OI_HOW_WORK_MENTOR.html).

**Non-Regulated Occupations:** A non-regulated occupation is an occupation for which there is no legal requirement or restriction on practice with regard to licences, certificates, or registration. The vast majority of occupations in Canada (about 80%) fall into this category.

**NOC:** In Canada, almost every job has a National Occupational Classification (NOC) code. They are numbered codes used to organize and reference thousands of job titles in Canada. NOC codes are used to describe job tasks, education, and experience needed in a particular job. To access information about a specific occupation, visit: [www5.hrsdc.gc.ca/NOC/English/NOC/2011/SearchIndex.aspx](http://www5.hrsdc.gc.ca/NOC/English/NOC/2011/SearchIndex.aspx).

**OSLT:** Occupation-Specific Language Training (OSLT) programs help newcomers learn the job-specific vocabulary they need to work in their field. OSLT is particularly useful for internationally-trained professionals. Some programs, such as those run by Colleges Ontario, also provide information about the socio-cultural skills needed in Canadian workplaces. For more information visit: <http://www.co-oslt.org/>.

**Personality Traits:** Personality Traits are those traits or characteristics that make us unique. It is the way we think, feel and behave. These are distinctive traits. For example, being considered social (enjoy talking to people), can be a very helpful characteristic when applying for a job in sales, but may not be seen as an important trait for a computer technician.

**Red Seal Trades:** Some trades are referred to as Red Seal Trades. These trades, for which all the provinces and territories have agreed on standards for entry into the occupation, allow for the portability of qualifications across Canada. For a list of designated Red Seal Trades, visit: <http://www.red-seal.ca/w.2lc.4m.2@-eng.jsp>.

**Regulated Occupations:** A regulated occupation is one that is controlled by provincial, territorial and sometimes federal law and governed by a professional organization or regulatory body. To work in a regulated occupation and use a regulated title, you must have a license or certificate or be registered with the regulatory body of your occupation. Some occupations are regulated in some provinces and territories and are not regulated in others. For more information, visit: [www.cicic.ca](http://www.cicic.ca).

**Regulatory Body:** A regulatory body exists for each regulated occupation. A regulatory body is a non-governmental organization that regulates an occupation. They are found in each province and territory in Canada. For a list of regulatory bodies in Ontario go to: [www.accesscentre.ca/regulatory-bodies-ontario](http://www.accesscentre.ca/regulatory-bodies-ontario).

**Sector Councils:** According to HRSDC (Human Resources and Skill Development Canada), sector councils are national partnership organizations that bring together business, labour and educational stakeholders. Operating at an arm's length from the Government of Canada, sector councils are a platform for these stakeholders to share ideas, concerns and perspectives about human resources and skills issues, and find solutions that benefit their sector in a collective, collaborative and sustained manner. A list of sector councils can be found at: [www.councils.org/sector-councils/list-of-canadas-sector-councils/](http://www.councils.org/sector-councils/list-of-canadas-sector-councils/).

**Semi-Skilled Occupations:** Semi-skilled occupations require workers to have additional training, skill and experience in order to meet some of the task requirements. Examples include retail salesperson, machine operator, home support worker, food and beverage server, office administrative assistant and carpenter.

**Skilled Occupations:** Skilled occupations require education, training and experience to handle complex tasks. Examples of skilled jobs are architect, dentist, and writer.

**SIN:** A Social Insurance Number (SIN) is a nine-digit number that you require to work in Canada or to receive government benefits.

**Smart Serve:** Smart Serve is a training and certification program. Anyone who serves or handles alcohol in a licensed establishment in Ontario must be certified by Smart Serve. [www.smartserve.ca/en/about](http://www.smartserve.ca/en/about).

**STAR:** STAR is an acronym that stands for Situation, Tasks, Actions and Results. It is a system of organizing answers that job seekers find useful when preparing for behavioural interviews.

**SWOT:** SWOT is an acronym representing four words: Strength, Weakness, Opportunities and Challenges. A SWOT is a strategic planning tool.

**Trade:** A trade is an occupation generally regarded as requiring one to three years of post-secondary education at a community college or university, two to four years of apprenticeship training, two to three years of on-the-job training, or a combination of these requirements. Some trades are regulated which means that a license/certificate is required.

**Transferable Skills:** Transferable skills are skills that you can take with you from one situation to another, from one job to another. [www.ceswoodstock.org/job\\_search/resumeskillshidden.shtml](http://www.ceswoodstock.org/job_search/resumeskillshidden.shtml).

**Unskilled Occupations:** These jobs need little or no training or experience. Workers should be able to perform simple duties and responsibilities satisfactorily. The work may include a certain amount of physical exertion and it may also require a worker to be familiar with a category of goods or services or a particular work environment. Examples of unskilled jobs include: cleaner, furniture packer, and restaurant dishwasher.

**Volunteer Work:** Volunteering is unpaid work. Many employers accept volunteering as valid Canadian work experience. Volunteer work is an excellent way to gain Canadian experience and Canadian references, which are required for most jobs.

**WHMIS:** Workplace Hazardous Materials Information System (WHMIS) is part of Federal health and safety legislation for handling hazardous materials in the workplace.