

competencies *plus*  
my tools to succeed

## Facilitator's Kit Guide





# Table of Content

## Foreword 4

Introduction.....	6
Goals of Competencies Plus .....	6
Overview of Guide .....	6
Note to Reader .....	7

## First Section 8

<b>Step 1: DISCOVERY</b> .....	8
<b>Activity 1: I Discover My Essential Skills</b> .....	8
<b>Step 2: IN DEPTH/CONSOLIDATION</b> .....	11
<b>Activities 2.1 to 2.3: I Deepen and I Consolidate My Knowledge of Essential Skills</b> ....	11
<b>Step 3: IMPLEMENTATION</b> .....	14
<b>Activity 3 : I Recognize My Essential Skills</b> .....	14

## Second Section 18

Introduction.....	18
-------------------	----

## Appendices 20

<b>Appendix A: Alphabetical List of Occupations and Summaries</b> .....	21
<b>Appendix B: Role Profiles According to Essential Skills Levels</b> .....	53
<b>Appendix C: Appreciation (Participant’s Notebook)</b> .....	62
Profile: Appreciation 1 Accompanying Document .....	63
Profile: Appreciation 1 .....	66
Profile: Appreciation 2 .....	67
Profile: Evaluation .....	68
Histogram of My Essential Skills .....	74
<b>Appendix D: I Create My Activity</b> .....	75
<b>Appendix E: List of Suggested Material for Facilitation</b> .....	76

# Foreword

***Competencies Plus... My Tools to Succeed***, was created by the National Life/Work Center with the support of Human Resources and Skills Development Canada and the Office of Literacy and Essential Skills.

For over 15 years National Life/Work Center (NLWC) has been creating programs in the field of career development for Canadians. NLWC is a not-for-profit organization, headquartered in Memramcook, New Brunswick.

NLWC programs are recognized and recommended by the Departments of Education in every Canadian province, as well as by a dozen countries throughout the world. *The Real Game Series* ([www.realgame.ca](http://www.realgame.ca)), for example, consists of six programs, five for students and for adults. The first five programs broaden students' understanding of the world of work, help them imagine life as an adult, and facilitate their transition from education to work. The adult program, *Real Life, Real Times*, helps people who have had difficulty in finding or keeping suitable work imagine future scenarios that appeal to them and gives them the knowledge, skills and confidence to secure employment and establish lifestyles that appeal to them.

NLWC also created the *Blueprint For Life/Work Designs* ([www.blueprint4life.ca](http://www.blueprint4life.ca)), Canada's national "common language" framework of career management learning outcomes. The Blueprint is used by several Departments of Education across Canada in developing curriculum, and by Departments of Employment, Community and Social Services, and others in case management. The 11 Blueprint competencies are highly complementary to the Essential Skills framework.

NLWC is now proud to present **Competencies Plus** ([www.competencesplus.ca](http://www.competencesplus.ca)) to increase Canadians' awareness of Essential Skills (ES) and the pivotal role they play in both all citizens' professional and personal lives.

## Foreword

This version of *Competencies Plus... My Tools to Succeed* has been tested in **Manitoba, New Brunswick, Ontario and Quebec**. It has since been updated based on feedback from hundreds of facilitators, employment counsellors and administrators in these provinces. We are profoundly grateful to them for their valued input. We also thank our provincial coordinators, whose names and coordinates can be found on our new website, for their feedback during the testing phase.

Finally, we wish to thank the NLWC staff, our colleagues at Human Resources and Skills Development Canada, the four provincial Departments of Education; and the members of the Advisory Committee who helped us conceive and shape this project throughout its development.

We sincerely hope a great number of people from your community will benefit from this program.

**Yves Boutot**

President

National Life/Work Center

# Introduction

**Competencies Plus... My Tools to Succeed** focuses on the discovery, recognition and application of essential skills in the working and personal lives of Canadians. Its goal is to raise awareness of the importance of essential skills and encouraging their application, especially by people who are about to enter the labour market, job seekers, immigrants, aboriginal peoples, and those in the correctional system.

The program is divided into two sections. The first consists of three steps spread over approximately six hours of discovery, consolidation and application of essential skills. The second consists of creating an activity or approach enabling a deeper understanding of essential skills than can be shared with organizations and speakers throughout the country.

## Goals of Competencies Plus... My Tools to Succeed

**Competencies Plus... My Tools to Succeed** was conceived to help people overcome specific challenges of today's increasingly competitive world of work.

Beyond awareness raising, **Competencies Plus** helps participants create a self-portrait of their essential skills. With a well-designed histogram, participants can even visualize their level of mastery of each of the essential skills. This can be especially helpful to them in imagining and planning for their future work and lifestyle.

## Overview of the Activity

### First Section (approximately 6 hours)

#### Step 1 – Discovery

Using visual aides, the facilitator helps participants discover what essential skills are, and how they apply in their work and personal lives. A first portrait of their skills will be drawn (*yes, no or I don't know if I possess these essential skills*) in the Participant's Notebook (Profile: Appreciation 1).

#### Step 2 – In Depth / Consolidation

Participants now discover, through two interactive activities and a formal presentation, that the importance of each essential skill, and the level of mastery required, varies from job to job. Participants develop a second profile of their skills, this time including their level of mastery of each essential skill. Participant's Notebook (Profile: Appreciation 2).

# Introduction

## Step 3 – Implementation

After completing a third profile and a skills self-portrait in their Notebook (Profile: Evaluation), participants compare their skills profile to those of occupations that interest them and discover in which they might enjoy the most success.

Participants keep their *Participant's Notebook*, with their completed self-portrait or histogram of their essential skills, as a valuable reference for future counselling, skills development and training, employment preparation and job maintenance.

## Second Section

This section allows organizations to create original activities to help participants apply their new knowledge of essential skills in new situations. Such activities can be posted to the Competencies Plus website ([www.competencesplus.ca](http://www.competencesplus.ca)), with sources cited, to help other organizations across Canada support their clients. These activities should be fun, dynamic and interactive.

## Note to Reader

Given the diversity of circumstances of clients and settings, Competencies Plus is intended to be highly adaptable. Normal program duration is 6 to 8 hours. However, facilitators are encouraged to create additional complementary activities, to blend elements of this program with existing programs or interventions, and to adapt the program as needed to address the specific needs of diverse clientele.

90 profiles are included in this program to address the needs of diverse participants. They reflect various levels of education: high school, professional training, college or university.

# First Section

## Step 1: DISCOVERY

### Activity 1 - I Discover My Essential Skills

**Length:** approximately 60 minutes.

#### Overview

Aided by video materials, documents and discussions, participants discover the essential skills and their applicability in their work and personal life. They then consider which they possess and begin developing a personal profile of their essential skills.

## Objectives

**Raise awareness of essential skills.**

**Become familiar with vocabulary related to essential skills.**

**Understand that skills are an important part of everyday life.**

#### Unfolding of the activity

1. Present an overview of Competencies Plus, its objectives, expected results and the general approach.
2. Initiate a discussion on essential skills. Ask participants if they know what an “essential” skill is, and if so, to give examples.
3. Present at least one video on the everyday use of ES and discuss it with the group.
4. Give a *Participant’s Notebook* to each participant and invite them to turn to page 3 ((**Profile: Appreciation 1 – Accompanying Document**)). For each question, ask them to circle the answer that, in their opinion, best describes their perception of themselves. Then, ask them to transcribe their answers to **Profile: Appreciation 1**, on page 6.



## Expected Results

- **Participants will recognize the vocabulary associated with essential skills.**
- **Participants will acknowledge that they possess these skills, or not, and enter their self-assessments in a profile.**
- **Participants will be able to translate each skill into everyday behaviours and actions.**

## Material / Technical Support

- Participant's Notebook.
- Internet access for the Ontario Skills Passport video presentations: *A Trip to the Pharmacy, Renting an Apartment, Obtaining a Driver's License, Getting a Pet*  
[http://skills.edu.gov.on.ca/OSPWeb/jsp/en/WLL/WLL\\_seeVideos.jsp](http://skills.edu.gov.on.ca/OSPWeb/jsp/en/WLL/WLL_seeVideos.jsp). Note: click on the top right corner of the screen to see the skills used by the actors.
- Videos (DVDs) : Essential Skills Investigation. Episodes 1 a 2.
- Essential Skills posters .
- Useful links:
  - Human Resources and Skills Development Canada  
([www.hrsdc.gc.ca/eng/workplaceskills/essential\\_skills/general/online\\_indicator.shtml](http://www.hrsdc.gc.ca/eng/workplaceskills/essential_skills/general/online_indicator.shtml))
  - Office of Literacy and Essential Skills  
([www.hrsdc.gc.ca/eng/workplaceskills/oles/2009/community/index.shtml](http://www.hrsdc.gc.ca/eng/workplaceskills/oles/2009/community/index.shtml))

# First Section

## Activity in Detail

Once you have greeted participants and logistics issues have been taken care of, present an overview of the program. Clarify objectives and expected results so participants can make the most of their experience.

Answer any questions and respond to participants' comments. You will then be ready to explain the concept of skills and their use.

Ask participants to give you examples of skills they think they possess, and examples of those they would like to obtain or improve. Once the discussion is finished, introduce the concept of "essential skills". Ask participants what they believe the word "essential" means.

A "skill" is a set of knowledge and of know-how that enables a person to accomplish specific tasks. The word "essential" means indispensable.

Go over the essential skills poster with participants. Name each skill, but don't go into definitions.

Watch one of the six suggested videos. Initiate a discussion on the way the people in the video use essential skills and how they might be important in their lives.

Finish the activity by handing out the *Participant's Notebook* to each participant. Ask them to turn to page 3 (**Profile: Appreciation 1 Accompanying Document**). Participants will create their first profile by answering *yes*, *no*, or *I don't know*, to each question. They will then transcribe their answers to the table at the end of page 6 (**Profile: Appreciation 1**). Once they are done, organize the participants into pairs and invite them to share their profile with their partner. Conclude with a plenary session, deal with any questions, and advise participants the first activity is completed.

The following activities will help participants better understand essential skills and their use in everyday life, at work and at home.

# First Section

## Step 2: IN DEPTH / CONSOLIDATION

### **Activities 2.1, 2.2 and 2.3 – I Deepen and I Consolidate My Knowledge of Essential Skills**

These three activities take approximately 180 minutes to complete.

#### **Overview**

Now that they are aware of essential skills, participants will see formal presentations, work in teams, and do activities to help them become more familiar with them, and deepen and consolidate their knowledge of essential skills.

Participants will discover that they can develop and master essential skills to varying degrees, depending on the demands of occupations that interest them. After doing these activities, participants will do another skills profile, sorting their skills according to degree of mastery.

## Objectives

**Help participants deepen their understanding of essential skills terminology.**

**Help participants understand that a skill can be mastered at different levels depending on individuals' capacities and the requirements of different occupations.**

**Enable participants to develop a basic essential skills profile indicating their perceived level of mastery of each essential skill.**

# First Section

## Expected Results

- **Participants will be able to identify which essential skills are most important or useful for a given occupation.**
- **Participants will discover that skills can be developed to different levels, depending on occupational requirements.**
- **Participants will be able to recognize the framework of essential skills.**
- **Participants will understand that the interests, needs and capacities of individuals determine the degree to which they master a given skill.**
- **Participants will be able to identify which skills they possess and to what degree of mastery.**
- **Participants will produce a basic skills profile reflecting their perceived level of mastery of each essential skill.**
- **The participants will become familiar with different skills profiles related to various occupations.**

## Material

- A FACILITATOR'S KIT, which includes:
  - A main board, and boards for each participant.
  - 90 role profile cards.
  - 90 answer keys (transparencies), with the skills required for each occupation.
  - Extra boards if needed.
  - Tokens.
- Participant's Notebook (they should have it handy at this point).
- Essential Skills Folder – Office of Literacy and Essential Skills – OLES

# First Section

## Unfolding Activity 2.1

- After a brief review of Step 1, ask participants to describe to you what they understood and ask them questions concerning their **Profile: Appreciation 1** (questions, clarifications or other).
- Form groups of three or four.
- Present the main board of the game and hand out a **small board** to each participant.
- Randomly choose an occupation in the **deck of role profile cards**, sorted by colour (green: secondary; yellow: vocational training; orange: college; red: university) or ask a participant to choose one.
- Ask participants to identify, on their board, which three essential skills they believe are the most important or useful in the chosen occupation.
- Then ask them to justify their choices for each skill. If there are differences in their answers, try to reach a consensus and write down the final answers on the main board. If a consensus can't be reached, hold a vote. Write down the chosen skills on the main board.
- Initiate a discussion with the group.
- Do this activity again with two or three more occupations.

## Unfolding Activity 2.2

- Form groups of three or four.
- Place the **ES Board** on the centre of the table.
- Hand out tokens to each participant.
- Choose an occupation or make them choose one (see Activity 2.1).
- Ask each participant to indicate, using their tokens: the three (3) most important essential skills, the three (3) least important, and the three (3) most used for the chosen occupation.
- Place the answer sheet (transparency) for the profile on the board.
- Begin a discussion about their answers. The main goal of this activity is not to have the right answer, but to have a group discussion on essential skills.
- Start again with other occupations as needed.

# First Section

## Unfolding of Activity 2.3

- Hand out the Essential Skills Folder and go over their content.
- Once you've made sure that each participant has understood, divide them into groups and have them give detailed examples, taken from their own work or personal lives, of times when they used these skills. Each group will nominate someone to present their examples to the rest of the participants.
- At this point, introduce the concept of variation in the levels of essential skills.
- Discuss the fact not all people possess the same essential skills at the same level, nor does a single person have each skill developed at the same level. Depending on their needs, people develop skills to various degrees. Ask them if they see a relation between one's interests and needs and one's skills variations.
- To complete this activity, go back to the Participant's Notebook, on page 7 (**Profile: Appreciation 2**). Using their first profile (**Profile: Appreciation 1**), have participants add to the skills they've already identified the degree to which they feel they possess them. They can also modify their first profile based on new understandings.
- Have participants to form pairs and discuss their profiles.
- Finish with a plenary. Invite comments and answer questions.

## Step 3: APPLICATION

### Activity 3 – I Recognize My Essential Skills

**Length:** approximately 120 minutes.

#### Overview

This third step enables participants to put into practice what they have learned so far and consciously apply their essential skills in their everyday lives. They will study occupations of interest, and the essential skills required for each. Participants will create a **self-portrait** of their essential skills to help them find and obtain or retain work roles that appeal to them.

## Objectives

Help participants learn that skills are the basic building blocks of the world of work. When the right skills at the right level of mastery are applied in the right jobs workers are both more satisfied and productive.

Help participants create the best possible self-portrait they can, using a histogram of their essential skills.

Help participants develop their abilities to do research on the Internet enabling them to become more independent in their use of essential skills in job search and managing their career in general.

### Activity in Detail

1. Review Step 2 and answer any questions participants may have.
2. Introduce the concept of levels of difficulty/complexity of the tasks related to each essential skill. These levels depend on the occupation and the context.
3. Ask participants to complete the profile on page 8 of their Participant's Notebook (**Profile: Evaluation**) by themselves or in pairs. This profile will trace their skills histogram.
4. The **Histogram of My Skills** is on page 14 of the Participant's Notebook. Ask participants to colour the boxes representing their answers in **Profile: Evaluation**.
5. Return to plenary to discuss the use of the SELF-PORTRAIT.
6. Ensure participants compare their profile with those of the occupations they have chosen among the 90 included in the program.
7. Lead participants through a guided tour of the Internet, showing them how to search for other occupations that may appeal to them.
8. Thank participants for their active engagement in Competencies Plus and wish them success on their career journey.

## Expected Results

- **Participants are able to use their new knowledge of their essential skills to make good choices in their work and personal lives.**
- **Participants understand which essential skills they possess and to what degree they have master each, thanks to their histogram and their profile.**
- **Participants understand their self-portrait and can explain it to others.**
- **Participants are able to use their self-portrait as a career management and self-marketing tool.**

### Material

- Videos, written documentation.
- Participant's Notebook, pages 8 to 13 and 14.
- Answer keys (transparencies) - 90 occupations evaluated according to their most important skills, their most used skills, and the level of complexity of skills required.

### Unfolding the Activity

Review Step 2, the essential skills, the vocabulary, the meanings and the levels of complexity.

Review both participant profiles: **Appreciation 1 and Appreciation 2** and answer any questions participants might have, and discuss any issues that arise.

Introduce levels of difficulty (complexity) of tasks related to each essential skill. Give examples of how the level of complexity of a given task depends on the level to which the skill is mastered.

Begin My **Profile: Evaluation**



## First Section

Explain that the goal is to make participants more independent, efficient and precise in their knowledge and use of essential skills. They are now going to identify tasks they believe they can do for each essential skill. There are three levels for each skill: weak, average, strong.

Get participants to form pairs and discuss their answers with their partner. This will give them an outsider's view of their situation. Invite them to go to pages 8 to 13 of their Participant's Notebook.

When done, have participants return to plenary and check to see if they are satisfied with how this went.

Have participants turn to page 14 of their Notebook (**Histogram of My Skills**) and ask them to transfer their data by colouring the boxes that correspond to their answers (a, b, c) in **Profile: Evaluation**. This will indicate clearly their 3 most developed and 3 least developed skills.

Ask if there are any volunteers who will present their histogram (skills self-portrait) to the rest of the group.

Now ask participants to choose one or more occupations that interest them from the 90 profiles presented on pages 15 to 22 of the Participant's Notebook.

Invite them to compare their essential skill levels with those of the occupations they have chosen and help them interpret the information in the profiles.

Advise participants that they can use this information to see where additional mastery (learning) is required, and decide how they might upgrade their skills.

Explain that participants can use Internet, in groups or individually, to look for job profiles that might interest them and that have been rated according to the skill level required (**1-2 weak; 3 average; 4-5 strong**). They can choose profiles randomly or based on their interests.

Return to plenary and ask participants to share their thoughts and impressions.

Conclude the session by summarizing steps they can take to to apply their new knowledge of essential skills to further exploring work and personal options. Make sure you insist on the fact that skills can be developed and that most times, it's interests and aspirations that guide their development.

Thank participants for their active participation in Comptencies Plus and wish them success in managing their careers.

## Second Section

### Introduction

NLWC offers both organizations and individual program participants the opportunity to become active partners in enhancing Competencies Plus by developing new learning materials that complement the activities in Section 1.

The objective is to make Competencies Plus increasingly relevant to the widest possible cross section of participants' needs and realities. By providing access to these new activities via the website, organizations and adults in transition across Canada can benefit from them.

**Length:** The length of this activity can vary.

### Objectives

**Enable participants to play an active role in learning how to use essential skills, and to become dynamic actors in their own learning process.**

**Consolidate what participants have learned about essential skills.**

**Review the program's main objectives once again: discovery, in depth exploration, application of essential skills.**

### Expected Results

- **Participants will get personally involved in their essential skills learning process.**
- **Participants get another chance to synthesize what they have learned about essential skills.**
- **Participants will apply what they have learned through creation of new learning activities or processes.**

## Second Section

### Material

- Document: **I Create My Activity**

### Unfolding the Activity

To capture participants' attention, present this activity, "I Create My Activity", after Activity 1.

Let participants know they will now have the opportunity to develop or suggest one or more fun and engaging activities, either for the entire group or for smaller groups.

They may change, modify, or add to existing program activities or create entirely new ones. The end result should be a simple and stimulating new learning activity on essential skills.

Have participants present their proposed learning activity to the whole group, receive feedback and suggestions, then fill out the "**I Create My Activity**" form.

Hand a copy of **I Create My Activity** to each participant, and review it with the group. A copy should be filled out for each activity suggested by the group.

Discuss the guidelines for unfolding each activity (i.e., – group, individual, duration, schedule, etc.).

Bring participants back to plenary between activities to debrief the activity and explore improvements. The authors may then wish to make changes to **I Create My Activity**.

Forward all new activity outlines using the mailing document.

# Appendices

**Appendix A:** Alphabetical list of occupations and summary descriptions

**Appendix B:** Role profiles sorted according to their required degree of importance of Essential Skills

**Appendix C:** Evaluation (Participant's Notebook)

Profile: Appreciation 1 (Accompanying document)

Profile: Appreciation 1

Profile: Appreciation 2

Profile: Evaluation

Histogram of My Essential Skills

**Appendix D:** Document: I Create My Activity

**Appendix E:** List of suggested material

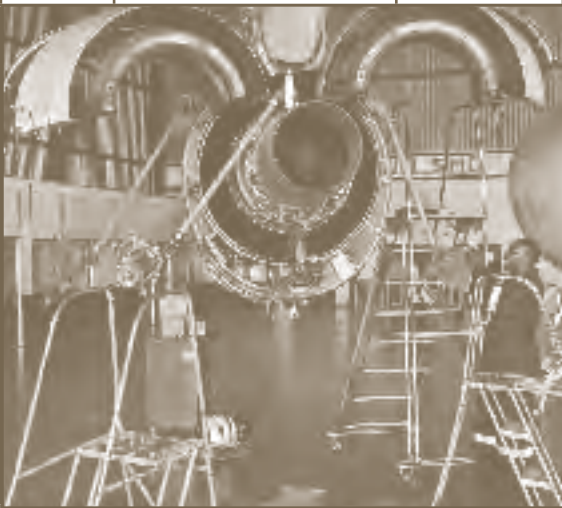

# Appendix A

## ALPHABETICAL LIST OF THE 90 OCCUPATIONS

Display table by category			
University 15 RP (17%)	College 19 RP (21%)	Vocational Training 28 RP (31%)	Secondary or less 28 RP (31%)
38 %		62 %	

Job Titles	NOC	Sector	Education
<p><b>1. Accommodation Service Managers</b></p> <p>They plan, organize, direct, control and evaluate operations of an accommodation establishment. They work in hotels, motels, resorts and student residences. They may be self-employed.</p> <p><b>Job Title Examples</b></p> <ul style="list-style-type: none"> <li>• Ski Resort Manager</li> <li>• Front Desk Manager</li> <li>• Bed and Breakfast Operator</li> </ul>	0632	TOURISM	U
			
<p><b>2. Agricultural and Fish Products Inspectors</b></p> <p>They control and inspect agricultural and fish products for conformity to prescribed production, storage and transportation standards. They are employed by government departments and agencies and by private sector food processing companies.</p> <p><b>Job Title Examples</b></p> <ul style="list-style-type: none"> <li>• Fruit and Vegetables Inspector</li> <li>• Agricultural Products Inspector</li> <li>• Grain Inspector</li> <li>• Crop Certification inspector</li> </ul>	2222	RESOURCES, PRODUCTION AND FABRICATION	C
			

# Appendix A

Job Titles	NOC	Sector	Education
<p><b>3. Aircraft Mechanics</b></p> <p>They maintain, repair and test aircraft structures, as well as their mechanical and hydraulic systems. They are employed by aircraft manufacturing, maintenance and repair establishments, by airlines or by the Canadian Armed Forces.</p> <p><b>Job Title Examples</b></p> <ul style="list-style-type: none"> <li>• Flight Test Inspector</li> <li>• Certified Aircraft Technician</li> <li>• Aviation Mechanical Component Shop Technician</li> </ul>	7315	TRANSPORTATION	C
			
<p><b>4. Ambulance Attendants</b></p> <p>They administer pre-hospital emergency medical care to patients with injuries or medical illnesses and transport them to hospitals. They are employed by private ambulance services, hospitals, fire departments, government departments and agencies, manufacturing firms and mining companies.</p> <p><b>Job Title Examples</b></p> <ul style="list-style-type: none"> <li>• Ambulance Attendant</li> <li>• Critical Care Paramedic</li> <li>• Emergency Medical Technician</li> </ul>	3234	SOCIETY	C
			

# Appendix A

Job Titles	NOC	Sector	Education
<p><b>5. Audiologists and Speech-Language Pathologists</b></p> <p>They diagnose, evaluate and treat human communication disorders including hearing, speech, language and voice disorders. They are employed in hospitals, community health centers or other health care institutions. They may work in private practice.</p> <p><b>Job Title Examples</b></p> <ul style="list-style-type: none"> <li>• Educational Audiologist</li> <li>• Clinical Audiologist</li> </ul>	3141	HEALTH CARE	U
<p><b>6. Automotive Mechanical Repairers</b></p> <p>They inspect, diagnose, repair and maintain mechanical, electrical and electronic systems and components of cars, buses and light transport trucks. They are employed by motor vehicle dealers, service stations and transportation companies.</p> <p><b>Job Title Examples</b></p> <ul style="list-style-type: none"> <li>• Truck and Transport Mechanic</li> <li>• Transmission Mechanic</li> <li>• Truck-trailer Repairer</li> <li>• Automotive Mechanical Upgrader</li> </ul>	7321	TRANSPORTATION	VT








# Appendix A

Job Titles	NOC	Sector	Education
<p><b>7. Banking Clerks</b></p> <p>They gather, process and maintain banking information and other financial data. They work in banks, credit unions, investment firms and other financial establishments of the public and private sectors.</p> <p><b>Job Title Examples</b></p> <ul style="list-style-type: none"> <li>• Ledger Control Clerk</li> <li>• Credit Clerk</li> <li>• Mortgage Clerk</li> </ul>	1434	ECONOMY AND COMMERCE	S
<p><b>8. Biological Laboratory Technicians</b></p> <p>They provide support and services to scientists and engineers working in fields such as agriculture, resource management, environmental protection, plant and animal biology, microbiology and health sciences. They are employed in laboratory and field settings by governments, manufacturers of food products, chemicals and pharmaceuticals, as well as by public resources and utilities companies.</p> <p><b>Job Title Examples</b></p> <ul style="list-style-type: none"> <li>• Fisheries Technician</li> <li>• Wildlife Biology Technician</li> <li>• Agricultural Technologist</li> <li>• Microbiology Technologist</li> </ul>	2221	ENVIRONMENT	C








# Appendix A

Job Titles	NOC	Sector	Education
<p><b>9. Bricklayers</b></p> <p>They lay bricks, concrete blocks and stone to construct or repair walls, arches, chimneys and fireplaces in accordance with blueprints and specification. They work for construction companies and brick masonry contractors. They may be self-employed.</p> <p><b>Job Title Examples</b></p> <ul style="list-style-type: none"> <li>• Apprentice Bricklayer</li> <li>• Stonecutter</li> <li>• Stonemason</li> </ul>	7281	CONSTRUCTION	VT
			
<p><b>10. Butchers, Meat Cutters and Fishmongers</b></p> <p>They prepare standard cuts of meat, poultry, fish and shellfish to be sold in retail or wholesale food establishments. They work in supermarkets, grocery stores, fish markets, or may be self-employed.</p> <p><b>Job Title Examples</b></p> <ul style="list-style-type: none"> <li>• Butcher Apprentice</li> <li>• Butcher – Retail</li> <li>• Supermarket Meat Cutter</li> </ul>	6251	RESOURCES, PRODUCTION AND FABRICATION	vt
			
<p><b>11. Campground Maintenance Attendants</b></p> <p>They maintain public spaces and equipment and welcome patrons. They are employed by government run parks, outfitters or private camping grounds.</p> <p><b>Job Title Examples</b></p> <ul style="list-style-type: none"> <li>• Sporting Equipment Attendant</li> <li>• Recreational Facility Attendant</li> <li>• Tennis Court Attendant</li> </ul>	6671	TOURISM	S
			

# Appendix A




Job Titles	NOC	Sector	Education
<p><b>12. Carpenters</b></p> <p>They construct, erect, assemble, maintain and repair structures made of wood or lightweight steel. They work for construction companies, carpentry contractors and maintenance departments of factories, and construction site businesses. They may be self-employed.</p> <p><b>Job Title Examples</b></p> <ul style="list-style-type: none"> <li>• Apprentice Carpenter</li> <li>• Renovation Carpenter</li> <li>• Metal Framer – Carpentry</li> </ul>	7271	CONSTRUCTION	VT
			
<p><b>13. Chefs</b></p> <p>They plan and direct activities related to food preparation and cooking. They prepare and cook meals and specialty foods. They work in restaurants, hotels, hospitals, clubs and on ships.</p> <p><b>Job Title Examples</b></p> <ul style="list-style-type: none"> <li>• Pastry Chef</li> <li>• Saucier</li> <li>• Sous-chef</li> </ul>	6241	TOURISM	VT
			
<p><b>14. Company Training Officers</b></p> <p>They teach academic, technical and vocational subjects to students at CEGEPs, community colleges, private training establishments, companies, community organizations or governments. They conduct internal training and development courses. They may be self-employed.</p> <p><b>Job Title Examples</b></p> <ul style="list-style-type: none"> <li>• Training Officer – Company</li> <li>• Computer Training Instructor</li> <li>• Language School Instructor</li> </ul>	4131	EDUCATION	U
			

# Appendix A

Job Titles	NOC	Sector	Education
<p><b>15. Computer Programmers and Interactive Media Developers</b></p> <p>They write, modify, integrate and test computer code for computer software applications, data processing applications, operating systems-level software and communications software, as well as Internet applications, computer-based training software, computer games, film, etc. They are employed in computer software development firms, consulting firms and information technology units throughout the private and public sectors.</p> <p><b>Job Title Examples</b></p> <ul style="list-style-type: none"> <li>• Computer Game Developer</li> <li>• Software Developer</li> <li>• Systems Programmer</li> </ul>	2174	TECHNOLOGY, COMMUNICATION AND INFORMATION TECHNOLOGY	C
<p><b>16. Concrete Finishers</b></p> <p>They polish and finish freshly poured concrete, apply curing and surface treatments. They install, maintain and renew various masonry structures such as foundations, floors, etc. They work for construction companies, concrete work contractors and manufacturers of prefabricated concrete products. They may also be self-employed.</p> <p><b>Job Title Examples</b></p> <ul style="list-style-type: none"> <li>• Cement Mason</li> <li>• Concrete Mason</li> <li>• Cement Finisher Apprentice</li> </ul>	7282	CONSTRUCTION	VT






# Appendix A




Job Titles	NOC	Sector	Education
<p><b>17. Construction Inspectors</b></p> <p>They inspect the construction and maintenance of new and existing buildings, bridges, highways and industrial construction to ensure that specifications and building codes are observed. They are employed by federal, provincial and municipal governments, construction companies and civil engineering consulting firms. They may be self-employed.</p> <p><b>Job Title Examples</b></p> <ul style="list-style-type: none"> <li>• Bridge Inspector</li> <li>• Mine Inspector – Construction</li> <li>• Plumbing Inspector</li> </ul>	2264	CONSTRUCTION	C
			
<p><b>18. Construction Painters</b></p> <p>They apply paint, wallpaper and other finishes to interior and exterior surfaces of buildings. They are employed by construction companies, painting contractors and building maintenance contractors. They may be self-employed.</p> <p><b>Job Title Examples</b></p> <ul style="list-style-type: none"> <li>• Painter Apprentice</li> <li>• Maintenance Painter</li> <li>• Paperhanger</li> </ul>	7294	CONSTRUCTION	VT
			
<p><b>19. Construction Trades</b></p> <p>They assist skilled tradespersons and perform labouring activities at construction sites, in quarries and in surface mines. They are employed by construction companies, trade and labour contractors and quarry and surface mine operators.</p> <p><b>Job Title Examples</b></p> <ul style="list-style-type: none"> <li>• Driller Helper – Surface Mining</li> <li>• Construction Labourer</li> <li>• Demolition Worker</li> </ul>	7611	CONSTRUCTION	S
			






# Appendix A

Job Titles	NOC	Sector	Education
<p><b>20. Correctional Service Officers</b></p> <p>They keep watch over the offenders and maintain order in correctional institutions. They are employed by municipal, provincial and federal governments.</p> <p><b>Job Title Examples</b></p> <ul style="list-style-type: none"> <li>• Correctional Service Officer</li> <li>• Prison Guard</li> <li>• Detention Attendant</li> </ul>	6462	SOCIETY	C
			
<p><b>21. Croupiers (gambling casino workers)</b></p> <p>They insure ongoing activities at gaming tables, maintain slot machines, pay out winning bets and jackpots and collect losing bets. They are employed by gambling casinos.</p> <p><b>Job Title Examples</b></p> <ul style="list-style-type: none"> <li>• Keno Runner</li> <li>• Slot Machine Attendant – Casino</li> <li>• Slot Supervisor</li> </ul>	6443	TOURISM	S
			
<p><b>22. Data Entry Clerks</b></p> <p>They input coded data, financial information and statistics into computerized databases or templates. They use a keyboard, mouse, optical scanner or speech recognition software. They are employed in the private and public sectors.</p> <p><b>Job Title Examples</b></p> <ul style="list-style-type: none"> <li>• Data Control Clerk</li> <li>• Payment Entry Clerk</li> <li>• Data Processor</li> </ul>	1422	TECHNOLOGY, COMMUNICATION AND INFORMATION TECHNOLOGY	VT
			

# Appendix A

Job Titles	NOC	Sector	Education
<p><b>23. Decoration Consultants</b></p> <p>They offer a variety of goods and services related to interior decoration. They work in specialized stores and may occasionally respond to house calls. They may be self-employed.</p> <p><b>Job Title Examples</b></p> <ul style="list-style-type: none"> <li>• Hardware Store Clerk</li> <li>• Furniture Salesperson</li> <li>• Clothing Salesperson</li> </ul>	6421	ECONOMY AND COMMERCE	S
			
<p><b>24. Dental Hygienists</b></p> <p>They provide hygiene treatment and information related to the prevention of teeth and mouth disorders. They are employed in dentists' offices, hospitals, clinics, educational institutions, government agencies and private industries.</p> <p><b>Job Title Examples</b></p> <ul style="list-style-type: none"> <li>• Dental Nurse</li> <li>• Dental Therapist</li> </ul>	3222	HEALTH CARE	C
			
<p><b>25. Dentists</b></p> <p>They diagnose, treat, prevent and control teeth and mouth disorders. They work in private practice or may work in hospitals, clinics, public health facilities or universities.</p> <p><b>Job Title Examples</b></p> <ul style="list-style-type: none"> <li>• Oral and Maxillofacial Surgeon</li> <li>• Public Health Dentist</li> </ul>	3113	HEALTH CARE	U
			

# Appendix A




Job Titles	NOC	Sector	Education
<p><b>26. Driving Instructors</b></p> <p>They teach motor vehicle or motorcycle driving courses. They are employed by driving schools. They may be self-employed.</p> <p><b>Job Title Examples</b></p> <ul style="list-style-type: none"> <li>• Driver’s License Examiner</li> <li>• Motorcycle Driving Instructor</li> </ul>	4216	TRANSPORTATION	S
			
<p><b>27. Early Childhood Educators and Assistants</b></p> <p>They plan and organize activities for preschool-aged children and involve children in activities to encourage their intellectual, physical and emotional growth. They provide care to children under the supervision of early childhood educators. They work in child-care centers, preschools and agencies for exceptional children. They may be self-employed.</p> <p><b>Job Title Examples</b></p> <ul style="list-style-type: none"> <li>• Day-care helper</li> <li>• Early Childhood Assistant</li> <li>• Early Childhood Program Staff Assistant</li> </ul>	4214	EDUCATION	S
			
<p><b>28. Electrical Power Cable Installers</b></p> <p>They construct, maintain and repair overhead and underground electrical power transmission and distribution networks. They are employed by electric power generation, transmission and distribution companies, electrical contractors and public utility commissions.</p> <p><b>Job Title Examples</b></p> <ul style="list-style-type: none"> <li>• Apprentice Lineman/woman – Electric Power Systems</li> <li>• Power Line Patroller</li> <li>• Cable Installer – Electrical Power</li> </ul>	7244	RESOURCES, PRODUCTION AND FABRICATION	VT
			

# Appendix A




Job Titles	NOC	Sector	Education
<p><b>29. Electricians</b></p> <p>They lay out, install, locate, troubleshoot and repair electrical wiring, control devices and related equipment in buildings. They are employed by electrical contractors and building maintenance departments. They may be self-employed.</p> <p><b>Job Title Examples</b></p> <ul style="list-style-type: none"> <li>• Apprentice Electrician</li> <li>• Domestic and Rural Electrician</li> <li>• Construction Electrician</li> </ul>	7241	CONSTRUCTION	VT
			
<p><b>30. Electronic Service Technicians</b></p> <p>They maintain and repair household and business electronic equipment. They work for electronic service and retail establishments, wholesale distributors and within service departments of electronic manufacturing companies.</p> <p><b>Job Title Examples</b></p> <ul style="list-style-type: none"> <li>• Photocopy Machine Technician</li> <li>• Alarm System Technician</li> <li>• Radio and Television Service Technician</li> </ul>	2242	ECONOMY AND COMMERCE	VT
			
<p><b>31. Financial Auditors and Accountants</b></p> <p>They plan, organize and manage accounting systems for individuals and establishments. They are employed by accounting firms in the public and private sectors. They may be self-employed.</p> <p><b>Job Title Examples</b></p> <ul style="list-style-type: none"> <li>• Certified Management Accountant (CMA)</li> <li>• Tax Consultant</li> <li>• Financial Auditor</li> </ul>	1111	ECONOMY AND COMMERCE	U
			






# Appendix A

Job Titles	NOC	Sector	Education
<p><b>32. DFire Prevention Inspectors</b></p> <p>They carry out fire prevention activities and provide assistance in other emergencies. They are employed by municipal, provincial and federal governments.</p> <p><b>Job Title Examples</b></p> <ul style="list-style-type: none"> <li>• Firefighter</li> </ul>	6262	SOCIETY	C
			
<p><b>33. Food and Beverage Servers</b></p> <p>They take patrons' orders and then serve them. They work in restaurants, hotels, bars, private clubs or banquet halls.</p> <p><b>Job Title Examples</b></p> <ul style="list-style-type: none"> <li>• Wine Steward</li> <li>• Banquet Server</li> <li>• Chief Wine Steward</li> </ul>	6453	TOURISM	VT
			
<p><b>34. Graphic Designers and Illustrators</b></p> <p>They conceptualize and produce graphic and visual materials to efficiently communicate information for publications, advertisements, films, packaging, posters, signs, on Web sites and CD-ROMs. They are employed by graphic design and advertising firms, as well as multimedia production companies. They may be self-employed.</p> <p><b>Job Title Examples</b></p> <ul style="list-style-type: none"> <li>• Animator – Animated Films</li> <li>• Cartoonist</li> <li>• Commercial Artist</li> <li>• Scientific Illustrator</li> </ul>	5241	TECHNOLOGY, COMMUNICATION AND INFORMATION TECHNOLOGY	C
			



# Appendix A

Job Titles	NOC	Sector	Education
<p><b>35. Hairstylists and Barbers</b></p> <p>They cut and style hair and offer related services. They work in hair salons, barbershops, vocational schools, health care establishments, theatres and film and television studios.</p> <p><b>Job Title Examples</b></p> <ul style="list-style-type: none"> <li>• Hairstylist Apprentice</li> <li>• Barber</li> <li>• Wig Stylist</li> </ul>	6271	ECONOMY AND COMMERCE	S
			
<p><b>36. Health Care Attendants</b></p> <p>They assist nurses, hospital staff and physicians in the basic care of patients. They are employed in hospitals, nursing homes and other health care facilities.</p> <p><b>Job Title Examples</b></p> <ul style="list-style-type: none"> <li>• Nursing Aide</li> <li>• Health Care Aide</li> <li>• Patient Care Aide</li> </ul>	3413	HEALTH CARE	S
			
<p><b>37. Heavy Equipment Operators</b></p> <p>They operate heavy equipment used in the construction and maintenance of roads, bridges, airports, gas and oil pipelines, tunnels and in surface mining and quarrying activities. They work in construction businesses, public transportation services, as well as pipeline, logging and cargo-handling companies.</p> <p><b>Job Title Examples</b></p> <ul style="list-style-type: none"> <li>• Heavy Equipment Operator Apprentice</li> <li>• Bulldozer Operator</li> <li>• Surface Mining Equipment Operator</li> <li>• Side Boom Tractor Operator</li> </ul>	7421	CONSTRUCTION	VT
			

# Appendix A




Job Titles	NOC	Sector	Education
<p><b>38. Hotel Front Desk Clerks</b></p> <p>They provide information and services to guests and receive payment for services. They work in hotels, motels and resorts.</p> <p><b>Job Title Examples</b></p> <ul style="list-style-type: none"> <li>• Hotel Front Desk Clerk</li> <li>• Night Clerk</li> </ul>	6435	TOURISM	VT
			
<p><b>39. Hunting and Fishing Guides</b></p> <p>They organize and conduct excursions and expeditions for sports enthusiasts, adventure seekers, tourists and resort guests. They are employed by private companies and resorts or may be self-employed.</p> <p><b>Job Title Examples</b></p> <ul style="list-style-type: none"> <li>• Mountain Climbing Guide</li> <li>• Rafting Guide</li> <li>• Outdoors Guide</li> </ul>	6442	ENVIRONMENT	S
			
<p><b>40. Information Systems Analysts</b></p> <p>They analyze needs in information technologies, develop and implement information systems, procedures and policies. They elaborate proper advice for a broad range of information systems issues. They are employed by information technology consulting firms in the private and public sectors. They may be self-employed.</p> <p><b>Job Title Examples</b></p> <ul style="list-style-type: none"> <li>• Computer Systems Analyst</li> <li>• Informatics Security Analyst</li> <li>• Computer Systems Consultant</li> </ul>	2171	TECHNOLOGY, COMMUNICATION AND INFORMATION TECHNOLOGY	C
			

# Appendix A


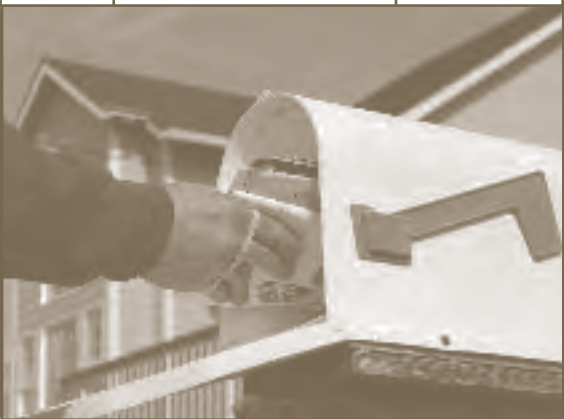
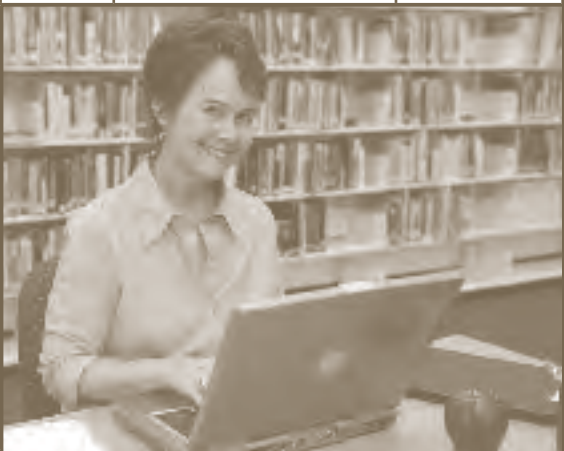
Job Titles	NOC	Sector	Education
<p><b>41. Insurance Agents and Brokers</b></p> <p>They sell life insurance, automobile insurance and other types of insurance. They are employed by insurance and brokerage firms or may act as independent representatives for certain insurance companies.</p> <p><b>Job Title Examples</b></p> <ul style="list-style-type: none"> <li>• Dental Claims Clerk</li> <li>• Insurance Clerk</li> <li>• Insurance Premium Rater</li> </ul>	6231	ECONOMY AND COMMERCE	S
			
<p><b>42. Journalists</b></p> <p>They research, investigate, interpret and communicate news and information through newspapers, television, radio and the internet. They are employed by newspapers, magazines and radio and television stations. They may be self-employed.</p> <p><b>Job Title Examples</b></p> <ul style="list-style-type: none"> <li>• Columnist</li> <li>• News Commentator</li> <li>• Correspondent</li> <li>• Investigative Reporter</li> </ul>	5123	TECHNOLOGY, COMMUNICATION AND INFORMATION TECHNOLOGY	U
			
<p><b>43. Land Survey Technicians</b></p> <p>They conduct or participate in surveys in order to determine the location of natural features on the earth's surface, underground and underwater. They are employed by all levels of government, architectural and engineering firms and by private sector surveying establishment.</p> <p><b>Job Title Examples</b></p> <ul style="list-style-type: none"> <li>• Transit Operator – Surveying</li> <li>• Topographic Survey Technician</li> <li>• Geodetic Survey Technologist</li> </ul>	2254	ENVIRONMENT	C
			




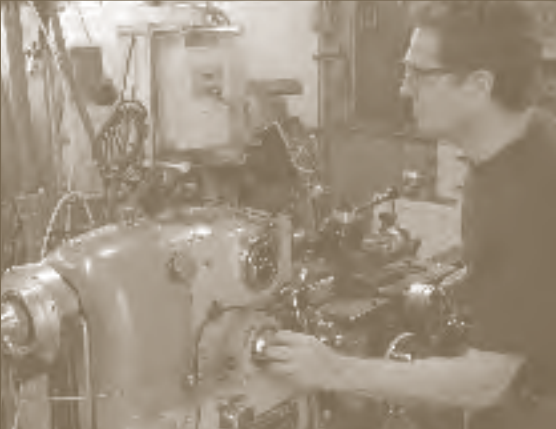

# Appendix A

Job Titles	NOC	Sector	Education
<p><b>44. Land Surveyors</b></p> <p>They plan, organize and conduct legal surveys in order to determine the location of property boundaries. They prepare various documents pertaining to these surveys. They are employed by provincial, federal and municipal governments, as well as businesses involved in real estate development. They may be self-employed.</p> <p><b>Job Title Examples</b></p> <ul style="list-style-type: none"> <li>• Commissioned Land Surveyor</li> <li>• Professional Land Surveyor</li> <li>• Property Surveyor</li> </ul>	2154	ENVIRONNEMENT	U
			
<p><b>45. Landscape Architects</b></p> <p>They elaborate landscape designs, develop contract documents and supervise the construction of landscaping development for commercial projects, office complexes, parks, etc. They work in architectural and engineering firms, consultant firms or other development agencies. They may be self-employed.</p> <p><b>Job Title Examples</b></p> <ul style="list-style-type: none"> <li>• Landscape Architect</li> <li>• Landscape Planner</li> </ul>	2152	ENVIRONMENT	U
			
<p><b>46. Landscaping and Grounds Maintenance Labourers</b></p> <p>They perform manual work to assist in the construction of landscapes and the maintenance of lawns, gardens, athletic fields, golf courses, cemeteries and parks. They are employed by landscaping departments of governments and private establishments.</p> <p><b>Job Title Examples</b></p> <ul style="list-style-type: none"> <li>• Gardening Helper</li> <li>• Golf Course Worker</li> <li>• Grounds Maintenance Worker</li> </ul>	8612	ENVIRONMENT	S
			



# Appendix A

Job Titles	NOC	Sector	Education
<p><b>47. Legal Secretaries</b></p> <p>They perform a variety of administrative duties. They are employed in law firms, real estate companies, land registry offices, as well as municipal, provincial and federal courts and governments.</p> <p><b>Job Title Examples</b></p> <ul style="list-style-type: none"> <li>• Real Estate Secretary</li> </ul>	1242	SOCIETY	VT
			
<p><b>48. Letter Carriers</b></p> <p>They sort and deliver mail, record delivery of registered mail and collect money for cash-on-delivery parcels. They are employed by the Canada Post Corporation.</p> <p><b>Job Title Examples</b></p> <ul style="list-style-type: none"> <li>• Rural Mail Carrier</li> </ul>	1462	ECONOMY AND COMMERCE	S
			
<p><b>49. Librarians</b></p> <p>They select, develop, organize and preserve library collections and provide clients with consulting services. They work in a library or in a department within a library.</p> <p><b>Job Title Examples</b></p> <ul style="list-style-type: none"> <li>• Bibliographer</li> <li>• Library Consultant</li> <li>• Cybrarian</li> </ul>	5111	EDUCATION	U
			

# Appendix A




Job Titles	NOC	Sector	Education
<p><b>50. Library Clerks</b></p> <p>They receive library documents and put them into circulation, sort and shelve books and provide general library information to users. They also perform clerical functions. They work in libraries.</p> <p><b>Job Title Examples</b></p> <ul style="list-style-type: none"> <li>• Shelving Clerk – Library</li> <li>• Circulation Clerk</li> <li>• Interlibrary Loan Clerk</li> </ul>	1451	EDUCATION	S
			
<p><b>51. Machinists</b></p> <p>They set up and operate a variety of machine tools to cut or grind metal or plastic to make parts with precise dimensions. They are employed in machine shops or in machinery, automotive parts or aircraft manufacturing companies.</p> <p><b>Job Title Examples</b></p> <ul style="list-style-type: none"> <li>• Machinist Apprentice</li> <li>• Machining Inspector</li> <li>• Automotive Machinist</li> <li>• Machined Parts Inspector</li> </ul>	7231	RESOURCES, PRODUCTION AND FABRICATION	VT
			
<p><b>52. Manufacturing Engineers</b></p> <p>They conduct studies and develop and supervise programs to achieve the best use of equipment, human resources, technology, materials and procedures to enhance efficiency and productivity. They are employed in consulting firms and manufacturing companies. They may be self-employed.</p> <p><b>Job Title Examples</b></p> <ul style="list-style-type: none"> <li>• Industrial Engineer</li> <li>• Quality Control Engineer</li> <li>• Safety Engineer</li> </ul>	2141	RESOURCES, PRODUCTION AND FABRICATION	U
			

# Appendix A

Job Titles	NOC	Sector	Education	
<p><b>53. Material Handlers - Warehouse</b></p> <p>They handle, move, load and unload materials by hand or using a variety of material handling equipment. They are employed by storage companies, manufacturing plants and retail and wholesale warehouses.</p> <p><b>Job Title Examples</b></p> <ul style="list-style-type: none"> <li>• Truck Loader</li> <li>• Railway Car Loader</li> <li>• Forklift Truck Operator</li> </ul>	7452	ECONOMY AND COMMERCE	S	
	<p><b>54. Material Handlers – Construction Materials</b></p> <p>They handle, move, load and unload materials by hand or using a variety of material handling equipment. They are employed by transportation and storage companies.</p> <p><b>Job Title Examples</b></p> <ul style="list-style-type: none"> <li>• Forklift Truck Operator</li> <li>• Lumber Piler – Building Supplies</li> <li>• Conveyor Console Operator</li> </ul>	7452	CONSTRUCTION	S
	<p><b>55. Material Handlers, Movers</b></p> <p>They handle, move, load and unload materials by hand or using a variety of material handling equipment. They work in transportation and storage businesses, as well as moving companies.</p> <p><b>Job Title Examples</b></p> <ul style="list-style-type: none"> <li>• Truck Loader</li> <li>• Furniture Mover</li> <li>• Warehouseman/woman</li> </ul>	7452	TRANSPORTATION	S
				






# Appendix A

Job Titles	NOC	Sector	Education
<p><b>56. Mechanical Engineers</b></p> <p>They research, design and develop machinery and systems for heating, ventilating and air conditioning, power generation, transportation, processing and manufacturing. They also perform duties related to the evaluation and maintenance of mechanical installations. They are employed by consulting firms and a wide range of industries. They may be self-employed.</p> <p><b>Job Title Examples</b></p> <ul style="list-style-type: none"> <li>• Acoustics Engineer</li> <li>• Heating, Ventilation and Air Conditioning (HVAC) Engineer</li> <li>• Robotics Engineer</li> <li>• Energy Conservation Engineer</li> </ul>	2132	CONSTRUCTION	U
			
<p><b>57. Medical Filing Clerks</b></p> <p>They process, code, store and retrieve documents and apply retention and disposal schedules according to established procedures. They work in hospitals, clinics and other health care institutions.</p> <p><b>Job Title Examples</b></p> <ul style="list-style-type: none"> <li>• Microfilm Records Searcher</li> <li>• File and Classification Clerk</li> <li>• Records Management Clerk</li> </ul>	1413	HEALTH CARE	S
			
<p><b>58. Medical Laboratory Technicians</b></p> <p>They conduct routine medical laboratory tests and set up, clean and maintain medical laboratory equipment. They are employed in medical laboratories in hospitals, clinics, research institutes and universities, as well as in government research laboratories.</p> <p><b>Job Title Examples</b></p> <ul style="list-style-type: none"> <li>• Phlebotomy Aide</li> <li>• Medical Laboratory Assistant</li> </ul>	3212	HEALTH CARE	VT
			




# Appendix A

Job Titles	NOC	Sector	Education
<p><b>59. Medical Radiation Technologists</b></p> <p>They operate radiographic and radiation therapy equipment to produce images of body structures for the diagnosis and treatment of lesions and diseases. They work in hospitals, cancer treatment centers, clinics and radiology laboratories.</p> <p><b>Job Title Examples</b></p> <ul style="list-style-type: none"> <li>• Nuclear Medicine Clinical Instructor</li> <li>• Radiotherapy Clinical Instructor</li> <li>• Mammography Technician</li> <li>• X-ray Technician</li> </ul>	3215	HEALTH CARE	C
			
<p><b>60. Medical Secretaries</b></p> <p>They perform a variety of secretarial and administrative duties. They work in doctors' offices, hospitals, medical clinics and other medical settings.</p> <p><b>Job Title Examples</b></p> <ul style="list-style-type: none"> <li>• Hospital Secretary</li> </ul>	1243	HEALTH CARE	VT
			
<p><b>61. Motor Transport Supervisors</b></p> <p>They supervise and co-ordinate activities of truck drivers, bus drivers, delivery drivers, subway operators, taxi drivers and limousine drivers. They are employed by motor transportation companies.</p> <p><b>Job Title Examples</b></p> <ul style="list-style-type: none"> <li>• Truck Drivers Foreman</li> <li>• Bus Inspector</li> <li>• School Bus Drivers Inspector</li> </ul>	7222	TRANSPORTATION	S
			

# Appendix A



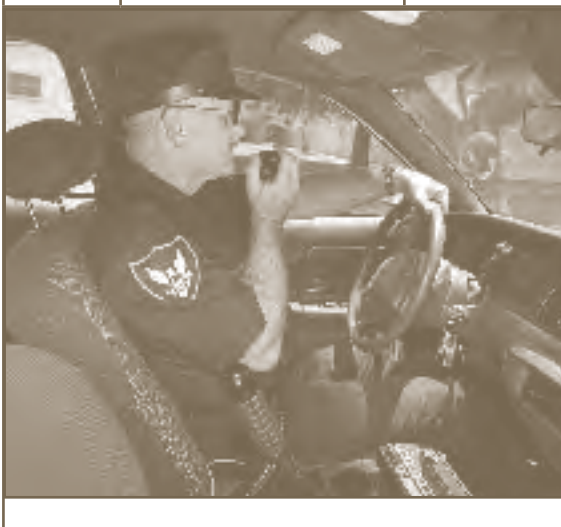
Job Titles	NOC	Sector	Education
<p><b>62. Motor Vehicle Body Repairers</b></p> <p>They repair and restore damaged motor vehicle body parts and interior finishing and repaint body surfaces. They work for car dealerships, autobody repair shops and automobile appraisal centers.</p> <p><b>Job Title Examples</b></p> <ul style="list-style-type: none"> <li>• Autobody Repairer</li> <li>• Automotive Painter – Motor Vehicle Repair</li> <li>• Automotive Painter Apprentice</li> </ul>	7322	TRANSPORTATION	VT
			
<p><b>63. Motor Vehicle Parts Clerks</b></p> <p>They sort, store and issue parts and supplies. They are employed by manufacturing companies, forestry and construction companies, repair shops, hospitals or the Armed Forces.</p> <p><b>Job Title Examples</b></p> <ul style="list-style-type: none"> <li>• Parts Supplier</li> <li>• Tool Room Attendant</li> <li>• Material Keeper</li> </ul>	1422	TRANSPORTATION	S
			
<p><b>64. Optometrist Assistants</b></p> <p>They provide assistance and services to optometrists. They work in offices of health care professionals, retail stores and optical laboratories.</p> <p><b>Job Title Examples</b></p> <ul style="list-style-type: none"> <li>• Laboratory Assistant</li> <li>• Grinder of Ophthalmic Products</li> <li>• Ophthalmic Laboratory Technician</li> </ul>	3414	HEALTH CARE	S
			

# Appendix A

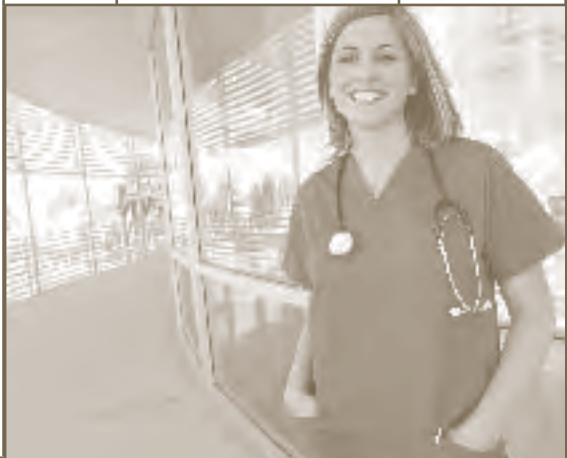


Job Titles	NOC	Sector	Education
<p><b>65. Optometrists</b></p> <p>They examine patients' eyes, prescribe and fit eyeglasses and recommend treatments to correct vision problems or ocular disorders. They work in private practice, clinics and community health centers.</p> <p><b>Job Title Examples</b></p> <ul style="list-style-type: none"> <li>• Doctor of optometry</li> </ul>	3121	HEALTH CARE	U
			
<p><b>66. Groomers and Animal Care Workers</b></p> <p>They clip coats, bathe and otherwise groom pets. They feed, handle, train and groom animals and assist veterinarians, animal health technicians and animal breeders. They work in veterinarian clinics and hospitals, animal shelters, breeding kennels, zoos, dog training schools and pet grooming establishments. They may be self-employed.</p> <p><b>Job Title Examples</b></p> <ul style="list-style-type: none"> <li>• Veterinary Attendant</li> <li>• Dog Trainer</li> <li>• Zoo Attendant</li> <li>• Dog Groomer</li> </ul>	6483	ENVIRONMENT	S
			
<p><b>67. Pharmacists</b></p> <p>They compound and dispense prescriptions, sell pharmaceuticals and provide consultative services to clients and health care professionals. They are employed by pharmacies or may be self-employed. Industrial pharmacists participate in the research, development, promotion and manufacture of pharmaceutical products. They are employed in pharmaceutical companies and government departments and agencies.</p> <p><b>Job Title Examples</b></p> <ul style="list-style-type: none"> <li>• Community Pharmacist</li> <li>• Industrial Pharmacist</li> <li>• Hospital Pharmacist</li> </ul>	3131	HEALTH CARE	U
			






# Appendix A

Job Titles	NOC	Sector	Education
<p><b>68. Pharmacy Assistants</b></p> <p>They provide assistance and services to pharmacists. They are employed in hospitals, medical clinics, pharmacies and medical pathology laboratories.</p> <p><b>Job Title Examples</b></p> <ul style="list-style-type: none"> <li>• Blood Donor Clinic Assistant</li> <li>• Clinical Laboratory Helper</li> <li>• Pharmacy Assistant</li> </ul>	3414	HEALTH CARE	VT
			
<p><b>69. Plumbers</b></p> <p>They install repair and maintain pipes, fixtures and other plumbing equipment used for water distribution and wastewater disposal in residential, commercial and industrial buildings. They are employed by plumbing contractors or may be self-employed.</p> <p><b>Job Title Examples</b></p> <ul style="list-style-type: none"> <li>• Plumber Apprentice</li> <li>• Plumbing Mechanic</li> <li>• Maintenance Plumber</li> </ul>	7251	CONSTRUCTION	VT
			
<p><b>70. Police Officers</b></p> <p>They protect the public, detect and prevent crime and perform other activities directed at maintaining law and order. They are employed by municipal and federal governments, some provincial and regional governments and the Armed Forces.</p> <p><b>Job Title Examples</b></p> <ul style="list-style-type: none"> <li>• Military Police Officer</li> <li>• Highway Patrol Officer</li> <li>• Crime Prevention Constable</li> </ul>	6261	SOCIETY	C
			



# Appendix A

Job Titles	NOC	Sector	Education
<p><b>71. Practical Nurses</b></p> <p>They provide nursing care, usually under the supervision of medical practitioners or registered nurses. They are employed in hospitals, nursing homes, rehabilitation centers, clinics, companies, community health centers and private homes.</p> <p><b>Job Title Examples</b></p> <ul style="list-style-type: none"> <li>• Licensed Nursing Assistant</li> <li>• Operating Room Technician</li> </ul>	3233	HEALTH CARE	VT
			
<p><b>72. Prosthetists and Orthotists</b></p> <p>They conceive, manufacture and adjust prosthetic and orthopedic apparatus such as limbs, supports and surgical corsets. They are employed in hospitals, clinics, prosthetics and orthotics laboratories, and by prosthetic device manufacturing companies. They may also be self-employed.</p> <p><b>Job Title Examples</b></p> <ul style="list-style-type: none"> <li>• Orthotic Technician</li> <li>• Prosthetic Technician</li> </ul>	3219	HEALTH CARE	C
			
<p><b>73. Receptionists</b></p> <p>They greet people arriving at offices and direct visitors to appropriate persons or services. They answer and forward telephone calls, take messages and schedule appointments. They work in hospitals, medical and dental offices and in other offices throughout the public and private sectors.</p> <p><b>Job Title Examples</b></p> <ul style="list-style-type: none"> <li>• Hospital Admitting Clerk</li> <li>• Dental Receptionist</li> </ul>	1414	ECONOMY AND COMMERCE	S
			

# Appendix A




Job Titles	NOC	Sector	Education	
<p><b>74. Restaurant and Food Service Managers</b></p> <p>They plan, organize, direct, control and evaluate the operations of restaurants, bars or cafeterias. They work for food and beverage service establishments. They may be self-employed.</p> <p><b>Job Title Examples</b></p> <ul style="list-style-type: none"> <li>• Cafeteria Manager</li> <li>• Banquet Manager</li> <li>• Catering Service Manager</li> </ul>	0631	TOURISM	C	
	<p><b>75. Retail Salespersons and Sales Clerks</b></p> <p>They sell or lease a variety of technical and non-technical goods and services directly to consumers. They work in stores and wholesale businesses that sell on a retail basis to the public.</p> <p><b>Job Title Examples</b></p> <ul style="list-style-type: none"> <li>• Car Rental Agent</li> <li>• Hardware Store Clerk</li> <li>• Automobile Salesperson</li> <li>• Audio Equipment Salesperson</li> </ul>	6421	ECONOMY AND COMMERCE	S
	<p><b>76. Retail Trade Managers</b></p> <p>They plan, organize, control and evaluate the operations of establishments that offer merchandise or services on a retail basis. They are employed by retail sales establishments, or may own and operate their own store.</p> <p><b>Job Title Examples</b></p> <ul style="list-style-type: none"> <li>• Antique Dealer</li> <li>• Clothing Store Manager</li> <li>• Sporting Goods Store Manager</li> <li>• Service Station Manager</li> </ul>	0621	ECONOMY AND COMMERCE	C
				

# Appendix A




Job Titles	NOC	Sector	Education
<p><b>77. Room Maintenance Attendants</b></p> <p>They clean the lobbies, hallways, offices and rooms of hotels, motels, resorts and private residences. They are employed by tourist accommodation establishments and private cleaning service companies.</p> <p><b>Job Title Examples</b></p> <ul style="list-style-type: none"> <li>• Room Attendant</li> <li>• House Cleaner</li> <li>• Light Duty Cleaner</li> </ul>	6661	TOURISM	S
			
<p><b>78. Security Guards</b></p> <p>They guard property against theft and vandalism, control access to establishments, maintain order and enforce regulations at public events. They are employed by retail stores, transportation facilities, residential complexes, financial and health institutions and cultural establishments.</p> <p><b>Job Title Examples</b></p> <ul style="list-style-type: none"> <li>• Crossing Guard</li> <li>• Commissionaire</li> <li>• Airport Security Guard</li> <li>• Armored Car Guard</li> </ul>	6651	SOCIETY	VT
			
<p><b>79. Service Station Attendants</b></p> <p>They sell fuel and other automotive products and perform such services as cleaning, lubricating and minor repairs to motor vehicles. Those employed in marinas sell fuel, rent boats and related equipment and maintain marina facilities.</p> <p><b>Job Title Examples</b></p> <ul style="list-style-type: none"> <li>• Marina Attendant</li> <li>• Gas Station Attendant</li> </ul>	6621	TRANSPORTATION	S
			





# Appendix A

Job Titles	NOC	Sector	Education
<p><b>80. Sheet Metal Workers</b></p> <p>They fabricate, assemble, install and repair sheet metal products. They are employed by sheet metal fabrication and transformation shops, sheet metal work contractors and various industries.</p> <p><b>Job Title Examples</b></p> <ul style="list-style-type: none"> <li>• Sheet Metal Fabricator</li> <li>• Tinsmith</li> <li>• Sheet Metal Worker Apprentice</li> </ul>	7261	CONSTRUCTION	VT
			
<p><b>81. Specialized Cleaners (Motorized Vehicles)</b></p> <p>They clean and refurbish motorized vehicle exteriors and interiors using specialized techniques and equipment. They are employed by specialized cleaning service companies and motorized vehicle dealerships. They may be self-employed.</p> <p><b>Job Title Examples</b></p> <ul style="list-style-type: none"> <li>• Laboratory Equipment Cleaner</li> <li>• Upholstery Cleaner</li> <li>• Carpet Cleaner</li> <li>• Freight Car</li> </ul>	6662	TRANSPORTATION	S
			
<p><b>82. Teacher Assistants</b></p> <p>They assist elementary and secondary school teachers and counsellors. They are employed in public and private elementary and secondary schools, special schools and treatment centers.</p> <p><b>Job Title Examples</b></p> <ul style="list-style-type: none"> <li>• Educational Resources Assistant</li> <li>• School Teacher's Assistant</li> <li>• Special Education Assistant</li> </ul>	6472	EDUCATION	VT
			

# Appendix A

Job Titles	NOC	Sector	Education
<p><b>83. Transportation Managers</b></p> <p>They plan, organize, direct, control and evaluate operations conducted by transportation companies such as railways, airlines, bus lines, shipping lines and trucking companies. They work in transportation, shipping and public utility companies.</p> <p><b>Job Title Examples</b></p> <ul style="list-style-type: none"> <li>• Bus Company Manager</li> <li>• Freight Forwarding Manager</li> <li>• Flight Operations Manager</li> <li>• Railway Freight Manager</li> </ul>	0713	TRANSPORTATION	U
			
<p><b>84. Truck Drivers</b></p> <p>They operate heavy trucks for transport of merchandise. They work for trucking, manufacturing, distribution and moving companies. They can also move trailers to and from loading docks. They may be self-employed.</p> <p><b>Job Title Examples</b></p> <ul style="list-style-type: none"> <li>• Long Haul Truck Driver</li> <li>• Flatbed Truck Driver</li> <li>• Tractor-trailer Truck Driver</li> <li>• Tow Truck Driver</li> </ul>	7411	TRANSPORTATION	S
			
<p><b>85. Urban Planners</b></p> <p>They develop plans and recommend policies for managing land use, facilities and associated services for urban and rural areas and remote regions. They work at all levels of government or may work as private consultants.</p> <p><b>Job Title Examples</b></p> <ul style="list-style-type: none"> <li>• Planning Analyst</li> <li>• Environmental Planner</li> <li>• Municipal Planner</li> </ul>	2153	ENVIRONMENT	U
			

# Appendix A

Job Titles	NOC	Sector	Education
<p><b>86. User Support Technicians</b></p> <p>They provide first-line technical assistance to computer users experiencing difficulties with computer hardware, computer applications and communications software. They are employed by computer hardware manufacturers, software developers, retailers, in call centers, and information technology units of the private and public sectors. They may also be self-employed.</p> <p><b>Job Title Examples</b></p> <ul style="list-style-type: none"> <li>• Call Center Agent</li> <li>• Hardware and Software Technical Support Analyst</li> <li>• Help Desk Technician</li> </ul>	2282	TECHNOLOGY, COMMUNICATION AND INFORMATION TECHNOLOGY	C
			
<p><b>87. Vehicle Damage Estimators</b></p> <p>They estimate vehicle damages. They work for car dealerships, autobody repair shops and vehicle appraisal centers.</p> <p><b>Job Title Examples</b></p> <ul style="list-style-type: none"> <li>• Automotive Painter – Motor Vehicle Repair</li> <li>• Autobody Repairer</li> <li>• Motor Vehicle Body Technician – Truck</li> </ul>	7322	TRANSPORTATION	VT
			
<p><b>88. Water and Waste Plant Operators</b></p> <p>They monitor and operate computerized control systems and related equipment in water filtration and treatment plants in order to regulate the treatment and distribution of water. They are employed by municipal governments, industries and institutions.</p> <p><b>Job Title Examples</b></p> <ul style="list-style-type: none"> <li>• Environmental Systems Operator</li> <li>• Wastewater Treatment Plan Operator</li> <li>• Sewage Plant Operator</li> </ul>	9424	RESOURCES, PRODUCTION AND FABRICATION	C
			

# Appendix A

Job Titles	NOC	Sector	Education
<p><b>89. Web Designers and Developers</b></p> <p>They research, design, develop and produce Internet and Intranet sites. They are employed in computer software development firms and information technology consulting firms. They may be self-employed.</p> <p><b>Job Title Examples</b></p> <ul style="list-style-type: none"> <li>• Internet Site Designer</li> <li>• Web Manager</li> </ul>	2175	TECHNOLOGY, COMMUNICATION AND INFORMATION TECHNOLOGY	FP
<p><b>90. Welders</b></p> <p>They use materials and operate welding equipment to weld metals. They are employed by companies that manufacture structural steel and plate work, boilers, heavy machinery, aircraft and ships. They may be self-employed.</p> <p><b>Job Title Examples</b></p> <ul style="list-style-type: none"> <li>• Welder Apprentice</li> <li>• Brazing Machine Operator</li> <li>• Laser Welding Operator</li> <li>• Pressure Vessel Welder</li> <li>• Electric Arc Welder</li> </ul>	7265	RESOURCES, PRODUCTION AND FABRICATION	VT



**ROLE PROFILES ACCORDING TO ESSENTIAL SKILLS LEVELS**

# Appendix B

The most important Essential Skills  / most used, and level of complexity for each occupation (**Weak, Average, Strong**)

**Role Profile Summary:  
Essential Skills,  
Level of Complexity  
and Education.**

**Education:**  
U = University  
C = College  
VT = Vocational  
Training  
S = Secondary

	Education	Reading	Document Use	Numeracy	Writing	Problem Solving	Decision Making	Job Task Planning and Organizing	Finding Information	Oral Communication	Working with Others	Computer Use	Continuous Learning
1. Accommodation Service Managers	U	S	S	S	A	A	S	S	S	A	S	A	W
2. Agricultural and Fish Products Inspectors	C	S	S	A	S	A	S	S	S	A	A	A	A
3. Aircraft Mechanics	C	A	S	A	W	W	A	A	A	S	W	W	A
4. Ambulance Attendants	C	S	S	S	S	S	S	A	A	S	S	W	S
5. Audiologists and Speech-Language Pathologists	U	S	W	A	S		A	W	W	A	W	W	A
6. Automotive Mechanical Repairs	VT	A	A	A	A	A	A	A	A	A	W	W	A
7. Banking Clerks	S	A	A	A	W	W	A	A	W	W	W	W	A
8. Biological Laboratory Technicians	C	A	A	S	A	A	S	A	A	A	W	A	W
9. Bricklayers	VT	A	A	A	W	A	A	A	A	A	W	W	W
10. Butchers, Meat Cutters and Fishmongers	VT	A	A	W	W	A	S	A	W	A	W	W	W
11. Campground Maintenance Attendants	S	A	A	W	W	A	W	W	W	A	W	A	W



# Appendix B

The most important Essential Skills  / most used, and level of complexity for each occupation (**Weak, Average, Strong**)

**Role Profile Summary:  
Essential Skills,  
Level of Complexity  
and Education.**

**Education:**  
U = University  
C = College  
VT = Vocational  
Training  
S = Secondary

	Reading	Document Use	Numeracy	Writing	Problem Solving	Decision Making	Job Task Planning and Organizing	Finding Information	Oral Communication	Working with Others	Computer Use	Continuous Learning
--	---------	--------------	----------	---------	-----------------	-----------------	----------------------------------	---------------------	--------------------	---------------------	--------------	---------------------

12. Carpenters	VT	A	S	W	A	A	S	A	A	A	W	A
13. Chefs	VT	A	A	A	A	A	S	W	A	S	A	S
14. Company Training Officers	U	S	A	S	S	S	S	S	S	S	A	S
15. Computer Programmers and Interactive Media Developers	C	S	S	S	A	A	A	A	A	A	S	S
16. Concrete Finishers	VT	W	W	W	W	W	W	W	A	W	W	W
17. Construction Inspectors	C	S	S	W	A	S	W	A	A	S	W	W
18. Construction Painters	VT	A	A	W	A	S	A	A	S	A	W	W
19. Construction Trades	S	A	A	W	A	A	A	A	A	A	W	W
20. Correctional Service Officers	C	S	A	S	A	A	A	A	A	A	W	A
21. Croupiers (gambling casino workers)	S	A	A	W	A	W	W	A	A	W	W	W
22. Data Entry Clerks	VT	W	W	W	S	A	A	A	A	A	A	W

# Appendix B

The most important Essential Skills  / most used, and level of complexity for each occupation (**Weak, Average, Strong**)

**Role Profile Summary:  
Essential Skills,  
Level of Complexity  
and Education.**

**Education:**  
U = University  
C = College  
VT = Vocational  
Training  
S = Secondary

	Reading	Document Use	Numeracy	Writing	Problem Solving	Decision Making	Job Task Planning and Organizing	Finding Information	Oral Communication	Working with Others	Computer Use	Continuous Learning
23. Decoration Consultants	S	A	A	W	A	A	A	A	A	A	A	A
24. Dental Hygienists	C	S	A	W	A	W	W	A	S	W	W	A
25. Dentists	U	A	S	S	A	S	S	A	S	A	A	S
26. Driving Instructors	S	A	W	A	A	S	A	W	A	W	A	A
27. Early Childhood Educators and Assistants	S	A	W	W	A	S	A	S	S	A	W	W
28. Electrical Power Cable Installers	VT	A	A	W	S	S	A	A	S	A	W	A
29. Electricians	VT	S	S	A	S	A	A	A	S	A	A	S
30. Electronic Service Technicians	VT	S	A	A	W	A	W	A	A	W	A	A
31. Financial Auditors and Accountants	U	A	S	S	A	S	S	S	S	A	A	S
32. Fire Prevention Inspectors	C	S	A	S	W	A	W	A	A	W	A	W
33. Food and Beverage Servers	VT	W	W	W	A	A	A	W	A	A	W	W



# Appendix B

The most important Essential Skills  / most used, and level of complexity for each occupation (**Weak, Average, Strong**)

**Role Profile Summary:  
Essential Skills,  
Level of Complexity  
and Education.**

**Education:**  
U = University  
C = College  
VT = Vocational  
Training  
S = Secondary

	Education	Reading	Document Use	Numeracy	Writing	Problem Solving	Decision Making	Job Task Planning and Organizing	Finding Information	Oral Communication	Working with Others	Computer Use	Continuous Learning
34. Graphic Designers and Illustrators	C	S	S	A	A	A	A	A	S	A	A	S	S
35. Hairstylists and Barbers	S	A	A	W	W	A	A	A	A	A	W	W	A
36. Health Care Attendants	S	A	A	W	W	S	A	A	W	A	A	W	W
37. Heavy Equipment Operators	VT	A	A	A	W	A	S	A	W	A	A	W	W
38. Hotel Front Desk Clerks	S	A	A	W	W	A	S	A	A	A	A	A	W
39. Hunting and Fishing Guides	S	A	A	W	W	A	A	S	W	A	A	W	A
40. Information Systems Analysts	C	A	A	W	A	A	A	A	W	A	A	S	A
41. Insurance Agents and Brokers	S	A	A	A	A	W	A	W	A	A	W	W	W
42. Journalists	U	S	S	W	S	S	S	S	S	S	A	A	S
43. Land Survey Technicians	C	A	A	S	W	A	A	W	A	A	W	A	W
44. Land Surveyors	U	S	S	S	A	S	S	S	S	S	A	A	A

# Appendix B

The most important Essential Skills  / most used, and level of complexity for each occupation (Weak, Average, Strong)

**Role Profile Summary:  
Essential Skills,  
Level of Complexity  
and Education.**

**Education:**  
U = University  
C = College  
VT = Vocational  
Training  
S = Secondary

Reading Document Use Numeracy Writing Problem Solving Decision Making Job Task Planning and Organizing Finding Information Oral Communication Working with Others Computer Use Continuous Learning

45. Landscape Architects	U	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
46. Landscaping and Grounds Maintenance Labourers	S	A	A	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W
47. Legal Secretaries	VT	S	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
48. Letter Carriers	S	A	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W
49. Librarians	U	S	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
50. Library Clerks	S	A	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W
51. Machinists	VT	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
52. Manufacturing Engineers	U	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
53. Material Handlers - Warehouse	S	A	A	W	S	S	W	W	W	W	W	W	W	W	W	W	W	W	W	W
54. Material Handlers – Construction Materials	S	W	W	A	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W
55. Material Handlers, Movers	S	A	A	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W

# Appendix B

The most important Essential Skills  / most used, and level of complexity for each occupation (Weak, Average, Strong)

**Role Profile Summary:  
Essential Skills,  
Level of Complexity  
and Education.**

**Education:**  
U = University  
C = College  
VT = Vocational  
Training  
S = Secondary

	Reading	Document Use	Numeracy	Writing	Problem Solving	Decision Making	Job Task Planning and Organizing	Finding Information	Oral Communication	Working with Others	Computer Use	Continuous Learning
56. Mechanical Engineers	S	S	S	S	S	A	S	A	S	A	S	S
57. Medical Filing Clerks	A	W	W	W	A	A	A	A	A	W	W	W
58. Medical Laboratory Technicians	A	A	A	W	A	W	A	A	A	W	A	W
59. Medical Radiation Technologists	S	S	A	A	A	S	A	A	A	A	A	A
60. Medical Secretaries	A	A	A	W	A	A	A	A	A	W	S	W
61. Motor Transport Supervisors	S	A	A	A	A	A	A	S	A	A	A	A
62. Motor Vehicle Body Repairers	A	A	W	W	W	A	W	W	W	W	W	W
63. Motor Vehicle Parts Clerks	A	A	A	W	A	A	A	A	A	W	A	W
64. Optometrist Assistants	A	A	W	W	A	A	A	W	A	A	A	W
65. Optometrists	S	S	S	S	S	A	A	A	A	W	W	A
66. Groomers and Animal Care Workers	A	A	W	W	A	A	A	W	A	W	W	A

# Appendix B

The most important Essential Skills  / most used, and level of complexity for each occupation (**W** Weak, **A** Average, **S** Strong)

**Role Profile Summary:  
Essential Skills,  
Level of Complexity  
and Education.**

**Education:**  
U = University  
C = College  
VT = Vocational  
Training  
S = Secondary

	Education	Reading	Document Use	Numeracy	Writing	Problem Solving	Decision Making	Job Task Planning and Organizing	Finding Information	Oral Communication	Working with Others	Computer Use	Continuous Learning
67. Pharmacists	U	S	S	A	A	S	S	S	S	S	A	W	S
68. Pharmacy Assistants	VT	A	A	W	W	W	S	A	W	A	A	A	W
69. Plumbers	VT	A	S	A	W	A	A	A	W	W	W	W	A
70. Police Officers	C	S	W	A	A	S	S	S	A	S	S	W	A
71. Practical Nurses	VT	A	A	W	W	A	S	A	W	S	W	W	W
72. Prosthetists and Orthotists	C	A	A	A	W	W	A	A	A	A	W	A	W
73. Receptionists	VT	A	W	W	W	A	W	A	W	A	W	W	W
74. Restaurant and Food Service Managers	C	S	S	A	A	A	A	S	A	S	S	A	W
75. Retail Salespersons and Sales Clerks	S	A	A	W	W	A	A	A	A	A	W	W	A
76. Retail Trade Managers	C	S	S	S	S	S	S	S	S	S	S	A	S
77. Room Maintenance Attendants	S	W	W	W	W	W	W	W	W	W	W	W	W
78. Security Guards	VT	A	W	W	W	A	A	A	A	A	W	W	W

# Appendix B

The most important Essential Skills  / most used, and level of complexity for each occupation (**W**eak, **A**verage, **S**trong)

**Role Profile Summary:  
Essential Skills,  
Level of Complexity  
and Education.**

**Education:**  
U = University  
C = College  
VT = Vocational  
Training  
S = Secondary

Problem Solving  
Decision Making  
Job Task Planning  
and Organizing  
Finding Information  
Oral Communication  
Working with Others  
Computer Use  
Continuous Learning

Reading  
Document Use  
Numeracy  
Writing

	Education	Reading	Document Use	Numeracy	Writing	Problem Solving	Decision Making	Job Task Planning and Organizing	Finding Information	Oral Communication	Working with Others	Computer Use	Continuous Learning
79. Service Station Attendants	S	A	W	W	W	W	W	A	W	A	W	W	W
80. Sheet Metal Workers	VT	A	A	A	W	A	A	A	W	A	W	A	W
81. Specialized Cleaners (Motorized Vehicles)	S	A	A	A	W	A	W	W	W	A	W	W	W
82. Teacher Assistants	VT	S	A	W	A	S	A	A	A	S	A	W	A
83. Transportation Managers	U	S	S	S	A	A	S	S	S	A	S	A	S
84. Truck Drivers	S	W	A	W	W	A	A	W	W	A	W	W	W
85. Urban Planners	U	S	S	S	S	A	A	A	S	S	S	A	S
86. User Support Technicians	C	S	W	A	A	A	A	A	A	A	W	S	A
87. Vehicle Damage Estimators	VT	W	W	W	W	W	S	W	W	S	W	W	A
88. Water and Waste Plant Operators	VT	A	S	S	S	S	A	A	A	A	W	A	A
89. Web Designers and Developers	C	S	A	A	S	S	S	A	S	S	S	S	S
90. Welders	VT	A	S	S	W	A	A	A	A	A	A	W	A

# Appendix C

## Evaluation (PARTICIPANT'S NOTEBOOK)

**Profile: Appreciation 1 (Accompanying document)**

**Profile: Appreciation 1**

**Profile: Appreciation 2**

**Profile: Evaluation**

**Histogram of My Essential Skills**



## Accompanying Document

For each statement, circle the answer that best corresponds.



### 1. READING

I am able to:

- Use grocery coupons.  Yes  No  I don't know
- Read an instruction manual.  Yes  No  I don't know
- Read the ingredients on a label.  Yes  No  I don't know

I possess the Reading skill if I've answered Yes to at least one question.



### 2. DOCUMENT USE

I am able to:

- Understand dosage for medicine according to one's age and weight.  Yes  No  I don't know
- Consult a bus schedule.  Yes  No  I don't know
- Find a product number in a catalogue.  Yes  No  I don't know

I possess the Document Use skill if I've answered Yes to at least one question.



### 3. NUMERACY

I am able to:

- Use a calculator.  Yes  No  I don't know
- Measure quantities for a recipe.  Yes  No  I don't know
- Pay at the store and make sure that the change is correct.  Yes  No  I don't know

I possess the Numeracy skill if I've answered Yes to at least one question.



### 4. WRITING

I am able to:

- Fill in a job application or a credit card form.  Yes  No  I don't know
- Make (write) a grocery list.  Yes  No  I don't know
- Take a phone message.  Yes  No  I don't know

I possess the Writing skill if I've answered Yes to at least one question.

# Profile: appreciation 1

For each statement, circle the answer that best corresponds.



## 5. PROBLEM SOLVING

I am able to:

- Repair a machine or find the source of the problem.  Yes  No  I don't know
- Help people solve a conflict (a fight).  Yes  No  I don't know
- I can assess whether a solution is appropriate.  Yes  No  I don't know

I possess the Problem solving skill if I've answered Yes to at least one question.



## 6. DECISION MAKING

I am able to:

- Determine the adequate dosage for medication.  Yes  No  I don't know
- Choose the best item for the best price.  Yes  No  I don't know
- Choose the best way to reach a destination.  Yes  No  I don't know

I possess the Decision Making skill if I've answered Yes to at least one question.



## 7. JOB TASK PLANNING AND ORGANIZATION

I am able to:

- Plan a night out or a birthday party.  Yes  No  I don't know
- Reorganize my tasks if the priorities change.  Yes  No  I don't know
- Take care of equipment and keep an area tidy.  Yes  No  I don't know

I possess the Job Task Planning and Organization skill if I've answered Yes to at least one question.



## 8. FINDING INFORMATION

I am able to:

- Find a phone number in a phone book.  Yes  No  I don't know
- Ask for help at an information kiosk (i.e. in a mall).  Yes  No  I don't know
- Search the Internet.  Yes  No  I don't know

I possess the Finding Information skill if I've answered Yes to at least one question.

# Profile: appreciation 1

For each statement, circle the answer that best corresponds.



## 9. ORAL COMMUNICATION

I am able to:

- Leave a message on an answering machine.  Yes  No  I don't know
- Participate in a meeting (parent-teacher, sports committee, etc.).  Yes  No  I don't know
- Talk, listen, discuss (between friends, during a meeting, etc.).  Yes  No  I don't know

I possess the Oral Communication skill if I've answered Yes to at least one question.



## 10. WORKING WITH OTHERS

I am able to:

- Play on a team.  Yes  No  I don't know
- Share my ideas with others.  Yes  No  I don't know
- Share tasks with others during a family meeting.  Yes  No  I don't know

I possess the Working with Others skill if I've answered Yes to at least one question.



## 11. COMPUTER USE

I am able to:

- Send emails.  Yes  No  I don't know
- Use a computer (play games, print pictures, etc.).  Yes  No  I don't know
- Download music or games on my cell phone.  Yes  No  I don't know

I possess the Computer Use skill if I've answered Yes to at least one question.



## 12. CONTINUOUS LEARNING

I am able to:

- Learn how to use a tool.  Yes  No  I don't know
- Take a class or follow a training session.  Yes  No  I don't know
- Learn something that interests me.  Yes  No  I don't know

I possess the Continuous Learning skill if I've answered Yes to at least one question.

# Profile: appreciation 1

Transcribe your answers from the accompanying document to the table below.

	Yes	No	I don't know
 1. Reading			
 2. Document Use			
 3. Numeracy			
 4. Writing			
 5. Problem Solving			
 6. Decision Making			
 7. Job Task Planning and Organizing			
 8. Finding Information			
 9. Oral Communication			
 10. Working with Others			
 11. Computer Use			
 12. Continuous Learning			

## Profile: appreciation 2

Check the level to which you possess each Essential Skill.

	Weak	Average	Strong
 <b>1. Reading</b>			
 <b>2. Document Use</b>			
 <b>3. Numeracy</b>			
 <b>4. Writing</b>			
 <b>5. Problem Solving</b>			
 <b>6. Decision Making</b>			
 <b>7. Job Task Planning and Organizing</b>			
 <b>8. Finding Information</b>			
 <b>9. Oral Communication</b>			
 <b>10. Working with Others</b>			
 <b>11. Computer Use</b>			
 <b>12. Continuous Learning</b>			

# Profile: evaluation

Place a checkmark for each task you think you would be able to do.



## 1. READING

### FINDING INFORMATION

- a.** I am able to read information on forms.  
OR I am able to read newspapers, books or magazines.

### USE DIFFERENT SOURCES TO FIND INFORMATION

- b.** I am able to read work safety manuals.  
OR I am able to read the procedures related to a job.

### INTERPRET COMPLEX TEXTS

- c.** I am able to read professional, specialized or scientific journals.  
OR I am able to read contracts or a collective agreement in order to give advice to clients.



## 2. DOCUMENT USE

### THE DOCUMENTS ARE SIMPLE: THE INFORMATION IS ACCESSIBLE

- a.** I would be able to find product codes, box numbers and make sure that the delivery corresponds to the order.  
OR I would be able to fill in order forms without making any mistakes with the client's name, the product number, the price and the quantity, the delivery date, etc.

### MANY SOURCES CAN BE USED: AN ANALYSIS IS REQUIRED TO OBTAIN INFORMATION

- b.** I could read technical forms on substance safety and determine how to manipulate chemical products.  
OR I could consult diagrams, graphs, photos and other documents to gather precise information (i.e. I can consult diagrams and blueprints to determine the best method to complete a welding project).

### THE DOCUMENTS ARE COMPLEX: A SYNTHESIS IS NECESSARY TO EXTRACT THE NEEDED INFORMATION

- c.** I can understand graphs and scaled blueprints and I am able to interpret them (I would be able to explain a multi-storey house).  
OR I can compile data from various graphs found in manuals, specialized journals or websites to understand a phenomenon or a causal relation (I could interpret graphs and the accompanying text to understand a technique's validity).



# Profile: evaluation

Place a checkmark for each task you think you would be able to do.



## 3. NUMERACY

### A CALCULATION INVOLVING AT LEAST TWO STEPS

- a.** I can check if a bill is correct.  
OR I can convert a measure in feet to a measure in meters, or from inches to centimeters.

### A CALCULATION INVOLVING MANY PRECISE STEPS

- b.** I can determine the best monthly plan for my telephone use.  
OR I can measure objects with great precision.

### A SERIES OF COMPLEX CALCULATION STEPS TO VERIFY OR MAKE AN ANALYSIS

- c.** I can make algebra calculations and use trigonometry formulas.  
OR I can prepare estimates or budgets.



## 4. WRITING

### SHORT AND SIMPLE TEXTS

- a.** I can write down information (telephone message).  
OR I can write a letter.

### TEXTS THAT AIM TO INFORM OR EXPLAIN

- b.** I can write a research paper with headers, a summary, a cover page, and using an appropriate syntax and spelling.  
OR I can write a contract or a job description.

### ANALYSIS TEXTS

- c.** I can write an annual report for a business.  
OR I could write a book or advertisement flyers.

# Profile: evaluation

Place a checkmark for each task you think you would be able to do.



## 5. PROBLEM SOLVING

### RECOGNIZE THE INFORMATION NEEDED AND THE APPROPRIATE METHOD TO SOLVE A PROBLEM

- a. I am able to ask questions when I don't understand what needs to be done.  
OR I would be able to check the price of an item in a store using lists and price tags.

### DETERMINE THE CAUSE OF PROBLEM AND ADAPT METHODS TO SOLVE IT

- b. I am able to identify the reason for a technical problem (i.e. repair a washing machine, make a diagnostic on a technical problem).  
OR I can discuss with an unsatisfied client and find an appropriate way to rectify the situation.

### CONCEIVE METHODS TO DETERMINE THE NATURE OF A PROBLEM AND SOLVE IT

- c. I can quickly and calmly analyze the difficulties brought on by a new situation (i.e. how to complete on time a task that is at risk of being late)  
OR I would be able to find solutions in a critical or dangerous situation.



## 6. DECISION MAKING

### MAKE A DECISION BY FOLLOWING A DETERMINED PROCEDURE

- a. I could determine whether a cleaning product is dangerous and if it requires protective gear.  
OR I could decide to accept a return or exchange an item in a store.

### MAKE A DECISION WITHOUT HAVING A DETERMINED PROCEDURE

- b. I could decide to change a store display if necessary.  
OR I am able to take responsibility for a decision that could cost money to my employer (i.e. order new material).

### MAKE A JUDGEMENT CALL WITHOUT ANY INFORMATION OR PREVIOUS EXPERIENCES

- c. I could decide to hire or fire employees (i.e., it is the first time that company rules have not been respected: I could decide what consequences are appropriate).  
OR I could make a decision that could affect other people's health.

# Profile: evaluation

Place a checkmark for each task you think you would be able to do.



## 7. JOB TASK PLANNING AND ORGANIZING

### ROUTINE WORK WITH PREDETERMINED PRIORITIES

- a.** I am able to work without supervision.  
OR I am able to work in an orderly fashion and complete my tasks.

### COORDINATE WORK WITH A FEW OTHER WORKERS

- b.** I am able to finish a task, even if I'm continuously interrupted.  
OR I am able to coordinate my work with others when necessary.

### TASK PRIORITY IS CONTINUOUSLY REARRANGED

- c.** I am able to set priorities in a series of tasks.  
OR I am able to plan my own schedule and follow it.



## 8. FINDING INFORMATION

### THE INFORMATION IS SIMPLE AND READILY ACCESSIBLE

- a.** I am able to find information in a catalogue.  
OR I am able to read a table and find information in the rows and columns.

### CONSULT VARIOUS SOURCES AND ANALYSE DATA

- b.** I am able to do a precise Internet research, consult various sites, and determine whether the information is useful.  
OR I am able to identify people who might be able to help me find the information I need.

### PROCEED TO DO AN ANALYSIS BEFORE EVALUATING THE INFORMATION

- c.** I could extract new information from tables and graphs.  
OR I could clearly summarize information contained in a series of interviews.

# Profile: evaluation

Place a checkmark for each task you think you would be able to do.



## 9. ORAL COMMUNICATION

### MAINLY SOCIAL EXCHANGES

- a. I am able to greet people in a store.  
OR I am able to order a coat by phone.

### COMMUNICATE TO EXCHANGE INFORMATION IN A PROFESSIONAL CONTEXT

- b. I am able to comfort others or solve conflicts.  
OR I could enquire with a supplier about new products.

### COMPLEX INTERACTIONS; THEORETICAL AND INTERDISCIPLINARY CONTENT

- c. I am able to participate in meetings, to express myself clearly and make my point of view known.  
I can adapt my language to different contexts/situations (between friends, colleagues, supervisors, clients, etc.).  
OR I am able to present a project to a group of employees and supervisors.



## 10. WORKING WITH OTHERS

### WORKING ALONE OR WITH OTHERS

- a. I am able to work independently without bothering others.  
OR I am able to help other workers when necessary.

### WORKING AS A TEAM MEMBER

- b. I am able to be responsible for my share of the work.  
OR I am able to be proactive in completing my tasks, and I want to communicate with the other members of my team.

### TAKING PART IN SUPERVISION OR LEADERSHIP ACTIVITIES

- c. I have the ability to set up a project and obtain the expected results.  
OR I have the ability to motivate others and give them constructive feedback.

# Profile: evaluation

Place a checkmark for each task you think you would be able to do.



## 11. COMPUTER USE

### USE BASIC COMPUTER APPLICATIONS

- a.** I am able to do Internet searches and send emails.  
OR I am able to use word processing software (i.e. Microsoft Word).

### USE MULTIPLE FUNCTIONS AND MULTIPLE SOFTWARES

- b.** I can create tables (i.e. Excel), produce presentation documents (i.e. PowerPoint) or archive data or music by burning a CD.  
OR I am able to install and configure software (i.e. iTunes, Adobe, PaintShop).

### ACCOMPLISH COMPLEX PROGRAMMING TASKS

- c.** I am able to use multiple applications simultaneously, do complex layout and gather documents (i.e. compress images found on the Internet and insert them in a presentation document).  
OR I can create a network or do maintenance work on a server.



## 12. CONTINUOUS LEARNING

### LEARNING IS DEFINED BY DAILY WORK ACTIVITIES

- a.** I am able to learn from my mistakes.  
OR I am able to learn new ways of doing things at work (i.e. learn how to use a cash register or how to do the inventory).

### THE EMPLOYEE IS ENGAGED IN HIS WORK RELATED LEARNING

- b.** I like to learn new things, even though it is sometimes difficult.  
OR I am able to read instruction manuals or magazines to keep myself up to date and to help me do my job better (i.e., I would be interested in reading about my work outside of work hours).

### THE EMPLOYEE TAKES RESPONSIBILITY FOR LEARNING AND EXCEEDS EXPECTATIONS

- c.** I am always looking for new information and I like to think of ways to improve my performance at work.  
OR I go to conferences and workshops simply to learn new things.

# Histogram of My Essential Skills

Transfer your answers from PROFILE: Evaluation to the histogram

	Weak	Average	Strong
	a	b	c
 1. Reading			
 2. Document Use			
 3. Numeracy			
 4. Writing			
 5. Problem Solving			
 6. Decision Making			
 7. Job Task Planning and Organizing			
 8. Finding Information			
 9. Oral Communication			
 10. Working with Others			
 11. Computer Use			
 12. Continuous Learning			

My three (3) weakest ES:

---



---



---

My three (3) strongest ES:

---



---



---



# Appendix D

## “I CREATE MY ACTIVITY”

**Organization:** \_\_\_\_\_ **Participants:** \_\_\_\_\_

**Program:** \_\_\_\_\_  
\_\_\_\_\_

**Name of the activity:** \_\_\_\_\_

**Goals (check the answer):**

Discovery

Application

Consolidation

Other

Other specify: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Expected results:**

Participants will be able to \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Description of the activity:**

(Overview, number of participants, rules of the game/activity, length, material)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Note: please attach any relevant document.

**Facilitator(s) in charge :** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Send to:**

**National Life/Work Center**

C/O Competencies Plus ... My Tools To Succeed

488, Centrale street, Memramcook (NB) E4K 3S6

Tel. : 1-888-533-5683 / 506-758-0317

Fax : 1-877-929-3343 / 506-758-0353

## LIST OF SUGGESTED MATERIAL

### First Section

#### Step 1: DISCOVERY

- FACILITATOR'S KIT, which contains:
  - A main board, including the participants' boards.
  - 90 role profile cards.
  - 90 answer keys (transparencies), with the skills required for each occupation.
  - CD containing the Facilitator's Guide, the Participant's Notebook (must be photocopied) and the Participant's Sheet (photocopy more if participants join the group during the activity).
  - Tokens.
- 2 DVDs – Essential Skills Investigation – Episodes 1 and 2
- 4 Ontario Skills Passport videos.
- ES poster.

#### Step 2: IN DEPTH / CONSOLIDATION

- FACILITATOR'S KIT.
- Essential Skills Folder.

#### Step 3: APPLICATION

- Participant's Notebook
- Internet access
- Videos and DVDs (Essential Skill Investigation – Episodes 1 & 2)

### Second Section

Document: I Create My Activity