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**2017**

Preface

Welcome to the Supported Employment Career Exploration Guide, a workbook for those who are interested in exploring careers that make sense for who you are, what your skills and attributes are, and where to look for jobs that make sense with the ideal conditions for employment. Everyone who wants to work should have the opportunity. That said, for many people, it is difficult to know where to start.

Supported Employment is a person-centered approach to support individuals with disabilities in preparing, obtaining and maintaining integrated, competitive employment. Supported Employment successes have demonstrated that with the right support everyone is employable.

In the guide you will explore your skills, attributes, contributions and talents, the job market opens up to a wide range of employment opportunities. It is useful to ask others that know you well to contribute to this process by describing what they know are your skills and talents. It is impossible to know the details of every job and the tasks performed in a variety of businesses. One good way to learn about different jobs is to have an informational interview or a short work experience or job tasting. This way you can discover if you enjoy the tasks and the work culture before formally applying for the job. A job developer or case manager should be able to assist you in arranging these opportunities. The guide has templates for resumes and cover letters as well as worksheets to track your labour market connections. If you desire to explore further education or a specific employment industry there are useful worksheets to assist you. The guide book also contains many further resources that you can explore.

This guide book has been building and developing over the past two years and we would like to thank all the contributors. The Supported Employment Advocacy Network (SEAN) is an employment service provider networking group developed by the BC Employment Network (BCEN). This group began the outline of this guide book and blended a traditional and a customized approach to career exploration. The Surrey/Delta roundtable is a group of employment service providers hosted by Community Living BC (CLBC) and they provided many of the resources to add to the guide. The Open Door Group (<http://www.opendoorgroup.org/>) is a non-profit service provider that had previously developed a similar guide book and generously allowed us to use many portions of that book within this workbook. Lastly we would not have been able to bring this guide book to completion without the vision, time and financial backing from the Focus Disability Network Society (FDNS). A big thank you goes to Annette Williams, the Administrative Assistant of the FDNS.

This guide book is not intended to supersede any other approaches you may be using and is only a suggestion for career exploration. The contributors to this guide give you permission to use the guide in any way you see fit, in part or in whole and therefore cannot claim any success or lack of impact this guide may provide to the job seeker.

Annette Borrows, President

Focus Disability Network Society

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# Stage One Overview: Getting to Know You

Stage One introduces the job seeker to the employment specialist. The process typically begins where the individual lives, their past experiences, and can be conducted in a variety of settings including the job seeker’s home.

**Outcomes for Stage One**

* Determine “Where do they go”
* Determine “Who do they know”
* Explore hobbies and interests
* Review previous documentation
* Promote self-determination
* Explore previous employment skills
* Discover about the job seeker
* Interview others connected to job seeker

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| About Me, the Job Seeker | | | | | | | | | | | | | | | | | | | | | | |
| Name | | |  | | | | | | | | | | | | | | | | | | | |
| Age/Birthdate | | |  | | | | | | | | | | | | | | | | | | | |
| Address | | |  | | | | | | | | | | | | | | | | | | | |
| Home Phone | | |  | | | | | | | | | | | | | | | | | | | |
| Other Phone | | |  | | | | | | | | | | | | | | | | | | | |
| Email | | |  | | | | | | | | | | | | | | | | | | | |
| Are you on Social Media? If yes, check all that apply: | | | | | | | | | | | | | | | | | | | | | | |
| Facebook | | | |  | | | Flickr | | | | | | |  | | | | | Instagram | |  | |
| Linked In | | | |  | | | Pinterest | | | | | | |  | | | | | Snapchat | |  | |
| Twitter | | | |  | | | Tumblr | | | | | | |  | | | | | Viber | |  | |
| WhatsApp | | | |  | | | YouTube | | | | | | |  | | | | |  | |  | |
| Income Source: | | | | | | | | | | | | | | | | | | | | | | |
| BCEA | | | |  | | | PWD | | | | | | |  | | | | | PPMB | |  | |
| CPP(D) | | | |  | | | EI | | | | | | |  | | | | | Family | |  | |
| Trust | | | |  | | | | Student Loan | | | | | |  | | | | | Other | |  | |
| Name(s) of Support Worker(s) | | | | | | | | | | | | | | | | | | Phone Number(s) of Support Workers | | | | |
|  | | | | | | | | | | | | | | | | | |  | | | | |
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| **WHERE I LIVE** | | | | | | | | | | | | | | | | | | | | | | |
| How many people live in your household? | | | | | | | | | | | | | | |  | | | | | | | |
| How are they related to you? | | | | | | | | |  | | | | | | | | | | | | | |
| Describe your family (parents, brothers/sisters, animals, home, neighbourhood) | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | |
| **TRANSPORTATION** | | | | | | | | | | | | | | | | | | | | | | |
| How do you get around? | | | | | | | | | | | | | | | | | | | | | | |
| Car |  | Bus | | |  | Bike | | | |  | | Walk | | | |  | Rides from friends and family | | | | |  |
| If you don’t usually use the bus, would you like bus training? | | | | | | | | | | | | | | | | | | | |  | | |
| How will you get to and from work? | | | | | | | | | | |  | | | | | | | | | | | |
| Who can you contact to help you get to and from work? | | | | | | | | | | | | | | | | | | | | What are their phone numbers? | | |
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| **DAILY ACTIVITIES** | | | | | | | | | | | | | | | | | | | | | | |
| What places of business or establishments do you usually go to? | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | |  | | | | | | | | | |
|  | | | | | | | | | | | | |  | | | | | | | | | |
| Why do you go there? | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | |
| What places of business or establishments do you usually avoid? | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | |  | | | | | | | | | |
|  | | | | | | | | | | | | |  | | | | | | | | | |
| Why do you avoid them? | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | |
| What groups, organizations, activities are you a part of and enjoy doing? | | | | | | | | | | | | | | | | | | | | | | |
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| **Work Preferences & Experiences** | | | | | | | | | | | | | | | | | | | | | | |
| How do you best learn a new task? | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | |
| What is the best way for you to receive instruction? | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | |
| How do you deal with deadlines? | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | |
| How do you deal with multi-tasking? | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | |
| What type of supervision do you feel you work best with? | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | |
| How are your time management abilities? | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | |
| Please describe any paid or unpaid work experiences and tasks you have been involved in. | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | |
| Please describe your experience with previous employment placements. | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | |
| Other comments: | | | | | | | | | | | | | | | | | | | | | | |
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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Work Environment Preferences *(circle the most suitable response)* | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Location** | | Indoor | | |  | | | | | | | Outdoor | | | | | |  | | | | | | | | |
| **LIGHTING** | | Bright | | |  | | | | | | | | Medium | | | | |  | | | | | | | | |
|  | | Low | | |  | | | | | | | | Doesn’t matter | | | | |  | | | | | | | | |
| **Temperature of Environment** | | | | | | | | | | | | | | Hot | | |  | Cool/Cold | | | | |  | Warm | |  |
| **Noise** | Noisy/Busy | | | | |  | | | | Quiet/Relaxed | | | | | | | |  | | | Doesn’t matter | | | | |  |
| **Visual Input** | | | Lots | | | | | | |  | | | | Limited | | | |  | | | | | | | | |
| **Social Interaction Preferences** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1-5 other people | | | | |  | | | | 5-10 other people | | | | | | | | | |  | | | Doesn’t matter | | |  | |
| **Supervision Preferences** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Work Independently | | | | | |  | | | | | | | | | Close Supervision | | | | | | | |  | | | |
| Moderate Supervision | | | | | | |  | | | | | | | | Limited Supervision | | | | | | | |  | | | |
| **Job Tasks** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Variety in work | | | |  | | | Simple tasks | | | | | | | | |  | | | | Routine assignments | | | | |  | |
| Well-defined duties | | | | | |  | | | | | Detail-oriented tasks | | | | | | | | | | | |  | | | |
| Formal environment | | | | | | |  | | | | Casual environment | | | | | | | | | | | |  | | | |
| **Work Schedule** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Regular Schedule | | | | | | |  | | | | Changing Schedule | | | | | | | | | | | |  | | | |
| Daytime Hours | | | | | | | |  | | | Nighttime Hours | | | | | | | | | | | |  | | | |
| Weekends | | | | | | | |  | | | Weekdays | | | | | | | | | | | |  | | | |

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| --- | --- | --- |
| **EDUCATION EXPERIENCES:** | | |
| What is your highest level of education completed in school? | |  |
| What year? |  | |
| Comments: |  | |
| What did you like most and least about school? | | |
|  | | |
| What training or certificates or do you have, if any? | | |
|  | | |
|  | | |
| **Accommodation and Support Needs** | | |
| What accommodations or modifications should be in place for you to have success in the workplace (ie: physical accessibility, technological, person care, etc.) | | |
|  | | |
| What supports might need to be maintained throughout employment? | | |
|  | | |
| Are there any safety issues that need to be considered? Please comment. | | |
|  | | |
| Other Comments | | |
|  | | |
|  | | |
| **Employment Prospects** | | |
| Can you list any employers or businesses that you think would ideal? | | |
|  | | |
| What types of tasks can you see yourself performing in a job setting? | | |
|  | | |
| What do you think would be a “dream job”? | | |
|  | | |
| Is there any additional information you would like to share? | | |
|  | | |

|  |  |  |  |
| --- | --- | --- | --- |
| My Daily Schedule | | | |
|  | Mornings  8:00am – 12:00 pm | Afternoons  12:00pm – 5:00pm | Evenings  5:00pm - midnight |
| Monday |  |  |  |
| Tuesday |  |  |  |
| Wednesday |  |  |  |
| Thursday |  |  |  |
| Friday |  |  |  |
| Saturday |  |  |  |
| Sunday |  |  |  |

Personal Networking Map – At Home  
*(to be completed by hand)*

## Personal Networking Map – Outside the Home *(to be completed by hand)*

|  |  |  |
| --- | --- | --- |
| What chores or duties are you responsible for at home? | | |
|  | | |
| What chores/duties do you or like or dislike the most and why? | | |
|  | | |
| What hobbies do you enjoy, and why? | | |
|  | | |
| Tell us about paid and/or volunteer work that you’ve done? | What year? | For how long? |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
| What did you like best or least about these positions? | | |
|  | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Personal Support Questionnaire *\* More than one form can be completed by people who know the job seeker well* | | | | | |
| Date |  | | | | |
| Name of Person Completing Form | | | |  | |
| Relationship to Job Seeker | | |  | | |
| How long have you known the Job Seeker | | | | |  |
|  | | | | | |
| **Interests and Personality** | | | | | |
| What are some activities the job seeker enjoys in the community and at home? (TV, reading, sports, hobbies) | | | | | |
|  | | | | | |
| Describe the chores he/she does on a daily and weekly basis. | | | | | |
|  | | | | | |
| What are some of his/her talents? | | | | | |
|  | | | | | |
| Are there specific situations that we should consider and be aware when seeking suitable employment? | | | | | |
|  | | | | | |
| What characteristics do you admire the most about this person? | | | | | |
|  | | | | | |
| Other comments: | | | | | |
|  | | | | | |
|  | | | | | |
| **CONSIDERATIONS** | | | | | |
| Are there particular activities he/she is “known” to dislike? | | | | | |
|  | | | | | |
| Are there particular situations you recommend we avoid when searching for job opportunities? | | | | | |
|  | | | | | |
| Other Comments: | |  | | | |
|  | | | | | |
| **Work Preferences & Experiences** | | | | | |
| How does he/she best learn a new task? | | | | | |
|  | | | | | |
| What is the best way for him/her to receive instruction? | | | | | |
|  | | | | | |
| How does the job seeker deal with deadlines? | | | | | |
|  | | | | | |
| How does the job seeker deal with multi-tasking? | | | | | |
|  | | | | | |
| What type of supervision do you feel he/she would work best with? | | | | | |
|  | | | | | |
| How are his/her time management abilities? | | | | | |
|  | | | | | |
| Please describe any paid or unpaid work experiences and tasks he/she have been involved in. | | | | | |
|  | | | | | |
| Please describe the job seeker’s experience with previous employment placements. | | | | | |
|  | | | | | |
| Other comments: | | | | | |
|  | | | | | |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Work Environment Preferences *(circle the most suitable response)* | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Location** | | Indoor | | |  | | | | | | | Outdoor | | | | | |  | | | | | | | | |
| **LIGHTING** | | Bright | | |  | | | | | | | | Medium | | | | |  | | | | | | | | |
|  | | Low | | |  | | | | | | | | Doesn’t matter | | | | |  | | | | | | | | |
| **Temperature of Environment** | | | | | | | | | | | | | | Hot | | |  | Cool/Cold | | | | |  | Warm | |  |
| **Noise** | Noisy/Busy | | | | |  | | | | Quiet/Relaxed | | | | | | | |  | | | Doesn’t matter | | | | |  |
| **Visual Input** | | | Lots | | | | | | |  | | | | Limited | | | |  | | | | | | | | |
| **Social Interaction Preferences** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1-5 other people | | | | |  | | | | 5-10 other people | | | | | | | | | |  | | | Doesn’t matter | | |  | |
| **Supervision Preferences** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Work Independently | | | | | |  | | | | | | | | | Close Supervision | | | | | | | |  | | | |
| Moderate Supervision | | | | | | |  | | | | | | | | Limited Supervision | | | | | | | |  | | | |
| **Job Tasks** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Variety in work | | | |  | | | Simple tasks | | | | | | | | |  | | | | Routine assignments | | | | |  | |
| Well-defined duties | | | | | |  | | | | | Detail-oriented tasks | | | | | | | | | | | |  | | | |
| Formal environment | | | | | | |  | | | | Casual environment | | | | | | | | | | | |  | | | |
| **Work Schedule** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Regular Schedule | | | | | | |  | | | | Changing Schedule | | | | | | | | | | | |  | | | |
| Daytime Hours | | | | | | | |  | | | Nighttime Hours | | | | | | | | | | | |  | | | |
| Weekends | | | | | | | |  | | | Weekdays | | | | | | | | | | | |  | | | |

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| --- | --- | --- |
| **Learning & Knowledge** | | |
| What is the highest level of education he/she has obtained? |  | |
| Has the job seeker been involved in any other specialized training? | |  |
| Do you know of any learning challenges the job seeker has faced? | | |
|  | | |
| Are there any special learning accommodations that you feel would be beneficial? | | |
|  | | |
| Can you describe his/her academic skills (reading, math, dealing with money)? | | |
|  | | |
| Other comments: | | |
|  | | |
|  | | |
| **Accommodation and Support Needs** | | |
| What services are currently provided? | | |
|  | | |
| What accommodations should be in place for the job seeker to meet with success in the workplace (ie: physical accessibility, technological, person care, etc.) | | |
|  | | |
| What supports might need to be maintained throughout employment? | | |
|  | | |
| What support, if any, can you provide to him/her after placement to support long term success? | | |
|  | | |
| Are there any safety issues that need to be considered? Please comment. | | |
|  | | |
| Other Comments | | |
|  | | |
|  | | |
| **Transportation Resources** | | |
| How does the job seeker currently get around in the community? | | |
|  | | |
| What transportation resources will be necessary in order for the job seeker to maintain a job? | | |
|  | | |
| Is there a backup plan for transportation is necessary? | | |
|  | | |
| Other transportation comments | | |
|  | | |
|  | | |
| **Employment Prospects** | | |
| Can you list any employers who you think would be an ideal fit for the job seeker? | | |
|  | | |
| What types of tasks can you see the job seeker performing in a job setting? | | |
|  | | |
| What do you think would be a “dream job” for the job seeker? | | |
|  | | |
| Is there any additional information you would like to share regarding this job seeker? | | |
|  | | |

# For Job Developer – Stage One

|  |  |  |  |
| --- | --- | --- | --- |
| People of Interest to Contact  For References and Strengths of Job Seeker | | | |
| Name | | Contact Info | Personal Network Questionnaire Sent? |
|  | |  |  |
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|  | |  |  |
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|  | |  |  |
|  | |  |  |
| Activities to Book for Observation / Demonstration | | | |
| Chores at home |  | | |
| Work |  | | |
| Volunteer |  | | |
| Sports |  | | |
| Arts and Music |  | | |
| Other |  | | |

|  |  |
| --- | --- |
| **Review and comment on any relevant previous documentation, INCLUDING:** | |
| Medical | Formal Assessment |
| Referral | Personal Network Questionnaire |
|  | |
|  | |
| Transferrable Skills, Strengths, Abilities, Interests | |
|  | |

# Stage Two Overview: What Makes You Tick?

Stage Two focuses on ascertaining the deeper levels of what may motivate the job seeker to be comfortable and excited about a career that makes sense for them and is in alignment with their core beliefs. You will also identify the person’s ideal conditions for employment and reference their emerging themes. Explore the skills and abilities of the job seeker that can open up a wide variety of employment possibilities.

Using the information gathered in the first two stages, identify the person’s ideal conditions for employment and reference their emerging themes. Explore the skills and abilities of the job seeker that can open up a wide variety of employment possibilities.

**Outcomes for Stage Two**

* Understand Values of Job Seeker
* Determine Disability Related Considerations
* Learn about the Ideal Conditions For Employment
* Define Support needs
* Determine Learning styles
* Discover work interests
* Determine work skills
* List previous work or volunteer experiences
* Select appropriate work or volunteer experiences
* Develop Business lists for further exploration

## Values Inventory

Read each activity. Decide if you would enjoy doing that activity. Then do this:

1. Click in column 1 if your answer is don't care at all

Click in column 2 if your answer is don't care much

Click in column 3 if your answer is I'm not sure

Click in column 4 if your answer is care a little

Click in column 5 if your answer is care a lot

2. At the right of each line, type each number that you checked on the line. For example if you checked 5 for row a then write 5 on the line. Be sure to do this for every row.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Don't care at all** | **Don’t care much** | **I'm not sure** | **Care a little** | **Care a lot** |  | |
|  | **1** | **2** | **3** | **4** | **5** |  |  |
| **1. How Much do you care about… ?** |  |  |  |  |  |  |  |
| a. Having a lot of money |  |  |  |  |  |  | 1a |
| b. Having lots of thrills |  |  |  |  |  |  | 1b |
| c. Making your own clothes |  |  |  |  |  |  | 1c |
| d. Being in charge of people |  |  |  |  |  |  | 1d |
| e. Helping people who need help |  |  |  |  |  |  | 1e |
| f. Becoming a TV star |  |  |  |  |  |  | 1f |
| g. Watching a beautiful sunset |  |  |  |  |  |  | 1g |
|  |  |  |  |  |  |  | |
| **2. How Much do you care about… ?** |  |  |  |  |  |  | |
| a. Having everything you want |  |  |  |  |  |  | 2a |
| b. Being where the action is |  |  |  |  |  |  | 2b |
| c. Doing things in artistic ways |  |  |  |  |  |  | 2c |
| d. Being a leader |  |  |  |  |  |  | 2d |
| e. Making people feel welcome |  |  |  |  |  |  | 2e |
| f. Being the centre of attention |  |  |  |  |  |  | 2f |
| g. Seeing beautiful works of art |  |  |  |  |  |  | 2g |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Don't care at all** | **Don’t care much** | **I'm not sure** | **Care a little** | **Care a lot** |  | |
|  | **1** | **2** | **3** | **4** | **5** |  |  |
| **3. How Much do you care about… ?** |  |  |  |  |  |  |  |
| a. Buying expensive things |  |  |  |  |  |  | 3a |
| b. Doing dangerous things |  |  |  |  |  |  | 3b |
| c. Decorating your own place |  |  |  |  |  |  | 3c |
| d. Doing everything your way |  |  |  |  |  |  | 3d |
| e. Making people happy |  |  |  |  |  |  | 3e |
| f. Being known wherever you go |  |  |  |  |  |  | 3f |
| g. Being in beautiful places |  |  |  |  |  |  | 3g |
|  |  |  |  |  |  |  | |
| **4. How Much do you care about… ?** |  |  |  |  |  |  | |
| a. Having money in the bank |  |  |  |  |  |  | 4a |
| b. Driving fast |  |  |  |  |  |  | 4b |
| c. Expressing your feelings |  |  |  |  |  |  | 4c |
| d. Having control over people |  |  |  |  |  |  | 4d |
| e. Helping people solve problems |  |  |  |  |  |  | 4e |
| f. Having people praise you |  |  |  |  |  |  | 4f |
| g. Listening to beautiful music |  |  |  |  |  |  | 4g |
|  |  |  |  |  |  |  |  |
| **5. How Much do you care about… ?** |  |  |  |  |  |  |  |
| a. Knowing the price of things |  |  |  |  |  |  | 5a |
| b. Watching exciting shows |  |  |  |  |  |  | 5b |
| c. Making things by hand |  |  |  |  |  |  | 5c |
| d. Being the boss |  |  |  |  |  |  | 5d |
| e. Helping to stop fights |  |  |  |  |  |  | 5e |
| f. Everyone knowing who you are |  |  |  |  |  |  | 5f |
| g. Living in a beautiful home |  |  |  |  |  |  | 5g |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Don't care at all** | **Don’t care much** | **I'm not sure** | **Care a little** | **Care a lot** |  | |
|  | **1** | **2** | **3** | **4** | **5** |  |  |
| **6. How Much do you care about… ?** |  |  |  |  |  |  |  |
| a. Having rich friends |  |  |  |  |  |  | 6a |
| b. Living an exciting life |  |  |  |  |  |  | 6b |
| c. Finding new ways to do things |  |  |  |  |  |  | 6c |
| d. Being a leader of your group |  |  |  |  |  |  | 6d |
| e. Helping people in trouble |  |  |  |  |  |  | 6e |
| f. Knowing famous people |  |  |  |  |  |  | 6f |
| g. Collecting beautiful things |  |  |  |  |  |  | 6g |
|  |  |  |  |  |  |  | |
| **7. How Much do you care about… ?** |  |  |  |  |  |  | |
| a. Making a lot of money |  |  |  |  |  |  | 7a |
| b. Having an exciting job |  |  |  |  |  |  | 7b |
| c. Doing creative work |  |  |  |  |  |  | 7c |
| d. Being able to hire and fire people |  |  |  |  |  |  | 7d |
| e. Seeing that poor people have food |  |  |  |  |  |  | 7e |
| f. Seeing your name everywhere |  |  |  |  |  |  | 7f |
| g. Working in a beautiful building |  |  |  |  |  |  | 7g |

**Score Your Values Inventory**

You chose numbers to show how you feel about certain values. Now it’s time to see what it all means. Here's what to do:

1. In the chart below, type the numbers you wrote at the end of each row. Place each number on the line with the same number and letter as the line you are copying from. Do one column at a time. Copy all the 1's first, then 2's and so on.

2. After you fill in all seven columns, add each row of numbers. Write the total at the end of each row.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | + |  | + |  | + |  | + |  | + |  | + |  | = |  | a |
| 1a | + | 2a | + | 3a | + | 4a | + | 5a | + | 6a | + | 7a | = | total |  |
|  | + |  | + |  | + |  | + |  | + |  | + |  | = |  | b |
| 1b | + | 2b | + | 3b | + | 4b | + | 5b | + | 6b | + | 7b | = | total |  |
|  | + |  | + |  | + |  | + |  | + |  | + |  | = |  | c |
| 1c | + | 2c | + | 3c | + | 4c | + | 5c | + | 6c | + | 7c | = | total |  |
|  | + |  | + |  | + |  | + |  | + |  | + |  | = |  | d |
| 1d | + | 2d | + | 3d | + | 4d | + | 5d | + | 6d | + | 7d | = | total |  |
|  | + |  | + |  | + |  | + |  | + |  | + |  | = |  | e |
| 1e | + | 2e | + | 3e | + | 4e | + | 5e | + | 6e | + | 7e | = | total |  |
|  | + |  | + |  | + |  | + |  | + |  | + |  | = |  | f |
| 1f | + | 2f | + | 3f | + | 4f | + | 5f | + | 6f | + | 7f | = | total |  |
|  | + |  | + |  | + |  | + |  | + |  | + |  | = |  | g |
| 1g | + | 2g | + | 3g | + | 4g | + | 5g | + | 6g | + | 7g | = | total |  |

**Reading Your Chart**

Copy the numbers from the right of each line in the chart that you just completed, onto the rows below. For example, if your total on line a was 20, type the number 20 on row a below.

|  |  |  |
| --- | --- | --- |
| **Letter** | **Value** | **Number from Your Chart** |
| a | Money |  |
| b | Excitement |  |
| c | Creativity |  |
| d | Power |  |
| e | Caring |  |
| f | Fame |  |
| g | Beauty |  |

Now find the three greatest numbers in what you just typed, and put them on the lines below. Also put the Value name on the lines.

|  |  |  |  |
| --- | --- | --- | --- |
| **Most Important Values** | | | |
| Number: |  | Value: |  |
| **Greatest Number** | | | |
| Number: |  | Value: |  |
| **Second Greatest Number** | | | |
| Number: |  | Value: |  |
| **Third Greatest Number** | | | |

Of the seven values checked by the inventory, these three seem most important to you.

**Learn more about Values**

The Values Inventory checked how you feel about seven values. All the values may be important to you. Or maybe none of them are important to you. Chances are that some of the values are more important to you than others. You should know which ones these are. But what does that all have to do with choosing a job? The answer is this.

You will be happiest with a job that gives you a chance to have or do the things that are most important to you. For example, if money is more important to you than caring, then you might be happy as a high paid plumber’s helper than as a lower paid nurse's aide. But if caring is more important to you than money, then you might be happier working in a hospital.

Find out more about the values you may have chosen, on the next page.

**SEVEN VALUES & employment**

**Money:** Some people like to spend most of their time making money, other people like to use their time in other ways. People who enjoy buying and selling or figuring out how much things should cost may work as buyers or sales people. People who enjoy being near a lot of money or handling money may work as cashiers, guards, or bank tellers.

**Excitement:** Some people are happy to live quiet, peaceful lives, while others need constant excitement. People who like or need lots of excitement will probably want an exciting job. Fire fighters and deep sea divers have more of a chance for excitement than do typists, salesclerks, or assemblers. Travelling and meeting different people can also be exciting, so flight attendants and traveling salespeople have jobs that offer some excitement.

**Creativity:** Usually people who are creative are driven to use that creativity in some way. They write, paint, act, or perform for free, if not for money. But there are many ways to be creative, such as these:

* Arranging food or flowers in pleasing ways
* Finding ways to solve problems.

**POWER:** There are different kinds of power. But if you have power, then you have the ability to control people or things, and to make things happen. Here are some work examples:

* A police officer, who has the power to stop a speeding driver
* A bulldozer operator, who controls a very powerful machine. With it, he or she can move tons of soil or knock down buildings.
* A boss, who can hire and fire people and tell them what to do.

**CARING:** Some people enjoy helping people, no matter what the needs. These people might enjoy being a nurse, or a teacher’s aide, or a ground host for an airline. Jobs that involve caring do not always pay highly. Sometimes they involve working with people who are very unhappy or who are in trouble. Working conditions are not always the best. Still, some people would not want to do any other kind of work.

**FAME:** Some people want to be well known or famous because of the work they do. People who do these things can be famous in a way:

* A cook who makes fantastic pizza
* The crossing guard who is known by everyone.

**BEAUTY:** Some people could care less about the way things look. Other spend their whole life in search of beauty. They seek out beautiful scenery, beautiful buildings, or beautiful people. These people might choose to work in a park because of its beautiful woods and flowers. Or they might look for a job in a museum with beautiful paintings.

|  |  |  |
| --- | --- | --- |
| Goals | | |
| What are your goals in life? | | |
|  | | |
| Where would you like to be, and what would you like to be doing in the next 5-10 years? | | |
|  | | |
| If you had money, what would you spend it on? | | |
|  | | |
|  | | |
| **IDENTIFIED STRENGTHS & AREAS OF DEVELOPMENT** | | |
| Three things you like about yourself: | | |
|  | | |
| **T**hree things you’re really good at: | | |
|  | | |
| What would you like to improve on? | | |
|  | | |
| Your best personal qualities: | | Strengths you could bring to an employer: |
|  | |  |
|  | |  |
|  | |  |
| Your biggest accomplishment that you’re the most proud of is: | | |
|  | | |
|  | | |
| **LEARNING STYLES** | | |
| How did you learn best in school? |  | |
| What types of accommodations or assistance might you need to help you learn? | | |
|  | | |
| People who can help you if you don’t understand something: | | Contact Information: |
|  | |  |
|  | |  |
|  | |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Learning Style Preference | | | | | | | | | | | | | |
| Place the number 1, 2, or 3 on the line after each statement that best indicates your preference **(3 – Often; 2 – Sometimes; 1 – Seldom)** | | | | | | | | | | | | | |
| 1. I can remember something best if I say it aloud. | | | | | | | | | | | | |  |
| 1. I prefer to follow written instructions rather than oral ones. | | | | | | | | | | | | |  |
| 1. When studying, I like to chew gum, snack, and/or play with something. | | | | | | | | | | | | |  |
| 1. I remember things best when I see them written out. | | | | | | | | | | | | |  |
| 1. I prefer to learn through simulations, games, and/or role-playing. | | | | | | | | | | | | |  |
| 1. I enjoy learning by having someone explain things to me. | | | | | | | | | | | | |  |
| 1. I learn best from pictures, diagrams, and charts. | | | | | | | | | | | | |  |
| 1. I enjoy working with my hands. | | | | | | | | | | | | |  |
| 1. I enjoy reading and I read quickly. | | | | | | | | | | | | |  |
| 1. I prefer to listen to the news on the radio rather than read it in the newspaper. | | | | | | | | | | | | |  |
| 1. I enjoy being near others. (I enjoy hugs, handshakes, and touches) | | | | | | | | | | | | |  |
| 1. I listen to the radio, tapes and recordings. | | | | | | | | | | | | |  |
| 1. When asked to spell a word, I simply see the word in my mind’s eye. | | | | | | | | | | | | |  |
| 1. When learning new material, I find myself sketching, drawing, and doodling. | | | | | | | | | | | | |  |
| 1. When I read silently, I say every word to myself. | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | |  |
| Add the numbers together for the question numbers, to find out your learning style. | | | | | | | | | | | | | |
| **Visual Preference Score:** | b |  | d |  | g |  | i | |  | m |  | = |  |
| **Auditory Preference Score:** | a |  | f |  | j |  | l | |  | o |  | = |  |
| **Kinesthetic/Tactual Score** | c |  | e |  | h |  | k | |  | n |  | = |  |
| The highest score indicates that my learning preference is | | | | | | | |  | | | | | |

**TIPS FOR YOUR LEARNING STYLE**

Now that you know your learning style preference, you can use it to help you when you are trying to learn or remember things. Here are some ideas how you can do that.

If your primary learning style is **Visual**, draw pictures in the margins, look at the graphics, and read the text that explains the graphics. Envision the topic or play a movie in your thoughts of how you’ll act out the subject matter.

If your primary learning style is **Auditory**, listen to the words you read. Try to develop an internal conversation between you and the text. Don’t be embarrassed to read aloud or talk through the information.

If your primary learning style is **Kinesthetic/Tactual**, use a pencil or highlighter pen to mark passages that are meaningful to you. Take notes, transferring the information you learn to the margins of the book, into the journal, or onto a computer. Doodle whatever comes to mind as you read. Hold the book in your hands instead of placing it on a table. Walk around as you read. Feel the words and ideas. Get busy – both mentally and physically.

*Source: Hoboken, NJ: Learn More Now; John Wiley & Sons, 2004.*

## Work Interest Inventory

Read each activity. Decide if you would enjoy doing that activity. Then do this:

1. Click in column 1 if your answer is no!

Click in column 2 if your answer is I don’t think so

Click in column 3 if your answer is I'm not sure

Click in column 4 if your answer is I think so

Click in column 5 if your answer is Yes!

2. Write each number that you circle on the line to the right of the question. For example if you circle 5 for row a then write 5 on the line. Be sure to do this for every row.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **NO!** | **Don’t think so** | **Not sure** | **Think so** | **YES!** |  | |
|  | **1** | **2** | **3** | **4** | **5** |  |  |
| **1. Would you enjoy… ?** |  |  |  |  |  |  |  |
| a. Typing letters |  |  |  |  |  |  | 1a |
| b. Selling things door to door |  |  |  |  |  |  | 1b |
| c. Dusting cleaning polishing |  |  |  |  |  |  | 1c |
| d. Moving furniture |  |  |  |  |  |  | 1d |
| e. Driving a taxi |  |  |  |  |  |  | 1e |
| f. Repairing washing machines |  |  |  |  |  |  | 1f |
| g. Helping nurses in a hospital |  |  |  |  |  |  | 1g |
| h. Playing in a band |  |  |  |  |  |  | 1h |
|  |  |  |  |  |  |  | |
| **2. Would you enjoy… ?** |  |  |  |  |  |  | |
| a. Adding numbers on a calculator |  |  |  |  |  |  | 2a |
| b. Selling clothing in a store |  |  |  |  |  |  | 2b |
| c. Ridding homes of insect pests |  |  |  |  |  |  | 2c |
| d. Loading and unloading trucks |  |  |  |  |  |  | 2d |
| e. Driving a delivery van |  |  |  |  |  |  | 2e |
| f. Repairing radios and TV sets |  |  |  |  |  |  | 2f |
| g. Helping a teacher in school |  |  |  |  |  |  | 2g |
| h. Designing and painting signs |  |  |  |  |  |  | 2h |
|  | **NO!** | **Don’t think so** | **Not sure** | **Think so** | **YES!** |  | |
|  | **1** | **2** | **3** | **4** | **5** |  |  |
| **3. Would you enjoy… ?** |  |  |  |  |  |  |  |
| a. Running a copy machine |  |  |  |  |  |  | 3a |
| b. Selling cars |  |  |  |  |  |  | 3b |
| c. Serving food in a restaurant |  |  |  |  |  |  | 3c |
| d. Picking and packing vegetables |  |  |  |  |  |  | 3d |
| e. Driving a bulldozer |  |  |  |  |  |  | 3e |
| f. Repairing cars and trucks |  |  |  |  |  |  | 3f |
| g. Caring for small children |  |  |  |  |  |  | 3g |
| h. Performing for people |  |  |  |  |  |  | 3h |
|  |  |  |  |  |  |  | |
| **4. Would you enjoy… ?** |  |  |  |  |  |  | |
| a. Opening and sorting mail |  |  |  |  |  |  | 4a |
| b. Selling supplies to stores |  |  |  |  |  |  | 4b |
| c. Guarding homes and business's |  |  |  |  |  |  | 4c |
| d. Mowing lawns and trimming trees |  |  |  |  |  |  | 4d |
| e. Parking cars |  |  |  |  |  |  | 4e |
| f. Fixing leaky sinks and pipes |  |  |  |  |  |  | 4f |
| g. Helping people to have fun |  |  |  |  |  |  | 4g |
| h. Drawing pictures for ads |  |  |  |  |  |  | 4h |
|  |  |  |  |  |  |  | |
| **5. Would you enjoy… ?** |  |  |  |  |  |  | |
| a. Filing letters in an office |  |  |  |  |  |  | 5a |
| b. Selling fruits and vegetables |  |  |  |  |  |  | 5b |
| c. Preparing food in a restaurant |  |  |  |  |  |  | 5c |
| d. Helping house builders |  |  |  |  |  |  | 5d |
| e. Running factory machines |  |  |  |  |  |  | 5e |
| f. Repairing worn out furniture |  |  |  |  |  |  | 5f |
| g. Caring for animals |  |  |  |  |  |  | 5g |
| h. Making jewelry |  |  |  |  |  |  | 5h |
|  | **NO!** | **Don’t think so** | **Not sure** | **Think so** | **YES!** |  | |
|  | **1** | **2** | **3** | **4** | **5** |  |  |
| **6. Would you enjoy… ?** |  |  |  |  |  |  |  |
| a. Answering telephones |  |  |  |  |  |  | 6a |
| b. Selling things over the telephone |  |  |  |  |  |  | 6b |
| c. Cutting and styling peoples hair |  |  |  |  |  |  | 6c |
| d. Laying down carpets |  |  |  |  |  |  | 6d |
| e. Driving a forklift |  |  |  |  |  |  | 6e |
| f. Repairing vending machines |  |  |  |  |  |  | 6f |
| g. Helping the elderly who need help |  |  |  |  |  |  | 6g |
| h. Making pottery |  |  |  |  |  |  | 6h |
|  |  |  |  |  |  |  | |
| **7. Would you enjoy… ?** |  |  |  |  |  |  | |
| a. Working at a computer terminal |  |  |  |  |  |  | 7a |
| b. Helping customers choose gifts |  |  |  |  |  |  | 7b |
| c. Carrying baggage for hotel guests |  |  |  |  |  |  | 7c |
| d. Moving crates in ware houses |  |  |  |  |  |  | 7d |
| e. Driving a tow truck |  |  |  |  |  |  | 7e |
| f. Repairing typewriters |  |  |  |  |  |  | 7f |
| g. Helping people to have fun |  |  |  |  |  |  | 7g |
| h. Setting up store displays |  |  |  |  |  |  | 7h |

**Score Your Work Interest Inventory**

You chose numbers to show how you feel about certain work activities. Now it’s time to see what it all means. Here's what to do:

1. In the chart below, type the numbers you wrote at the end of each row. Place each number on the line with the same number and letter as the line you are copying from. Do one column at a time. Copy all the 1's first, then 2's and so on.

2. After you fill in all seven columns, add each row of numbers. Write the total at the end of each row.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | + |  | + |  | + |  | + |  | + |  | + |  | = |  | a |
| 1a | + | 2a | + | 3a | + | 4a | + | 5a | + | 6a | + | 7a | = | total |  |
|  | + |  | + |  | + |  | + |  | + |  | + |  | = |  | b |
| 1b | + | 2b | + | 3b | + | 4b | + | 5b | + | 6b | + | 7b | = | total |  |
|  | + |  | + |  | + |  | + |  | + |  | + |  | = |  | c |
| 1c | + | 2c | + | 3c | + | 4c | + | 5c | + | 6c | + | 7c | = | total |  |
|  | + |  | + |  | + |  | + |  | + |  | + |  | = |  | d |
| 1d | + | 2d | + | 3d | + | 4d | + | 5d | + | 6d | + | 7d | = | total |  |
|  | + |  | + |  | + |  | + |  | + |  | + |  | = |  | e |
| 1e | + | 2e | + | 3e | + | 4e | + | 5e | + | 6e | + | 7e | = | total |  |
|  | + |  | + |  | + |  | + |  | + |  | + |  | = |  | f |
| 1f | + | 2f | + | 3f | + | 4f | + | 5f | + | 6f | + | 7f | = | total |  |
|  | + |  | + |  | + |  | + |  | + |  | + |  | = |  | g |
| 1g | + | 2g | + | 3g | + | 4g | + | 5g | + | 6g | + | 7g | = | total |  |
|  | + |  | + |  | + |  | + |  | + |  | + |  | = |  | h |
| 1h | + | 2h | + | 3h | + | 4h | + | 5h | + | 6h | + | 7h | = | total |  |

**Reading Your Chart**

Copy the numbers from the right of each line in the chart that you just completed, onto the rows below. For example, if your total on line a was 20, type the number 20 on row a below.

|  |  |  |
| --- | --- | --- |
| **Letter** | **Work Interest** | **Number from Your Chart** |
| a | Clerical |  |
| b | Sales |  |
| c | Service |  |
| d | Physical Work |  |
| e | Driving and Operating |  |
| f | Mechanical and Repairing |  |
| g | Caring and Helping |  |
| h | Creative |  |

Now find the three greatest numbers in what you just typed, and put them on the lines below. Also put the corresponding Work Interest name on the lines.

|  |  |  |  |
| --- | --- | --- | --- |
| **Most Important Work Interests** | | | |
| Number: |  | Work Interest: |  |
| **Greatest Number** | | | |
| Number: |  | Work Interest: |  |
| **Second Greatest Number** | | | |
| Number: |  | Work Interest: |  |
| **Third Greatest Number** | | | |

Of the eight work interests checked by the inventory, these three seem most important to you.

Testing Career Options and Themes

Using information gathered from Stages One and Two, what are some emerging career options or themes that can be explored at a business with the job seeker, in a non-intrusive manner?

The Community Cruise Worksheet is used as a tool to uncover specific tasks that are done in a place of business. It is not necessary to schedule time with the business if it is open to the public, as this is an exploratory exercise to recognize tasks that need to be done and how interested the job seeker appears to be in the environment.

Several Community Cruises can be conducted. Please copy the worksheet as many times as needed.

|  |  |
| --- | --- |
| **5 Businesses to be Explored** | |
| **Business Name** | **Location** |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Community Cruise Worksheet | | | | | | | |
| Job Seeker Name | |  | | | | | |
| Date | |  | | | | | |
| Name of Business | |  | | | | | |
| Location | |  | | | | | |
| Tasks and Duties | |  | | | | | |
|  | | | | | | | |
| What I Liked |  | | | | | | |
|  | | | | | | | |
| What I Did Not Like | |  | | | | | |
|  | | | | | | | |
| Next Steps: | | | | | | | |
| Learn more about business | | |  | Drop off resume |  | Not interested |  |

# For Job Developer – Stage Two

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CORE VALUES** | | | | | |
|  | | | | | |
| **LEARNING STYLE PREFERENCES** | | | | | |
|  | | | | | |
| **WORK ENVIRONMENT PREFERENCES** | | | | | |
|  | | | | | |
| **WORK INTERESTS** | | | | | |
|  | | | | | |
| **EMPLOYMENT GOALS – example, part-time, close to home** (details not required at this time) | | | | | |
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |
| 4. | | | | | |
| Emerging Career Interests and Themes | | | | | |
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |
|  | | | | | |
| Work Experience, Informational Interviews or Resume Drop-offs | | | | | |
| Company Name | Business Person | Contact Info | Work Experience | Information Interview | Resume Drop-off |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
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# Stage Three Overview: Testing the Environment

Stage Three focuses on taking what you have assessed and putting it into practice to confirm the skills and abilities of the job seeker. The set up and documentation of this stage are essential as it will guide you to a career that makes sense in an optimal quality of life for the job seeker.

**Outcomes for Stage Three**

* Conduct Job Analysis
* Test environments
* Observe skills
* Assess work experience or job tastings
* Record emerging themes
* Create theme lists
* Vocational profile is created
* Share plan with natural supports

|  |
| --- |
| Job Seeker Reported Accommodations |
| Would you benefit from any supports while working? If yes, what would they be? *i.e: more bathroom breaks, a “work buddy” in case you have any questions, etc.)* |
|  |
| Is there anything you would like your boss or co-workers to know about the way you learn best, etc., to help you feel more comfortable when you start your position? |
|  |
| Would you be comfortable with a Job Coach attending the first few shifts with you until you feel confident in your new position? |
|  |
| What accommodations or technology should be in place for you to meet with success in the workplace? |
|  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Job Analysis Record | | | | | | | | | | | | | | | | | | |
| **COMPANY INFORMATION** | | | | | | | | | | | | | | | | | | |
| Company Name | |  | | | | | | | | | | | | | | | | |
| Today’s Date | |  | | | | | | | | | | | | | | | | |
| Address | |  | | | | | | | | | | | | | | | | |
| Company Contact Person (if applicable) | | | | | | | | | | |  | | | | | | | |
| Title (if applicable) | | | |  | | | | | | | | | | | | | | |
| Staff Completing Form | | | |  | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | |
| **POSITION INFORMATION** | | | | | | | | | | | | | | | | | | |
| Proposed Job |  | | | | | | | | | | | | | | | | | |
| Major Tasks or Projects of possible position: | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | |
| **COMPANY CULTURE** | | | | | | | | | | | | | | | | | | |
| General Culture (age, race, gender, environment, is there a “typical” employee) | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | |
| Dress Code | | |  | | | | | | | | | | | | | | | |
| Social Interactions | | |  | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | |
| **TRANSPORTATION OPTIONS & ACCESSIBILITY** | | | | | | | | | | | | | | | | | | |
| Public Transport (bus, sky train, handyDART) | | | | | | | | | | | |  | | | | | | |
| Other Modes of Transportation (walk, bike, car) | | | | | | | | | | | |  | | | | | | |
|  | | | | | | | | | | | | | | | | | | |
| **JOB DETAIL** | | | | | | | | | | | | | | | | | | |
| **1. Strength, Lifting and Carrying** | | | | | | | | | | | | | | | | | | |
| Very Light Work (<10 lbs) | | | | | | | | |  | Light Work (10-20 lbs) | | | | | | | |  |
| Average Work (30-40 lbs) | | | | | | | | |  | Heavy Work (>50 lbs) | | | | | | | |  |
| Comments: | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | |
| **2. Endurance (without breaks)** | | | | | | | | | | | | | | | | | | |
| Work Required for <2 hours | | | | | | | | |  | Work Required for 2-3 hours | | | | | | | |  |
| Work Required for 3-4 hours | | | | | | | | |  | Work Required for 5 hours | | | | | | | |  |
| Comments: | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | |
| **3. Work Area** | | | | | | | | | | | | | | | | | | |
| Small Area | | | | | |  | | One Room | | | | |  | | Several Rooms | | |  |
| Building-Wide | | | | | |  | | Building and Grounds | | | | | | | | | |  |
| Comments: | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | |
| **4. Accessibility** | | | | | | | | | | | | | | | | | | |
| Fully Accessible Site | | |  | | Accessibility Issues | | | | | | | |  | | Stairs/Minor Obstacles | | |  |
| Comments: | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | |
| **5. Work Pace** | | | | | | | | | | | | | | | | | | |
| Slow Pace | | | | | | | | |  | Average/Steady Pace | | | | | | |  | |
| Sometimes Fast-Paced | | | | | | | | |  | Continual Fast Pace | | | | | | |  | |
| Comments: | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | |
| **6. Appearance Requirements** | | | | | | | | | | | | | | | | | | |
| Grooming of Little importance | | | | | | | | |  | Cleanliness Only Required | | | | | | |  | |
| Neat and Clean Required | | | | | | | | |  | Grooming Important | | | | | | |  | |
| Comments: | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | |
| **7. Communication Required** | | | | | | | | | | | | | | | | | | |
| None/Minimal | | | | | | | | |  | Key Words/Signs/Gestures | | | | | | |  | |
| Clear Speech Not Required | | | | | | | | |  | Clear Speech Required | | | | | | |  | |
| Comments: | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | |
| **8. Social Interaction** | | | | | | | | | | | | | | | | | | |
| Social Interactions Not Required | | | | | | | | |  | Infrequent Social Interaction | | | | | | |  | |
| Appropriate Responses Required | | | | | | | | |  | Frequent Social Interaction | | | | | | |  | |
| Comments: | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | |
| **9. Co-Worker Supports Available** | | | | | | | | | | | | | | | | | | |
| None Available | | | | | | | | |  | Minimal Potential | | | | | | |  | |
| Intermittent Potential | | | | | | | | |  | High Potential | | | | | | |  | |
| Comments: | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | |
| **10. Sequencing of Job Duties** | | | | | | | | | | | | | | | | | | |
| Only One Task Required at a Time | | | | | | | | |  | 2-3 Tasks Required in Sequence | | | | | | |  | |
| 4-6 Tasks Required in Sequence | | | | | | | | |  | 7 or More Tasks Required in Sequence | | | | | | |  | |
| Comments: | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | |
| **11. Daily Changes in Routine** | | | | | | | | | | | | | | | | | | |
| 7 or More Task Changes | | | | | | | | |  | 4-6 Task Changes | | | | | | |  | |
| 2-3 Task Changes | | | | | | | | |  | No Task Change | | | | | | |  | |
| Comments: | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | |
| **12. Reinforcement Available** | | | | | | | | | | | | | | | | | | |
| Frequent Reinforcement Available | | | | | | | | |  | Reinforcement Intermittent (daily) | | | | | | |  | |
| Reinforcement Infrequent (weekly) | | | | | | | | |  | Minimal Reinforcement (paycheque) | | | | | | |  | |
| Comments: | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | |
| **13. Supportive of Job Adjustments** | | | | | | | | | | | | | | | | | | |
| Very Supportive | | | | | | | | |  | Supportive with Reservations | | | | | | |  | |
| Indifferent | | | | | |  | Negative | | | | | | |  | | Unknown |  | |
| Comments: | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | |
| **14. Time** | | | | | | | | | | | | | | | | | | |
| Time Factors Not Important | | | | | | | | |  | Must Identify Breaks | | | | | | |  | |
| Must Tell Time to the Hour | | | | | | | | |  | Must Tell Time to the Minute | | | | | | |  | |
| Comments: | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | |
| **15. Functional Reading** | | | | | | | | | | | | | | | | | | |
| None | | | | | | | | |  | Sight Words/Symbols | | | | | | |  | |
| Simple Reading | | | | | | | | |  | Fluent Reading | | | | | | |  | |
| Comments: | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | |
| **16. Functional Math** | | | | | | | | | | | | | | | | | | |
| None | | | | | | | | |  | Simple Counting | | | | | | |  | |
| Simple Additions/Subtractions | | | | | | | | |  | Complex Computational Skills | | | | | | |  | |
| Comments: | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | |
| **17. Visibility to Public** | | | | | | | | | | | | | | | | | | |
| Worker Not Visible | | | | | | | | |  | Occasionally Visible | | | | | | |  | |
| Regularly Visible | | | | | | | | |  | Visible Throughout the Day/Ongoing | | | | | | |  | |
| Comments: | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Work Experience Situational Assessment | | | | | | | | | | | | | | |
| Job Seeker Name | | | |  | | | | | | | | | | |
| Suggested Accommodations/Modifications | | | |  | | | | | | | | | | |
| **TASK DESCRIPTION** | | | | | | | | | | | | | | |
| Work Experience Employer/Company | | | | | |  | | | | | | | | |
| Employer Contact Info | | | |  | | | | | | | | | | |
| Provide a brief description of the main job tasks/duties to be simulated: | | | | | | | | | | | | | | |
| 1. | | | | | | | | | | | | | | |
| 2. | | | | | | | | | | | | | | |
| 3. | | | | | | | | | | | | | | |
| 4. | | | | | | | | | | | | | | |
| 5. | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **WORK SIMULATION TASK EVALUATION** | | | | | | | | | | | | | | |
| The task record is to be completed by the Employment support person through direct observation of the client’s performance during the work experience. Employer insight in regards to their observations of the client’s performance is also recommended to assist in the through completion of this form. | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **SKILLS AND TASK COMPETENCE:** *(check below number that applies)* | | | | | | | | | | | | | | |
| *Scale* | | | 5 | | 4 | | 3 | 2 | 1 |  | | | | |
| 1. | Able to do complicated jobs | |  | |  | |  |  |  | Can only do simple jobs | | | | |
| 2. | Grasps instructions quickly | |  | |  | |  |  |  | Cannot grasp instructions | | | | |
| 3. | Works very quickly | |  | |  | |  |  |  | Works very slowly | | | | |
| 4. | Able to complete tasks within a set amount of time | |  | |  | |  |  |  | Not able to complete tasks within a certain time frame | | | | |
| 5. | Able to complete tasks without supervision | |  | |  | |  |  |  | Needs constant supervision | | | | |
| 6. | Can remember multiple task direction | |  | |  | |  |  |  | Can only recall one direction at a time | | | | |
| 7. | Excellent quality of work | |  | |  | |  |  |  | Very poor work quality | | | | |
| 8. | Flexible, can change tasks easily without difficulty | |  | |  | |  |  |  | Inflexible, cannot change tasks without difficulty | | | | |
| 9. | Feels comfortable using the following equipment/tools/applications and doing the following jobs/activities: | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| 10. | | Employment support person observations/suggestions for supports regarding job seeker skills and task competence: | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **WORK ATTITUDE:** | | | | | | | | | | | | | | |
| *Scale* | | | 5 | | 4 | | 3 | 2 | 1 |  | | | | |
| 1. | Works continuously | |  | |  | |  |  |  | Can only work for short periods | | | | |
| 2. | Eager to work | |  | |  | |  |  |  | Avoids work | | | | |
| 3. | Eager to try new jobs/tasks | |  | |  | |  |  |  | Avoids new jobs/tasks | | | | |
| 4. | Looks for more work to do when finished assigned job | |  | |  | |  |  |  | Waits to be given new work | | | | |
| 5. | Arrived on time | |  | |  | |  |  |  | Did not arrive on time | | | | |
| 6. | Appropriately dressed and groomed for work | |  | |  | |  |  |  | Inappropriately dressed and groomed | | | | |
| 7. | Displayed a positive attitude when working | |  | |  | |  |  |  | Displayed a negative attitude | | |  | |
| Was withdrawn | | |  | |
| 8. | Enjoys doing the following tasks/activities: | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| 9. | | Employment support person observations/suggestions for job seeker work attitude: | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **CONFIDENCE AND INITIATIVE:** | | | | | | | | | | | | | | |
| *Scale* | | | 5 | | 4 | | 3 | 2 | 1 |  | | | | |
| 1. | Displays confidence in starting and learning new tasks | |  | |  | |  |  |  | Is markedly over-confident | | | |  |
| Is markedly under-confident | | | |  |
| 2. | Accepts responsibility if makes a mistake | |  | |  | |  |  |  | Cannot accept responsibility | | | | |
| 3. | Shows initiative by moving to new tasks without being told | |  | |  | |  |  |  | Shows no initiative (must be told what to do) | | | | |
| 4. | Asks for assistance when required | |  | |  | |  |  |  | Does not ask for assistance when needed | | | | |
| 5. | Job seeker displays the most confidence doing the following jobs/activities: | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| 6. | Employment support person observations/suggestions pertaining to client confidence and initiative: | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **Feedback & supervision:** | | | | | | | | | | | | | | |
| *Scale* | | | 5 | | 4 | | 3 | 2 | 1 |  | | | | |
| 1. | Welcomes supervision | |  | |  | |  |  |  | Resents supervision | | | | |
| 2. | Accepts criticism and correction of work easily | |  | |  | |  |  |  | Cannot accept criticism or correction | | | | |
| 3. | Appears comfortable around supervisor | |  | |  | |  |  |  | Appears nervous around supervisor | | | | |
| 4. | Uses respectful communication towards supervisor | |  | |  | |  |  |  | Uses disrespectful communication towards supervisor | | | | |
| 5. | Prefers or needs feedback and assurance regarding job performance? | | | | | | | | Yes | |  | No |  | |
| 6. | Employment support person observations of job seeker’s strengths/weaknesses, recommendations of his/her interpersonal skills: | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **ADDITIONAL COMMENTS AND RECOMMENDATIONS:** | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |

|  |  |
| --- | --- |
| Career Options/Themes | |
| **THEME #1** | |
| **Contributions, talents, skills, gifts:** | |
| 1. | 4. |
| 2. | 5. |
| 3. | 6. |
| **Place of Business** | **Location** |
| 1. |  |
| 2. |  |
| 3. |  |
| 4. |  |
| 5. |  |
| 6. |  |
| 7. |  |
| 8. |  |
| 9. |  |
| 10. |  |
| 11. |  |
| 12. |  |
| 13. |  |
| 14. |  |
| 15. |  |
| 16. |  |
| 17.      . |  |
| 18. |  |
| 19. |  |
| 20. |  |

|  |  |
| --- | --- |
| **THEME #2** | |
| **Contributions, talents, skills, gifts:** | |
| 1. | 4. |
| 2. | 5. |
| 3. | 6. |
| **Place of Business** | **Location** |
| 1. |  |
| 2. |  |
| 3. |  |
| 4. |  |
| 5. |  |
| 6. |  |
| 7. |  |
| 8. |  |
| 9. |  |
| 10. |  |
| 11. |  |
| 12. |  |
| 13. |  |
| 14. |  |
| 15. |  |
| 16. |  |
| 17. |  |
| 18. |  |
| 19. |  |
| 20. |  |

|  |  |
| --- | --- |
| **THEME #3** | |
| **Contributions, talents, skills, gifts:** | |
| 1. | 4. |
| 2. | 5. |
| 3. | 6. |
| **Place of Business** | **Location** |
| 1. |  |
| 2. |  |
| 3. |  |
| 4. |  |
| 5. |  |
| 6. |  |
| 7. |  |
| 8. |  |
| 9. |  |
| 10. |  |
| 11. |  |
| 12. |  |
| 13. |  |
| 14. |  |
| 15. |  |
| 16. |  |
| 17. |  |
| 18. |  |
| 19. |  |
| 20. |  |

# For Job Developer – Stage Three

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Vocational Profile | | | | | | | | | | | | | | | | | | | | |
| **PERSONAL INFORMATION** | | | | | | | | | | | | | | | | | | | | |
| Name |  | | | | | | | | | | | | | | | | | | | |
| Gender |  | | | | | Birthdate | | | |  | | | | | | Age | |  | | |
| Address |  | | | | | | | | | | | | | | | | | | | |
| Phone Number | | |  | | | | | | | Cell Number | | |  | | | | | | | |
| SIN # |  | | | | | | | | | Health # | | |  | | | | | | | |
| Email Address | | |  | | | | | | | | | | | | | | | | | |
| Date of Intake | | |  | | | | | | | | | | | | | | | | | |
| Personal Narrative (Photo Optional) | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | |
| **EMPLOYEE PROFILE** | | | | | | | | | | | | | | | | | | | | |
| Transferable Skills, Strengths, Abilities, Interests, and Hobbies | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | |
| Learning Style Preference | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | |
| Core Values | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | |
| Work Environment Preferences | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | |
| Work Interests | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | |
| **THEME #1:** | |  | | | | | | | | | | | | | | | | | | |
| Describe ways this theme was tested: | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | |
| **THEME #2:** | |  | | | | | | | | | | | | | | | | | | |
| Describe ways this theme was tested: | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | |
| **THEME #3:** | |  | | | | | | | | | | | | | | | | | | |
| Describe ways this theme was tested: | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | |
| **OTHER THEMES TESTED:** | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | |
| **NOTES/OBSERVATIONS FROM WORK EXPERIENCE** | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | |
| **JOB ACCOMMODATIONS & SUPPORTS NEEDED** | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | |
| **IDEAL CONDITIONS AND CONSIDERATONS FOR SUCCESSFUL EMPLOYMENT** | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | |
| **EMPLOYMENT INFORMATION, including VOLUNTEER & WORK EXPERIENCES** | | | | | | | | | | | | | | | | | | | | |
| Name of Company | | | | Titles/Duties Performed | | | | | Date Employed | | | # of years Employed | | | | Reason for Leaving | | | | |
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| **EDUCATION HISTORY** | | | | | | | | | | | | | | | | | | | | |
| Course of Study (Major/Trade) | | | | | Name & Location Institution/School | | | | | | Certificate Diploma | | | | | | Date Completed | | | |
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| **AVAILABILITY for EMPLOYMENT** | | | | | | | | | | | | | | | | | | | | |
|  | Sunday | | | | Monday | | | Tuesday | | Wednesday | | Thursday | | | Friday | | | | Saturday | |
| Morning |  | | | |  | | |  | |  | |  | | |  | | | |  | |
| Afternoon |  | | | |  | | |  | |  | |  | | |  | | | |  | |
| Evening |  | | | |  | | |  | |  | |  | | |  | | | |  | |
| Overnight |  | | | |  | | |  | |  | |  | | |  | | | |  | |
|  | | | | | | | | | | | | | | | | | | | | |
| **TRANSPORTATION** (mark all that apply) | | | | | | | | | | | | | | | | | | | | |
| **Public Transit** | | | |  | | | **HandyDART** | | | |  | | | **Drive** | | | | | |  |
| **Bike** | | | |  | | | **Walk** | | | |  | | | **Other:** |  | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **CONTACTS** | | | | | | | |
| Name | | Relationship | Phone | | | | Email |
|  | |  |  | | | |  |
|  | |  |  | | | |  |
|  | |  |  | | | |  |
|  | | | | | | | |
| **EMPLOYMENT GOALS** | | | | | | | |
| 1. | | | | | | | |
| 2. | | | | | | | |
| 3. | | | | | | | |
| 4. | | | | | | | |
|  | | | | | | | |
| **COMMENTS and NOTES** | | | | | | | |
|  | | | | | | | |
|  | | |  | |  | | |
| Job Seekers Signature | | | | Primary Employment Support Person | | | |
| Date |  | | | | |  | |

# Stage Four Overview: Labour Market & Training Research

Stage Four seeks to explore and research the labour market in many venues. There are many ways to connect with the labour market. Some jobs may require the job seeker to have specific training. This stage provides worksheets to research labour market and training opportunities.

**Outcomes for Stage Four**

* Record labour market and training opportunities research
* Conduct Informational Interviews with businesses
* Implement Job Search form
* Build resumes/portfolios
* Build cover letters

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| Labour Market Research Worksheet | | | | | | | | | |
| Date |  | | | Job Seeker | | |  | | |
| Career of Choice | | |  | Position Desired | | | |  | |
|  | | | | | | | | | |
| **DUTIES ON THE JOB AND LABOUR MARKET INFORMATION** | | | | | | | | | |
| Please describe the tasks that are performed during a normal work week: | | | | | | | | | |
|  | | | | | | | | | |
| Which of the following best describes your terms of employment? | | | | | | | | | |
| Casual | |  | | | Seasonal | | | |  |
| Temporary | |  | | | Contract Employment | | | |  |
| Part-Time | |  | | | Shift Work | | | |  |
| Full-Time | |  | | | Other: |  | | | |
| Please comment on the demand for people working in this occupation and whether it is likely to change in the future: | | | | | | | | | |
|  | | | | | | | | | |
| What is the current starting wage or salary range for this occupation? | | | | | | | | | |
|  | | | | | | | | | |

|  |  |  |
| --- | --- | --- |
| **DEMANDS ON THE JOB** | | |
| What are the physical demands of this occupation (ie: standing, lifting, climbing, etc.)? | | |
|  | | |
|  | | |
| **QUALIFICATIONS** | | |
| What certification or training is required for this position? | | |
|  | | |
| Once my training is complete, in combination with my existing skills, what positions/job will I be qualified for? | | |
|  | | |
| Would it be possible to pursue this career by training on the job rather than through formal training? | | |
|  | | |
|  | | |
| **BUSINESSES TO CONTACT** | | |
| Contact Business for Informational Interview | Date Contacted | Outcome |
| 1. |  |  |
| 2. |  |  |
| 3. |  |  |
| 4. |  |  |
| 5. |  |  |

## 

## Labour Market Research Resources

Check out the following websites to identify the trends and prospects of careers and occupations, as well to help gain an idea of the qualifications that may be required in the job(s).

|  |  |
| --- | --- |
| B.C. 2024 Labour Market Outlook | <https://www.welcomebc.ca/Choose-B-C/Why-Choose-British-Columbia-Canada/B-C-2024-Labour-Market-Outlook> |
| BC Statics | <http://www2.gov.bc.ca/gov/content/data/about-data-management/bc-stats> |
| Employment and Social Development Canada | <https://www.canada.ca/en/employment-social-development.html> |
| Industry Information and Professional Associations | <http://www.canadiancareers.com/sector.html> |
| Innovation, Science and Economic Development Canada | <https://www.ic.gc.ca/> |
| Job Bank | <https://www.jobbank.gc.ca/home-eng.do?lang=eng> |
| Making Career Sense of Labour Market information | <http://www.makingcareersense.org/> |
| Newspaper and Magazine Articles |  |
| Service Canada | <https://www.canada.ca/en/employment-social-development/corporate/portfolio/service-canada.html> |
| The Conference Board of Canada | <http://www.conferenceboard.ca/> |
| WorkBC | <https://www.workbc.ca/Labour-Market-Information.aspx> |

## Popular Job Search Websites

|  |  |
| --- | --- |
| BC Jobs | <https://www.bcjobs.ca/> |
| BC Government Jobs | <http://www2.gov.bc.ca/gov/content/careers-myhr/job-seekers> |
| Career Builder | <http://www.careerbuilder.ca/> |
| Charity Village | <http://charityvillage.com/> |
| City of Surrey | <http://www.surrey.ca/> |
| Civic Jobs | <http://www.civicjobs.ca/index.asp> |
| Classified Jobs (Newspapers) | <http://www.bcclassifieds.com/> |
| Environment | <http://www.eco.ca/> |
| Eluta | <http://www.eluta.ca/> |
| Federal Government Jobs | <https://www.canada.ca/en/public-service-commission/jobs/services/public-service-jobs.html> |
| Fraser Health | <http://careers.fraserhealth.ca/> |
| Go2HR | <https://www.go2hr.ca/> |
| Greater Vancouver Business Leadership Network (Persons with Disabilities) | <http://www.gvbln.ca/> |
| HCareers (Hospitality/Restaurant) | <https://www.hcareers.ca/> |
| Human Resources | <https://www.hrcareers.ca/> |
| Indeed | <https://www.indeed.ca/> |
| Job Bank | <https://www.jobbank.gc.ca/home-eng.do?lang=eng> |
| Kijiji | <http://www.kijiji.ca/b-jobs/vancouver/c45l1700287> |
| Monster | <https://www.monster.ca/> |
| Provincial Health Services Authority (HAS) | <http://www.phsa.ca/careers> |
| Raisin Jobs | <http://www.raisinfeeds.com/jobs/> |
| Vancouver Coastal Health | <http://careers.vch.ca/> |
| Vancouver Job Shop | <https://regionalhelpwanted.com/vancouver-jobs/> |
| WorkBC | <https://www.workbc.ca/> |
| Workopolis | <http://www.workopolis.com/shared> |
| Wow Jobs | <http://www.wowjobs.ca/> |

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| Training Options Research | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Have you talked about your targeted career with | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| employers | | |  | | | | | employees | | | |  | | | | | | no one | | | | | | | | | | | | |  | | | | | | | | | | |
| Have you contacted training institutions and others that work in the field to find out about the following? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Available training | | | | | |  | | | | Pre-requisites | | | | | | |  | | | | | | | | Start dates | | | | | | | | | | | | | |  | | |
| Waitlists | |  | | | | | Educational costs | | | | | | | |  | | | | | | | |  | | | | | None | | | | | | | | |  | | | | |
| Which of the following best describes your terms of employment? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Casual | | | |  | | | | | | | | | Seasonal | | | | | | | | | | | | | | | | |  | | | | | | | | | | | |
| Temporary | | | |  | | | | | | | | | Contract Employment | | | | | | | | | | | | | | | | |  | | | | | | | | | | | |
| Part-Time | | | |  | | | | | | | | | Shift Work | | | | | | | | | | | | | | | | |  | | | | | | | | | | | |
| Full-Time | | | |  | | | | | | | | | Other: | | | | | |  | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **TRAINING OPTIONS** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| School Name: | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Course Name: | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Start Date: | | | | |  | | | | | | | | # Months in Training | | | | | | | | | | | | | | | | | | | | |  | | | | | | | |
| End Date: | | | | |  | | | | | | | | # Hours Per Week in Class | | | | | | | | | | | | | | | | | | | | |  | | | | | | | |
| What are the school’s admission requirements? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Is there an admissions test? | | | | | | | | | | | | | | Yes | | | | | |  | | | | | | | No | | | | |  | | | | | | | | | |
| What are the total costs for: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Tuition |  | | | | | | | | | | | | Books | | | | | | |  | | | | | | | | | | | | | | | | | | | | | |
| Other school-related costs (all semesters) | | | | | | | | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Is there an alternative start date(s) for this course? | | | | | | | | | | | | | | | | | | | |  | | | | | | | | | | | | | | | | | | | | | |
| What time of the day are you in classes (morning, afternoon, evening, all day, weekdays, weekends)? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Is there a practicum component? | | | | | | | | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Who is responsible for arranging the practicum? | | | | | | | | | | | | | | | | | | | |  | | | | | | | | | | | | | | | | | | | | | |
| How are the classrooms structured? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Lecture Method | | | | | |  | | | | | Self-Paced | | | | |  | | | | | | | | | | | | | Online | | | | | | | | |  | | | |
| Amount of time instructor is available for one-to-one help | | | | | | | | | | | | | | | | | | | | | | | |  | | | | | | | | | | | | | | | | | |
| Ratio of pupils to instructor | | | | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Are there disability services in place? | | | | | | | | | | | | | | Yes | | | | | |  | | | | | | | No | | | | |  | | | | | | | | | |
| Is there a scheduled school break during the program? | | | | | | | | | | | | | | | | | | | | | | | | Yes | | |  | | | | | | | | | No | | | | |  |
| Does the program use technology (equipment and software) current with employer expectations? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| What mark is required for program graduation? | | | | | | | | | | | | | | | |  | | | | | | | | | | | | | | | | | | | | | | | | | |
| How many graduates from the last class are currently working? | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | | | | | | | | | | | | | |
| What is the school policy regarding attendance? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Does the school assist with job placement when you have completed the course? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |  | | | | | | | | |
| Why have you chosen this school or course? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Have you met all of the school’s admission requirements? | | | | | | | | | | | | | | | | | | | | | | Yes | | | |  | | | | | | | | | No | | | | |  | |
| If no, please explain | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Will you need funding to attend this course? | | | | | | | | | | | | | | | | | | | | | Yes | | | | |  | | | | | | | | | No | | | | |  | |
| Other Comments: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

## Informational Interview Template

An informational interview gives you (the job seeker) the opportunity to interview the employer in order to gain valuable information on the company and about your chosen career field. Informational interviews are good preparation for real job interviews, and they develop networks to follow up with for future job opportunities. You may also gain some sense of the availability of employment with the company or a related business.

Contacting employers who employ people in position that interests you is an excellent way to find out about a specific job. It can also build a network of employer names, and boost your confidence! Meet with people who have jobs that interest you or with employers in your areas of interest.

**The Process**

Complete at least one informational interview for each career area of interest. You may need several to make an informed career choice.

When arranging an information interview, explain that you would like to ask some questions about the company and the career field of interest. Avoid using the words job and interview. Instead, use phrases such as “I am currently exploring some different career directions and would like to get more information to help me with my planning.” “I would like to learn more about what is happening in the field, and see which career direction might be useful to me.” Let them know you will not take up much of their time—10 minutes at the most.

Record the information from your meetings or telephone interviews.

Ask for information about the industry, trends, job qualifications and challenges to meet or to overcome.

Do not ask for a job at this time.

Remember to thank the person for the information and their time. It is a positive gesture to send a thank you card.

**SAMPLE QUESTIONS**

Here are some questions you can choose from, to help with the conversation. Ask about things that are important to you, and then let the conversation flow naturally.

1. How did you get into this work? How did you get started in this job?
2. How did you prepare yourself for this job?
3. Based on your experience, would you make the same work choice again?
4. What do you do in a typical day?
5. What type of people do you work with?
6. What are the specialty areas in this work (e.g., job titles)?
7. What are the goals or objectives of your organization?
8. Would you advise people to enter this work field? Why or why not?
9. What is the job outlook in this area? What will affect its growth or decline?
10. Where else could I find people involved in this activity? In what other industries or settings do people with your qualifications work?
11. Can you recommend any written material that deals with this work or industry?
12. What do you feel are the good aspects of the job? What about the bad aspects?
13. Do you know of any employers who are presently hiring people in this field?
14. What are the physical demands of this occupation? (standing, lifting, climbing)
15. What are the mental or emotional demands of this occupation? (high stress, customers, etc.)
16. What types of hours are typical for this position? (for example: part-time, full-time, seasonal and contractual)
17. Do you have flexible hours?
18. Do you work alone or with others?
19. What types of communication skills do you see as being essential for success in this type of position?
20. What challenges are involved in this job?
21. What types of problem solving are typical of the position?
22. Would you say this job is creative? Do you put your own mark on your work?
23. Which training institutions do you recognize in order to obtain the needed training?
24. Is there room for you to move up in your field?
25. Would it be possible to pursue this career by training on-the-job rather than through formal training at school or an institution?
26. What type of training is available here?
27. If you had another chance would you choose this career again?

## Job Search Form

|  |  |  |  |
| --- | --- | --- | --- |
| Date | Type of Contact (Informational Interview, email, resume drop-off, etc.) | Business Name & Location | End Results |
|  |  |  |  |
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Worksheet: Job Seeker Resume – LinkedIn Format*(see template following the worksheet)*

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Name | |  | | | | | | | |
| Address | |  | | | | | | | |
| Email | |  | | | | | | | |
| Phone # | |  | | | | | | | |
|  | | | | | | | | | |
| **BACKGROUND** | | | | | | | | | |
| **Summary** (*Write a bit about yourself, especially things that relate to your work interests)* | | | | | | | | | |
|  | | | | | | | | | |
|  | | | | | | | | | |
| **EXPERIENCE** | | | | | | | | | |
| Experience #1 (Insert title of what you did) | | | | | |  | | | |
| Date(s) | | | |  | | | | | |
| Description of what the job was and what you did: | | | | | | | | | |
|  | | | | | | | | | |
| Experience #2 (Insert title of what you did) | | | | | |  | | | |
| Date(s) | | | |  | | | | | |
| Description of what the job was and what you did: | | | | | | | | | |
|  | | | | | | | | | |
| Experience #3 (Insert title of what you did) | | | | | |  | | | |
| Date(s) | | | |  | | | | | |
| Description of what the job was and what you did: | | | | | | | | | |
|  | | | | | | | | | |
|  | | | | | | | | | |
| **EDUCATION** | | | | | | | | | |
| School Name | | | | |  | | | | |
| Program of Study | | | | |  | | | | |
| Year(s) Attended | | | | |  | | | | |
|  | | | | | | | | | |
| **SKILLS** | | | | | | | | | |
| What skills do you have, which are applicable to work? | | | | | | | | | |
|  | | | | | | | | |  |
|  | | | | | | | | |  |
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|  | | | | | | | | |  |
|  | | | | | | | | | |
| **Volunteer Experience & Causes** | | | | | | | | | |
| Your role | | |  | | | | | | |
| Name of business/organization | | | | | | | |  | |
| Date(s) |  | | | | | | | | |
|  | | | | | | | | | |
| **RECOMMENDATIONS:** | | | | | | | | | |
| Include a quote below from someone, about your strengths, and/or services | | | | | | | | | |
|  | | | | | | | | | |
| Date of recommendation | | | | | | |  | | |

(LinkedIn Resume Template)

**Job Seeker Name**

Title (if applicable)

Location

Email

Phone #

**Background**

**Summary**

Write a bit about yourself here, especially things that relate to your work interests.

**Experience**

**Experience #1 – (title of what you did)**

Date(s)

Description of what the job was and what you did.

**Experience #2 – (title of what you did)**

Date(s)

Description of what the job was and what you did.

**Experience #3 – (title of what you did)**

Date(s)

Description of what the job was and what you did.

**Education**

School Name

Program of Study

Year(s)

**Skills**List skills which are applicable to work (this is formatted for 3 columns)

**Volunteer Experience & Causes**

What your role was

Name of business/organization where you had the experience

Date(s)

**Recommendations**

Quote from someone, about your strengths and/or services.

Date of recommendation.

(Chronological Resume Template)

**NAME**

Street

City, Province, Postal Code

Phone, Email

***JOB OBJECTIVE:*** This is the job you want

***SUMMARY OF QUALIFICATIONS***

* How much experience you have in the field of your job objective, in a related field, or using the skills required for your new position.
* An overall career accomplishment that shows you’ll be good at this job
* What someone would say about you as a recommendation

***PROFESSIONAL EXPERIENCE***

Date Job Title, Company Name, City, Province

* An accomplishment you are proud of that shows you’re good at this profession
* A problem you solved and the results
* A time when you positively affected the organization, the bottom line, your boss, your co-workers, or your clients.
* Awards, Commendations, Publications, etc. you achieved that relate to your job objective

Date Job Title, Company Name, City, Province

* A project you are proud of that supports your job objective
* Another accomplishment that shows you’re good at this line of work
* Quantifiable results that point out your skill

Date Job Title, Company Name, City, Province

* An accomplishment you are proud of that shows you will be valued by your next employer
* An occasion when someone “sat up and took notice” of your skill

***EDUCATION***

Degree, Major (if relevant), Date (optional)

University, City, Province

(Functional Resume Template)

**NAME**

Street

City, Province Postal Code

Phone, Email

***JOB OBJECTIVE:*** The job you want next

***SUMMARY OF QUALIFICATIONS***

* How much experience you have in the field of your job objective, in a related field, or using the skills required in your new position
* An overall career accomplishment that shows you will be good at this job
* What someone would say about you as a recommendation

***RELEVANT EXPERIENCE***

MAJOR SKILL

* An accomplishment you are proud of that shows you have this skill
* A problem you solved using the skill, and the results
* A time when you used, your skills to positively affect the organization, the bottom line, your boss, your clients
* Awards, commendations, publications, etc. you achieved that relate to your job objective

MAJOR SKILL

* A project you are proud of that supports your job objective
* Another accomplishment that shows you’re good at this line of work
* Quantifiable results that point out your skill
* An occasion when someone “sat up and took notice” of your skill

***WORK HISTORY***

Date Job Title COMPANY NAME and City

Date Job Title COMPANY NAME and City

Date Job Title COMPANY NAME and City

Date Job Title COMPANY NAME and City

***EDUCATION***

Degree, Major (if relevant), Date (optional)

University, City, Province

|  |  |  |  |
| --- | --- | --- | --- |
| Worksheet: 7 Steps for Writing a Cover Letter | | | |
| **HEADING:** On the top of the letter write the following order, each on their own line(s) | | | |
| Name |  | | |
| Address |  | | |
| Home Phone |  | | |
| Email |  | | |
| Current Date |  | | |
| Name of the Person You’re Writing to | | |  |
| The Person’s Address | |  | |
|  | | | |
| **THE GREETING**: Write the reader’s name in a formal way (e.g. Dear Ms. or Mr. Brown), unless they have asked you to use their first name only. If you don’t know the name, write to “Dear Sir or Madam”. | | | |
|  | | | |
|  | | | |
| **THE FIRST PARAGRAPH:** Why you are writing.  Say what position you are interested in. If you spoke with them before this or if you someone has referred you, mention that conversation and person's name.  The introduction should show an understanding of the organization's goals or challenges. The best introduction should show a link between the skill you possess and the organization's needs. | | | |
|  | | | |
|  | | | |
| **THE SECOND PARAGRAPH:** What you have to offer.  Think of things that the company might need a person to do in the job you are applying for, then talk about what you do well, that they could use in the job. Not too short of a paragraph to sell yourself short, but not too long that they don't want to read it. | | | |
|  | | | |
|  | | | |
| **THE THIRD PARAGRAPH:** Why this company needs you.  Say why you would like to work for the company. Say what you know about the company (for example their products, service, place in community). | | | |
|  | | | |
|  | | | |
| **The closing:** Request an interview or meeting and/or thank the reader for his/her consideration or by confirming your interest in the organization. | | | |
|  | | | |
|  | | | |
| **ENDING SIGNATURE:** Under the Closing paragraph, write "Yours truly" or "Sincerely". Below that write your full name. | | | |
|  | | | |

# For Job Developer – Stage Four

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **RESUME** | | | | | | | | | | |
| Resume completed | | Yes | | |  | No | |  | | |
| Where is the resume stored? | | | | | | | | | | |
| on usb |  | | with service provider | | | |  | | with job seeker |  |
|  | | | | | | | | | | |
| **COVER LETTER** | | | | | | | | | | |
| Cover letter completed | | | | Yes |  | No | |  | | |
| Where is the cover letter stored? | | | | | | | | | | |
| on usb |  | | with service provider | | | |  | | with job seeker |  |

# Assessments and Evaluations

This section is meant to be a living document and should be reviewed, added to and changed as new information is attained.

**Informal Assessments and evaluations**

1. **Visit Individual’s Home:** Find out what motivates individual. Get to know them. Find out if living environment is safe and conducive to being employed.
2. **Attend Activities:** Build Rapport. Observe level of stamina as well as social skills.
3. **Contact People of Influence:** Call and meet friends, family supports and formal supports: Observe health of relationships. Explore the kind of work they would be suited for and determine the job seeker’s motivation to work.
4. **Take Transit:** See where job seeker goes; level of independence. Observe and record how the job seeker interacts with people.
5. **Accompany on Daily Routine:** Go to favorite hang-out places in the community. Determine motivation and other informal supports
6. **Explore Nutritional Health:** Find out what the job seeker is eating to determine nutritional intake. Use the Canada Food Guide (<https://www.canada.ca/en/health-canada/services/canada-food-guides.html>) as a guideline.
7. **Explore Financial Situation:** Explore financial situation; find out if individual is getting PWD or persons with multiple barriers support. Determine if individual needs more money for a better quality of life.
8. **Gather information:** Reach out to the job seeker’s relational network; obtain   
   psych-ed reports, IEPs, previous work experience/school program reports, career assessments; any previous mental health services assessments (issue of access and consent). Include people who are important to the job seeker and can support him/her in the process. Develop themes from past successes. Determine support needs, disability-related considerations, motivations, ideal environments, etc.
9. **Observe in Different Contexts:** Community Cruise to places familiar and unfamiliar, with varying degrees of activity, crowdedness and commotion; explore work-related environments through job tasting/shadowing/volunteering; observe everyday activities like grocery shopping or taking transit. Explore potential triggers or reasons for challenging behaviours, determine coping skills, explore ideal conditions/environments, observe social skills, observe likes/wants/strengths/support needs, determine level of independence.
10. **Home Visit:** Ask job seeker to show their favourite areas in the home, activities, things they enjoy. Watch for themes, hobbies and interests within the home and inquire about the level of commitment to the above (if appropriate). Schedule time and request the job seeker demonstrate the activity. Observe executive functions (prioritizing, organizing, planning, problem solving, focusing, maintaining and shifting attention as necessary).
11. **Neighborhood Visit:** Observe the job seeker’s familiarity within their neighborhood. Include interactions with neighbors; positive or otherwise, highlights and lowlights of the area, green spaces, parks, etc. Observe job seeker demonstrating activities related to job interests. Determine whether activity is a routine or interest, level of knowledge related to activity, level of responsibility, self-awareness and awareness of others and safety in work space, access to preferred work environments.
12. **Certificates:** Determine potential certificates required to pursue work (such as FoodSafe) or volunteer opportunities and skills training in their field of interest (such as HAVE Society or Vancouver Community College).
13. **Essential Skills:** Nine “essential skills” are the foundation for learning all other skills. They let people work productively, learn what they need to know, solve unexpected problems and adapt to workplace change. The nine essential skills are reading, writing and numeracy; document use and computer use; oral communication and working with others; thinking and continuous learning. This assessment can also supplement specific Essential Skills components in Case Managed workshops. The B.C. ITA Essential Skills website (<http://www.ita.essentialskillsgroup.com/>) can help workers who want to improve their essential skills, especially those interested in the trades.
14. **Transferable Skills Checklist**: Several concepts are involved in this comprehensive skills checklist, which requires the user to self-assess their skills in three levels of competency in twelve skills categories, including transferable skills. The job seekers assess their top skill areas and can also locate skills they wish to develop. Wording in this assessment provides the user with applicable phrases for resumes cover letters and job search interviews.
15. **Needs & Values Card Decks:** These inter-related decks are designed to support each other in identifying the internal values of the user, and the external environment that supports the expression of those values in the workplace. This assessment is motivational and inspiring, allowing the job seeker to apply the values in a concrete way.
16. **Strength in Action:** This online assessment allows job seekers to profile themselves by rank order based on their work values. It is positive in its framework and provides the users with confidence in themselves through knowing how their intrinsic values are strengths in the workplace.
17. **Learning Styles** (<http://en.copian.ca/library/learning/csa/appx_d.htm>)**:** A preferred learning style is the way in which the job seeker learns best. Three learning styles that are often identified in students are: Auditory, Visual, Tactile/Kinethetic. Assessments are available online and in print form. The VARK Questionnaire (<http://vark-learn.com/the-vark-questionnaire/>) is a web-based assessment provides the user with a quick perspective on their dominant learning style. This knowledge can support the user immediately in the workshops, and can be a support in preparing for starting a job and managing the learning curve of the first 3 months.
18. **Trades Info Websites** (<https://bc.tradesinfo.ca/> ; <http://www.trades.info.com/>)**:** These websites provide the job seeker with a comprehensive list of trade occupations and the skills that are associated with that work. The job seeker self-assesses their skills and can determine if they have enough skills to target a job in a specific trade, and what skills they may need to learn or increase, and how to do that.
19. **Choices Planner:** This comprehensive tool provides individual occupational options based on Skills, Interests, Values, and a brief personal style indicator; or integrates them into a focused list that can include other “sort” functions such as wage ranges and physical restrictions. The assessments are liked to over 1,000 occupations based on the Canadian labour market, with hyperlinks to government job websites and labour market information. This assessment has a deep history and consequently job seekers may have had exposure to its standardized assessments rich database that is continuously updated.
20. **Career Cruising:** This popular assessment utilizes an in-depth interest inventory combined with a subjective skills assessment to produce occupational options from a database of 500 occupations in the Canadian labour market.
21. **The Strong Interest Inventory** (<https://www.cpp.com/pdfs/smp284250.pdf>)**:**  This widely used career planning instrument enables the job seeker to identify their dominant interests and match them with the Holland personality type/interests. The assessment also allows them to identify occupations that match their interests and identify relevant training/ educational options. This assessment also provides an understanding of their preferred learning environments, leadership, risk-taking level, and teamwork preferences.
22. **Values Inventory:** This assessment tool helps to determine what values are most important to the job seeker, to aid in selecting an occupation that they have increased likelihood of enjoying and finding satisfaction in doing.
23. **Virtual Job Shadow** (<https://www.virtualjobshadow.com/>)**:** Empowers individuals to discover, plan and pursue their dreams utilizing a video-based career planning platform.
24. **Work Interest Inventory:** This self-assessment required the job seeker answer questions about various potential work activities, then score the results to get a sense of what their interests are most likely to be.
25. **The Launching Pad** ([www.launchingpad.biz](http://www.launchingpad.biz))**:** The Launching Pad is an innovative approach to helping entrepreneurs with disabilities plan and launch their business.  The program provides assistance for entrepreneurs to select a business idea, explore the viability of the idea, create a business canvas (plan), test the plan, and launch the business. The program also provides ongoing supports and assistance to businesses.
26. **WorkBC Self-Employment Exploration** (<https://www.workbc.ca/Jobs-Careers/Explore-Careers/Is-Self-Employment-for-You.aspx>)**:** This website outlines pros and cons of self-employment, lists the skills needed, and provides self-assessment tools.

**Semi-Formal Assessments and evaluations:**

1. **Myers-Briggs** (<http://www.myersbriggs.org/my-mbti-personality-type/take-the-mbti-instrument/home.htm?bhcp=1>)**:**  Helping an individual understand their personality type is the first step to personal and professional growth. The MBTI® assessment helps job seekers understand their personal style in terms of learning, job searching, communicating and characteristics in the workplace, and ultimately helps them see their potential. It is similar to Type Focus, and Personality Dimensions.
2. **Type Focus** (<https://v6.typefocus.com/>)**:** This on-line assessment is equivalent to the MBTI in its structure and job seekers can refer to MBTI resources regarding suitable occupations. This assessment also provides natural skills and strengths that arise from their Type preferences. This assessment will be available in the Self-serve.
3. **COPES & COPS** (<http://www.edits.net/information/testing-supplements/cops-p-caps-and-copes-validity.html>)**:** COPES measure work environment values. There are eight values dichotomies that correlate directly to the interest clusters found in COPS. The COPS provides a job activity interest score related to the 14 COPS system career clusters that provide career suggestions in of the identified Career Clusters.
4. **Personal Style Indicator** (<https://www.crgleader.com/assessments/personal-style-indicator.html>)**:** This foundational assessment by the CRG Consulting Resource Group allows users to identify and articulate their natural preferences, strengths and potential challenges within employment and their personal lives. This assessment may be delivered in a group environment to the Multi-barriered specialized population. It is effective in improving communication, building relationships, teams and creating self-awareness.
5. **Personality Dimensions** (<http://www.personalitydimensions.com/>)**:** This assessment is delivered in a group workshop and in addition to expanding the results of the on-line Type Focus, brings enjoyment to the learning process. Job seekers are able to identify their natural strengths and careers. This assessment may be delivered to the Multi-barriered specialized population.
6. **Values Preference Indicator** (<https://www.crgleader.com/assessments/values-preference-indicator.html>)**:** This CRG assessment allows users to identify their core values and how they match to employment. The assessment guides more effective decision making, builds confidence, trust, and generates respect for others and their differing values. This assessment may be delivered to the Multi-barriered specialized population.
7. **Leadership Skills Inventory** (<https://www.crgleader.com/assessments/leadership-skills-inventory-others.html>)**:** This CRG assessment supports Job seekers who wish to hold a supervisory role and provides an assessment of leadership skills in addition to specific steps to increase and improve leadership effectiveness. This assessment also evaluates self-management skills, interpersonal communication skills, coaching, problem solving and team development. This assessment may be delivered to the Multi-barriered specialized population and identified Older Workers.
8. **Job Style Indicator** (<https://www.crgleader.com/products/assessments/job-style-indicator.html>)**:** This professional Assessment developed by Consulting Resource Group International (CRG) provides the user with potential occupations based on their natural working style. This assessment clarifies responsibilities, determines performance expectations and establishes mutual understanding. This assessment is suitable for Case Managed youth and Multi-barriered populations.
9. **True Colors** (<https://truecolorsintl.com/assessments/>)**:** This is a model for understanding oneself and others based on one’s personality temperament. It can be used to provide insights into different motivations, actions and communication approaches, and to strengthen communication, reduce conflicts and increase the job seeker’s overall effectiveness.
10. **Labour Market Information (LMI):** Research into published LMI from various sources that are relevant to the careers and occupations being explored. Access a variety of LMI and updated regularly to identify the trends and prospects of careers and occupations, as well to help gain an idea of the qualifications that may be required in the job(s).
11. **Informational Interview:** Conduct informational interviews with the employers and employees to understand the qualifications and skills set the employers are looking for, the hiring procedures and potential working conditions, as well the technology that might have changed within a certain industry or sector. This is not a time to ask for a job, but instead to gather information. Informational Interviews would enable the employers to feel more comfortable sharing their perspectives on their business, which could also lead to more interview opportunities, or potentially job leads.
12. **Mentoring:** Through a mentorship relationship in a career exploration development process, a more experienced or more knowledgeable person helps to guide a less experienced or less knowledgeable person in clarifying and confirming his/her career choice. The mentor may be older or younger, but have a more in-depth experience, expertise or connections in the area of interest.
13. **Professional Portfolio:** Accompanied with a resume, a portfolio strategically developed and crafted can be very effective when aiming for a certain employer, industry, or niche market. It can be in the traditional paper format, audio, or video one that makes the most sense.
14. **Job Shadowing:** This provides a work experience option where an individual learns about a job by walking through the work day as a shadow to a competent worker. The job shadowing work experience could be a temporary, unpaid exposure to the workplace in an occupational area of interest to the individual.
15. **Self-Employment:** Referral for Self Employment Programs. If applicable, this option may provide the job seeker with the flexibility and the independence to manage their own economic affairs.
16. **Unpaid Work Experience, Job Tasting:** Observe the job seeker’s interests, and transferable skills. Understand and make observations based on measurable outcomes and provide necessary recommendations towards next steps. Observe the ability to complete set tasks within the timeframe allocated, the ability to work both in a team and independently, and to follow instructions. The level of direct and indirect supports and accommodations required for completion of tasks can be determined through this observation, and behavioural style when in work-related environments can be noted (e.g. does client become easily frustrated?). If the outcome is positive, a work opportunity may arise which can be supported through Job Coaching, Ongoing Employment Maintenance & Retention, Wage Subsidies.

**Formal Assessments and evaluations:**

1. **Functional Capacity Evaluation:** This includes a range of assessments which are customized to address the features of the job seeker and their situation. Lengthy assessments may be performed to examine tolerance for functions over time and, if applicable, relevant tests to examine a job seeker’s productivity for work functions are included. Work or activity simulations are an important aspect of functional testing and are included in the customized testing methodology. BiMFA regularly performs over 500 functional capacity evaluations per year. The job seeker(s) will be assessed by expert clinicians with credentialed advanced skills in this testing process. As well, cost of future care analysis and recommendations can be facilitated or substantiated with the information measured in the functional capacity evaluation.
2. **Learning Disability Assessment:** This is a comprehensive assessment designed to provide information about a job seeker’s skills, strengths, abilities and considerations related to employment. It confirms if there is a specific learning disability and includes recommendations about employment options, supports and other related considerations.
3. **Neuropsychological Evaluation:** This is a specialized comprehensive psychology assessment designed to determine cognitive functioning in relation to a job seeker’s functioning abilities related to employment. It also identifies recommendations or considerations related to employment. This assessment may be appropriate for job seekers who have the following conditions or disabilities: Brain Injury, Parkinson’s Syndrome, Cerebral Palsy, Epilepsy, etc.
4. **Vocational Assessment:** This type of assessment is often requested for persons who are unable to return to work in their typical job or lifestyle activities due to the restrictions imposed by an injury. A vocational assessment can also help to identify vocational alternatives that are consistent with a job seeker's aptitudes, interests, skills, and physical abilities. A transferable skills analysis may also be included with each report.
5. **Psychological Vocational Assessment:** This is a comprehensive assessment designed to provide information about a job seeker’s skills, strengths, abilities and considerations related to employment. The assessment includes recommendations related to employment options, supports, and other employment-related considerations. This assessment may be appropriate for job seekers who have the following conditions or disabilities: Bipolar Disorder, Schizophrenia and other Psychotic Disordered, Mood Disorders, Anxiety Disorders (including post-traumatic stress disorder), Personality Disorders, Attention Deficit and Disruptive Behaviour Disorders, Substance related disorders.
6. **Physical/Functional Capacity Assessment:** This assessment provides information about a job seeker’s physical abilities or tolerances to perform work-related tasks and activities. The assessment may include recommendations related to employment options, task tolerances, supports and other worksite accommodations related to employment.
7. **Ergonomic Assessment:** This assessment provides information about a job seeker’s physical and/or cognitive capabilities and limitations in order to ensure that tasks, equipment, information and the work environment suit the job seeker and won’t cause further injury or discomfort.
8. **Ergonomic and Risk Factor Analyses:** Clinicians attend work sites to assess work environments in relation to impairment or disability concerns. They examine the work procedures and physical environments to determine whether thresholds for risk factors known to develop musculoskeletal disorders have been reached or exceeded. The objective measures will enable them to make specific opinions or recommendations for ergonomic solutions to optimize comfort and function while working. These services are often requested by employers, unions, insurance agencies, or the legal community.
9. **Assistive Technology Assessment:** This assessment matches the capabilities and needs of an individual to the characteristics of an assistive technology device or service needed to enable the job seeker to participate in employment.
10. **Functional Capacity Evaluation:** This assessment, completed by an Occupational or Physical Therapist, provides detailed assessment of physical and behavioural functioning to ascertain ability to meet job demands of a variety of potential vocational options. It is a useful tool in the event that the job seeker displays strong cognitive functioning but the physical capacity is of concern. Recommendations can also be made for other types of occupational interests that would be more realistic with regards to the level of functional capacity tested. This assessment outcomes outline strength abilities, postural tolerances, mobility functions, reaching and handling productivities, cognitive productivities and accuracy and behavioral responses to symptom reactivity in functional settings. Recommendations for ergonomic supports are made if needed.
11. **Audiological Assessment:** This assessment provides information about the type and degree of hearing loss. It determines whether the condition is medically treatable or not. It also advises on how the hearing loss may impact employability and provides recommendations on the most suitable technology and/or assistive device to support the job seeker in employment.
12. **Speech and Language Assessment:** This assessment evaluates a job seeker’s communication abilities and includes recommendations and/or accommodations that support the achievement of Labour Market Attachment. This assessment may be appropriate for job seekers who have the following conditions of disabilities: Expressive and receptive language disorders, Severe Stuttering, Developmental Delay, Autism Spectrum Disorders, Traumatic Brain Injury, Stroke, and Progressive Neurological Conditions.
13. **Canadian Language Benchmark Testing** (<http://www.language.ca/>)**:** If required, refer client for this assessment to ensure proof of intermediate English or Equivalent. For example, most culinary arts certificates requires a Canadian Language Benchmark of Listening 5, Speaking 5, Reading 5 and Writing 4; TOEFL 45; or IELTS overall 4.5, with no band less than 4.0. Depending on scores, skills training may not be a viable intervention and job seeker may have to reconsider career options.
14. **Short Term Occupational Certification:** Job seeker benefits from having a Certificate as it would allow them to work or volunteer in their field of interest.
15. **Canadian Work Preference Inventory (CWPI)**

(<http://noc.esdc.gc.ca/English/CH/WorkPreferenceInventory.aspx?ver=06&sub=0&ch=03>)**:** The CWPI is a self-report inventory that measures a respondent's career interests and preferred working styles. Results provide valuable information for young people trying to select a career, employed people seeking an alternate career that matches their interests and skills, and unemployed people seeking to identify types of work that they would find rewarding.

1. **Valpar Pro 3000** (<https://www.mhs.com/>)**:** Agencies use Valpar's Pro300 software for: Objective Skills Assessment, Career Exploration, Basic Skills Remediation, Job Placement, and Automated Case Management. Pro3000 software can: Directly relate an individual's skills and academic achievement levels to jobs and careers; Develop a school-to-work road map; Create and track an Individual Service Strategy (ISS); Generate learning prescriptions for SkillsBank academic software; Give each job seeker a better chance for success in today's quickly changing work place.
2. **Career Values Scale**

(<https://www.psychometrics.com/wp-content/uploads/2014/12/cvs_m.pdf>)**:**   
The Career Values Scale (CVS) is an up-to-date measure of work values, preferences and needs. These values are a part of a person’s core beliefs and give meaning to the person’s career and life. They are a useful indicator of job satisfaction and personal goals. By comparing the qualities of a career as prized by the job seeker, the requirements of a career opportunity can be examined for discrepancies. These differences may offer positive opportunities for a review. Topics such as career ladder, job satisfaction, needs met through career or jobs, and special qualities that can be found in work environments can be explored.

1. **Skills Training** (<https://www.workbc.ca/Training-Education.aspx>)**:** Many jobs require some form of education or training. The WorkBC website contains education and skills training needed for various trades and jobs, and financial supports available for post-secondary education expenses.
2. **Wage Subsidies:** Application will depend on eligibility through either Employment Insurance Attachment or Opportunities Fund. If job seeker is willing and keen to find employment, this would be a beneficial intervention as it will allow for labour market participation, training on the job as well earning capacity for the job seeker. The employer benefits from the wage incentive and is able to decide if job seeker is to be hired on a permanent basis post wage subsidy contract. This intervention can also be recommended in the final stage for labour market attachment post skills training if job seeker has demonstrated an unsuccessful job search and that Wage Subsidies is going to benefit job seeker with potential employment.
3. **Work Simulation:** Completed by an Occupational or Physical Therapist, this assessment evaluates an individual’s performance of work tasks for a targeted job. Assessments of cognitive functions, psycho-emotional behavior, and physical abilities are conducted in relation to task demands of the target job, to determine ability to safely and effectively perform a specific group of job tasks. A shorter version of functional testing exists for clients that may not tolerate full day testing related to their impairments.

For job seekers who have completed a Functional Capacity Evaluation or Psycho-Vocational Assessment, a Work Simulation can be used as a follow up to for recommendations provided in these assessments. As well, this service is appropriate for individuals who are not capable of participating in a full functional capacity evaluation (FCE) or psycho-vocational assessment, due to their disability. Work Simulations may also be beneficial for those job seekers who are not yet prepared to participate in vocational activities, but who may require assistance with life skills or volunteer placement goals.