



SUPPORTED EMPLOYMENT CAREER EXPLORATION GUIDE



www.focusdisability.ca

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.

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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

ABOUT ME, THE JOB SEEKER

Name					
Age/Birthdate					
Address					
Home Phone					
Other Phone					
Email					
Are you on Social Media? If yes, circle 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		

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? (circle all that apply)	
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?

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?	

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What groups, organizations, activities are you a part of and enjoy doing?	
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:	

WORK ENVIRONMENT PREFERENCES

(circle the most suitable response)

LOCATION	Indoor	Outdoor		
LIGHTING	Bright	Medium	Low	Doesn't matter
TEMPERATURE OF ENVIRONMENT	Hot		Warm	Cool/Cold
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	

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?			

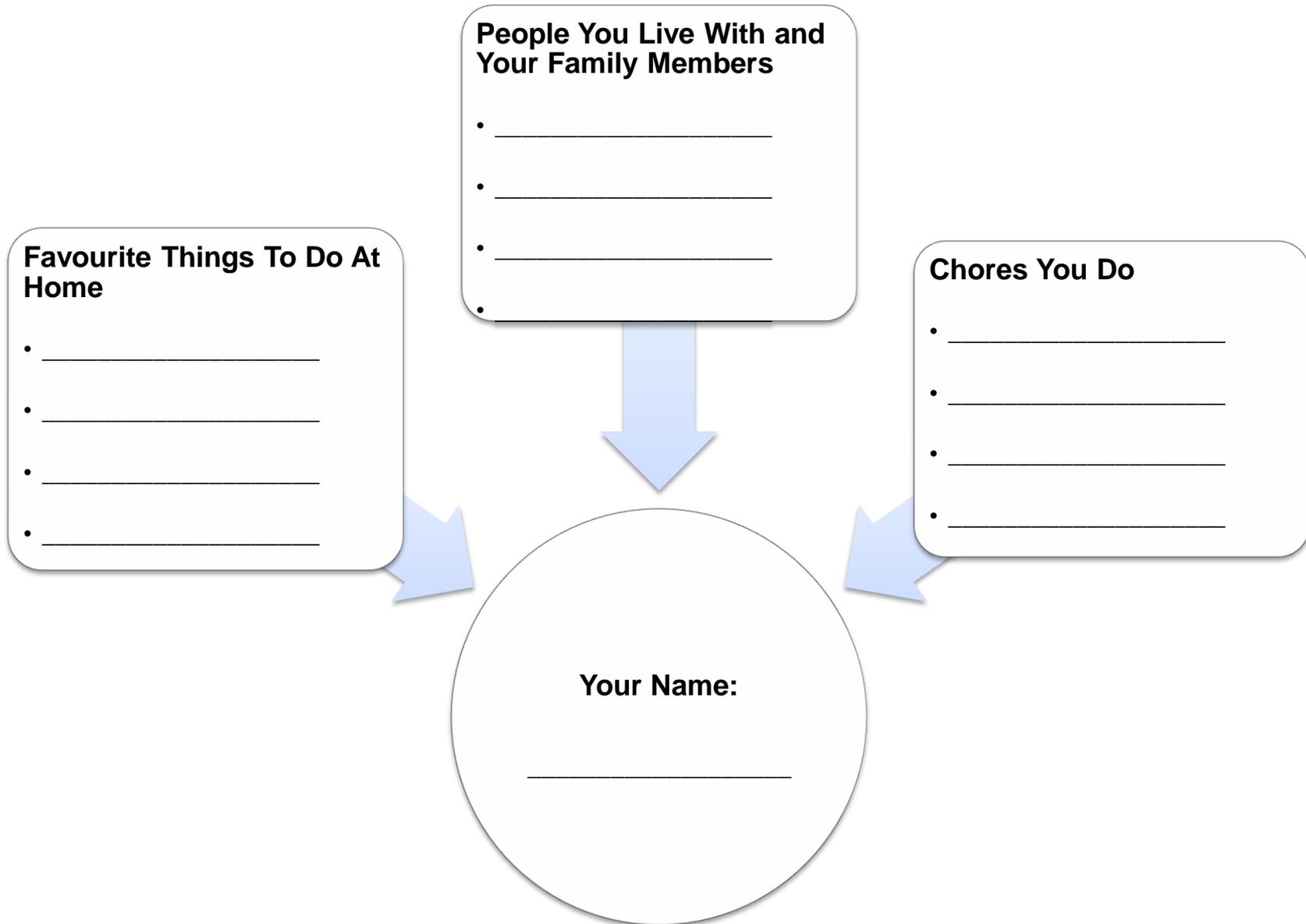
ACCOMMODATION AND SUPPORT NEEDS			
What accommodations or modifications should be in place for you to have success in the workplace (ie: physical accessibility, technological, person care, etc.)			
What supports might need to be maintained throughout employment?			
Are there any safety issues that need 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?

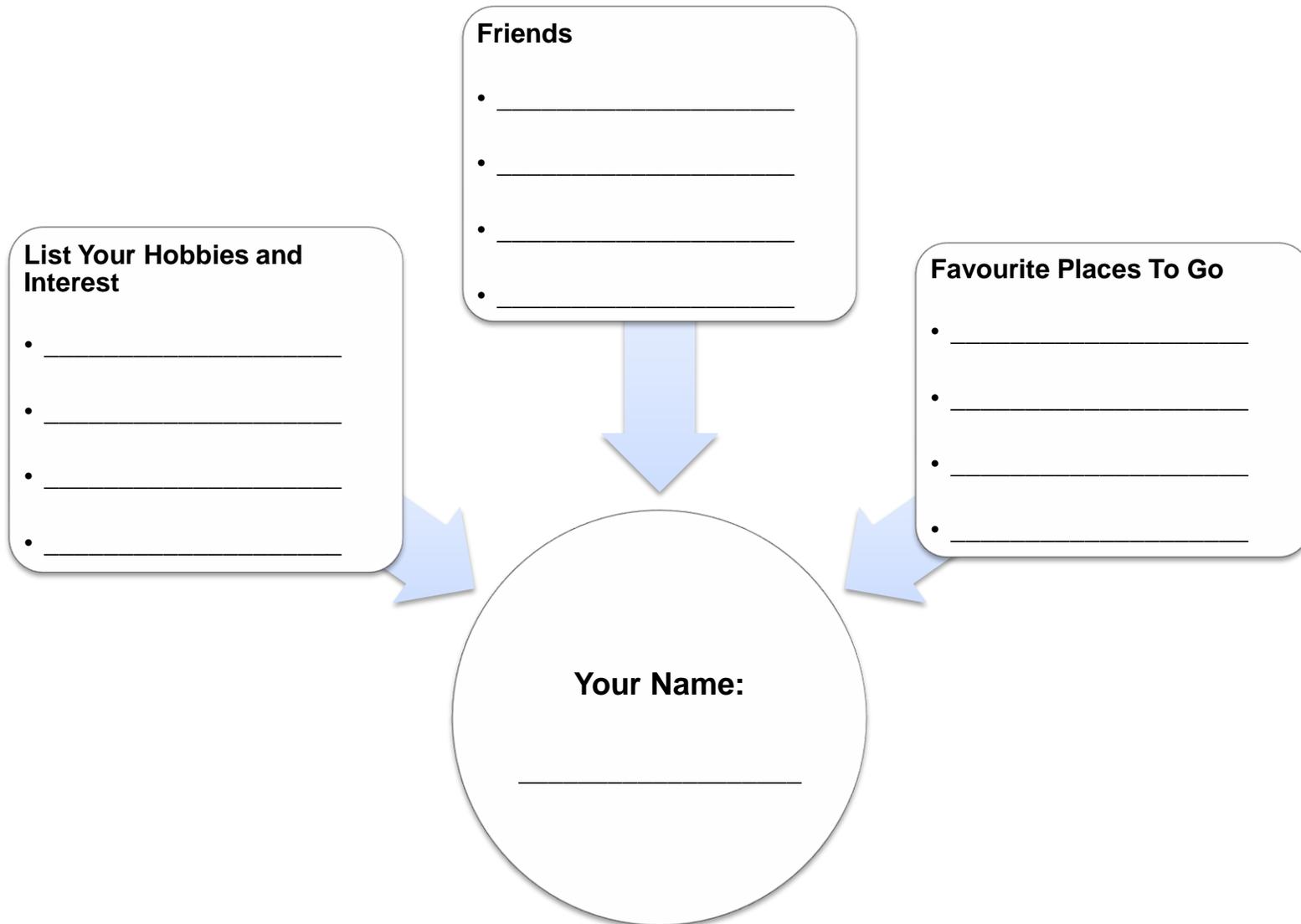
MY DAILY SCHEDULE

	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



PERSONAL NETWORKING MAP – OUTSIDE THE HOME



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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:

--

WORK ENVIRONMENT PREFERENCES

(circle the most suitable response)

LOCATION	Indoor	Outdoor		
LIGHTING	Bright	Medium	Low	Doesn't matter
TEMPERATURE OF ENVIRONMENT		Hot	Warm	Cool/Cold
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	

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?

ACTIVITIES TO BOOK FOR OBSERVATION / DEMONSTRATION	
Chores at home	
Work	
Volunteer	
Sports	
Arts and Music	
Other	

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. Circle 1 if your answer is **don't care at all**

Circle 2 if your answer is **don't care much**

Circle 3 if your answer is **I'm not sure**

Circle 4 if your answer is **care a little**

Circle 5 if your answer is **care a lot**

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.

1. How Much do you care about... ?

a. Having a lot of money

b. Having lots of thrills

c. Making your own clothes

d. Being in charge of people

e. Helping people who need help

f. Becoming a TV star

g. Watching a beautiful sunset

2. How Much do you care about... ?

a. Having everything you want

b. Being where the action is

c. Doing things in artistic ways

d. Being a leader

e. Making people feel welcome

f. Being the centre of attention

g. Seeing beautiful works of art

	<i>Don't care at all</i>	<i>Don't care much</i>	<i>I'm not sure</i>	<i>Care a little</i>	<i>Care a lot</i>	
1	2	3	4	5	_____	1a
1	2	3	4	5	_____	1b
1	2	3	4	5	_____	1c
1	2	3	4	5	_____	1d
1	2	3	4	5	_____	1e
1	2	3	4	5	_____	1f
1	2	3	4	5	_____	1g
1	2	3	4	5	_____	
1	2	3	4	5	_____	2a
1	2	3	4	5	_____	2b
1	2	3	4	5	_____	2c
1	2	3	4	5	_____	2d
1	2	3	4	5	_____	2e
1	2	3	4	5	_____	2f
1	2	3	4	5	_____	2g

VALUES INVENTORY

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

VALUES INVENTORY

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

Score your Values Inventory

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

1. Copy below the numbers you wrote at the end of each row. Write 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.

$$\begin{array}{cccccccccccc} & + & & + & & + & & + & & + & & + & & + & & = & \underline{\hspace{1cm}} & a \\ 1a & + & 2a & + & 3a & + & 4a & + & 5a & + & 6a & + & 7a & = & \text{total} \end{array}$$

$$\begin{array}{cccccccccccc} & + & & + & & + & & + & & + & & + & & + & & = & \underline{\hspace{1cm}} & b \\ 1b & + & 2b & + & 3b & + & 4b & + & 5b & + & 6b & + & 7b & = & \text{total} \end{array}$$

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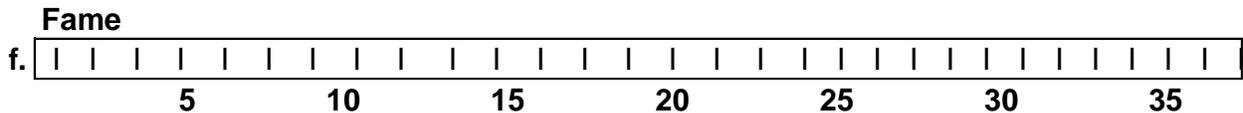
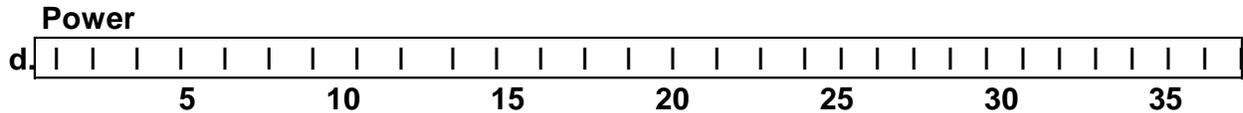
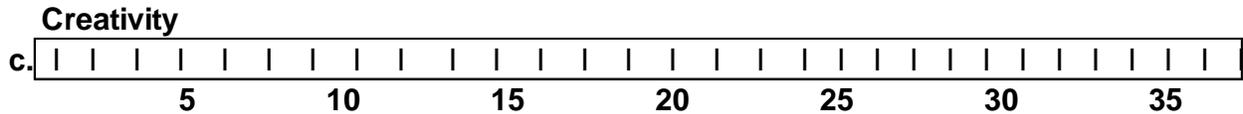
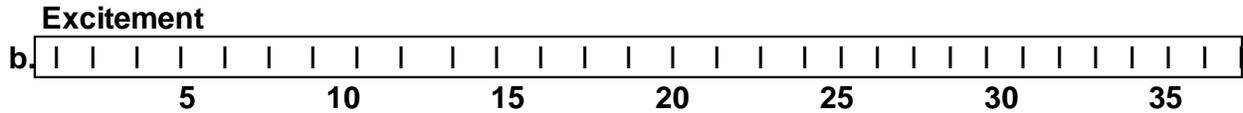
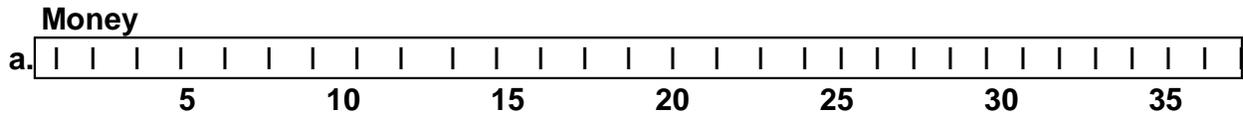
$$\begin{array}{cccccccccccc} & + & & + & & + & & + & & + & & + & & + & & = & \underline{\hspace{1cm}} & f \\ 1f & + & 2f & + & 3f & + & 4f & + & 5f & + & 6f & + & 7f & = & \text{total} \end{array}$$

$$\begin{array}{cccccccccccc} & + & & + & & + & & + & & + & & + & & + & & = & \underline{\hspace{1cm}} & g \\ 1g & + & 2g & + & 3g & + & 4g & + & 5g & + & 6g & + & 7g & = & \text{total} \end{array}$$

Graph Your Values

When you fill in the bar graph below, it will show the values that seem to interest you most. Here is what you do:

1. Find the total you wrote on line a on the previous page.
2. Look at the bar below. Mark the bar so that it shows the total you wrote on line a.
3. Darken the bar up to your mark.
4. Repeat these steps for each bar then look at the next page to see how to read the results.



Reading Your Graph

Have you filled in all the bars on your graph? Do they show the totals you wrote? If so then you can now tell which of the values seem most important to you.

Look for the three longest bars on the graph. Now list the value that is printed above each of those bars on the lines below.

Most Important Values

Longest Bar

Second Longest Bar

Third Longest Bar

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.

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:
Three 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)	
a. I can remember something best if I say it aloud.	
b. I prefer to follow written instructions rather than oral ones.	
c. When studying, I like to chew gum, snack, and/or play with something.	
d. I remember things best when I see them written out.	
e. I prefer to learn through simulations, games, and/or role-playing.	
f. I enjoy learning by having someone explain things to me.	
g. I learn best from pictures, diagrams, and charts.	
h. I enjoy working with my hands.	
i. I enjoy reading and I read quickly.	
j. I prefer to listen to the news on the radio rather than read it in the newspaper.	
k. I enjoy being near others. (I enjoy hugs, handshakes, and touches)	
l. I listen to the radio, tapes and recordings.	
m. When asked to spell a word, I simply see the word in my mind's eye.	
n. When learning new material, I find myself sketching, drawing, and doodling.	
o. 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. Circle 1 if your answer is **no!**

Circle 2 if your answer is **I don't think so**

Circle 3 if your answer is **I'm not sure**

Circle 4 if your answer is **I think so**

Circle 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.

1. Would you enjoy... ?

	NO!	Don't think so	Not sure	Think so	YES!	
a. Typing letters	1	2	3	4	5	_____ 1a
b. Selling things door to door	1	2	3	4	5	_____ 1b
c. Dusting cleaning polishing	1	2	3	4	5	_____ 1c
d. Moving furniture	1	2	3	4	5	_____ 1d
e. Driving a taxi	1	2	3	4	5	_____ 1e
f. Repairing washing machines	1	2	3	4	5	_____ 1f
g. Helping nurses in a hospital	1	2	3	4	5	_____ 1g
h. Playing in a band	1	2	3	4	5	_____ 1h

2. Would you enjoy... ?

a. Adding numbers on a calculator	1	2	3	4	5	_____ 2a
b. Selling clothing in a store	1	2	3	4	5	_____ 2b
c. Ridding homes of insect pests	1	2	3	4	5	_____ 2c
d. Loading and unloading trucks	1	2	3	4	5	_____ 2d
e. Driving a delivery van	1	2	3	4	5	_____ 2e
f. Repairing radios and TV sets	1	2	3	4	5	_____ 2f
g. Helping a teacher in school	1	2	3	4	5	_____ 2g
h. Designing and painting signs	1	2	3	4	5	_____ 2h

WORK INTEREST INVENTORY

	NO!	Don't think so	Not sure	Think so	YES!	
3. Would you enjoy... ?						
a. Running a copy machine	1	2	3	4	5	_____ 3a
b. Selling cars	1	2	3	4	5	_____ 3b
c. Serving food in a restaurant	1	2	3	4	5	_____ 3c
d. Picking and packing vegetables	1	2	3	4	5	_____ 3d
e. Driving a bulldozer	1	2	3	4	5	_____ 3e
f. Repairing cars and trucks	1	2	3	4	5	_____ 3f
g. Caring for small children	1	2	3	4	5	_____ 3g
h. Performing for people	1	2	3	4	5	_____ 3h
4. Would you enjoy... ?						
a. Opening and sorting mail	1	2	3	4	5	_____ 4a
b. Selling supplies to stores	1	2	3	4	5	_____ 4b
c. Guarding homes and business's	1	2	3	4	5	_____ 4c
d. Mowing lawns and trimming trees	1	2	3	4	5	_____ 4d
e. Parking cars	1	2	3	4	5	_____ 4e
f. Fixing leaky sinks and pipes	1	2	3	4	5	_____ 4f
g. Helping people to have fun	1	2	3	4	5	_____ 4g
h. Drawing pictures for ads	1	2	3	4	5	_____ 4h
5. Would you enjoy... ?						
a. Filing letters in an office	1	2	3	4	5	_____ 5a
b. Selling fruits and vegetables	1	2	3	4	5	_____ 5b
c. Preparing food in a restaurant	1	2	3	4	5	_____ 5c
d. Helping house builders	1	2	3	4	5	_____ 5d
e. Running factory machines	1	2	3	4	5	_____ 5e
f. Repairing worn out furniture	1	2	3	4	5	_____ 5f
g. Caring for animals	1	2	3	4	5	_____ 5g
h. Making jewelry	1	2	3	4	5	_____ 5h

WORK INTEREST INVENTORY

	NO!	Don't think so	Not sure	Think so	YES!	
6. Would you enjoy... ?						
a. Answering telephones	1	2	3	4	5	6a
b. Selling things over the telephone	1	2	3	4	5	6b
c. Cutting and styling peoples hair	1	2	3	4	5	6c
d. Laying down carpets	1	2	3	4	5	6d
e. Driving a forklift	1	2	3	4	5	6e
f. Repairing vending machines	1	2	3	4	5	6f
g. Helping the elderly who need help	1	2	3	4	5	6g
h. Making pottery	1	2	3	4	5	6h
7. Would you enjoy... ?						
a. Working at a computer terminal	1	2	3	4	5	7a
b. Helping customers choose gifts	1	2	3	4	5	7b
c. Carrying baggage for hotel guests	1	2	3	4	5	7c
d. Moving crates in ware houses	1	2	3	4	5	7d
e. Driving a tow truck	1	2	3	4	5	7e
f. Repairing typewriters	1	2	3	4	5	7f
g. Helping people to have fun	1	2	3	4	5	7g
h. Setting up store displays	1	2	3	4	5	7h

Score your Work Interest Inventory

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

1. Copy below the numbers you wrote at the end of each row. Write 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.

$$\begin{array}{cccccccccccc} & + & & + & & + & & + & & + & & + & & + & & = & \underline{\hspace{1cm}} & \text{a} \\ 1a & + & 2a & + & 3a & + & 4a & + & 5a & + & 6a & + & 7a & = & & & \text{total} \end{array}$$

$$\begin{array}{cccccccccccc} & + & & + & & + & & + & & + & & + & & + & & = & \underline{\hspace{1cm}} & \text{b} \\ 1b & + & 2b & + & 3b & + & 4b & + & 5b & + & 6b & + & 7b & = & & & \text{total} \end{array}$$

$$\begin{array}{cccccccccccc} & + & & + & & + & & + & & + & & + & & + & & = & \underline{\hspace{1cm}} & \text{c} \\ 1c & + & 2c & + & 3c & + & 4c & + & 5c & + & 6c & + & 7c & = & & & \text{total} \end{array}$$

$$\begin{array}{cccccccccccc} & + & & + & & + & & + & & + & & + & & + & & = & \underline{\hspace{1cm}} & \text{d} \\ 1d & + & 2d & + & 3d & + & 4d & + & 5d & + & 6d & + & 7d & = & & & \text{total} \end{array}$$

$$\begin{array}{cccccccccccc} & + & & + & & + & & + & & + & & + & & + & & = & \underline{\hspace{1cm}} & \text{e} \\ 1e & + & 2e & + & 3e & + & 4e & + & 5e & + & 6e & + & 7e & = & & & \text{total} \end{array}$$

$$\begin{array}{cccccccccccc} & + & & + & & + & & + & & + & & + & & + & & = & \underline{\hspace{1cm}} & \text{f} \\ 1f & + & 2f & + & 3f & + & 4f & + & 5f & + & 6f & + & 7f & = & & & \text{total} \end{array}$$

$$\begin{array}{cccccccccccc} & + & & + & & + & & + & & + & & + & & + & & = & \underline{\hspace{1cm}} & \text{g} \\ 1g & + & 2g & + & 3g & + & 4g & + & 5g & + & 6g & + & 7g & = & & & \text{total} \end{array}$$

$$\begin{array}{cccccccccccc} & + & & + & & + & & + & & + & & + & & + & & = & \underline{\hspace{1cm}} & \text{h} \\ 1h & + & 2h & + & 3h & + & 4h & + & 5h & + & 6h & + & 7h & = & & & \text{total} \end{array}$$

Graph Your Work Interests

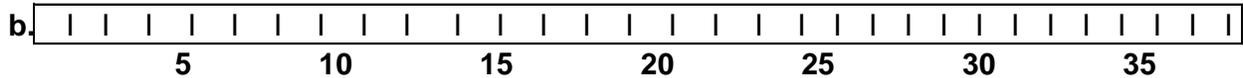
When you fill in the bar graph below, it will show the kinds of work that seem to interest you most. Here is what you do:

1. Find the total you wrote on line a on the previous page.
2. Look at the bar below. Mark the bar so that it shows the total you wrote on line a.
3. Darken the bar up to your mark.
4. Repeat these steps for each bar then look at the next page to see how to read the results.

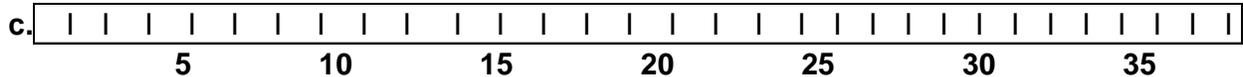
Clerical



Sales



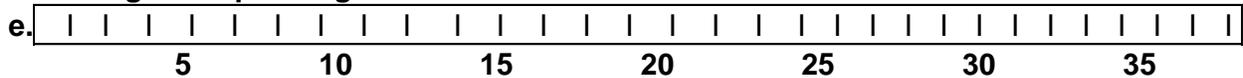
Service



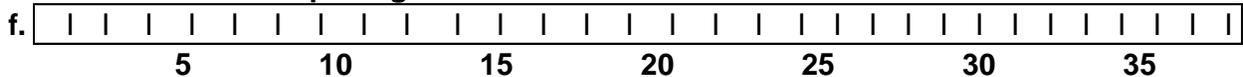
Physical Work



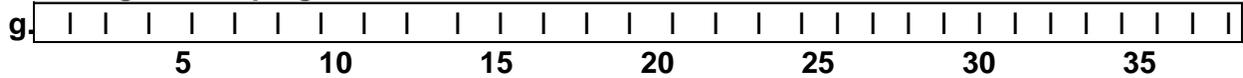
Driving and Operating



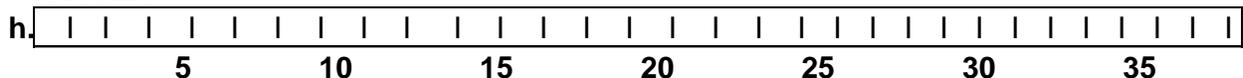
Mechanical and Repairing



Caring and Helping



Creative



Reading Your Graph

Have you filled in all the bars on your graph? Do they show the totals you wrote? If so then you can now tell which of the work interests seem most important to you.

Look for the three longest bars on the graph. Now list the work interest that is printed above each of those bars on the lines below.

Most Important Work Interests

Longest Bar

Second Longest Bar

Third Longest Bar

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 <input type="checkbox"/>	Drop off resume <input type="checkbox"/>	Not interested <input type="checkbox"/>

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
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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>i.e:</i> <i>more bathroom breaks, a “work buddy” in case you have any questions, etc.)</i>
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) <input type="checkbox"/>	Light Work (10-20 lbs) <input type="checkbox"/>	
Average Work (30-40 lbs) <input type="checkbox"/>	Heavy Work (>50 lbs) <input type="checkbox"/>	
Comments: _____		
2. Endurance (without breaks)		
Work Required for <2 hours <input type="checkbox"/>	Work Required for 2-3 hours <input type="checkbox"/>	
Work Required for 3-4 hours <input type="checkbox"/>	Work Required for 5 hours <input type="checkbox"/>	
Comments: _____		
3. Work Area		
Small Area <input type="checkbox"/>	One Room <input type="checkbox"/>	Several Rooms <input type="checkbox"/>
Building-Wide <input type="checkbox"/>	Building and Grounds <input type="checkbox"/>	
Comments: _____		
4. Accessibility		
Fully Accessible Site <input type="checkbox"/>	Accessibility Issues <input type="checkbox"/>	Stairs/Minor Obstacles <input type="checkbox"/>
Comments: _____		

5. Work Pace	
Slow Pace <input type="checkbox"/>	Average/Steady Pace <input type="checkbox"/>
Sometimes Fast-Paced <input type="checkbox"/>	Continual Fast Pace <input type="checkbox"/>
Comments: _____	
6. Appearance Requirements	
Grooming of Little importance <input type="checkbox"/>	Cleanliness Only Required <input type="checkbox"/>
Neat and Clean Required <input type="checkbox"/>	Grooming Important <input type="checkbox"/>
Comments: _____	
7. Communication Required	
None/Minimal <input type="checkbox"/>	Key Words/Signs/Gestures <input type="checkbox"/>
Clear Speech Not Required <input type="checkbox"/>	Clear Speech Required <input type="checkbox"/>
Comments: _____	
8. Social Interaction	
Social Interactions Not Required <input type="checkbox"/>	Infrequent Social Interaction <input type="checkbox"/>
Appropriate Responses Required <input type="checkbox"/>	Frequent Social Interaction <input type="checkbox"/>
Comments: _____	
9. Co-Worker Supports Available	
None Available <input type="checkbox"/>	Minimal Potential <input type="checkbox"/>
Intermittent Potential <input type="checkbox"/>	High Potential <input type="checkbox"/>
Comments: _____	

10. Sequencing of Job Duties			
Only One Task Required at a Time	<input type="checkbox"/>	2-3 Tasks Required in Sequence	<input type="checkbox"/>
4-6 Tasks Required in Sequence	<input type="checkbox"/>	7 or More Tasks Required in Sequence	<input type="checkbox"/>
Comments: _____			
11. Daily Changes in Routine			
7 or More Task Changes	<input type="checkbox"/>	4-6 Task Changes	<input type="checkbox"/>
2-3 Task Changes	<input type="checkbox"/>	No Task Change	<input type="checkbox"/>
Comments: _____			
12. Reinforcement Available			
Frequent Reinforcement Available	<input type="checkbox"/>	Reinforcement Intermittent (daily)	<input type="checkbox"/>
Reinforcement Infrequent (weekly)	<input type="checkbox"/>	Minimal Reinforcement (paycheque)	<input type="checkbox"/>
Comments: _____			
13. Supportive of Job Adjustments			
Very Supportive	<input type="checkbox"/>	Supportive with Reservations	<input type="checkbox"/>
Indifferent	<input type="checkbox"/>	Negative	<input type="checkbox"/>
		Unknown	<input type="checkbox"/>
Comments: _____			
14. Time			
Time Factors Not Important	<input type="checkbox"/>	Must Identify Breaks	<input type="checkbox"/>
Must Tell Time to the Hour	<input type="checkbox"/>	Must Tell Time to the Minute	<input type="checkbox"/>
Comments: _____			

15. Functional Reading	
None <input type="checkbox"/>	Sight Words/Symbols <input type="checkbox"/>
Simple Reading <input type="checkbox"/>	Fluent Reading <input type="checkbox"/>
Comments: _____	
16. Functional Math	
None <input type="checkbox"/>	Simple Counting <input type="checkbox"/>
Simple Additions/Subtractions <input type="checkbox"/>	Complex Computational Skills <input type="checkbox"/>
Comments: _____	
17. Visibility to Public	
Worker Not Visible <input type="checkbox"/>	Occasionally Visible <input type="checkbox"/>
Regularly Visible <input type="checkbox"/>	Visible Throughout the Day/Ongoing <input type="checkbox"/>
Comments: _____	

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: <i>(circle number that applies)</i>							
1.	Able to do complicated jobs	5	4	3	2	1	Can only do simple jobs
2.	Grasps instructions quickly	5	4	3	2	1	Cannot grasp instructions
3.	Works very quickly	5	4	3	2	1	Works very slowly
4.	Able to complete tasks within a set amount of time	5	4	3	2	1	Not able to complete tasks within a certain time frame
5.	Able to complete tasks without supervision	5	4	3	2	1	Needs constant supervision
6.	Can remember multiple task direction	5	4	3	2	1	Can only recall one direction at a time
7.	Excellent quality of work	5	4	3	2	1	Very poor work quality

Supported Employment Career Exploration Guide

8.	Flexible, can change tasks easily without difficulty	5	4	3	2	1	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:							
1.	Works continuously	5	4	3	2	1	Can only work for short periods
2.	Eager to work	5	4	3	2	1	Avoids work
3.	Eager to try new jobs/tasks	5	4	3	2	1	Avoids new jobs/tasks
4.	Looks for more work to do when finished assigned job	5	4	3	2	1	Waits to be given new work
5.	Arrived on time	5	4	3	2	1	Did not arrive on time
6.	Appropriately dressed and groomed for work	5	4	3	2	1	Inappropriately dressed and groomed
7.	Displayed a positive attitude when working	5	4	3	2	1	Displayed a negative attitude <input type="checkbox"/>
							Was withdrawn <input type="checkbox"/>

8.	Enjoys doing the following tasks/activities:
9.	Employment support person observations/suggestions for job seeker work attitude:

CONFIDENCE AND INITIATIVE:							
1.	Displays confidence in starting and learning new tasks	5	4	3	2	1	Is markedly over-confident <input type="checkbox"/> Is markedly under-confident <input type="checkbox"/>
2.	Accepts responsibility if makes a mistake	5	4	3	2	1	Cannot accept responsibility
3.	Shows initiative by moving to new tasks without being told	5	4	3	2	1	Shows no initiative (must be told what to do)
4.	Asks for assistance when required	5	4	3	2	1	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:								
1.	Welcomes supervision	5	4	3	2	1	Resents supervision	
2.	Accepts criticism and correction of work easily	5	4	3	2	1	Cannot accept criticism or correction	
3.	Appears comfortable around supervisor	5	4	3	2	1	Appears nervous around supervisor	
4.	Uses respectful communication towards supervisor	5	4	3	2	1	Uses disrespectful communication towards supervisor	
5.	Prefers or needs feedback and assurance regarding job performance?						Yes	<input type="checkbox"/>
							No	<input type="checkbox"/>
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.	

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:	

EMPLOYMENT INFORMATION, including VOLUNTEER & WORK EXPERIENCES				
Name of Company	Titles/Duties Performed	Date Employed	# of years Employed	Reason for Leaving

EDUCATION HISTORY			
Course of Study (Major/Trade)	Name & Location Institution/School	Certificate Diploma	Date Completed

AVAILABILITY for EMPLOYMENT							
	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Morning	<input type="checkbox"/>						
Afternoon	<input type="checkbox"/>						
Evening	<input type="checkbox"/>						
Overnight	<input type="checkbox"/>						

TRANSPORTATION (mark all that apply)			
Public Transit	<input type="checkbox"/>	HandyDART	<input type="checkbox"/>
Bike	<input type="checkbox"/>	Walk	<input type="checkbox"/>
		Drive	<input type="checkbox"/>
		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

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	<input type="checkbox"/>	Seasonal	<input type="checkbox"/>
Temporary	<input type="checkbox"/>	Contract Employment	<input type="checkbox"/>
Part-Time	<input type="checkbox"/>	Shift Work	<input type="checkbox"/>
Full-Time	<input type="checkbox"/>	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/c4511700287
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/

TRAINING OPTIONS RESEARCH

Have you talked about your targeted career with		
employers <input type="checkbox"/>	employees <input type="checkbox"/>	no one <input type="checkbox"/>
Have you contacted training institutions and others that work in the field to find out about the following?		
Available training <input type="checkbox"/>	Pre-requisites <input type="checkbox"/>	Start dates <input type="checkbox"/>
Waitlists <input type="checkbox"/>	Educational costs <input type="checkbox"/>	None <input type="checkbox"/>
Which of the following best describes your terms of employment?		
Casual <input type="checkbox"/>	Seasonal <input type="checkbox"/>	
Temporary <input type="checkbox"/>	Contract Employment <input type="checkbox"/>	
Part-Time <input type="checkbox"/>	Shift Work <input type="checkbox"/>	
Full-Time <input type="checkbox"/>	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 <input type="checkbox"/>	No <input type="checkbox"/>
What are the total costs for:			
Tuition		Books	
Other school-related costs (all semesters)			

Supported Employment Career Exploration Guide

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 <input type="checkbox"/> Self-Paced <input type="checkbox"/> Online <input type="checkbox"/>	
Amount of time instructor is available for one-to-one help	
Ratio of pupils to instructor	
Are there disability services in place?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Is there a scheduled school break during the program?	Yes <input type="checkbox"/> N o <input type="checkbox"/>
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?	

Supported Employment Career Exploration Guide

Have you met all of the school's admission requirements?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
If no, please explain		
Will you need funding to attend this course?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
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?

WORKSHEET: JOB SEEKER RESUME – LINKEDIN FORMAT

(see template following the worksheet)

Name	
Address	
Email	
Phone #	

BACKGROUND
Summary <i>(Write a bit about yourself, especially things that relate to your work interests)</i>

EXPERIENCE	
Experience #1 (Insert title of what you did)	
Date(s)	
Description of what the job was and what you did:	

Supported Employment Career Exploration Guide

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?	

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.

For Job Developer – Stage Four

RESUME	
Resume completed	Yes <input type="checkbox"/> No <input type="checkbox"/>
Where is the resume stored?	
on usb <input type="checkbox"/>	with service provider <input type="checkbox"/> with job seeker <input type="checkbox"/>

COVER LETTER	
Cover letter completed	Yes <input type="checkbox"/> No <input type="checkbox"/>
Where is the cover letter stored?	
on usb <input type="checkbox"/>	with service provider <input type="checkbox"/> with job seeker <input type="checkbox"/>

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 (<http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/index-eng.php>) 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/Kinesthetic. 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 linked 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): 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.
16. **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.
17. **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.

18. **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.
19. **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.
20. **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.