

# Goal Path Description for Practitioners and Learners – Employment

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# Goal Path Description for Practitioners and Learners – Employment

## Employment Summary

### What is the learner's goal?

The employment goal path description examines the connection between Literacy and Basic Skills (LBS) service provision and the transitions to employment opportunities. This goal path description addresses options available to learners who wish to enter into employment, retain their job or advance in their careers.

Employment opportunities require a range of skills, knowledge, abilities and educational experience. Many occupational goals will require LBS learners to transition to employment through other goal paths. For more information see the secondary school credit, postsecondary, and apprenticeship goal path descriptions.

### The role of LBS service providers

LBS service providers help learners start to examine the benefits and opportunities in pursuing an employment goal, as well as review what is involved in the process of finding and keeping a job. LBS service providers work with a learner to explore whether an employment goal is appropriate to the learner's needs and abilities, is feasible within the learner's means, and is achievable in the learner's community. LBS service providers help the learner explore alternative options and/or other goal paths if employment is not a suitable goal.

LBS service providers develop a learner plan that describes the learner's goal path and includes the learning activities, resources and assessment tools that prepare a learner for entering employment, job retention or career advancement.

### Key questions when discussing a learner's employment goal:

1. Has the learner already identified an employment goal with another agency? If not, the LBS service provider should support the learner in identifying a goal.
2. Has the learner already established an employment goal with Employment Ontario or Ontario Works? If so, are there any requirements associated with the learner's participation in the LBS Program?
3. What tools, resources, experiences and training does the learner already have to achieve this goal?
4. Is the goal appropriate to the learner's needs and/or wants?

5. Is the learner's employment goal realistic?
6. Does the learner understand the time and effort required to enter and pursue the employment goal?
7. Should other goal paths be considered for the learner to achieve an occupational and/or career goal?
8. Are there other program options that could prepare the learner for the goal, such as an Employment Service?

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**What is employment?**

Employment is an activity for which an individual seeks to earn a wage or salary. Activities that lead to employment and are similar to work, such as volunteering, internships, community placement and practice firm positions are also included in this goal. Individuals with an employment goal spend time in job search, develop employability skills, and develop skills required for job retention or to advance at the workplace. The information in this goal path description will assist LBS service providers in giving learners the appropriate supports, tools, and referrals so that they are able to reach the employment or career goal.

Employment transitions for LBS learners can include:

1. obtaining employment
2. keeping a current job or
3. advancing at the workplace

Learners can make progress towards these transitions through:

1. LBS programming
2. Employment Service (see Options section) or
3. independent job search

There are numerous industries and sectors in which individuals can be employed. Learners should be made aware of the occupations that are in demand, whether they already have the necessary qualifications or how they can achieve them. For more information on industry sectors and occupations please visit the Ministry of Education Specialist High Skills Majors (SHSM) program at <http://www.edu.gov.on.ca/morestudentsuccess/SHSM.asp>.

Although this program has not been developed for adults, the information provided can help learners and practitioners make more informed decisions on learner goal setting.

**Key Questions:**

1. Does the learner want to prepare for employment, obtain employment, retain employment or advance at the workplace?
2. What form of employment is appropriate and desired by the learner? (e.g. full time, part time, contract, seasonal, a second job, volunteering, internship, community placement, etc.)
3. Is the learner currently out of the workforce? If so, for how long?
4. What is the learner's history of employment? Is the learner looking to return to a previous job?
5. Where has the learner acquired previous work or training experience, if applicable? (e.g. in province, out of province, in another country)
6. Is the learner considering a career change?

**Who is eligible and what are the qualification requirements?****Employment**

Employment opportunities exist for learners with a wide range of literacy ability. Many jobs require specific skills, knowledge, abilities and/or certification (e.g. WHMIS, driver's license, First Aid, Smart Serve, etc.). Learners should set employment goals that are suitable and realistic.

It is also important that learners recognize the need for continuous learning in today's labour market. Human Resources and Skills Development Canada's (HRSDC) essential skills website states that "[...] *more and more jobs require continuous upgrading, and that all workers must continue learning in order to keep or to grow with their jobs*<sup>1</sup>." For more information on continuous learning and essential skills please visit <http://www.hrsdc.gc.ca/eng/workplaceskills/LES/definitions/definitions.shtml#continuous>.

**Where to find information about occupations and their associated skills**

The Ontario Skills Passport (OSP) provides adult learners and practitioners with descriptions of the Essential Skills and work habits important for work, learning and life. Through this site, learners and practitioners can access resources and tools designed to help build competence and confidence. For more information on the Ontario Skills Passports visit <http://skills.edu.gov.on.ca/OSPWeb/jsp/en/login.jsp>.

<sup>1</sup> <http://www.hrsdc.gc.ca/eng/workplaceskills/LES/definitions/definitions.shtml>

Ontario Job Futures is a publication that provides LBS service providers and learners with information on the current trends and future outlook for 190 common occupations in Ontario. This resource provides occupational profiles that cover: occupational descriptions, main duties, education/training required, employment prospects and occupational characteristics, as well as a selected list of related web sites. For more information visit <http://www.tcu.gov.on.ca/eng/labourmarket/ojf/index.html>.

Human Resource and Skills Development Canada's (HRSDC) Essential Skills Profiles describe how each of the nine Essential Skills is used by workers for a particular occupation. There are approximately 350 Essential Skills Profiles with corresponding National Occupation Classifications (NOC). Learners and practitioners can review this website to gain an understanding of the Essential Skills related to specific occupations and to find the corresponding NOC descriptions. For more information on Essential Skills Profiles visit <http://www.rhdcc-hrsrc.gc.ca/eng/workplaceskills/LES/profiles/profiles.shtml>.

HRSDC also provides information about the National Occupation Classification (NOC) descriptions which learners and practitioners can view to gain an understanding of a specific occupation and its requirements to inform the development of the learner plan. The NOC descriptions are commonly used and understood by Employment Service and other support services. For more information on NOC descriptions visit <http://www5.hrsdc.gc.ca/noc/english/noc/2006/Welcome.aspx>.

### **Role of LBS Service Providers**

LBS service providers work with learners to identify the necessary supports, tools and information needed for their employment goal. This includes discovering the appropriate employment options offered in the learner's language (French, English or American Sign Language) where possible. If possible, LBS service providers help the learner identify how they will obtain the required language proficiency or required supports, such as assistive devices that will be needed for an employment goal.

### **Key Questions:**

1. What are the learner's transferable skills?
2. What is the learner's highest level of education or training?
3. Does the learner have a high school diploma or the equivalent?

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4. How long has the learner been out of school or training?
  5. Does the learner have the competencies, including second-language skills, motivation and aptitude for the desired employment goal?
  6. What is the learner's timeframe for achieving this goal and is it appropriate to the learner's circumstances?
  7. What are the competencies, job-specific skills, second-language skills, credentials and/or knowledge required for the goal?
  8. Does the goal align with the learner's education level, training completed, skills acquired and language abilities with the local labour market requirements? (e.g. certifications, high school diploma or equivalency, skills, second-language requirements, etc.)
  9. Should the learner be referred to Employment Service for more information about employment qualifications and for specific job search support?
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**How are achievements for this goal recognized?**

**Employment**

Achievements for the employment goal are recognized when a learner completes an employment transition - by obtaining employment, retaining employment or advancing at the workplace.

**Role of LBS Service Providers**

LBS service providers prepare the learner by providing them with the necessary literacy and basic skills, which in turn will support an effective transition into an employment goal. LBS service providers refer learners to Employment Service when they are ready to look for work.

**Key Questions:**

1. What further skills and/or literacy development does the learner need?
2. Does the learner need any additional qualifications to enter, re-enter or advance in the workforce?
3. When should a learner be referred to Employment Service?

## What are the learner's options for employment?

### Employment

Learners can improve their prospects for completing an employment transition by increasing their literacy and basic skills in an LBS program or by working with an Employment Service provider to conduct a job search. A learner can do this concurrently or sequentially. Employment opportunities may arise at any time during LBS programming; a learner may choose to leave LBS at any point to pursue an opportunity on their own or with the help of an Employment Service provider.

For learners with employment goals, the following options may be considered, during LBS programming or upon exit:

- referral to Employment Service
- independent job search
- community placement
- volunteering
- transition to other related goal paths for further career opportunities (see secondary school credit, postsecondary, and/or apprenticeship goal path descriptions)

### Employment Ontario (EO) - Employment Service

**There are many EO service providers that offer Employment Service to Ontarians throughout the province.** Individuals can find local service providers and more information through the Ministry of Training, Colleges and Universities' (MTCU) Employment Ontario web page at <http://www.tcu.gov.on.ca/eng/search.asp>.

Employment Service providers offer the following services:

- Client Service Planning and Co-ordination (CSPC) – This is considered to be the gateway to accessing Employment Service through EO. CSPC assists the client in preparing an employment action plan that takes into consideration the learner's strengths, challenges and goals. A CSPC also considers what specific Employment Service is necessary as well as identifying interventions that are critical to achieving the client's employment goal.
- Resource and Information (RI) – Through RI an individual can view local job postings, read job search books, attend workshops and receive professional advice that is current and appropriate to their

communities. RI helps support independent or “unassisted” job search, career clarification and planning as well as informing learners’ and service providers’ training, education or employment decisions.

- **Job Search (JS)** – This Employment Service provides structured and individualized support to learners as they conduct a job search. JS is most appropriate for individuals who are willing and able to work but are unlikely to succeed or have been unsuccessful in conducting an independent job search due to a lack of clear career goals, unrealistic job expectations, poor self-marketing skills and/or stability issues.
- **Job Matching, Placement and Incentives** – This service assists both individuals and employers in matching available skilled labour with work opportunities. Actual work placements are negotiated between the Employment Service provider and the employer. In addition, placement support is also offered to help identify and resolve workplace issues that may affect a learner’s success. If necessary, financial support is available to remove barriers to participation. Employers may also receive financial incentives to provide on-the-job training, including apprenticeship training, work experience opportunities and/or skill level/employability assessments for participants in trial placements.
- **Job/Training Retention** – This service supports longer-term attachment to or advancement in the labour market. This is an additional service to regular placement monitoring, support and follow-up. Both participants and employers receive this enhanced support when an on-the-job placement, training completion or employment advancement is unlikely to succeed without further assistance.

### **Second Career**

Second Career is an employment training program available to all Ontarians who require Literacy and Basic Skills training for career advancement or employment purposes. Financial assistance is available to offset the cost of basic living expenses, course and incremental costs and those costs specifically related to disability needs during an individual’s participation in the program.

Individuals may access Second Career by contacting the Employment Ontario service provider in their area (please refer to the website noted above to locate your local provider). LBS providers may assist their clients by working collaboratively with the local EO providers to determine the best course of action for these individuals.

Additional information regarding Second Career can be obtained through the following website:

<http://www.tcu.gov.on.ca/eng/secondcareer/index.html>.



Status Indians have access to federally-funded employment counseling services. Those who are living off reserves can access Employment Service through Indian Friendship Centres. For more information on Indian Friendship Centres visit Ontario Federation of Indian Friendship Centres at <http://www.ofifc.org/>.

### **Independent Job Search**

At any point during an LBS program a learner can conduct an independent job search. Learners should be encouraged to expand their network and look for employment opportunities where possible.

### **Community Placement for Ontario Works Clients**

Community placements are unpaid community service positions that provide participants with the experience to move into the paid labour force with improved skills and self-confidence. Participants are placed in community placements that provide opportunities to gain valuable experience, references and employment-related skills, build basic networks, and support the community while increasing their employability. Placements cannot exceed six months in length (unless training is provided, in which case the placement can be extended up to 12 months). A community placement can be directed or self-initiated. For more information on community placements visit [http://www.mcass.gov.on.ca/en/mcass/programs/social/directives/directives/OWDirectives/8\\_6\\_OW\\_Directives.aspx](http://www.mcass.gov.on.ca/en/mcass/programs/social/directives/directives/OWDirectives/8_6_OW_Directives.aspx).

### **Volunteering**

Volunteering is an activity in which learners can participate in civic society, build their local communities, expand their network and gain valuable experience in a workplace. Learners may volunteer at any time during or after an LBS program. For more information visit <http://www.ovcn.ca/> and <http://volunteer.ca/home>.

### **Transition to Other Related Goal Paths**

During the course of a learner's program a learner may want to change to an occupational goal which may require higher levels of education or training. It is the responsibility of the LBS service provider in consultation with the learner to explore other goal paths and adapt the learner plan accordingly.

### Role of LBS Service Providers

An LBS service provider should support and help learners to explore options available in the community focused on obtaining employment.

### Key Questions:

1. What delivery modes of LBS programming might be suitable for the learner so that they are able to achieve an employment goal? (e.g. part time, full time, distance education, etc.)
2. What types of employment opportunities are available in the learner's community?
3. Can the learner conduct an independent job search?
4. Does the learner need the assistance of an Employment Service provider to conduct a job search or to receive other Employment Service?
5. Could a community placement or volunteer position help the learner achieve an employment goal? Are there any other options in the learner's community which can help achieve an employment goal?
6. Is the learner a client of Ontario Works? If so, would the learner benefit from a community placement?

### Are there any additional requirements?

### Employment

Many occupations require a certain level of education, language skills, technical skills, competencies and/or physical capabilities. In addition, some occupations may require other resources for a worker to perform duties such as construction tools, a uniform or safety boots.

For employment transitions listed in this goal path (being ready for employment, obtaining employment and advancing at the workplace), certain levels of communication and language proficiency are needed. Information on the relationships between oral communication, essential skills and various forms of employment can be found at the Centre for Canadian Language Benchmark's website [http://www.itssessential.ca/itssessential/display\\_page.asp](http://www.itssessential.ca/itssessential/display_page.asp).

It is important that the learner contact an Employment Service provider to obtain information on the language entry requirements and the language proficiency tests used for employment.

### Role of LBS Provider

Assist the learner in identifying whether there are additional requirements for the goal and provide referrals for any applicable supports and/or services.

### Key Questions:

1. Does the learner have accessibility requirements that may influence employment options?
2. Does the learner know the potential requirements of the desired occupation?
3. Does the learner need specific resources, tools and/or equipment to enter the occupation?
4. Does the learner need accessibility or disability supports? If so, who should you contact at *Ontario Disability Support Program* (ODSP) and/or other community services?
5. Does the learner need wrap-around supports and/or services such as accessibility or disability supports?

**What are the cost and required supports? Are Government supports available?**

### Employment

Employment Ontario offers a range of programs and services which can help learners find a job. This includes career counselling, resume workshops, job finding help and wage subsidy programs. For more information visit <http://www.tcu.gov.on.ca/eng/employmentontario/>.

In many communities Ontario Works (OW) offices can provide OW clients with employment placement opportunities. These placement opportunities provide participants with incentives and the opportunity to do on-the-job training while receiving wages for employment, which can help match people who are looking to enter the workforce and qualified workers with wage-paying jobs. OW also provides financial assistance for costs associated with starting a full time job. For more information on OW visit <http://www.mcass.gov.on.ca/en/mcass/programs/social/ow/>.

ODSP recipients and eligible members may receive funding through the Employment and Training Start Up Benefit for up to \$500 for startup costs related to employment. For details visit [http://www.mcass.gov.on.ca/en/mcass/programs/social/directives/directives/ODSPDirectives/income\\_support/9\\_1\\_ODSP\\_ISDirectives.aspx](http://www.mcass.gov.on.ca/en/mcass/programs/social/directives/directives/ODSPDirectives/income_support/9_1_ODSP_ISDirectives.aspx).

Second Career may offer financial support to eligible participants. For further information please visit Second Career's financial supports web page at

[http://www.secondcareerontario.com/web/second\\_career/landing/?gclid=CLfBtMHSi6sCFUTBKgodESApw](http://www.secondcareerontario.com/web/second_career/landing/?gclid=CLfBtMHSi6sCFUTBKgodESApw).

### Role of LBS Service Providers

LBS service providers provide learners with the necessary supports, tools and information so that they are able to contact the appropriate government ministries to determine the costs involved in achieving their employment goal and the supports that are available to them.

### Key Questions:

1. What are the financial resources the learner will require?
2. What government financial supports are available for employment?
3. Does the learner need any items for obtaining a job? If so, what are the eligibility requirements?
4. Is the learner on income support?

## Key Resources

### What assessment tools and learner resources are used for employment?

#### Employment

- Test Of Workplace Essential Skills (TOWES), for more information on TOWES visit <http://www.towes.com/en/products--services/towes-assessments/towes-assessments>
- Communications and Math Employment Readiness Assessment (CAMERA), for more information on CAMERA visit <http://www.ptp.ca/publications/camera/>
- Prose, Document, Quantitative Profile Series (PDQ), for more information on PDQ visit [http://www.ets.org/literacy/about/content/pdq\\_profile\\_content](http://www.ets.org/literacy/about/content/pdq_profile_content)
- The OALCF Selected Assessment Tools provides a sampling of assessments and resources available to practitioners and assessors. To review the OALCF Selected Assessment Tools please visit

[http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF\\_Selected\\_Assessment\\_Tools\\_Mar\\_11.pdf](http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_Selected_Assessment_Tools_Mar_11.pdf)

- To find an appropriate collection of learning materials, please visit the OALCF Resources page on the OALCF website at <http://www.tcu.gov.on.ca/eng/eopg/oalcf/tools-and-resources.html>

**How do I know what information, referrals and supports a learner needs?**

Learner goal attainment is closely linked to the quality of supports they receive. Supports contribute to learners' persistence in LBS programming and can be organized under five types: financial/material, academic, health, employment and social skills.

**Role of LBS Service Providers**

Service coordination requires LBS service providers to refer their learners to the necessary programs and supports available in the community. It is the responsibility of the LBS service providers to provide learners with the appropriate information and referrals.

**Key Questions:**

1. Do you have the necessary information to determine which support(s) and/or referral(s) are needed?
2. What supports does the learner need? (e.g. child care, transportation, learning disability assessment, physical accommodation, etc.) Does the learner's English skills or second-language skills need to be increased?
3. Has the learner already accessed any of the necessary supports?
4. What referrals are needed for employment transitioning? When should they be accessed?
5. What forms of government supports or programs could help learner achieve the goal?
6. Are there any issues or potential areas of concern for the learner which may need to be assessed by another agency?

## Employment Key Development Skills

Learners need to develop all six Ontario Adult Literacy Curriculum Framework (OALCF) competencies (*Find and Use Information, Communicate Ideas and Information, Understand and Use Numbers, Use Digital Technology, Manage Learning and Engage with Others*) to achieve their goals. The Key Development Skills below list the specific skills that underpin competencies that a learner needs in order to develop an employment goal as well as some additional required knowledge. These skills were drawn from goal path-specific research and development projects conducted in Ontario, such as *Signposts Workforce Literacy and Essential Skills Instructional Guidelines*. For information on this resource visit <http://www.ptp.ca/>.

To review the six competencies in the OALCF please visit <http://www.tcu.gov.on.ca/eng/eopg/oalcf/tools-and-resources.html>.

Employability skills and employer-demand vary based on the industry, business, organizational culture and the specific job at hand.

### Personal Management Skills for and at Work

- punctual
- dependable
- demonstrates a positive attitude
- motivated
- performs basic job duties
- meets goals and deadlines
- manages time appropriately
- organized
- identifies problems
- solves problems
- makes decisions
- cooperates with others
- gets help if needed
- manages conflict

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- takes responsibility on the job
  - follows policies/rules/instructions
  - speaks effectively
  - listens attentively
  - expresses/contributes ideas
  - reads/writes as required
  - translates ideas into actions as necessary
  - adapts to changes to job routines as necessary – asks for and participates in training as necessary
  - learns on the job
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#### Reading Text

- reads notes from supervisors, co-workers and customers to obtain instructions, procedures and information
  - reads notices, understands the importance and acts appropriately
  - reads instructions and carries out the procedures
  - reads e-mail and understands the content
  - reads and understands company memos
  - reads letters and/or emails from customers and clients
  - keeps up to date with industry developments by reading and skimming through online articles, magazines or newsletters
  - reads forms to extract and interpret information
  - troubleshoots issues by referencing manuals, internet resources, and policy manuals
  - collates information through a variety of resources
  - critically analyzes job-specific written materials and makes educated decisions accordingly
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**Document Use**

- interprets and understands commonly used symbols
- uses lists and looks up basic information on tasks, activities and ingredients
- reads labels and identifies items
- reads tables and forms to extract information
- creates lists
- reads and interprets basic signs and symbols with text
- completes forms and records information
- catalogues and has the ability to locate information
- collates information using multiple sources and documents
- creates tables that classify and organize information
- utilizes information from graphs
- creates graphs
- utilizes and refers to diagrams, drawings and sketches
- works with multiple documents and has the ability to synthesize, compare, decode and record

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**Writing**

- writes notes for themselves to record key information and remember items
  - takes notes for customers, supervisors and colleagues
  - records clear instructions
  - records information on forms
  - writes emails to customers, supervisors and colleagues
  - writes memos to customers, supervisors and colleagues to update and share information
  - generates letters to clients, customers and suppliers to resolve complaints, answer inquiries and share information
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	<ul style="list-style-type: none"><li>• creates reports to present information to supervisors and suppliers</li></ul>
<b>Numeracy</b>	<ul style="list-style-type: none"><li>• counts items and inventory</li><li>• adds prices from multiple items</li><li>• calculates and makes change</li><li>• measures time, distance, weight, dimensions, liquid, temperature, angles and air pressure</li><li>• compares costs from multiple sources</li><li>• manages inventory levels and schedules the correct number of items to order</li><li>• multiplies quantities, understands unit costs, calculates discounts and tax</li><li>• prepares inventory, weekly and monthly schedules</li><li>• uses rate to calculate quantities</li><li>• calculates, manipulates and converts measurement for time, distance, weight, dimensions, liquid, temperature, angles and air pressure</li><li>• calculates, manipulates and converts measurement using patterns, trends and formulas for time, distance, weight, dimensions, liquid, temperature, angles and air pressure</li></ul>

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### Community Notes

LBS service providers can use this section to enter community related information for the employment goal including contact information, specific program entrance requirements, costs, program registration dates, etc.