Essential Skills Profiles

Top 50 Entry-Level Jobs in Canada

Kingston Literacy & Skills 2011

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TIES at a Glance

ASSESSORS

☑️ Use for intake assessment to determine areas of strengths and weaknesses
☑️ Use to identify examples of skills required for the job that may not have been obvious
☑️ Use to develop training plans and schedules
☑️ Use to create learning activities

CLIENTS

☑️ Use to self-assess current skills
☑️ Use to identify transferable skills from jobs they may have held
☑️ Use to decide which Essential Skills to work on
☑️ Use to explore potential occupations
☑️ Use to build a resume or portfolio

CASE MANAGERS

☑️ Use to identify training needs of clients
☑️ Use to help clients recognize transferable skills
☑️ Use to identify services or programs where skills are taught
☑️ Use to refer clients for job placements based on transferable skills
TIES at a Glance

**PRACTITIONERS**
- Use for ongoing assessment to determine progress
- Use to develop training plans and schedules
- Use to create learning activities
- Use to craft relevant demonstrations
- Use to identify authentic workplace documents
- Use to identify similar training needs in a small group

**EMPLOYMENT COUNSELLORS**
- Use to help clients write resumes
- Use to help clients write cover letters
- Use to identify transferable skills from jobs they may have held
- Use to help employers identify the skills required for a specific job
- Use to explore potential occupations

**EMPLOYERS**
- Use to create job ads
- Use to create interview questions
- Use to decide which Essential Skills are needed for specific tasks
- Use to create job evaluations
- Use to identify training needs
Introduction

Those who work with entry-level job seekers report that their clients need improved Essential Skills if they are to find and retain employment in today’s competitive market. The TIES profiles (Training Incorporating Essential Skills) are an important resource for assisting in this endeavor. They link literacy practitioners, case managers, employment counsellors, assessors, employers and low-skill clients within the common framework of Essential Skills.

The TIES profiles feature the top 50 entry-level jobs nationally, along with the levels 1, 2, and some level 3 Essential Skills clients need to perform them successfully. For literacy practitioners and assessors, this resource highlights the transferable skills needed for a range of jobs at the entry level, and provides a complete package that requires no additional references or computer look-ups. It will also adapt easily to a client training plan. Case managers and employment counsellors will use this resource as a quick and accurate way to assess skill gaps. It may also be used as a checklist to indicate other barriers to employment, such as working with others and decision making. As well, it is a reference guide to job options based on skills and transferable skills. Finally, for the client seeking employment, the resource shows what the Essential Skills are, how they are linked to job performance, and how improving them can lead to job success.

To determine the top 50 entry-level jobs, we consulted regional and national labour market surveys, Statistics Canada data and other publications, such as Conference Board of Canada and industry-specific reports. The top 50 jobs are therefore Canada-wide. Survey results from pilots of this resource show that the profiles are accessible, have a variety of applications, and that clients find them easy to use and understand. The TIES profiles are part of a larger project which also includes employer and classroom resources.

The checklist format of the TIES profiles makes it a versatile resource for a wide variety of users. Some suggestions for use are found in TIES at a Glance on the previous pages — you will likely think of many more.

Using the TIES Profiles

The TIES profiles include the concise information needed to support clients seeking work at the entry level. They are adapted from the full Essential Skills profiles found at hrsdc.gc.ca/essentialskills.

NOC Codes and Job Titles

The top 50 jobs in the TIES profiles are arranged in numerical order according to their NOC codes. They are also listed numerically in the Table of Contents. In most cases, each NOC code corresponds to a single main job title, such as General Office Clerks (1411), for example. Other job titles in this category, such as typist or office assistant, are included under this main title. For a list of the job titles included in this resource, refer to the Appendix on page 179.
Some profiles refer to more than one NOC code. The profile for Cleaners (6661/2/3) groups three separate NOC titles: Light Duty Cleaners, Specialized Cleaners, and Janitors, Caretakers and Building Superintendents. Grocery Clerks and Shelf Stockers / Other Sales Occupations also share a profile. Also, when a profile includes a number of different jobs, subheadings are used to indicate the tasks specific to one group. For example, Other Assisting Occupations in Support of Health Services includes very different tasks for Orthopedic Technologists, Ophthalmic Lab Assistants, Pharmacy Assistants and others grouped in this NOC.

Profiles and Job Tasks

The symbol ▶ next to an Essential Skills heading indicates that it is one of the most important Essential Skills for that job.

The TIES profiles include job tasks at Essential Skills complexity levels 1 and 2. These are the levels covered in literacy and basic skills programs. Some profiles also include level 3 tasks — tasks considered typical or frequent for that job or those performed by a high percentage of workers. The number in parenthesis at the end of each task is the complexity level for that task.

Some tasks also include a frequency modifier, such as daily, weekly, monthly, frequently, occasionally, or rarely, which indicates how regularly a task is performed. These are shown in parentheses following the complexity level.

The qualifying word “may” in a job task means that the task is not performed by all workers who do that job.

Finally, the kinds of math performed in the Numeracy tasks (i.e. Money Math, Numerical Estimation, etc.) are also shown in parenthesis.

The information in this resource was current at the time it was prepared. For updates and further details about the Essential Skills, visit the Essential Skills website at hrsdc.gc.ca/essentialskills.
General Office Clerks

Reading Text
☐ May read memos regarding new systems, employees, policies and procedures. (1)
☐ May skim incoming mail to see if they can deal with it, or if it has to be forwarded to another employee. (1)
☐ May proofread letters, reports and presentations that are being sent out of the office to clients. (2)
☐ May read minutes from staff meetings to establish a distribution list. (2)
☐ May read business magazines or other industry-specific material to obtain an overview of developments in their industry. (2)
☐ May read forms that are relevant to their job, such as letters of credit and completed payroll and billing adjustment forms. (2)
☐ May refer to computer manuals to learn how to perform certain functions or how to use new software packages. (3)

Document Use
☐ May look up phone numbers and addresses in phone books and office directories. (1)
☐ May read labels on supplies, shelves and incoming mail and produce mailing labels for outgoing mail. (1)
☐ May scan supplier catalogues when preparing purchase orders. (2)
☐ May read indexes in computer manuals. (2)
☐ May complete a variety of forms such as supply order forms, courier waybills, bill payments, invoices and fax forms. (2)
☐ May enter information into work schedules that are in tabular form. (2)
☐ May complete a retroactive payroll and billing adjustment form when there are discrepancies in cheques. (2)

Writing
☐ May write email messages to supervisors and co-workers. (1)
☐ Write notes to themselves as reminders and notes to co-workers to clarify instructions or obtain information. (1)
☐ May write letters to clients regarding overdue accounts and respond to client requests for information. (2)
☐ Write letters and reports from rough drafts given to them by managers. They organize the information, insert any missing information and make minor revisions. (2)
☐ May write reports to justify action taken, such as the reasons for calling in security when there was a commotion at the front counter. (2)

Oral Communication
☐ Interact with other employees, in person or by telephone, to share information about tasks, meetings, deadlines, work methods and the location of various documents. (1)
☐ Talk to clients, in person or on the phone, and provide them with information. They are often the clients' first contact with the office. (1)
☐ Interact with couriers to clarify pickup and delivery times. (1)
☐ May page employees over an intercom system. (1)
☐ Talk with contractors and suppliers to discuss discrepancies in invoices or to order supplies. (1)
☐ Receive instructions from supervisors and discuss tasks and priorities with them. (2)
☐ Maintain contact by phone with managers who are away. They relay essential information to them, including details of emergencies and questions from clients and suppliers which they can't answer. They also clarify situations regarding clients' cases. Miscommunication could result in a loss of time and/or money. (2)
Numeracy

☐ May handle the petty cash in the office and pay bills, such as rent and utility bills. (Money Math) (1)
☐ May accept payments by cash or cheque from clients and issue receipts. (Money Math) (1)
☐ May prepare invoices and billing reports for clients. (Money Math) (2)
☐ May enter receipts and expenses in the bookkeeping system and check the totals by adding and subtracting. (Scheduling, Budgeting & Accounting Math) (2)
☐ May balance the daily debits and credits in the accounting records. (Scheduling, Budgeting & Accounting Math) (2)
☐ May process purchase orders for office supplies. (Scheduling, Budgeting & Accounting Math) (2)
☐ May weigh mail to determine the cost of postage. (Measurement and Calculation Math) (1)
☐ May when preparing complex documents, convert between fractions, decimals and percentages to make precise alignments for footers, margins, headers and columns. (Measurement and Calculation Math) (2)
☐ May make simple comparisons of data, for example, comparing monthly reports. (Data Analysis Math) (1)
☐ May estimate office supply requirements, such as photocopy paper, based on an analysis of past usage and knowledge of planned activities. (Numerical Estimation) (1)

Thinking Skills — Problem Solving

☐ May have trouble getting tasks completed within a set time frame, such as when a document is held up at the printing office. In that case, they may have to adjust their schedule to make sure they will be ready to give priority to the delayed document as soon as it arrives. (1) (frequently)
☐ May notice an error in a document. They contact the individual who produced the document to find out what wording was intended. (1)
☐ May find discrepancies in the dollar figures when reconciling the accounting ledger. They compare slips and ledger entries to find the error. (1)
☐ May have mail to clients returned as undeliverable. They check with co-workers or make phone calls to locate a correct address. (1)
☐ May encounter a malfunctioning computer or photocopier. They try to fix the problem themselves or call a technician. (2) (frequently)

Thinking Skills — Decision Making

☐ Decide when to interrupt telephone conversations and put people on hold. (1)
☐ Decide to whom to refer callers, based on the subject matter and the availability of staff. (1)
☐ Decide when to schedule appointments or set up meetings to best accommodate participants’ schedules. (2)
☐ Decide the priority of items of correspondence and process them accordingly. (2)
☐ Decide which software package is best suited for a specific assignment or project. (2)
☐ Decide what office supplies are needed and when to place the order. (2)

Thinking Skills — Job Task Planning & Organizing

General office clerks organize their own job tasks based on priorities set by their organization. Their tasks are mostly repetitive but are frequently interrupted by phone calls from clients or suppliers or requests from supervisors. They often do work for several managers and need to juggle deadlines to ensure that service is provided to all of them in a balanced way. (2)
Thinking Skills — Significant Use of Memory

☐ May remember the individual format and style preferences of all the officers or managers they serve and what letterhead is required for their correspondence.
☐ May remember a variety of rarely used procedures in the software manual.
☐ May memorize file codes and safe combinations.
☐ May memorize established procedures and regulations for processing paperwork efficiently.

Thinking Skills — Finding Information

☐ Look up names, addresses, phone numbers and sources for supplies and materials in the white and yellow pages of the phone book or in supplier directories. (1)
☐ Refer to databases to locate information on clients or companies. (1)
☐ Obtain financial, legal, medical, security and policy and procedure information by contacting co-workers or departments and checking reference books. (2)
☐ Use computer manuals for assistance when using computer programs. (2)

Working With Others

General office clerks mainly work independently. They may work as members of a team or with a partner or helper on large tasks, such as the preparation of proposals or when completing tasks with a strict deadline.

Computer Use

☐ Type reports, memos and letters. (2)
☐ Respond to prompts on a screen when looking up information for a client. They then transfer this information to a paper copy for the client. (1) They also enter client information in a database. (2)
☐ May enter credits and debits into a computerized accounting system. (2)
☐ May send email messages to co-workers and to clients. (2)

Continuous Learning

General office clerks learn about new computer programs, software and applications and must keep up to date on changes in policy and procedures. They may take courses offered by their organization in subjects such as finance.
Receptionists and Switchboard Operators

Reading Text

Receptionists and Switchboard Operators
- Read phone messages and pass them along to the appropriate individual. (1)
- Read memos regarding policy, procedures, security, personnel changes or daily events. (1)
- Read mail and forward it to the appropriate individual, along with any necessary forms. (1)
- Read forms related to the office, such as insurance forms and hospital admitting forms. (2) (daily)
- Read notes from supervisors explaining job tasks or giving instructions. (2)
- Read brochures and letters from companies describing their products, such as service brochures from telephone companies. (2)

Medical and Dental Receptionists
- Read client files to answer client questions and to prepare the physicians or dentists for appointments with clients. (3)

Document Use

Receptionists and Switchboard Operators
- Read labels on parcels in order to deliver them to the appropriate recipients. (1)
- Read phone lists of employees, major clients and suppliers. (1)
- Scan various forms and forward them to the appropriate recipients. (1)
- Read courier forms and bills of lading to receive and direct incoming parcels or letters. (2) (daily)
- May read charts on the switchboard computer screen showing the status of incoming phone calls. (2) (daily)
- Use maps to direct visitors. (2)
- Complete various forms, such as supply order forms, customer receipts and forms regarding the use of machinery such as the photocopier. (2) (daily)
- Refer to diagrams or drawings when maintaining equipment, such as when inserting a new tape into a cash register. (3)
- May input time sheet information on spreadsheets. (3) (daily)

Medical and Dental Receptionists
- Refer to physician directories. (1)
- Read medication lists and fee guides. (2) (daily)
- Read medical forms, such as pre-hospital admission, consent for treatment and test request forms. (2)

Writing

Receptionists and Switchboard Operators
- Write telephone messages to pass them on to other staff. (1) (daily)
- May complete receipts for customers and record billing information in account books. (1) (daily)
- Complete forms, such as worker compensation forms and customer complaint forms. (2) (daily)
- May write letters to clients regarding overdue accounts. (2)

Medical and Dental Receptionists
- Write notes in patients’ files to keep them current. (2) (daily)
**Oral Communication**

*Receptionists and Switchboard Operators*

- Book appointments, speak to clients and servicers on the phone and transfer calls to other employees. (1) (daily)
- Relay messages to co-workers and other staff and exchange information with them. (1)
- Greet clients, determine the reason for their visit, provide them with basic information and direct them to the appropriate individual or department. (1) (daily)
- Speak with suppliers to order services, materials and equipment. (1) (frequently)
- May show clients to waiting rooms. (1)
- Receive instructions and updates on daily activities from supervisors and ask opinions regarding procedures and materials to purchase. (1)
- Handle hostile customers on the phone or in-person, referring the situation to supervisors if necessary. (2) (daily)
- May instruct clients on treatment procedures and call them to relay test results. (2)
- May speak to outside agencies to arrange services for clients, such as home care services. (2)

**Numeracy**

- May accept payments from customers for services, verify the amount received and give change. (Money Math) (1) (daily)
- Keep records of bills, such as telephone and credit card bills, checking the calculations and discounts and cross referencing them with internal documents. (Money Math) (3)
- Enter information on the accounting day sheet including the patient's name, receipt number, date, description of services, fees charged, payment, current and previous balances. (Scheduling, Budgeting & Accounting Math) (1)
- Enter purchases and payments into account books and prepare accounts receivable lists. (Scheduling, Budgeting & Accounting Math) (2) (weekly)
- Schedule when new supplies are needed, review supply catalogues to compare costs and make purchasing decisions, based on set budgets. (Scheduling, Budgeting & Accounting Math) (3) (weekly)
- Weigh mail to calculate appropriate postage for parcels and letters. (Measurement and Calculation Math) (1)
- Compare the number of incoming calls to outgoing calls on certain projects to clarify workload requirements. (Data Analysis Math) (1)
- Calculate the average number of medical tests completed or products created in a month for reports. (Data Analysis Math) (2)
- Estimate the length of meetings to inform staff when rooms will be available. (Numerical Estimation) (1) (frequently)
- Estimate the cost of services, such as medical or dental procedures, by speaking with staff or referring to fee guides. (Numerical Estimation) (2)
- Estimate how long a client will have to wait for services and when staff members who are away from the office will return. (Numerical Estimation) (2)

**Thinking Skills — Problem Solving**

- May receive requests from clients or staff on short notice. They examine the schedule to determine if requests can be met. (1) (frequently)
- May find errors in billing. They recheck paperwork to find the source of the error. (1)
- May be asked for information that is not readily available. They must search for the appropriate information within the office or contact outside sources. (2)
Essential Skills Profiles  
Top 50 Entry-Level Jobs in Canada

Receptionists and Switchboard Operators

- May find that visitors arrive unexpectedly and demand to speak to staff who are unavailable. They establish whether another staff member would be able to help. (2) (frequently)
- Encounter problems when appointments have been overbooked or clients have cancelled appointments on short notice. Appointments must be re-scheduled to best fit staff and client needs. (2) (frequently)

Thinking Skills — Decision Making

- Decide when to interrupt phone calls or put people on hold. (1)
- Decide which clients to serve first when overbooking occurs or when there are numerous visitors requesting services at the same time. (2)
- Decide which staff to refer clients to and the length of time to schedule for appointments based on information provided by the clients. (2)
- Decide from which suppliers to purchase services. (2)
- Decide the order in which they will carry out tasks, based on which staff members make requests, what deadlines have to be met and the order in which the work was received. (3)

Thinking Skills — Job Task Planning & Organizing

Receptionists and switchboard operators organize their work to respond to the demands of phone lines and clients coming to the front desk, staff needs and required paperwork. The days are routine, but disruptions are frequent, requiring flexible schedules and the ability to adjust priorities. Receptionists and switchboard operators must ensure they allot enough time to complete essential activities, such as completing paperwork or covering breaks for other staff. (2)

Thinking Skills — Significant Use of Memory

Receptionists and Switchboard Operators

- Remember the names and faces of clients and suppliers.
- Remember office administrative information, such as codes for transferring calls and completing bills and the location of particular files. (daily)

Medical and Dental Receptionists

- Remember the names of medical tests, what they are for and special requirements. For example, medical receptionists may inform patients to fast before certain tests.

Thinking Skills — Finding Information

Receptionists and Switchboard Operators

- Find names, addresses and telephone numbers in phone books and directories. (1)
- Find billing numbers. For example, the medical receptionist refers to the physician registry for billing numbers and addresses. (1) (daily)
- Refer to software manuals or speak with co-workers when experiencing computer difficulties. (2)

Medical and Dental Receptionists

- Refer to client files to find information regarding a client’s treatment. (2)
- May look up pharmaceutical equivalency data in reference books. (2) (monthly)
Working With Others
Receptionists and switchboard operators mainly work independently, coordinating their work with others. They are members of a team, co-operating to ensure a smoothly functioning and efficient office environment.

Computer Use
☐ Use other computer applications. They may use computerized switchboard equipment. (1)
☐ Enter data to complete forms. (2)
☐ May locate information on a client database. (2)
☐ May input data for billing purposes. (2)
☐ May use email and the Internet. (2)

Continuous Learning
Receptionists and switchboard operators have an ongoing need to learn. They upgrade their computer skills, take client service training and learn about new products.
Data Entry Clerks

Reading Text
☐ Read brief letters and faxes from clients. (1) (frequently)
☐ Read memos about changes in policy, procedures and personnel. (2) (weekly)
☐ Refer to procedures and regulations manuals when problems arise or instructions must be clarified. (2) (daily)
☐ Refer to computer manuals to find information on software applications. (2)

Document Use
☐ May refer to directories to locate customer information and invoicing and billing codes. (1) (daily)
☐ May create and read labels on client files and charts. (1)
☐ May read completed forms, such as application forms, work orders, job reports, purchase orders, questionnaires, client admission forms and time sheets, to assess the data for meaning and accuracy and enter it in the computer. (2)
☐ May read computerized records to track invoices by information, such as account, vendor and invoice numbers. (2)
☐ May work from coding sheets and use computer printouts in table format. (2)

Writing
☐ Write memos or faxes to request or clarify information. (1)
☐ Enter numerical and textual data into the computer. (1) (daily)
☐ Write notes to co-workers, to provide them with information about files. (1)
☐ May complete forms, such as invoices, packing slips, work sheets and bills of lading. (1) (daily)
☐ May complete work orders, noting site locations, delivery instructions, security information and delivery times. (1) (weekly)
☐ May prepare minutes to record the discussions at staff meetings. (2)

Oral Communication
☐ May contact personnel in other departments to obtain information about invoices. (1) (weekly)
☐ May communicate with suppliers about incoming and outgoing data. (1)
☐ Receive clarification and direction from supervisors. For example, they may clarify the meaning of a term on a work order before entering the information into the system. (1)
☐ May speak with customers to assist them in completing forms. (1)
☐ Interact with co-workers to coordinate tasks and to plan how to meet deadlines. (2)
☐ May consult with computer programmers or analysts to determine the most efficient data entry procedures. (2)
☐ May participate in staff meetings to discuss policies and procedures. (2)
Numeracy

- Enter cash dispersals, cheques and purchase orders on the computer and verify that calculations are correct. (Money Math) (1) (daily)
- Process invoices, inputting prices, item amounts, taxes and applicable discounts into the computer and using the computer to calculate total bills. They may calculate some prices. (Money Math) (2)
- Enter budget and time sheet information on the computer and verify that calculations are correct. (Scheduling, Budgeting & Accounting Math) (1) (daily)
- May compare actual amounts to budgeted amounts when entering new expenditures into computerized system. (Scheduling, Budgeting & Accounting Math) (1)
- Enter numerical data into computerized databases. They may assess the accuracy of the data, for example, by checking whether codes fall within an acceptable range. (Data Analysis Math) (1)
- Estimate how long it will take to complete a task. (Numerical Estimation) (1)
- May estimate correct totals to spot errors. (Numerical Estimation) (2)

Thinking Skills — Problem Solving

- Discover incorrect data when processing paperwork, such as purchase orders or payroll. They check with sources and, if necessary, re-enter the data. (1)
- Encounter incomplete paperwork in support of an invoice. They try to locate the missing information by calling the worker who authorized the invoice. (1)
- Have customers who request products without knowing the product codes. They match product descriptions with computer listings to find the needed information. (1)
- Find that sources of information are inconsistent. For example, a work site time sheet and an injury report. May show a different number of hours worked. They check with forepersons or managers to verify information. (2)

Thinking Skills — Decision Making

- Decide whether to enter information onto the computer if there are discrepancies or missing information. (1)
- Decide whether to change records on the computer, such as changing a number on an invoice when it is considered incorrect. (1)
- Decide whether to call a customer when information, such as weights or bills of lading numbers, is not clear. (1)
- Decide whether they can assist a customer with a request. (1)
- Decide whether paperwork has been reported correctly, such as payroll figures, purchase orders or work hours. They sign and authorize figures and do the final checking before payment. (2)
- Decide in what order to complete tasks, in consultation with a co-worker. They may recommend system changes to their supervisor. (2)

Thinking Skills — Job Task Planning & Organizing

Data entry clerks perform ordered and repetitive tasks. They may decide on the priority of work, provided they meet deadlines. Interruptions may be frequent, caused by the need to track down errors in input documents or by the receipt of rush orders. (2)
Data Entry Clerks

Thinking Skills — Significant Use of Memory

☐ Remember where to find information saved on computer files.
☐ Memorize computer codes to save processing time.
☐ Recall details about how to process a variety of forms.

Thinking Skills — Finding Information

☐ Find names, addresses and telephone numbers in telephone books or directories. (1)
☐ Find invoice or product order status in computer or paper records. (1) (daily)
☐ Obtain information from co-workers to clarify input documents, such as the number of hours worked. (2)
☐ May seek information about computer programs and systems from computer programmers and analysts. (2)

Working With Others

Data entry clerks work independently. They may work as a member of a team of operators or administrative staff to complete assignments. They keep their co-workers and supervisors informed of their work progress and share information with them.

Computer Use

☐ May write memos to clarify information. (2)
☐ May enter financial data. (2)
☐ May use electronic mail or online networks. (2)
☐ May use special data entry programs in which they respond to prompts on the screen. (2)
☐ May enter and retrieve client data. (3)
☐ May produce tables. (3)

Continuous Learning

Data entry clerks continue to learn, particularly with regard to new computer applications, customer service and teamwork.
Accounting Clerks

Reading Text

☐ Read correspondence to determine if some accounting activity is required, such as issuing a cheque. (1) (daily)
☐ Read internal memos about changes in policy, procedures or personnel. (1) (weekly)
☐ Read letters from suppliers or customers which reconcile accounts, outline payments or request information. (2)
☐ Read government bulletins on topics related to accounting, such as the Goods and Services Tax (GST). (2)
☐ Read research reports and contracts to locate financial information. (2) (weekly)

Document Use

☐ Read labels on files. (1)
☐ Read the daily control log. (1)
☐ Read and interpret lists, such as accounts, lists of clients with overdue accounts and price lists. (2) (frequently)
☐ Read forms, such as collection management forms, cheque request and issue forms, bond indemnity forms and non-sufficient fund forms. (2)
☐ Read account ledgers. These may be computerized. (2)
☐ Enter data into account ledgers and logbooks. (2)

Writing

☐ Keep telephone logs indicating what day a call was placed and what was said. (1)
☐ Write reminder notes to themselves. (1)
☐ Write notes on invoices, for example, outlining actions taken on outstanding accounts. (1)
☐ Prepare form letters for customers who have sent in non-sufficient fund (NSF) cheques. (1)
☐ Write to suppliers to reconcile accounts. (2)

Oral Communication

☐ Listen to simple messages on voice mail. (1)
☐ Talk to suppliers to obtain quotes and clarify invoice amounts. (1)
☐ Interact with their supervisor to receive instructions, to obtain help with paperwork, problem customers or particular accounts and to obtain approvals and signatures. (2)
☐ Speak with customers to follow up on overdue accounts, arrange payments, answer customer enquiries and discuss disagreements about accounts. (2)
☐ Interact with personnel at collection bureau. (2)
☐ May participate in staff meetings to discuss problems and new policies and to exchange opinions on current procedures. (2) (monthly)
☐ Talk with co-workers to exchange information about customer and supplier financial histories, to clarify requests for payment or the validity of invoices submitted, to correct discrepancies in paperwork and to help each other with particular tasks. (2)

Numeracy

☐ Calculate the amount owing on an account or the amount owed to a customer. (Money Math) (1) (daily)
☐ Verify the accuracy of bills and adjust them if clients have been overcharged. (Money Math) (2)
☐ Determine the penalty charge for late payments. (Money Math) (2)
**Thinking Skills — Problem Solving**

- Monitor budgets to ensure that present and projected expenditures are within budgetary limits. (Scheduling, Budgeting & Accounting Math) (1)
- Reconcile accounts by applying cheques to the accounts, as well as debits and other credits. (Scheduling, Budgeting & Accounting Math) (2)
- May order office supplies, monitoring purchases against the office supply budget. (Scheduling, Budgeting & Accounting Math) (2)
- Distribute expenses to appropriate general ledger accounts. (Scheduling, Budgeting & Accounting Math) (2)
- Produce accounts receivable month-end reports, comparing the current month to the previous month. (Data Analysis Math) (1)
- Calculate average costs for use in cost projections. (Data Analysis Math) (2) (weekly)
- Estimate the amount of money that will come in during a particular period. (Numerical Estimation) (2)
- May find that invoices and purchase orders do not match. They check the paper trail to find the source of the error. (1)
- Encounter customers who claim that they have been invoiced for a bill they have already paid or that they have not received a cheque owing to them. They review customer files to verify the customers’ claims. (2)
- May have to resolve shipping and receiving problems, such as shipments being short of the number indicated on the purchase order or being sent to the wrong department. They verify account information and contact shippers or departmental personnel to ensure that accounting information accurately reflects orders received. (2)

**Thinking Skills — Decision Making**

- Decide which invoices to pay and from which accounts to pay them. (1) (daily)
- Decide how to approach clients for payment. (2)
- Determine what payment schedule to set up for clients with overdue accounts, using their best judgment and following policy guidelines. (2)

**Thinking Skills — Job Task Planning & Organizing**

Accounting and related clerks organize their tasks to deal with the day’s priorities. They respond to urgently required special requests, while keeping in mind the need to complete routine tasks on schedule. Routine tasks include paying invoices by specified dates and producing month-end reports. (3)

**Thinking Skills — Significant Use of Memory**

- Memorize general ledger and project codes which are used to gain access to account information.
- Remember detailed procedures relating to term discounts and volume rebates.
- Remember a variety of requests from customers, brokers, suppliers and other departments in order to respond to their questions.

**Thinking Skills — Finding Information**

- Search for names, addresses and telephone numbers in the telephone book or company directories. (1)
- Check with suppliers or purchasers regarding the delivery of products. (1)
- Refer to supply catalogues for ordering information. (1)
- Research financial information or obtain information about customers from manuals, financial statements, files, reports, co-workers, managers and computer systems or printouts. (2) (daily)
**Working With Others**
Accounting and related clerks mainly work independently. They work with others when assisting an accountant or when working with a partner to complete routine tasks. They may be members of an administrative and office support team, working together to ensure that services are provided efficiently.

**Computer Use**
- Enter data, responding to prompts on the screen. There is no requirement for knowledge of the program beyond responding to these prompts. (1)
- Produce reports or letters to customers regarding non-sufficient fund cheques. (2)
- Send and receive electronic mail (email). (2)

**Continuous Learning**
Accounting and related clerks have an ongoing need to learn. They learn new software and work procedures and expand their financial knowledge in areas such as credit management.
Customer Service Representatives — Financial Services

Reading Text
- Read memos about changes made to accounts. (1)
- Read notes from supervisors containing specific instructions or information. (1) (frequently)
- Read bulletins about new products and services. (1)
- Read promotional posters. (1)
- Read bank circulars regarding fraud warnings or updates in procedures, policies and products. (2) (daily)

Document Use
- Read signature-card labels which contain information about the customer and the type of account. (1)
- Read bank books. (1)
- Read and compare lists of rates associated with different bank services. (2)
- Read lists of numeric codes. (2)
- Read tables containing information about various financial products. (2)
- Read investment and credit rate bulletins. (2)
- Fill out night deposit slips and foreign exchange transaction summaries. (2)
- Fill out withdrawal, deposit and rapid-transfer forms, debit and credit memos, stop-payment forms, deposit and withdrawal slips. (2)
- Fill out forms to permit access to safety deposit boxes. (2)
- Enter information in a time sheet or schedule to keep track of hours worked. (2)

Writing
- Write reminder notes to themselves. (1)
- Record details of discrepancies in customer accounts. (1)
- Write explanations for client’s stop payment requests. (2)
- Write memos to the main branch requesting specific information about a customer’s account. (2)
- Complete statements for each type of service to customers and enter these into customer files. (2)

Oral Communication
- Receive instructions or requests from customers and supervisors. (1)
- Ask co-workers or supervisors for information or help. (1)
- Answer customer questions. (1)
- Greet customers, offer assistance and ask for additional information when required. (2)
- Address customer complaints. (2)
- Inform supervisors of unusual situations and problems. (2)
- Discuss options with customers to help them select the type of account or service which fits their needs. (2)
- Participate in meetings with supervisors and co-workers to discuss how best to provide service to customers. (2)
Numeracy

☐ Count, add and subtract money during banking transactions. (Money Math) (1)
☐ Take in money from customers to deposit in accounts, pay bills or make investments. (Money Math) (1)
☐ Withdraw money from customers’ accounts at their request. (Money Math) (1)
☐ Calculate foreign exchange conversions and service fees. (Money Math) (2)
☐ Record financial transactions on computer systems. (Scheduling, Budgeting & Accounting Math) (1)
☐ Record and balance all transactions at the end of the day. (Scheduling, Budgeting & Accounting Math) (2)
☐ Make calculations to determine which type of account will be most suitable for a client’s use, based on cost and convenience. (Scheduling, Budgeting & Accounting Math) (2)
☐ Take counts for reports such as the number of cheques or bills processed. (Measurement and Calculation Math) (1)
☐ Estimate the amount of money to order, ship or keep every day. (Numerical Estimation) (2)

Thinking Skills — Problem Solving

☐ May find that the customer line-up is moving too slowly. They cut unnecessary conversation with the customers and refer complex matters to the service desk. (1)
☐ May deal with irate customers who are not happy with the service or with bank procedure. They must discover the source of unhappiness and provide a remedy if possible. (2)
☐ May find that payments have not been properly credited to a customer’s account. They may have to undertake tracing procedures. (2)
☐ May find that information is missing from a customer’s account. They must check files and talk to co-workers to locate the missing documentation. (2)

Thinking Skills — Decision Making

☐ Decide whether or not to deposit a cheque to a customer’s account with a “hold” on the cheque. (2) (daily)
☐ Decide whether to open an account for clients who do not have appropriate identification. (2) (rarely)

Thinking Skills — Job Task Planning & Organizing

Customer service representatives’ schedules in this unit group are determined by the volume of people coming to the bank. While customer service takes priority, there are many duties that do not involve customers directly, such as keeping records updated. When there are no customers, the customer service representatives in this unit group do filing and record-keeping, tidy their work space or restock their wickets. (1)

Thinking Skills — Significant Use of Memory

☐ Remember details which police have provided about fraudulent bills.
☐ Remember the names, faces and account information of regular customers.
☐ Remember the multiple requests of clients who are making several transactions at once.
☐ Remember banking rates and fees for various services.

Thinking Skills — Finding Information

☐ Ask supervisors or co-workers for information which will help solve a problem with a transaction. (1)
☐ Use bank policy and procedure manuals to find specific information. (2)
☐ Contact different branches or the Help Centre to trace an account entry. (2)
☐ Search through files, bankbooks, computer printouts and forms to get information on a customer’s account. (2)
Customer Service Representatives — Financial Services

**Working With Others**
Customer service representatives in this unit group mainly work independently serving customers. They may share a wicket or computer with a partner and must coordinate activities with them. They work as a team with other bank staff to provide effective customer service.

**Computer Use**
- Use other computer applications. For example, they use special keying sequences to process transactions on customer accounts. (1)
- Find information on customer names, addresses and account numbers in a database. (2)
- Process and review transactions and update bankbooks. (2)

**Continuous Learning**
Customer service representatives in this unit group may take courses in administration or attend workshops to update their skills in dealing with customers. They must also learn about new products, services and procedures.
Collectors

Reading Text
- Read letters from debtors disputing the amount owed, indicating why they are late in making their payment or indicating their intent to pay and suggesting terms of payment. (1)
- Read letters from financial institutions containing information on the status of a particular loan. (2)
- Read government and legal forms, such as garnishee forms and forms for student loans, to ensure they are up to date with legislative changes. (2)

Document Use
- Read telephone books to find the addresses of debtors. (1)
- May read city or district directories to find debtors. (1)
- May read client list sheets and payment plan cards. (1) (daily)
- Read and update collection reports or client files, including names, addresses, account numbers, records of payments and amounts overdue. (2) (daily)
- Read client transactions on a computer to determine if debts are being paid. (2)

Writing
- Complete collection cards for each client whose payment is overdue. (1)
- Write reminder notes to themselves about clients or tasks to perform. (1) (daily)
- Do name searches on companies and individuals before suing to ensure they are suing the correct company or person. This may involve sending letters to government offices requesting information. (2)
- Write letters or faxes to customers for whom debts are being collected. These letters report on actions taken with debtors, such as whether payment has been received, the amount of payment and the amount owing. They may also inquire about whether the customer has received payments or request other relevant information. (2)
- Write letters or emails to debtors about overdue accounts, the status of their accounts and explanations of why some proposed settlements are not acceptable. (2)

Oral Communication
- Listen to a debtor explain why they cannot pay amounts owing. (1)
- Take directions from customers for whom they are collecting debts. (2)
- Interact with their supervisor or manager to get approval for settlements and modes of repayment and report cases which are being brought to the court system. (2)
- Make reports to customers about payouts, debtors who cannot pay or other relevant information about cases, so they are aware of actions being taken. (2)
Numeracy

- Receive payments made by debtors at the office and issue receipts. (Money Math) (1)
- Calculate what a person owes, by taking the amount overdue and the interest accruing and subtracting payments made. (Money Math) (2)
- May enter the amount of a payment in the client’s file. (Scheduling, Budgeting & Accounting Math) (1)
- Determine the minimum payment a debtor may make on the amount owing to pay off the debt in an acceptable period of time. (Scheduling, Budgeting & Accounting Math) (2)
- Compare the value of collections in different time periods, as a performance indicator. (Data Analysis Math) (1)
- Estimate the amount of money coming in for the following week. (Numerical Estimation) (1)

Thinking Skills — Problem Solving

- May notice that the value of collections made in one month is significantly less than the previous month. They adjust their work plan to bring in more revenue. (1)
- Encounter debtors who allege that they have already made payments or are owed a credit note or that they never received the goods for which they have been billed. If required, they resolve the situation by obtaining additional information about the account and correcting the records. (2)

Thinking Skills — Decision Making

- Decide when to schedule visits to debtors. (1)
- Make decisions about changing the payment schedules of particular debtors. These decisions may require a supervisor’s approval, particularly if the amount overdue is large. (2)
- Decide whether to accept smaller payments or delayed payments, based on a debtor’s financial, health and emotional circumstances. (2)

Thinking Skills — Job Task Planning & Organizing

Collectors plan their own work tasks within a framework of standard procedures provided by management. These standard procedures may set out general practices, such as dealing with new business first or reviewing files at the end of each month to decide which ones to close. They may also set out what action to take on accounts at particular stages, such as 90 days overdue. Collectors deal with emergencies and unexpected tasks as they occur. Deadlines are usually approximate, except for court dates. (2)

Thinking Skills — Significant Use of Memory

- Remember procedures for tracing individuals with overdue accounts.
- Remember details of earlier conversations with debtors so that they are consistent in dealing with the case.
- Remember how earlier cases with a particular debtor were handled so that time is used effectively.

Thinking Skills — Finding Information

- Look up information in files when they want to know the amount of money a client currently owes. (1)
- Obtain information about debtors from relatives, employers and landlords through telephone calls or personal visits. (2)
- Obtain information about debtors from city directories, banks, town halls, credit bureau and trustee offices. (2)
Collectors

Working With Others
☐ Collectors work independently, while being members of a staff that works as a team, assisting each other and
offering each other advice on difficult cases.

Computer Use
☐ Produce letters. (2)
☐ Access databases containing client files. (2)
☐ Use electronic mail (email). (2)

Continuous Learning
Collectors have an ongoing need to learn in order to keep abreast of changes in relevant legislation and improve their
knowledge of how to deal with particular situations or clients.
Administrative Clerks

Reading Text
- Read instructions issued by government organizations on how to complete forms. For example, they read text on university confirmation of enrolment forms. (2)
- Read and explain detailed government forms to clients. (2) (daily)
- Read internal memos and newsletters about procedural changes, new employees or company events. (2)
- Read letters from clients and government departments. (2)
- Read procedures and policy manuals. (3)
- Read journals, magazines, books or any other reference material that is relevant to their job. (3)

Document Use
- May read shipping tags and safety labels. (1)
- May read registration lists or client mailing lists. (1)
- May read employees’ schedules and time sheets. (2)
- May use weight tables to determine the price of shipping a package. (2)
- May obtain information from graphs or charts presenting sales, registrations or other data. (2)

Writing
- Write phone messages. (1)
- Write notes to remind themselves of tasks that have to be done. (1)
- Write letters and faxes to customers to thank them for their business and remind them of the services that the company provides. (2)
- May write letters to suppliers when problems with their products arise. (2)

Oral Communication
- Receive requests for information from clients and instructions from co-workers and supervisors. (1)
- Listen to or leave voice mail messages. (1)
- Interact with suppliers to obtain supplies. (1)
- Exchange client information with co-workers and coordinate work with them. (1)
- Talk to clients in person or on the phone about the status of their account and answer their questions. (1)

Numeracy
- May handle customer payments, collecting payments in cash or cheque and recording payment on the invoice. (Money Math) (1)
- May calculate the amount of an invoice, including taxes and discounts. (Money Math) (2)
- May verify accounts payable and cash summaries for accuracy. (Scheduling, Budgeting & Accounting Math) (1)
- May produce monthly financial statements. (Scheduling, Budgeting & Accounting Math) (2)
- May weigh outgoing mail and based on the weight, choose the appropriate courier. (Measurement and Calculation Math) (1)
- May compile statistics on the characteristics of customers and the products they use and identify trends in the data. (Data Analysis Math) (1)
- May calculate weekly averages of income generated as part of the ongoing system of monitoring the organization’s finances. (Data Analysis Math) (2) (monthly)
- May estimate inventory or supplies on hand. (Numerical Estimation) (1)
Thinking Skills — Problem Solving
- May have difficulty finding particular documents when only limited information is available. They track the document through the processing steps, phone other departments and conduct physical searches if necessary. (1)
- Encounter errors in or inconsistency between administrative or financial records. They check forms and computer records, ask customers questions and speak with staff from various departments, until the error is resolved. (2)
- Deal with unhappy clients. This may involve negotiating a resolution of their complaint, or providing additional information. (2)
- Sort out communication problems when there is a lack of common understanding among staff on how new procedures are to be implemented. (2)

Thinking Skills — Decision Making
- Decide whether to charge clients late fees. (1)
- Decide on the appropriate client codes to assign to a file or document. (1)
- Decide how general procedures apply in particular unique cases. (2)

Thinking Skills — Job Task Planning & Organizing
Some administrative clerks plan their own job tasks, while others follow established procedures and directives closely. Their tasks are repetitive although the content changes to reflect the needs of different clients. Those that plan their own work determine the order in which to perform their tasks but must respond to urgent requests for information and ensure that certain tasks are completed by specified times. They are interrupted frequently and must then reorganize their tasks to meet deadlines and maintain their efficiency. (2)

Thinking Skills — Significant Use of Memory
- Remember the correct procedures for filling out different types of forms.
- Remember codes or similar information specific to their jobs, such as part numbers, payroll codes or client codes.

Thinking Skills — Finding Information
- May seek information for compiling mailing lists by contacting other staff members. (1)
- May seek information required to complete government forms by consulting client files, talking with the client or contacting the government department for information about how to fill out the form. (2)

Working With Others
Administrative clerks mainly work independently. They may work jointly with a partner or helper, for example to conduct the inventory, and may work as members of a team when assisting others during busy periods.

Computer Use
- May display information about sales. (2)
- May register students or retrieve client information. (2)
- May prepare payroll or invoices. (2)
- May use email. (2)
- Write letters or monthly reports. (3)
- May collect and organize information, such as financial data. (3)

Continuous Learning
Administrative clerks continue to learn. For example, they receive training in the use of new software as it is added to the work environment. They may also take training offered by their employer in areas such as time management and specific job skill upgrading.
Customer Service, Information and Related Clerks

Reading Text
- May read memos from supervisors about new procedures or services. (1)
- May read about company promotions on email. (1)
- May read the back of the company’s waybill to see how the terms and conditions apply to a customer’s problem. (2)
- May read customer information files which provide information on customer orders and requests. (2)

Document Use
- May read lists of products, stock numbers, quantities and prices. (1)
- May fill in “action required” forms in response to customer complaints. (1)
- May read waybills and manifest forms. (2)
- May read consumer credit requests. (2)
- May read invoices. (2)
- May refer to schedules to locate times that buses or trucks will be making deliveries. (2)
- May refer to road maps to locate a customer’s address for delivery personnel. (2)
- May complete refund, repair and order forms and fill in “rain cheque” forms which entitle customers to the sales price when an item becomes available. (2)

Writing
- Write reminder notes to themselves about tasks which must be completed. (1)
- May write email messages to co-workers in other departments. (1)
- May write a daily log listing all items shipped through a particular service or recording the types of calls received and the subject of complaints. (1)
- Write incident reports about difficult customers or missed delivery dates. (2)
- Write memos to customer service supervisors to update them on activities or to seek clarification of policies. (2)
- Write letters to customers to resolve complaints. (2)

Oral Communication
- Interact with sales staff to clarify options to replace a faulty order. (1)
- Interact with courier companies or delivery personnel to trace lost orders. (1)
- Listen to customers describe their needs and respond to customer inquiries. (2)
- Handle complaints from dissatisfied customers. (2)
- Discuss changes in service policy with supervisors. (2)
- Communicate with co-workers to coordinate schedules and tasks. (2)
Numeracy
- May receive cash, make change and credit payments. (Money Math) (1)
- May calculate discount prices and taxes. (Money Math) (3)
- May calculate overtime worked. (Scheduling, Budgeting & Accounting Math) (2)
- May weigh a package in preparation for shipping. (Measurement and Calculation Math) (1)
- May calculate a package's volume given its size when arranging to ship it by air. (Measurement and Calculation Math) (2)
- May calculate summary statistics, such as the percentage of calls referred elsewhere or the average time customers have waited for service. (Data Analysis Math) (2)
- May use graphs to compare performance data over a period of time. (Data Analysis Math) (3)
- May estimate by sight the number of forms on the shelf when it is time to reorder supplies. (Numerical Estimation) (1)
- May estimate delivery times for clients requesting rush services and estimate the cost of the delivery. (Numerical Estimation) (2)

Thinking Skills — Problem Solving
- May trace lost packages, following a predetermined set of steps. (1)
- May find that some customers do not understand their billing. They examine sales slips showing information on multiple purchases and different types of discounts in order to clarify the bill. (2)
- May have to track missing points from consumer “frequent buyer” accounts, conducting an audit of purchase sources and point submission procedures. (2)

Thinking Skills — Decision Making
- May decide when to offer a refund or a discount to a customer. (1)
- May decide whether to give priority attention to the customer at the desk or on the phone. (1)
- May decide whether to accept a returned product when the receipt is not available. (2)
- May decide on the most appropriate mode of shipment when shipping a package. (2)
- May decide whether merchandise returned is indeed defective or simply not to the taste of the customer. This may determine whether they return the merchandise to the department to be put back on the shelves or send it to the warehouse for return to the manufacturer. (2)

Thinking Skills — Job Task Planning & Organizing
For the most part, customer service, information and related clerks react to the needs of customers as inquiries are received. There may be short-term planning to make sure regular tasks are completed, such as having adjustment lists ready for the weekly mailbag to head office. Some planning also takes place to ensure that supplies of forms and brochures are always on hand. (1)

Thinking Skills — Significant Use of Memory
- May remember program codes to enter into the computer to generate various types of forms.
- May remember prices for a wide variety of items and services.
- May remember codes for various categories of returns, such as “defective,” “wrong size” and “sale item.”
Thinking Skills — Finding Information

- May contact sales personnel or other departments to get information on specific transactions. (1)
- May search files to find waybills when a package must be traced. (1)
- May refer to catalogues and calendars to find information about products or services. (2)
- May deal directly with clients to obtain information, such as the causes of fluctuations in energy consumption. (2)

Working With Others

Customer service, information and related clerks mainly work independently. They may work as a team with other personnel to ensure that the desk is covered at all times or to resolve customers’ problems.

Computer Use

- May use a computer program to check prices during a sale. (1)
- May type customer information sheets. (2)
- May use a database to locate customer addresses or to key in new orders. (2)
- May send email messages to other departments or stores. (2)

Continuous Learning

There is an ongoing need for customer service, information and related clerks to keep up to date on changes to the information they provide as well as with computer technology and with trends in customer service.
Survey Interviewers and Statistical Clerks

Reading Text
- May read survey introductions and questionnaire items aloud to persons being interviewed. (1) (daily)
- May read administrative bulletins entered into the computer by the supervisor. (1) (daily)
- May read memos from supervisors requesting status reports. (1)
- May read information sheets about a survey’s purpose and objectives when beginning a new survey. (2)
- May read letters of complaint from survey respondents. (2)
- May read manuals for information on codes that they are to assign to interview responses. (2)

Document Use
- May read names and telephone numbers on lists and in directories. (1)
- May read interview schedule sheets. (1)
- May check off information on coding sheets. (1)
- May complete time sheets of hours worked and hours requested for the next scheduled period. (1)
- May read computer-generated printouts to verify correctness of data. (2)
- May read graphs showing the production of all interviewers in the work group. (2)

Writing
- May write reminder notes for call-backs. (1)
- May enter responses into the survey instrument. These vary from brief phrases or numbers to a paragraph or more. (2)
- May write memos to supervisors to comment on difficulties in survey terminology or context. (2)
- May write notes to clients with information which may be of interest to them even though not responsive to the questions on the survey. (2)
- May record details of client complaints or compliments about the survey. (2)

Oral Communication
- May speak to individuals being interviewed to obtain information. (1)
- May call institutions to point out that the data they submitted is incomplete. (1)
- May persuade resistant persons to participate in a survey interview. (2)
- May interact with co-workers to share experiences and offer encouragement. (2)
- May interact with supervisors to discuss work schedules and problems, such as the late submission of data. (2)
- May speak to the survey client to clarify the intent of particular survey questions. (2)
- May communicate with editors who are preparing reports from the survey data. (2)
- May participate in meetings to discuss survey work and time lines with co-workers and administrators. (2)
Numeracy
- May pay cash honoraria to respondents whom they interview. (Money Math) (1)
- May prepare an interviewing schedule, calculating time and cost per interviewer. (Scheduling, Budgeting & Accounting Math) (2)
- May track the number of interviews completed in each time slot, for example, each 15 minutes. (Measurement and Calculation Math) (1)
- May calculate areas, using measurements provided by interview respondents. (Measurement and Calculation Math) (2)
- May calculate the number of phone calls required to obtain a particular number of interviews in a day and compare this to results obtained in previous days for the same survey. (Data Analysis Math) (1)
- May examine monthly statistical reports to compare their production to that of their co-workers. (Data Analysis Math) (1)
- May calculate averages of selected survey factors, such as the average number of graduates in a program over time. (Data Analysis Math) (2)
- May estimate the amount of time it will take to complete the interviewing or the coding for a survey, based on the time taken to complete the first few questionnaires. (Numerical Estimation) (1)
- May estimate the number of people who can be reached at a certain time of the day and the number who will agree to participate in a survey, based on the subject of the survey. (Numerical Estimation) (2)

Thinking Skills — Problem Solving
- May find out halfway through an interview that the person being interviewed does not fall into the category being surveyed. They find a way to end the interview without annoying the person. (1)
- May encounter technical problems, for example, the computer moving to the wrong part of the survey during the interview. If the problem cannot be resolved quickly, they stop the interview and reschedule it. (1)
- May find that persons contacted are unwilling to participate in the survey. They try to overcome their resistance, remaining pleasant but persuasive. (2)
- May find that many respondents have a common misunderstanding of a survey question. They find ways to clarify the question while respecting the wording which was chosen and approved by the client. (2)
- May encounter missing data when coding interview responses. They try to find a way to collect the missing information. (2)

Thinking Skills — Decision Making
- May decide when to end an interview which has become unproductive or hostile. (1)
- May decide how much they can change the wording of an unclear question without compromising the integrity of the survey. (2)
- May decide when to question the suitability of particular companies or organizations for inclusion in a survey sample, if it appears that the sample group is not suitable in terms of the survey goals. (2)
- May decide when to call an organization which is sponsoring a survey to get some background information on questions which appear to be sensitive to respondents. (2)

Thinking Skills — Job Task Planning & Organizing
Although survey interviewers and statistical clerks receive their assignments from supervisors, they plan the sequencing of their own tasks to meet the general deadlines. They coordinate their work activities with co-workers to ensure that the work is clearly divided among them. Work on one survey is generally completed before beginning a new one; however, they are sometimes expected to respond to an emergency request by beginning a new survey at very short notice. At such times, they must reorganize their work schedule and priorities. (2)
Thinking Skills — Significant Use of Memory

☐ May remember a respondent's answer to an open-ended question long enough to write it down.
☐ May remember streets covered in a survey.
☐ May memorize codes which are used to record survey information.
☐ May memorize the introductory paragraphs of a survey questionnaire so that the material does not have to be read each time.

Thinking Skills — Finding Information

☐ Find addresses and phone numbers using customer lists or business and city directories. They may use a template with a phone book to select phone numbers randomly. (1)
☐ Refer to coding sheets when coding responses to a survey. (1)
☐ Refer to reference manuals for industry information or company procedures. (2)

Working With Others

Survey interviewers and statistical clerks work independently most of the time, coordinating their work with co-workers who may be working in the same room. While most survey interviewers work at the survey firm's location, some work from their own homes, reporting to the company only to attend meetings. While survey interviewers and statistical clerks may be members of a project team, they perform most of their work independently.

Computer Use

☐ Use other computer applications. For example, they may respond to prompts on the computer screen when coding information from a telephone interview. (1)
☐ May write memos and production reports. (2)
☐ May access names and phone numbers in a customer database and enter information. (2)
☐ May produce reports. (2)
☐ May communicate with clients and co-workers via email. (2)

Continuous Learning

Survey interviewers and statistical clerks participate in information sessions at the beginning of each survey project to learn how to conduct the survey. They learn from supervisors, co-workers, survey sponsors and computer programs. They may receive instruction in telephone manners and group interaction.
Shippers and Receivers

Reading Text

- Read memos from suppliers about product deliveries and shipping procedure changes. (1) (frequently)
- Read customs forms for information about customs regulations, categories and duty numbers. (1)
- Read notes from other workers or the supervisor, setting priorities after a shift change. (1) (daily)
- Read contracts between the shipping and trucking companies to check pricing and terms of payment. (2)

Document Use

- Read computer-generated labels to affix to cartons. (1)
- Read packing slips to find out the goods’ destination and to identify loose parts. (1)
- Interpret Workplace Hazardous Materials Information System (WHMIS) symbols and safety posters in the workplace. (1)
- Use a receiving log to record shipments that have been received. (1)
- Use rate charts to determine the price of shipping a specific parcel. (2)
- Read bills of lading and order forms to obtain such information as the shipment contents, customer, transportation company, destination, reference numbers and billing instructions. (2)
- Read shipping lists to plan the timing of materials and trucks that will enter and exit the yard. (2)
- Read labels on cartons and verify the contents listed with invoices to ensure that they are accurate. (2)
- Read a schedule to monitor which employees are working on various jobs and to coordinate unloading the trucks. (2)
- Use a calendar to track shipments. (2)
- Complete forms for United States Customs clearance, indicating the tariff class, weight, unit price and quantity of products. (2)

Writing

- Write brief loading and delivery instructions to truck drivers. (1)
- Write short reminders to themselves about tasks they must do. (1)
- Write memos to the front office to inform staff of an incorrect shipment or bill of lading. (1)
- Complete labels and bills of lading for shipments. (1)
- Make entries in a book describing what is received and what is sent out each day. These entries refer to smaller customers who do not ship through trucking companies and include reference numbers, number of packages, type of product and billing instructions. (1)
- Write short reports to carriers about damaged or missing goods. (2)

Oral Communication

- Listen to announcements over loudspeakers. (1)
- Give direction to co-workers for various tasks, such as gathering goods from different departments or deploying goods on the floor. (1)
- Interact with truck drivers to direct them to the appropriate docks and to verify that the shipment is received in good condition. (1)
- Interact with clients and carriers in-person or over the phone. (1)
- Listen to instructions and directions from supervisors on shipping schedules, the arrival of goods and details of waybills and orders. (1)
- Direct customers to docks and answer their questions about orders. (1)
Exchange information with co-workers, managers and supervisors. (2)
Discuss the co-ordination of complex tasks and production schedules with co-workers. (2)
Instruct new employees on how to perform tasks. (2)
Participate in staff meetings to exchange information about policies and practices relating to areas such as material-handling and safety. (2) (occasionally)

Numeracy
May receive payment from customers and give the correct change when the payment is in cash. (Money Math) (1)
May approve invoices by checking the calculations for accuracy. (Money Math) (2)
May total bills including calculation of applicable discounts and taxes to prepare invoices for cash on delivery (COD) orders. (Money Math) (3)
May keep track of how much money is collected by recording it in an accounting book. (Scheduling, Budgeting & Accounting Math) (1)
May calculate the costs of shipping by various carriers to decide who offers the best value, considering such factors as price and delivery time. (Scheduling, Budgeting & Accounting Math) (3)
May take note of the time that a truck sits waiting to be loaded or unloaded, as this determines the charge for waiting time. (Measurement and Calculation Math) (1)
May calculate the weight of a skid by placing each of the boxes on a scale and totaling their weight, or multiplying the weight of one box by the number of boxes. (Measurement and Calculation Math) (2)
May calculate a shipping price using a rate chart. (Measurement and Calculation Math) (2)
May calculate the area and volume of a parcel to inform a carrier how much space it will take. (Measurement and Calculation Math) (2)
May estimate how much inventory is available to fill an order. (Numerical Estimation) (1)
May estimate shipping prices for prospective clients. (Numerical Estimation) (2)

Thinking Skills — Problem Solving
Deal with delayed shipments or damaged goods. They discuss the details with supervisors or suppliers and fill out the appropriate forms. (frequently)
May receive the wrong product for an order. They determine the most appropriate solution, such as returning the merchandise or storing it for use in another order. (occasionally)
Receive payment slips which are incorrectly filled out. They consult with co-workers for information or contact clients and carriers to clarify the payment details. (2)
May have to cope with the arrival of large shipments of improperly packed goods while short of staff. They determine how best to arrange for quick unloading of goods without damage, using available staff. (2)

Thinking Skills — Decision Making
 Decide how to redirect lost packages. (1)
 Decide how much stock to bring out of the stock room, based on the number of orders and the quantity of products in each order. (1)
 Decide the order in which trucks load and unload when there are more trucks than available docks. (2)
 Decide how best to transport goods, based on shipment size, client deadlines, processing delays, overall cost and payment method. (2)
 Decide which carrier to use, based on cost, method of transport, urgency, special rates and shipment size. (2)
Thinking Skills — Job Task Planning & Organizing
Shippers and receivers perform routine and repetitive tasks. While they work under the general direction of a supervisor, they make their own decisions on priorities and the order of tasks. They make adjustments for frequent interruptions and changing priorities caused by rush orders, production or shipping delays. The organization of workspace is essential to a smooth operation of the shipper-receiver function. Planning is sometimes done several weeks in advance to ensure that space will be available to place incoming products. When there are needs to refrigerate products, planning must take into account refrigeration capacity.

Thinking Skills — Significant Use of Memory
- Remember shipping regulations.
- Remember which orders have priority.
- Remember the pickup and delivery times of various shipping companies.
- Remember how much of each product will fill a split load.
- May remember dimensions and weights of various products in order to estimate loads.

Thinking Skills — Finding Information
- Find purchase orders to keep track of costs and to avoid double-billing.
- Find information in office files on the transport company used for past shipments.
- Refer to manuals for information on safety and tariff codes.
- Refer to shipping company directories for information on rates and delivery areas.

Working With Others
Shippers and receivers mainly work independently. They may work jointly with a partner or helper or as part of a team when loading or unloading large orders.

Computer Use
- May access and record shipment information.
- May enter load weights.
- May print orders for their own information.

Continuous Learning
Some shippers and receivers attend training seminars on topics relating to workplace safety, the use of new equipment, customs regulations and the handling of dangerous goods. This training may be mandatory.
Storekeepers and Parts Clerks

**Reading Text**
- Read manufacturers’ recall notices which outline defects in parts. (1)
- Read memos and bulletins from suppliers to get information on existing product lines and new products. (2)
- Read installation instructions in parts’ catalogues which outline cautions for the use of the parts described. (2)
- Read procedures for returning parts to the warehouse for credit. (2)
- Refer to outdated parts’ catalogues to obtain information about parts for old vehicles or appliances. (2)

**Document Use**
- Read lists of parts and their numbers. (1) (daily)
- Check packing slips for parts which have been shipped from suppliers. (1) (frequently)
- Read employee work schedules. (2) (daily)
- Read shipping schedules identifying goods, quantities and destinations. (2) (frequently)
- Read Workplace Hazardous Materials Information System (WHMIS) labels relating to parts. (2) (frequently)
- May read tire warranty charts which provide refund information based on the amount of wear on the tire. (2) (frequently)
- Read a table that shows the number of various parts sold each month. (2) (monthly)
- Complete purchase order forms. (2) (daily)
- Fill in rental forms to keep track of tools rented by the store. (2) (daily)
- Enter customer details on computerized invoices. (2) (daily)

**Writing**
- Write notes to record details of telephone conversations with customers. (1) (daily)
- Write lists of materials received and materials sold or rented, noting colour, product description and codes. (1) (daily)
- May write notes to workers on the next shift, informing them of orders which will be picked up and phone calls expected. (1) (frequently)
- Fill out purchase orders using standardized forms. (1) (daily)
- Write letters to parts’ suppliers to explain problems with parts received. (2) (weekly)
- Complete return forms to manufacturers, justifying the return of a part. (2) (weekly)
- May write memos to mechanics or technicians to give them feedback on repairs. (2) (occasionally)

**Oral Communication**
- Discuss products with sales representatives and suppliers. (1) (daily)
- Interact with warehouse staff to check the availability of parts. (1) (frequently)
- Communicate with auto parts’ dealers and jobbers to place orders and to verify the availability of items. (1)
- Take orders from customers and provide advice both in-person and by telephone. (1) (daily)
- Discuss delivery options with truck and van drivers. (1) (daily)
- Communicate with mechanics to ascertain for customers the effectiveness of the parts they plan to purchase. (2) (frequently)
- Interact with the service manager and other staff members to coordinate work. (2) (daily)
- Discuss inventory problems or customer complaints with supervisors. (2)
Numeracy
☐ May calculate mark-ups on stock such as auto parts by multiplying the cost of the item by a percentage which is specified in the instructions they receive. (Money Math) (2)
☐ May record costs in financial records, such as the amount spent on repairs in the last month. (Scheduling, Budgeting & Accounting Math) (1)
☐ May schedule the order of deliveries based on the most efficient routes, cost of gas and customer priorities. (Scheduling, Budgeting & Accounting Math) (2)
☐ May measure lengths of wiring sold by the foot. (Measurement and Calculation Math) (1)
☐ May measure an autobrake rotor to match it to dimensions listed in the catalogue. (Measurement and Calculation Math) (1)
☐ May estimate the measurement of a part by looking at it. (Numerical Estimation) (1)
☐ May estimate the length of time it will take for an auto part to be delivered to a repair garage. (Numerical Estimation) (1)

Thinking Skills — Problem Solving
☐ May find that customer billings are mixed up because a company has not provided sufficient information for setting up an account. They contact authorities within the company to set up the necessary accounting records. (1)
☐ May find that a product arrives from a supplier soiled or broken. They contact suppliers to get a replacement as quickly as possible. (1)
☐ May have parts returned by customers because the parts do not fit. They may go to the garage to confer with the mechanic or recheck numbers and applications in the catalogue. (2)
☐ May encounter hostile customers who are unwilling to accept that parts or products are not available. They phone other possible sources to try to assist the customer. (2)
☐ May experience computer problems which shut down the automated invoicing and cataloguing system. They consult the computer manual or call in expert assistance. (2)

Thinking Skills — Decision Making
☐ Decide what items to display and how to organize the display area. (1)
☐ Decide from which sources to order supplies. (2)
☐ Decide what parts to stock in the warehouse and what parts to discontinue except for special orders. (2)
☐ Decide when to refer a customer, with a difficult request, directly to the mechanic or technician for advice. (2)
☐ Decide when to reject deliveries which appear to differ from the items ordered. (2)
☐ Decide on discounts for wholesale customers taking into account the size of the order, the likelihood of repeat business and the margin of profit. (2)

Thinking Skills — Job Task Planning & Organizing
The duties of storekeepers and parts clerks are driven by customer requests. Most tasks are repetitive, although there are sometimes unusual requests which require detailed attention and research. Stock orders tend to arrive on a scheduled basis, leading to one day a week being devoted, as much as possible, to checking stock and getting it on shelves. Disruptions occur when several customers are vying for attention at the same time or if deliveries take place while customers are being served. While storekeepers' and parts clerks' duties are set out by supervisors, they generally have flexibility in how they prioritize their duties, with customer service being understood as the number one priority. (2)
Thinking Skills — Significant Use of Memory
☐ Remember the price of a part which a customer asked about several days previously.
☐ Remember part numbers which correspond with specific repair orders.
☐ Remember the phone numbers of regular suppliers.
☐ Remember merchandise coding information.

Thinking Skills — Finding Information
☐ Check work orders to determine if customer orders have been filled. (1)
☐ Use a computerized database to find out what is available in the warehouse. (1)
☐ Look up product warranty expiry information in client files. (1)
☐ Refer to manufacturers’ catalogues to determine the availability of supplies. (2)

Working With Others
Storekeepers and parts clerks work independently, dealing with customers, getting parts, stocking shelves and completing paper work. They may work with a partner to take inventory or stock shelves after a major delivery. They are part of a larger team, which includes the sales manager, other clerks and technical or mechanical staff.

Computer Use
☐ Type work orders and memos. (2)
☐ Use a database to determine whether parts are available in the warehouse. (2)
☐ Produce inventory sheets. (2)
☐ Produce invoices using a computer. (2)
☐ Send email messages to suppliers. (2)

Continuous Learning
Storekeepers and parts clerks learn through attending information sessions put on by suppliers, manufacturers and sales representatives. They may attend courses on customer service and on technical subjects such as the use of various auto or refrigeration parts. As new computer programs are introduced to improve inventory control and billing, they attend computer software courses.
Essential Skills Profiles
Top 50 Entry-Level Jobs in Canada

Purchasing and Inventory Clerks

**Reading Text**
- Read purchase orders to see specifications for materials ordered. (1) (weekly)
- Read memos and letters on policy changes, administrative details, and production concerns. (2) (daily)

**Document Use**
- Consult the Yellow Pages and other listings of manufacturers and suppliers. (1) (weekly)
- Read merchandise sale signs and safety signs in the warehouse. (1)
- Record write-offs and mark-downs of damaged or returned merchandise. (1)
- Consult price tables for the cost of materials. (2)
- Read stock lists and tables to determine the status of stock. (2)
- Read production and delivery schedules. (2) (weekly)
- Verify requisition forms when new pieces of equipment or material are needed. (2) (daily)

**Writing**
- Write memos or email messages to inform co-workers of decisions, merchandise processed, problems encountered or changes made to purchasing requirements. (1)
- Write brief entries on requisition and purchase orders. (1) (daily)
- Write letters to suppliers to find out which products they have in stock, to obtain information on products and to purchase supplies. (2) (weekly)

**Oral Communication**
- Inform staff about items ordered and when they will arrive. (1)
- Brief employees on the next shift on what work has been completed and what still needs to be done. (1) (daily)
- Discuss tasks with co-workers and exchange information and opinions about prices, purchases, estimates, improvements to be made to work processes and the quality of products and equipment. (2) (daily)
- May instruct other employees to complete inventory tasks. (2)
- Interact with supervisors to confirm information on purchase orders, discuss reports, ask questions and request clarification on policy issues. (2)

**Numeracy**
- May receive payments from suppliers. (Money Math) (1)
- Reduce prices of items by specified percentages when marking down damaged or returned goods. (Money Math) (2)
- Monitor the budget to ensure money is available to cover payments to suppliers, taking into account the amount of credit available to the company. (Scheduling, Budgeting & Accounting Math) (1) (weekly)
- Monitor inventory by ensuring that sufficient quantities of various items are available, based on average quantities required and the projected demand. (Scheduling, Budgeting & Accounting Math) (1) (daily)
- Schedule when and how much raw material and supplies should be on hand, based on past amounts used, and information on upcoming requirements. (Scheduling, Budgeting & Accounting Math) (2)
- Measure parts when they arrive to ensure they conform to desired specifications. (Measurement and Calculation Math) (1)
- Measure the dimensions and calculate the volume of objects to be stored and the weight of items to be shipped. (Measurement and Calculation Math) (2)
Calculate the amount of material needed to produce custom orders. (Measurement and Calculation Math) (2) (daily)

May calculate the area of various sections of the plant or office to know if machines will fit the available space. (Measurement and Calculation Math) (2)

Analyze data on the amount of scrap produced in the plant over a year in relation to the amount of money which was received upon sale of the scrap. (Data Analysis Math) (1)

Compare the prices of products and sales volumes over a period of time. (Data Analysis Math) (1)

Calculate the average amount of finished products produced per week, month or year. (Data Analysis Math) (2)

Estimate by sight whether there are enough materials to continue the production of a particular order. (Numerical Estimation) (1) (weekly)

Estimate how much material to order based on the number of products likely to be ordered, taking into account information about suppliers, prospective customers, prices, lead time to produce and volume discounts. (Numerical Estimation) (2)

Thinking Skills — Problem Solving

May receive a product that was not ordered. They contact the supplier to explain the problem and ask for a credit note. (1)

May find that deliveries do not arrive on time. They reprioritize their processes and schedules and attempt to find replacement items. (2)

May be informed that the arrival of ordered products will be delayed. They may make alternative shipping arrangements so that the product will arrive on time. (2) (weekly)

May find that invoices processed do not match inventory sent out. They search recent invoices for errors. (2)

Thinking Skills — Decision Making

Decide whether to place an item on back order. (1) (monthly)

Decide whether to place an order by telephone or in written form. (1)

Decide when to have inventory shipped in, based on the cost, space and future demand for the product. (2) (daily)

Decide whether to give discounts to customers and whether to provide more expensive items in place of cheaper unavailable products. (2) (weekly)

Decide which orders should go into production, based on whether required ingredients or components are in stock. (2)

Thinking Skills — Job Task Planning & Organizing

Purchasing and inventory clerks follow similar schedules every day. They fill out purchase orders, complete paperwork and check inventory. In conjunction with their supervisors, they set the order and priority of job tasks according to deadlines. Their job tasks are coordinated with the tasks of co-workers. Interruptions, such as telephone calls and urgent customer requests, are frequent, causing schedules to be readjusted. (2)

Thinking Skills — Significant Use of Memory

Remember measurements taken from products to verify them against scale drawings.

Remember stock numbers for regular items stored in the department.

Remember details of shipping procedures in order to prepare receiving departments for the arrival of raw materials.

May memorize client codes, part numbers and product prices.
Thinking Skills — Finding Information

- Refer to lists to find out what items are available, on sale, discontinued, and temporarily unavailable. (1) (daily)
- Search computer databases to find quantities in stock, parts numbers, pigment numbers and specifications for a product. (1) (weekly)
- Obtain information about products by speaking with co-workers, making phone calls and reading brochures and trade publications. (2)
- Find information about suppliers in catalogues, supplier indexes and phone books. (2)

Working With Others

Purchasing and inventory clerks may work alone at times of low customer volume. They mostly work independently although they may work jointly with a partner or helper when completing large inventory tasks, unpacking and stocking items or producing lists of needed supplies. Purchasing and inventory clerks work as members of a team with other clerks, supervisors, manufacturing employees and sales staff, coordinating tasks in their area of responsibility so that procedures run efficiently.

Computer Use

- May type letters, create schedules and input work orders on a computer. (2)
- Refer to and update databases of stock items when completing inventory. (2)
- May track expenditures with an accounting program. (2)
- May send email messages to co-workers and supervisors. (2)

Continuous Learning

Purchasing and inventory clerks have an ongoing need to learn. They update their knowledge of computer software regularly and receive training on company policies and procedures. They may attend purchasing seminars.
Dispatchers and Radio Operators

**Reading Text**
- Read email messages dealing with scheduling details. (1)
- Read incident reports. (2)
- Read company and governmental policies, regulations and procedures. (2)

**Dispatchers**
- May read faxes with special instructions about transporting people or goods. (1)
- May read letters from clients. (2)
- May read memos from organizations such as the Canadian Police Information Centre. (2)

**Document Use**
- Read shift schedules showing the number of hours they will work on a daily and weekly basis. (2)

**Dispatchers**
- Consult city directories to verify if certain addresses exist. (1) (frequently)
- Look at street and road maps to identify the best route to particular destinations. (2)
- May read a variety of forms, such as ambulance transport forms which note the circumstances of transport and the condition of patients and taxi “trip tickets” which record the address of the customer and the cab number of the taxi dispatched. (2) (daily)
- May use highway weigh scale charts to schedule loads for drivers. (2)
- May complete data strips showing aircraft type, point of departure and destination. (2)

**Writing**
- Complete fax forms to answer customer inquiries. (1)
- Take notes while talking by phone or radio. These notes are used to prepare incident reports or to maintain records. (1)
- Write daily logs with pertinent notes for the next shift. (1)
- Write interoffice memos and email. For example, they write to the accounting office about special billings. (2)
- May record information about school bus runs, noting any special circumstances which drivers need to know, such as a child having a broken leg. (2)

**Oral Communication**
- Take direction from supervisors about changes in procedures or schedules. (1)
- Attend staff meetings to exchange information and to discuss problems and ways of improving service. (2)
- Exchange information about the volume of business with co-workers and coordinate tasks with other dispatchers. (2)
- Talk to customers over the phone or in the office in order to determine their transportation needs. (1)
- Listen to drivers to keep track of their locations and speak with them via a two-way radio to send them to various destinations. (2)
Numeracy

- Perform quick addition and subtraction to inform clients of the amount owing. (Money Math) (1)
- Accept payment from customers if they come into the office to pay in advance. (Money Math) (1)
- May calculate the amount of money owed by customers or the payment due to independent contract employees. (Money Math) (2)
- May schedule deliveries, assessing road and weather conditions, routes and distances. (Scheduling, Budgeting & Accounting Math) (2)
- May calculate how many trucks are needed to handle freight of a given weight and dimension. They must take into account the weight of skids and packaging and how much will fit in a load. (Measurement and Calculation Math) (2)

Thinking Skills — Problem Solving

- Find replacements for scheduled drivers who cancel at the last minute. (1)
- Respond quickly by calling police if they hear a driver report a physical threat. (1)
- May face difficulties if essential information for a “time call” is missing from the file. They search manuals and directories to find the needed phone number or address. (1)
- Deal with irate customers when snow delays prevent cars from keeping expected schedules. They calm customers and in urgent cases may call other drivers to see if another vehicle will be able to respond more quickly than the one originally dispatched. (2)
- May have to reassign scheduled work if a vehicle breaks down. For truck dispatchers, vehicle breakdowns require the reloading of cargo. (2)

Thinking Skills — Decision Making

- Decide which of several calls is the most urgent when several calls come in at once. (1)

Dispatchers

- May decide whether to send one or two tow-truck drivers to change a tire on a busy highway. (1)
- May decide which police officer to dispatch to a call, taking into account such factors as the time remaining on officers’ shifts and the language skills required. (2)
- Decide which drivers to send out and which routes and vehicles to use. (2)

Thinking Skills — Job Task Planning & Organizing

The daily activities of dispatchers are in response to customer demands. Planning is short-term but must meet many demands, some of which are urgent. Many unpredictable variables, relating to weather, availability of staff and the condition of vehicles, must be taken into account to organize the day. Setting effective priorities is essential. (3)

Thinking Skills — Significant Use of Memory

- Remember pick-up and delivery information for several hours.
- Remember the boundaries of the areas to which drivers are assigned and the location of addresses within the boundaries.
- Remember categories of dangerous goods so that they can advise drivers and clients on how to transport various substances.
- Remember unique events such as a trailer parked in a different position from usual. This observation may be useful if a load is reported lost.
Thinking Skills — Finding Information
- Contact clients to get directions for the driver. (1)
- May use a computer database to read codes indicating where various vehicles are located. (1)
- Consult phone lists to contact customers in response to inquiries or complaints. (1)
- Consult maps to help drivers. (1)

Working With Others
Dispatchers mainly work independently, coordinating their work with drivers by two-way radio. While customers and drivers sometimes come to the dispatch office, the dispatcher is often alone. Dispatchers may work jointly with a partner or helper to coordinate pickups and deliveries, or as a member of a team that includes other dispatchers.

Computer Use
- May type memos and reports. (2)
- May retrieve satellite and radar imagery and print out maps. (2)
- May enter invoice information. (2)
- May access environmental information on the Internet. (2)

Continuous Learning
Dispatchers and radio operators continue to learn. When new computer systems are introduced into the workplace, they receive training in their use. They also take part in a variety of safety and first aid courses such as St. John Ambulance and firefighting.
Essential Skills Profiles
Top 50 Entry-Level Jobs in Canada

NOC # 3413

Nurse Aides, Orderlies and Patient Service Associates

**Reading Text**
- May read labels on containers for instructions and precautions. (1)
- Read notices and memos about upcoming events or changes in procedures. (1)
- Read notes from nurses and other co-workers about incidents that occurred during an earlier shift. (2)
- May read personal letters, newspapers, magazines and books to patients to entertain them. (2)

**Document Use**
- Read signs and symbols, such as Workplace Hazardous Materials Information System (WHMIS) symbols. (1)
- Read lists of patient names, their requirements and care needs. (1)
- Read labels on medications and ointments, clothing and laundry chemicals. (1)
- Read schedules of tasks to be performed and work schedules to know which shifts they are to work. (2)
- Read about patients’ background health, behaviour and history of care on charts and forms. (2) (daily)
- Complete forms such as patient care forms, medical test forms or hospital admission forms. (2) (daily)

**Writing**
- Write notes to themselves or co-workers concerning completed tasks or tasks that need to be done. (1) (frequently)
- Make entries in logs recording tasks completed or incidents that occurred. (1) (daily)
- Record information on charts or forms indicating patients’ progress, conditions or behaviours. (1) (daily)
- May write letters for patients. (2)
- Complete forms to report incidents such as a patient’s fall, or to provide information, such as when a resident is admitted or dies. (2)

**Oral Communication**
- Listen for ringing bells or patients calling for assistance. (1) (daily)
- Inform nursing staff or other supervisors of changes in patients’ conditions. (1) (daily)
- Interact with co-workers to coordinate work activities, share information or request assistance. (1) (daily)
- Receive instructions from their supervisors and discuss problems to be resolved. (1) (daily)
- Talk with patients’ families and friends to greet them and exchange information. (1) (daily)
- Listen to patients to make behavioural observations and to assess their needs. (2)
- Talk reassuringly to comfort patients. (2)
- Entertain patients to cheer them and make them feel comfortable. (2)
- Explain procedures to patients and respond to their questions and concerns. (2) (daily)
- Participate in staff meetings to discuss schedules, duties and patient care. (2)

**Numeracy**
- May count patients’ money to sign it in when the patient is admitted. (Money Math) (1) (occasionally)
- May calculate a patient’s weight by subtracting from the scale reading the weight of the wheelchair or chair in which the patient is sitting. (Measurement and Calculation Math) (1) (occasionally)
- Measure patients’ temperature, respiration, weight and height, liquid input and output, vital signs and blood pressure. (Measurement and Calculation Math) (1) (daily)
- May plot patient temperatures on a chart to show deviations from normal ranges. (Data Analysis Math) (1) (daily)
- May estimate the amount of supplies which need to be ordered. (Numerical Estimation) (1)
□ May estimate how long it will take to dress, bathe or exercise patients, taking into account how much the residents can do, whether they are cooperative and whether their work may be disrupted by a co-worker. (Numerical Estimation) (2)

**Thinking Skills — Problem Solving**
□ May note that there is a mix-up in food trays. They determine who is supposed to get the special diet. (1)
□ Deal with patients who do not want to eat, take a bath or get out of bed. They must determine why these patients do not want to co-operate and try to obtain their co-operation. They may ask co-workers for assistance. (2)
□ Deal with patients’ families or friends who disagree with how patients are cared for. They listen to these concerns and either try to find solutions themselves or inform their supervisor. (2)

**Thinking Skills — Decision Making**
□ Decide whether patients are well enough to get out of bed for meals and activities, taking into consideration many aspects of their mental and physical health. (1) (daily)
□ Make decisions about the sequencing of tasks, such as which patients to bathe or feed first, using the patients’ needs or time preferences as a guide. (2) (daily)

**Thinking Skills — Job Task Planning & Organizing**
The duties and tasks of nurse aides, orderlies and patient service associates are assigned to them by supervisors, although they have some control over the order in which tasks are carried out. They must plan the activities for which a partner is needed or where co-ordination with other staff members is required. Certain tasks have higher priority because they must be done by the end of the workday. When disruptions occur, nurse aides, orderlies and patient service associates may reorganize their tasks in light of these priorities. (2)

**Thinking Skills — Significant Use of Memory**
□ Remember which patients have appointments with the physiotherapist or other medical staff and at what times. There may be many appointments to keep straight during the shift.
□ Remember special instructions for each patient. (daily)
□ Remember the names and preferences of patients and their family members.

**Thinking Skills — Finding Information**
□ Use the telephone book to find phone numbers, such as the number for a particular doctor’s office. (1)
□ Locate information on the health and care of patients by referring to their charts or files, or talking to their supervisors and co-workers. (1) (daily)

**Working With Others**
Nurse aides, orderlies and patient service associates mainly work independently. They work with a partner when performing specific tasks where they require assistance, such as moving patients from beds to wheelchairs or into a bathtub. They are members of a health care team which also includes registered nurses and other health care professionals.

**Continuous Learning**
Nurse aides, orderlies and patient service associates learn about new products and health-care procedures. Some attend hospital seminars on topics such as first aid or cardiopulmonary resuscitation (CPR). Some attend meetings to learn more about diseases such as Alzheimer’s or Huntington’s. Some receive training on new equipment, such as wheelchairs or mechanical patient-lifts or beds. In addition, fire drill training is considered important for all.
Other Assisting Occupations in Support of Health Services

Reading Text

Other Assisting Occupations in Support of Health Services
☐ Read, if necessary, instructions and precaution labels on containers. (2)
☐ May read letters from the coroner’s office, containing reports on accident victims. (2) (frequently)
☐ Read letters from provincial health departments about insurance coverage. (2)

Autopsy Assistants
☐ Read memos with information from the toxicology department about specimens such as stomach contents or lung tissue of the deceased. (1)

Orthopedic Technologists
☐ Read notes from doctors giving instructions about a patient’s injury and the type of cast needed. (1)

Document Use

Other Assisting Occupations in Support of Health Services
☐ May take note of coloured stickers on client files which indicate the priority of jobs. (1)
☐ May read labels on chemicals and prescriptions and fill in labels to place on medicine bottles and vials. (1)
☐ May add information to patients’ computer files. (1)
☐ May read a list of the day’s patients and treatments to be performed. (1)
☐ May fill in forms, such as forms to obtain permission to conduct an autopsy. (2) (daily)

Ophthalmic Lab Technicians
☐ Read invoices and prescription forms, to determine specifications or special instructions for lenses, such as if a special coating is needed. (2)

Pharmacy Assistants
☐ Read and fill in lists of prescribed drugs. These are computer lists, including patients’ names, room numbers, account numbers, drugs, dosages, instructions and schedules. (2)
☐ Consult a table showing the generic versions of brand-name drugs to provide the patient with a less costly prescription. (2)

Autopsy Assistants
☐ Fill in autopsy work sheet tables, with the weight and measurements of the deceased person’s organs. (2)

Writing

Other Assisting Occupations in Support of Health Services
☐ Write reminder notes to themselves or others about details or problems that must be looked after. (1)
☐ May record appointments in daybooks. (1)
☐ Write phone messages to co-workers. (1)
☐ Leave messages for the next shift about uncompleted work such as preparing a repeat prescription for a patient. (1)
☐ Record the work that has been done in the patient’s chart and enter patient information in computer files. (2)
Pharmacy Assistants

☐ Make a note that a particular drug is nearly out of stock and should be re-ordered. (1)
☐ Write faxes to drug companies about medicines which they are returning. (2)

Oral Communication

Other Assisting Occupations in Support of Health Services

☐ Listen for beepers and buzzers on equipment. (1)
☐ Take phone messages for co-workers. (1)
☐ May talk with suppliers to order supplies and to learn about products. (1)
☐ Interact with co-workers and supervisors to provide information, to ask questions about procedures and problems and to coordinate work. (1)
☐ Respond to patients’ questions. (2)
☐ Receive instructions from doctors or supervisors regarding care and treatment. (2)
☐ Explain medical procedures to patients and their families. (2)
☐ Participate in group meetings to discuss departmental issues. (2)

Pharmacy Assistants

☐ Interact with customers and pharmacists about prescription orders and directions for medication. (2)
☐ May telephone doctors to clarify prescriptions or consult the pharmacist if there is a problem with a drug side-effect. (2)

Orthopedic Technologists

☐ Interact with patients to provide them with information about how to care for their casts. (2)
☐ Discuss options with a physician when unsure of a casting. (2)

Numeracy

Other Assisting Occupations in Support of Health Services

☐ May enter product prices on invoices. (Money Math) (1)
☐ May calculate the percentage of a bill that is to be charged to a client, take payment and make change. (Money Math) (2)

Pharmacy Assistants

☐ May calculate dispensing fees and taxes. (Money Math) (2)
☐ May schedule the purchase of inventory over the period of a budget. (Scheduling, Budgeting & Accounting Math) (2)
☐ May measure the height and weight of patients. (Measurement and Calculation Math) (1)
☐ May calculate and measure the quantity of compounds to mix to fill a prescription, halving or quartering the quantity as required. (Measurement and Calculation Math) (2)

Morgue Attendants

☐ May calculate the areas of body wounds and measure the weight and length of bodies, recording the results for the autopsy report. (Measurement and Calculation Math) (2)
☐ May calculate the average number of prescriptions filled, number of medications mixed or generated or the number of items delivered. (Data Analysis Math) (2)
☐ May estimate the amount of time needed to prepare a prescription. (Numerical Estimation) (1)
☐ May estimate the amount of stock needed for a specific amount of time. (Numerical Estimation) (2) (frequently)
☐ May estimate time of death, considering the temperature of the room where the body was found and the temperature of the body. (Numerical Estimation) (2)
**Orthopedic Technologists**
- May estimate the angle at which to set a cast. This depends on the location and type of the break. (Numerical Estimation) (2)

**Thinking Skills — Problem Solving**

**Pharmacy Assistants**
- May experience difficulty reading a prescription because of a doctor's illegible handwriting. They
- Contact doctors or their staff to verify information. (1) (frequently)
- May deal with potential drug abusers. In such cases, they check with the pharmacist or with doctors before filling orders. (2) (occasionally)
- May suspect that a prescription is false. They then verify its accuracy with the physician. (2) (occasionally)
- May find that a pharmaceutical product is not available from a particular supplier. They search for alternate suppliers. (2) (occasionally)

**Thinking Skills — Decision Making**

**Other Assisting Occupations in Support of Health Services**
- Determine how much stock to order. (1)
- May decide which product to use in filling an order when different companies make the same generic product. (2)

**Autopsy Assistants**
- Decide which body to conduct an autopsy on first, based on the availability of the doctors and coroners who will participate in the autopsy. (2)

**Pharmacy Assistants**
- Decide how much Gravol and ASA to send to ward nurses, when they are working in hospital pharmacies. (1)
- Decide whether to fill or refill a prescription which seems to be incorrect without first checking with the pharmacist. (2) (occasionally)
- Decide whether to serve a customer who seems to be confused. (2)

**Orthopedic Technologists**
- Decide how much plaster to put on each patient, based on the patient's age, weight and the type of break or injury. (2)
- Decide what kind of padding to put under a cast, based on skin condition, weight, season and humidity. (2)

**Ophthalmic Lab Technicians**
- Make decisions about the quality and acceptability of lenses. (2)

**Thinking Skills — Job Task Planning & Organizing**

Most of the other assisting occupations in support of health services in this group set their own priorities, organizing their work around patient appointments. They may have to reprioritize their tasks when emergencies occur, causing a disruption to orderly planning of the day. Pharmacy assistants’ job tasks are determined by the pharmacist and are affected by the number of walk-in and telephone orders received. (3)
Thinking Skills — Significant Use of Memory

Other Assisting Occupations in Support of Health Services

☐ Remember instructions from doctors.
☐ Remember any reactions patients have had to previous procedures or drugs.

Pharmacy Assistants

☐ Remember the generic and trade names of drugs.
☐ Remember the faces of customers whom they suspect of misusing prescriptions.

Thinking Skills — Finding Information

Other Assisting Occupations in Support of Health Services

☐ Ask supervisors for clarification of instructions. (1)
☐ May refer to product sheets or pharmaceutical manuals to find the generic name of brand-name products. (1)
☐ May read about herbal remedies in trade magazines or compendia. (2)
☐ May use special phone listings to consult medical departments in other institutions about how they have handled certain types of cases. (2)

Working With Others

Other assisting occupations in support of health services in this group mainly work independently, as part of a team. They may work with a partner.

Computer Use

Other Assisting Occupations in Support of Health Services

☐ Use other computer applications. For example, they may use computer-controlled blood culture machines to determine if specimens are positive or negative. Pharmacy assistants may print computer-generated dispensing orders. Ophthalmic lab technicians may use computer-controlled microscopes to automatically measure the power of lenses. (1)
☐ May enter patient information into templates. (2)
☐ May access the hospital’s patient information records using specialized software, such as Pharm Net. (2)

Continuous Learning

Other assisting occupations in support of health services in this group receive regular training from their company or institution. This may take the form of a self-paced study guide, day-long seminars or workshops or informal training from doctors or other health care professionals. The purpose of this training is to learn about new products and procedures. They may also learn about new products through reading materials such as pharmaceutical catalogues.
Sales Representatives — Wholesale Trade (non-technical)

Reading Text
- Read faxes from suppliers regarding products. (1)
- Read letters to follow up with potential clients and read memos to obtain information on company policies, procedures and staff changes. (2) (daily)

Document Use
- Read product labels. (1) (daily)
- Read price and customer lists and complete order forms by checking items and quantities from lists. (1)
- Read purchase order forms to obtain sales-related information such as the client's name and address, method of delivery and price. (2)
- Interpret highway and city street maps to call on customers. (2)

Writing
- Complete a variety of forms including customer credit applications, sales contracts, customs declarations and bank deposits. (1)
- Write notes in journals to keep track of conversations, product information, price calculations and special requests from customers. (2) (daily)
- Write letters to customers to follow up sales calls or respond to inquiries and write memos to their supervisor to provide progress reports. (2) (frequently)

Oral Communication
- Listen to voicemail to receive messages from supervisors or customers. (1)
- Interact with customers to present product information, respond to questions, resolve problems and to negotiate prices and delivery dates. (2) (daily)
- Interact with their supervisors to determine sales goals, to exchange customer and product information, to receive directions and instructions and to discuss problems. (2)
- Interact with co-workers to provide instruction, coordinate duties and exchange customer and product information. (2) (daily)
- Meet with suppliers and manufacturers to discuss their needs and also interact with suppliers and manufacturers at seminars to learn about their products. (2)
Numeracy

☐ Receive payments in cash or by cheque. (Money Math) (1)
☐ Prepare quotations for customers, calculating prices using the cost price plus a percentage mark up. (Money Math) (2)
☐ Total the value of contracts, including such calculations as the number of units multiplied by the cost charged (e.g. cost per item or cost per dozen), corporate discounts and taxes. (Money Math) (3) (frequently)
☐ Record payments of invoices on the computer, coding them into appropriate categories. (Scheduling, Budgeting & Accounting Math) (1)
☐ Calculate the number of cases a customer needs in order to stock a specific number of units. (Scheduling, Budgeting & Accounting Math) (2)
☐ May measure shelf space that customers have dedicated to a product to determine if it is in conformance with the contract. (Measurement and Calculation Math) (1)
☐ Calculate area from the dimensions provided by the client, such as the length and width of available shelf space, to assess the client's needs. (Measurement and Calculation Math) (2)
☐ Compare current sales figures with past and projected sales figures to track personal performance. (Data Analysis Math) (1)
☐ May calculate the average cost per shipment over a six month period to establish a standard shipping charge. (Data Analysis Math) (2)
☐ Compare quarterly data by product category for the current and past years to determine how the accounts are performing and which products are better utilized by various clients. (Data Analysis Math) (3)
☐ May estimate by sight the quantity of food product displayed on a grocery store shelf to gauge stock requirements. (Numerical Estimation) (1)
☐ May estimate the quantity of a product that will sell in a particular store or their requirements over a specified time period, such as the Christmas season. (Numerical Estimation) (2) (frequently)

Thinking Skills — Problem Solving

☐ Are advised that a product sold to a client is back-ordered. They liaise with the client to suggest alternatives which may also serve the client's interests. (1)
☐ Respond to a customer's complaint that goods were damaged during shipping. They investigate what went wrong, speaking with people involved at different stages of the process, and determine how best to provide the customer with redress. They also determine how recurrence of the problem may be prevented, if it is systemic. (2)

Thinking Skills — Decision Making

☐ Decide when a product is too old to leave on the shelf. (1)
☐ Decide the parameters of a promotion or contest. (frequently)
☐ Decide whether to extend credit to a customer and whether they should reduce prices to keep a customer. (2) (frequently)

Thinking Skills — Job Task Planning & Organizing

Sales representatives — wholesale trade (non-technical), have variety in their work activities within the routine of cultivating new clients, promoting sales to existing clients and performing sales-related administrative duties. Their work priorities flow from the demands of their customers and from sales targets. Some sales representatives — wholesale trade (non-technical), collaboratively establish sales quotas with their sales managers while others individually establish them, subject to their sales managers’ approval. Within this framework, they work independently and have complete control over planning and organizing their job tasks to meet sales objectives. This involves
coordinating their schedule with those of their clients and others, such as suppliers and factory representatives. Most sales representatives develop daily, weekly and quarterly work plans to strategically organize their time, frequently monitoring their sales performance against sales targets to make adjustments. Sequencing multiple tasks for efficiency is a major part of the job and critical to meeting sales quotas. (4)

**Thinking Skills — Significant Use of Memory**

- Remember the names, voices and faces of customers and profiles of their businesses.
- Memorize product specifications and the features of various services to efficiently provide customers with information.
- Remember current prices and promotions to present them to potential clients when trying to bring in new business.
- Remember current prices and promotions to present them to potential clients when trying to bring in new business.

**Thinking Skills — Finding Information**

- Obtain information from price lists. (2)
- Read manufacturers’ descriptions and speak with factory representatives to learn about new products or services. (2)
- Read trade magazines and speak to customers to stay abreast of industry trends. (2)
- Refer to manuals to find promotional materials and price lists. (2)
- Network with contacts to find out about new business start ups which may lead to new clients. (2)

**Working With Others**

Sales representatives — wholesale trade (non-technical) work independently as part of the sales team. They coordinate with others in the organization, such as administrative and shipping staff, attending staff meetings as required.

**Computer Use**

- Prepare letters to follow up with clients. (2)
- May prepare graphs and charts to display sales data. (2)
- Enter and retrieve product and customer information. (2)
- May record payments made by customers. (2)
- May communicate with their clients through electronic mail. (2)

**Continuous Learning**

Sales representatives — wholesale trade (non-technical) continue to learn to upgrade their sales skills and maintain a current knowledge of products, services and economic factors which impact the business community. They acquire new learning by interacting with co-workers and networking with contacts while on the job and through independent reading. They may participate in training activities, such as courses on human relations and sales techniques.
Retail Salespersons and Clerks

Reading Text

☐ Read product labels for information on the care of products, such as fabrics, and for instructions on the use of products, such as pharmaceuticals or automotive products. (1)
☐ Read email messages from personnel in other stores concerning the availability of products. (1)
☐ Read comment cards filled in by customers. (1)
☐ Read notes from supervisors or from co-workers from an earlier shift providing status reports or reminders of tasks to be completed. (1)
☐ Read company guidelines governing the stocking and replenishing of supplies. (2)
☐ Read information sheets explaining what items will be highlighted in special sales promotions. (2)
☐ Read bulletins and guidelines about health, safety and loss prevention. (2)
☐ Read reports on injuries or accidents in the store. (2)
☐ Read newsletters and fashion magazines dealing with product lines. (2)

Document Use

☐ Read lists or Rolodex entries of customer names, addresses and products purchased. (1)
☐ Read labels on shelves or on products. (1)
☐ Read SKU identification codes on products and in product catalogues, and read model numbers on products brought in for repair or exchange. (1)
☐ Read signs which indicate departments and sales items. (1)
☐ Read schedules of employee shifts and breaks. (2)
☐ Read charts showing various categories of customer complaints. (2)
☐ May refer to tables showing the criteria for size selection of various products. (2)
☐ Read vendor catalogues to find information on products. (2)
☐ Read reports such as void reports (showing sales voided in the cash register), daily business reports (DBR), transaction reports and monthly health and safety reports. (2)
☐ Complete purchase orders for suppliers and inventory replenishment. (2)
☐ Prepare invoices for customers. (2)
☐ Complete a variety of forms such as purchase orders, special order forms, return forms, delivery forms, employee discount forms, deposit forms and repair forms. These forms must be filled in precisely and accurately to avoid mix-ups in product transactions. (2)

Writing

☐ Write invitation notes and thank you cards to customers. (1)
☐ Write reminder notes to themselves and to co-workers about tasks to be completed. (1)
☐ Write delivery information clearly on packages which are to be picked up by a courier. (1)
☐ Write phone messages and record price quote information taken by phone. (1)
☐ Write entries in supplier and service information books to keep them up to date. (2)
☐ May write letters to customers to follow-up on their request for more information on a product line. (2)
Oral Communication

☐ Greet customers and make general conversation to make them feel comfortable in the store. (1)
☐ Interact with suppliers or manufacturers to seek clarification on the characteristics of products or to verify their availability. (1)
☐ Interact with customers to explain the features of products, respond to customer inquiries and to persuade them to make a purchase. (2)
☐ Communicate with store owners or supervisors to discuss inventory and sales, and to explore how store procedures may be improved. (2)
☐ Reassure customers about the suitability of the purchases they have made and of the ease of accessing post-sales service. (2)
☐ Communicate with store/mall security personnel or with police officers to provide information on loss. (2)

Numeracy

☐ Handle cash, credit card and debit card transactions and provide change. (Money Math) (1)
☐ Calculate discounts, taxes and currency exchange. (Money Math) (2)
☐ Measure floor space in order to plan the placement of display items. (Measurement and Calculation Math) (1)
☐ May measure products, such as pieces of plywood, yards of material or dimensions for rubber stamps. (Measurement and Calculation Math) (1)
☐ May calculate quantities, such as the quantity of material required to cover a window of certain dimensions, taking into account the fullness required by the customer. (Measurement and Calculation Math) (2)
☐ Read and interpret sales statistics comparing sales over various periods of time. (Data Analysis Math) (1)
☐ Estimate the length of time it will take to set up a display. (Numerical Estimation) (1)
☐ Estimate the size of an item which is most likely to be right for a customer. (Numerical Estimation) (1)

Thinking Skills — Problem Solving

☐ Encounter time management problems when they are attempting to set up displays and prepare for special promotions at the same time as serving customers. They may call upon co-workers to assist or may request overtime to complete the tasks. (1)
☐ Discover that merchandise has not been properly tagged. They retag it to avoid customer confusion. (1)
☐ Find that a purchase has been left behind in the store by a customer. They check sales records to establish ownership, then call the customer to give reassurance of safe-keeping. As an extension of customer service, they may arrange for a courier to deliver the article. (1)
☐ Find that a product promised by a local supplier has not been delivered by the day that was arranged for the customer to pick it up. They phone other stores or make a personal visit to the supplier to obtain the product as quickly as possible. (1)
☐ Observe suspicious behaviour by a customer. They either call loss prevention personnel or stick closely beside the person to prevent a probable theft from taking place. (2)
☐ Find that a hydro outage puts cash registers out of commission. They may complete a sale-in-progress manually and follow established security procedures to clear the store of all other customers until power has been restored. (2)

Thinking Skills — Decision Making

☐ Decide whether to remove soiled items of low price from inventory. (1)
☐ Decide what percentage discount to offer on a damaged product. (1)
☐ Decide whether to match a price offered by another store if the price variance is not too wide. (1)
☐ Decide whether to accept returns or make exchanges. (2)
**Thinking Skills — Job Task Planning & Organizing**

Retail sales associates plan their workdays in conjunction with supervisors. Customer service takes first priority, with various other tasks relating to inventory, promotions and displays being integrated into the work plan. There are frequent interruptions to these additional tasks caused by the volume of walk-in customers and telephone calls.

Organizing for special events such as fashion shows, jewellery remodelling, sidewalk sales or group tours requires planning a week or more in advance. In addition, planning and co-ordination of tasks with other staff is required to manage the counting of inventory and re-ticketing of all floor items within acceptable time frames. (2)

**Thinking Skills — Significant Use of Memory**

- Remember passwords and codes which will access various parts of the computer information system.
- Remember the technical specifications of a variety of products.
- Remember the names of repeat customers and their purchasing preferences.
- Remember the vendor codes for a wide variety of items.
- Remember the sequenced steps of opening and closing procedures.

**Thinking Skills — Finding Information**

- Contact suppliers or manufacturers to explore the features or clarify the specifications of products. (1)
- May contact branch stores by telephone or email to determine the availability of items requested by customers. (1)
- Refer to product books and catalogues to find the range of items offered in various product lines. (2)
- Refer to cashier and operations manuals to find out how to do a rarely used transaction. (2)

**Working With Others**

Retail sales associates are part of a team made up of owners/head office managers, supervisors, other sales associates, suppliers and delivery and maintenance personnel. They attend regular meetings with other members of the store team to solve specific problems, deal with health and safety and employee benefit issues and to discuss loss prevention strategies.

Retail sales associates generally work independently, coordinating tasks as required with associates in other departments or in other responsibility areas. They may work jointly with partners or helpers when changing merchandise in displays or when loading products in a delivery van. They sometimes provide guidance and orientation to new employees. In some stores, retail sales associates work alone. In such cases, they communicate on a regular basis with managers or with associates who work on a different shift.

**Computer Use**

- May receive email from other stores and from head office. (1)
- Use other computer applications, such as computer-controlled equipment. For example, they may use computerized cash registers and scanners. (1)
- May also use laser radio terminals (LRTs) to make labels, control inventory and determine which stores have specific products. (1)
- May write letters or quotations to customers. (2)
- May look up customer names, addresses and product information. (2)
Continuous Learning
Retail sales associates learn by on-the-job observation and interaction with co-workers and supervisors. They upgrade product knowledge through communication with suppliers and manufacturers and through viewing videos on product lines. They may use computer-based learning (CBL) and participate in group discussions to learn how to improve sales techniques. Retail sales may cross-train with personnel in other stores, sections or other product lines to obtain the big picture. They may take marketing courses or attend supplier seminars to learn more about products.
Airline Sales and Service Agents

Reading Text

- Read notices on the computer screen, such as special handling requirements for a specific flight or weather information which will affect flight times and shipping conditions. (1)
- Read log books at the beginning of their shifts to be aware of unusual events that occurred on the previous shift. (1)
- Read bulletins about customer service issues and changes in customer policies. (2)
- Read notes, letters and memos from head office regarding problems such as missing luggage. (2)
- Read fare rules outlining the conditions of a flight ticket and the restrictions that apply to various fares. (2)

Document Use

- Refer to code lists to determine the meaning of a letter code. (1)
- Recognize international dangerous goods symbols on baggage, and read signs and labels indicating various classes of goods and hazardous materials. (1)
- Read load control tags and liability release tags for fragile items. (1)
- Consult and complete passenger files on the computer. (2)
- Read flight schedules and fare schedules from computer screens. (2)
- Read plane tickets, visas, passports and health information documents prior to boarding passengers on international flights. (2)
- Read a desktop flight guide to locate maps or diagrams of the interior of airplanes and airports. (2)
- Read theft and baggage irregularity reports. (2) (occasionally)
- Refer to a tariff grid to calculate rates for shipping articles of various weights to different destinations. (2)

Writing

- Write reminder notes to themselves. (1)
- Write notes to workers on the next shift, informing them of notable events, such as the late arrival of a plane. (1) (daily)
- Enter information from load control tags into their computers. (1) (daily)
- Write reservation notes, using short-form comments and standard abbreviations. (1) (daily)
- Type in flight numbers, baggage information and special information while processing passengers. (1)
- Write reports about damaged tickets, refunds and emergencies. (2)
- Fill out lost baggage reports. (2)

Oral Communication

- May make boarding announcements, in both official languages. (1)
- Interact with customers to respond to ticket requests, answer questions, exchange information or discuss flight or shipping options. (1)
- Exchange information and coordinate work with supervisors and coworkers. (2)
- Pass on information to other staff, assign duties and answer questions. (2)
- Attend staff meetings to discuss how to improve work processes. (2)
- Resolve conflicts concerning customer complaints, often with the help of a supervisor. (2)
Numeracy

☐ Accept cash, cheque and credit card payments. (Money Math) (1)
☐ Calculate fares and freight charges. (Money Math) (2)
☐ Calculate cargo loads for several destinations and schedule them to fit available space. They may use several flights for one shipment, or ship by alternate routes to the same destination. (Scheduling, Budgeting & Accounting Math) (2)
☐ Pass baggage across a floor scale and use a tape measure to make sure it is within the weight and size limits. (Measurement and Calculation Math) (1)
☐ Weigh individual shipments in kilograms and record the weights on the load control tag. When the container is fully loaded, they weigh the container and subtract the weight of the empty cart to obtain the total weight of the cargo. (Measurement and Calculation Math) (2)
☐ Estimate arrival and departure times to be given to customers and passengers. They base their estimate on factors such as the length of the flight and any notices they received regarding late departures from another terminal. (Numerical Estimation) (1)
☐ May estimate the number of containers that will be required to load a shipment or the number of standby passengers who will get on a flight. (Numerical Estimation) (2)

Thinking Skills — Problem Solving

☐ Resolve scheduling problems for passengers. (1)
☐ Deal with upset passengers who have missed their flights. The flights must be rebooked and arrangements made for rebooking. (2)
☐ Encounter problems when passengers change partially used tickets. They must recalculate the fare and taxes and determine the passengers’ options. (2)
☐ May find that flights have been cancelled. They seek ways to reroute or compensate passengers. (2)
☐ May find that some packages are too bulky for shipment. They may try to repackage the items or negotiate other alternatives. (2)

Thinking Skills — Decision Making

☐ Decide which baggage or freight to bump if there is excessive cargo. (1)
☐ Decide what to do for passengers whose tickets have been lost or stolen. (2)
☐ Decide whether to allow passengers to change their return dates on their tickets without fare penalty. (2)
☐ Decide whether to refuse or accept baggage which exceeds allowable dimensions. (2)

Thinking Skills — Job Task Planning & Organizing

Airline sales and service agents prioritize their job tasks and activities based on the needs of customers and in response to the priorities set by their supervisors. They organize their work around flight schedules and must respond to constant interruptions by customers and co-workers. Careful sequencing of tasks is important since there are often many tasks to be carried out in a very short time period before a flight. The extent to which airline sales and service agents are successful in their planning and organizing has a direct impact on the airline being able to keep to its service schedule. (3)
Thinking Skills — Significant Use of Memory

- Remember codes and fares.
- Remember policies for loading cargo.
- Remember daily promotions and special prices.

Thinking Skills — Finding Information

- Use maps to locate destinations. (1)
- Find information about airline promotional campaigns from the computer system and from supervisors. (2)
- Look up regulations and procedures in the appropriate manuals. (2)
- Refer to flight schedules, routes and fare structures to locate information needed to serve customers. (2)

Working With Others

Airline sales and service agents may work independently but often work jointly with partners or helpers. They coordinate their work with other agents and baggage handlers. When working at the boarding gate, they may work with ramp agents to get passengers on board the plane. They are part of a team with other airline sales and service agents.

Computer Use

- Use other computer applications, such as specialized software to issue tickets. (1)
- May communicate with co-workers by email. (2)

Continuous Learning

Airline sales and service agents continue to learn on the job and through in-service training. They receive training when computer software changes are made or new systems introduced. They watch training videos and attend seminars to stay current with policy changes and to remain familiar with procedures. Some airline sales and service agents are required each year to undergo refresher training on the handling of dangerous goods.
Hotel Front Desk Clerks

**Reading Text**
- Read incoming faxes from clients to make reservations, ensuring that all of the required information is provided. (1)
- Read memos to get information, such as information on new programs for frequent guests and the availability of computerized games for children. (1)
- Read log books at the beginning of every shift to obtain information on special requests, incoming groups or issues that need attention. (1) (daily)
- Read newsletters and pamphlets to provide guests with the latest information on tourist attractions and events. (2)

**Document Use**
- Refer to phone books to look up addresses for hotel guests. (1)
- Read computer-generated lists to allocate guest rooms. The lists indicate whether rooms are vacant, occupied or being cleaned. (1) (daily)
- Read function schedules to answer questions from guests or visitors about the location and time of meetings or social functions. (2)
- Use maps to direct guests to various locations. (2)
- Complete reservation forms to process reservations, noting relevant personal and financial information. (2)

**Writing**
- Complete phone message forms. (1)
- Complete computerized forms to make reservations, noting information such as guests’ names, the number of rooms required and any special requests. (1) (daily)
- Maintain log books to pass information to co-workers on the next shift. (1)
- May write reports to explain the rationale for providing guests with discounts or complimentary rooms. (2)
- Write faxes to confirm reservations and respond to requests regarding the availability of wheelchair accessible accommodations. (2)
- Complete occurrence report forms to describe serious complaints or major incidents such as a fire in a room. (2)

**Oral Communication**
- Answer phones to make reservations, transfer calls and take messages as required. (1)
- May greet guests in a friendly and approachable manner as they enter the hotel. (1)
- Communicate with service providers to accept deliveries. (1)
- Interact with customers to check them in and out and resolve service problems. Customer service is an important aspect of this job. (1)
- Interact with co-workers to exchange information, discuss problems and coordinate work. (2)
- May participate in staff meetings to discuss hotel policies and offer suggestions to improve guest services. (2)
- Interact with their supervisors to receive instructions and refer problems which they are not authorized to handle. (2)
Numeracy
☐ Prepare charge slips for services, such as couriers and faxes, and post them to guests’ accounts. (Money Math) (1)
☐ Receive payment for guests’ accounts, issuing receipts and providing change as required. (Money Math) (1)
☐ Calculate the exchange between currencies. (Money Math) (2)
☐ Prepare deposit sheets at the end of their shift, balancing the change float and totalling all payouts. (Scheduling, Budgeting & Accounting Math) (1)
☐ Accept or reject incoming requests for room reservations, considering the reservation schedule. (Scheduling, Budgeting & Accounting Math) (1)
☐ Compare past, current and future numbers of reservations and guests at the hotel to note changes. (Data Analysis Math) (1)
☐ Calculate the average number of guests per night and the average amount of money spent per person in order to analyze performance. (Data Analysis Math) (2)
☐ Estimate how long it will take to get a room ready. (Numerical Estimation) (1)
☐ Estimate the time required for guests to travel from the hotel to the airport, considering weather and traffic conditions. (Numerical Estimation) (2)

Thinking Skills — Problem Solving
☐ May deal with disgruntled guests who were not told in advance that they would be charged for any mini-bar items used. They explain the policy and, if necessary, offer a good will gesture, such as a discount, to make amends. (1)
☐ May respond to a late-night complaint that the room heater is not working when they cannot offer another room because the hotel is full. They assess possible solutions, such as providing extra blankets or offering one night free, gauging what would satisfy the guest. (2)
☐ May receive complaints about excessive noise on one of the floors. They first speak to the offending parties to enlist co-operation in reducing the noise. If the problem persists they may opt to evict the group, enlisting security or police assistance if the guests become unruly. (2)

Thinking Skills — Decision Making
☐ Decide on the allocation of rooms, considering customers’ preferences (e.g. non-smoking, away from the elevator) and room availability. (1)
☐ Decide when circumstances warrant offering a complimentary drink or room to promote customer satisfaction. (2)
☐ Decide on the room rate considering factors such as availability, applicable discounts and the customer’s state of mind. (2)
☐ Decide whether to check in a customer who appears to be intoxicated. (2)

Thinking Skills — Job Task Planning & Organizing
The daily activities of hotel front desk clerks involve repetitious tasks which are highly dependent on the flow of business from guests. A strong industry commitment to customer service guides their work priorities. They have considerable scope to schedule their tasks to focus on checking guests in and out and answering phones, fitting in other activities during slow periods. There are frequent interruptions. They sequence multiple tasks to achieve greatest efficiency. (3)
Essential Skills Profiles
Top 50 Entry-Level Jobs in Canada

Hotel Front Desk Clerks

**Thinking Skills — Significant Use of Memory**
- Answer the phone while serving guests at the front desk. They remember callers’ requests until there is an opportunity to write them down.
- Remember the names and faces of hotel guests to provide personalized customer service and greetings.

**Thinking Skills — Finding Information**
- Access information on room availability from hotel computer systems. (1)
- Refer to events calendars to respond to guests’ requests for specific information on special events and attractions. (1)
- Check movie listings in newspapers to advise guests of details as requested. (1)

**Working With Others**
Hotel front desk clerks work independently most of the time as part of a team dedicated to customer service. Depending on hotel size and volume of business they may work with a partner. They coordinate with managers, co-workers and external service providers, such as airline representatives, as necessary to meet the needs of guests.

**Computer Use**
- Use other computer applications. For example, reservation software designed specifically for the hotel industry which provides integrated database and accounting capabilities. For example, they may use it to check in guests and prepare invoices when guests check out, keying in responses or highlighting a choice. (1)
- May use word processing to prepare faxes to provide guests with requested information. (2)
- May use a database to check the availability of rooms. (2)
- May use a spreadsheet to calculate average occupancy rates. (2)
- May prepare financial summaries. (2)
- May send email messages to clients. (2)

**Continuous Learning**
Hotel front desk clerks continue to learn to upgrade their computer and customer service skills. They acquire new learning on the job and through independent reading. Some hotel front desk clerks participate in company-sponsored service or sales seminars or tourism courses available in their communities.
Maîtres d’hôtel and Hosts/Hostesses

Reading Text
☐ Read notes that have been left by the chef or the restaurant owner about food specials, staffing changes or daily reservations. (1)
☐ May read memos on topics such as policy, procedures, upcoming events, advertising campaigns or new food items. (2)

Document Use
☐ Read menus, daily “specials” boards and wine and liquor lists. (1)
☐ Read food bills when receiving payment from customers. (1)
☐ Fill in administrative records such as time cards, daily server report forms, time sheets for restaurant staff or daily report sheets, which may record such information as the total sales and the average amount of each sale for each meal period. (1)
☐ Complete credit card receipts. (1)
☐ Enter reservations in the reservation book and review it periodically throughout the shift to plan for new clients. (1)
☐ Read staff schedules. (2)
☐ May use a sketch or floor plan of the restaurant to track available tables and to develop and adjust seating plans. (2)

Writing
☐ Write “specials” on the menu boards or on a page inserted in menus. (1)
☐ Enter reservations in the reservations book. (1)
☐ Record events in a log, including information about customer complaints, late or sick staff or other incidents. (1)
☐ Write notes to themselves to organize their tasks and to remember what needs to be done. (1)
☐ Write notes to co-workers about tasks to be done. (1)
☐ May write menu descriptions. (2)
☐ May write letters, such as proposals to provide food services to large groups or letters of reference for staff. (2)

Oral Communication
☐ Answer phones and take messages and reservations. (1)
☐ Greet customers. (1)
☐ Inform customers of daily “specials” and explain menu items. (1)
☐ Deal with any problems customers may have with the food or the service. (2)
☐ Coordinate activities with their supervisor and chefs. (2)
☐ May train new staff. (2)
Numeracy

- Receive payments from customers and provide change. (Money Math) (1)
- May prepare bills subtracting a discount, or may convert American currency when receiving payments. (Money Math) (2)
- Record and monitor hours worked by staff, noting break times and payment for breaks that were not taken due to workload. (Scheduling, Budgeting & Accounting Math) (1)
- Do a daily cash out, counting and recording bills and change and completing required forms. (Scheduling, Budgeting & Accounting Math) (2)
- May create weekly staffing schedules. (Scheduling, Budgeting & Accounting Math) (2)
- May prepare bar mixes, measuring water and bar mix in specified proportions. (Measurement and Calculation Math) (1)
- Estimate the eating time of various groups of customers. (Numerical Estimation) (1)
- Estimate the number of walk-in clients that the restaurant may get during a serving period. These estimates are used to prepare schedules and seating arrangements and to make seating assignments as customers arrive. (Numerical Estimation) (2)
- Estimate the amount of food supplies to order, based on such factors as the stock inventory, hotel occupancy projections (if the restaurant is located in a hotel) and past experience. (Numerical Estimation) (2)

Thinking Skills — Problem Solving

- Deal with the problem of being caught short staffed by calling in additional staff, helping the servers and managing customer dissatisfaction. (1)
- May have to accommodate large parties who arrive without reservations. (1) (occasionally)
- Deal with customers who are not satisfied with their meals and negotiate some kind of compensation, such as reducing the bill or making another selection from the menu. (2)
- Deal with customers who are loud and angry. Such problems must be resolved quickly to avoid disturbing other customers. (2) (occasionally)

Thinking Skills — Decision Making

- Decide where to seat customers, considering the customer’s preference, the tables that are left and the workload of different servers. (1)
- Decide where to put large parties. (1)
- Decide how to deal with dissatisfied customers, such as ordering other meals or waiving the bill. (2)
- Decide whether or not to bring in more staff if the restaurant is particularly busy. (2)

Thinking Skills — Job Task Planning & Organizing

Much of the daily activity of maîtres d’hôtel and hosts/hostesses depends on the flow of business from customers. They schedule their tasks to focus on greeting, seating and serving customers, fitting in other activities in slow periods. Their days vary according to the volume and types of customers coming into the restaurant. (2)
Thinking Skills — Significant Use of Memory
☐ Remember where they last seated customers, which tables are ready for customers and which ones are nearly ready.
☐ Memorize the regular items on the menu.
☐ May remember the names and faces of repeat customers.
☐ Remember the daily “specials.”

Thinking Skills — Finding Information
☐ May look up a phone number if it was not recorded in the reservations book. (1)
☐ May compare a signature to those in the hotel register to find out what room to bill. (1)
☐ May find out information for tourists by looking in tourist publications in the restaurant, asking co-workers or calling a tourist site. (1)

Working With Others
Maîtres d’hôtel and hosts/hostesses work as members of a team with the entire staff of their restaurant.

Computer Use
☐ Use other computer applications. For example, they may use a computer cash register or may use a touch screen to order food and print out bills. (1)
☐ May make adjustments to payroll to ensure that workers’ cheques equal the time worked. (2)

Continuous Learning
Some maîtres d’hôtel and hosts/hostesses occasionally take company-sponsored courses, including courses in first aid and food safety. Some occasionally read articles and journals regarding food, food service, selling techniques and trends in the food industry.
Bartenders

Reading Text
- Read recipes for mixed drinks in a variety of bartenders’ guides. (1) (occasionally)
- May read memos, such as memos from the catering or banquet office about upcoming events or to explain new procedures. (2)
- May read booklets on topics such as customer service or choosing the right glasses for various drinks. (2) (occasionally)
- May read brochures about wine quality. (2) (occasionally)

Document Use
- Read drink chits or cash-register slips which list the items ordered. (1) (daily)
- Read inventory forms when setting up at an event and check off items received. (1) (frequently)
- Read labels on bottles of beer or liquor. (1) (occasionally)
- Read and confirm stock counts at the start of a shift, for example, 17 rye, 26 vodka. (1)
- Read cash register printouts showing what was sold on that shift. (1) (daily)
- Read menus to inform customers of what they can order. (1)
- Consult beverage mix books for various types of specialty drinks. (2)
- Complete forms showing the opening quantities and closing quantities of each product. (2) (daily)
- Complete customers’ beverage bills, noting items ordered, method of payment, the server’s name and any credit card information. (2)

Writing
- Write down beverage orders. (1) (daily)
- Complete inventory and sales report forms. (1)
- Write notes or make entries in a log to record information for those on the next shift. For example, noting that cigarettes were sold after closing the register. (1)
- Write short reminders about stock that must be ordered. (1)
- May write purchase orders for liquor, beer and dry goods. (1)
- May write brief notes to the manager about incidents that occurred or make entries in a complaint book, recording complaints from customers and how they were handled. (1)

Oral Communication
- Greet customers, take their orders and suggest drinks. (1)
- Give directions to delivery persons about where to place supplies. (1)
- Talk with the bar manager to get directions for the shift and inform them of stockroom shortages. (1)
- Talk with other bartenders on the shift about the division of responsibilities. (1)
- Talk with waiters and waitresses, taking their drink orders, giving direction, providing information and discussing procedures. (1)
- Talk to customers, listen to their problems and defuse conflicts that develop between customers. (2)
- Communicate firmly with customers who are becoming intoxicated. (2)
- May participate in staff meetings. (2)
Numeracy

- Take payments in the form of cash or credit cards and make change. (Money Math) (1) (daily)
- May count floats and balance cash, credit card and bank withdrawal totals daily, comparing till receipts with the number of drinks sold. (Money Math) (2)
- Calculate the exchange rate of American to Canadian dollars when paid in US currency. (Money Math) (2)
- Prepare daily totals of each category of receipts, including beer, wine, liquor and food. (Scheduling, Budgeting & Accounting Math) (1)
- Use jiggers to measure liquor in ounces or push a button which measures and dispenses drinks. (Measurement and Calculation Math) (1)
- May count beer bottles by multiplying the number of rows by the number of bottles in a row and adding the number of bottles in incomplete rows. (Measurement and Calculation Math) (2)
- Estimate anticipated drink requirements, such as the amount of beer and wine, based on the number and type of people in the bar. (Numerical Estimation) (1)

Thinking Skills — Problem Solving

- May encounter problems when staff are late or absent. They call in additional staff for help or close down one of the bars. (1)
- May have to deal with dissatisfied customers. (2)
- May have to negotiate or resolve conflicts between customers. (2) (occasionally)

Thinking Skills — Decision Making

- Decide whether to give a discount to customers who have had slow service. (1)
- Decide when to approach customers to take another order. Appropriate timing is important to good service and profits. (1)
- Decide when to refuse service to customers who are becoming intoxicated. (2)

Thinking Skills — Job Task Planning & Organizing

Bartenders’ work contains many elements that are routine, such as preparing floats at the beginning of each shift and counting and balancing at the end of each shift. However, much of their work is in response to customer demand. Personal organization is important when the establishment is busy and many orders must be filled quickly. Bartenders fit in tasks, such as organizing the bar and cleaning up, while serving customers. (2)

Thinking Skills — Significant Use of Memory

- Remember who ordered what drink, to get the right drink to the right customer and to fill additional orders.
- Remember how to mix a new drink for next time the customer who ordered it comes in.
- Remember the many ingredients and quantities of ingredients which are used in drink recipes.
- Remember drink prices and multiples of prices, such as the price of three beers.

Thinking Skills — Finding Information

- Find out how to mix a particular drink by looking it up in a mixology manual or by asking a co-worker. (1)
- Help patrons find restaurants or specialty shops by looking in the Yellow Pages or asking a co-worker. (1)
- May refer to a winery brochure about serving wine. (1)
Bartenders

**Working With Others**
Bartenders usually work independently, coordinating their work with that of the manager, servers or kitchen staff. They sometimes work with a partner or helper, such as during times of high volume or for special events, and sometimes as members of a team, such as when they are part of a banquet-serving team.

**Computer Use**
- Use other computer applications. For example, they may enter information into, obtain and read printouts from computerized cash registers. (1)
- Enter inventory control information. (2)
- Create work schedules. (2)

**Continuous Learning**
Bartenders continue to learn. This learning focuses on such areas as customer service, knowledge of beverages and inventory control. Some bartenders take hospitality industry courses.
Food and Beverage Servers

Reading Text

☐ May read memos to clarify information about upcoming events, policies and procedures. (2)
☐ May read letters from customers with suggestions for improving the food service. (2)

Document Use

☐ Read menus and price lists. (1)
☐ Read coupons for discounts. (1)
☐ Read labels on liquor bottles to ensure that the customers receive what they ordered. (1)
☐ Read lists for table set up which may indicate the number of tables or if wine glasses are needed, so that the arrangements can be made correctly. (1)
☐ Read bills for food orders which may contain names, amounts, room numbers and lists of the items ordered. (1)
☐ Read work schedules which are often in a tabular format containing names, shifts and days. (2)
☐ Fill in tables for payroll summary and inventory sheets. Complete holiday request forms and termination forms. (2) (occasionally)

Writing

☐ Write customer orders. (1)
☐ Write notes to themselves to remember client orders and other job related information. (1)
☐ Write lists of supplies on order sheets, expanding any abbreviations for clarity. (1)
☐ Write notes to managers when food and beverage stocks are in short supply, or when problems arise. (1)
☐ Write notes to trainees to explain procedures. (2)

Oral Communication

☐ Greet and talk with customers, take their food and beverage orders and make recommendations from the menu. (1)
☐ Discuss new products, prices and promotions with suppliers. (1)
☐ Coordinate food and beverage orders with other workers. (1)
☐ May supervise, train and instruct new servers on customer service. (2)
☐ Discuss menus, schedules and customer complaints or requests with their supervisor. (2)
☐ Participate in periodic staff meetings. (2)

Numeracy

☐ Count out floats at the beginning of shifts, take payments from customers and make change. (Money Math) (1)
☐ In some locations, may cash tickets from video lottery terminal (VLT) machines. (Money Math) (1)
☐ Total bills, adding on the provincial and federal taxes. (Money Math) (2)
☐ May keep a separate account of payments made with cash or with credit cards. (Scheduling, Budgeting & Accounting Math) (1)
☐ May measure alcohol to mix drinks. (Measurement and Calculation Math) (1)
☐ May calculate average sales of a product (e.g. alcohol) over a set period. (Data Analysis Math) (2)
☐ Estimate the number of tables that will need to be put together to serve a group. (Numerical Estimation) (1)
☐ Estimate the time that it will take for a meal to be prepared, based on past knowledge and how busy the restaurant is, so that they can inform the clients. (Numerical Estimation) (2)
Thinking Skills — Problem Solving

- May deliver the wrong order to a customer. They check to see how much of the food or beverage has been consumed and then offer a replacement, a refund or a credit. (1)
- May find that work backs up when the restaurant is busy. They must ensure that all employees under their supervision are working at full capacity. (2)
- May encounter complaints from customers that their food was not prepared properly. They determine how to satisfy the customer and maintain good will. (2) (occasionally)

Thinking Skills — Decision Making

- Decide where to seat customers, based on the availability of tables and how busy the restaurant or bar is. (1)
- Decide how many staff to call in to work and when, based on the volume of customers. (2)
- May, in the absence of a supervisor, decide on the location and arrangement of tables. (2)
- Decide which customers to serve first when serving more than one at a time. (2)

Thinking Skills — Job Task Planning & Organizing

Food and beverage servers have little variety in their job tasks. Some receive assignments from their supervisor, while others decide with their co-workers who will work in each section, and what tasks need to be done. Customer service is their top priority and they sequence their job tasks in accordance with this overall goal. This involves great flexibility in monitoring multiple tables and guests while coordinating with kitchen and bar staff. Timing is critical to customer satisfaction. Their work plans are often interrupted by new customers or by additional requests from customers who have already been served. (3)

Thinking Skills — Significant Use of Memory

- Remember the orders they take from customers.
- Remember regular and special menus and the prices of the various menu items.
- Memorize codes or number systems which help them to place orders promptly and accurately.
- May remember customer names and faces and what a returning customer normally orders.

Thinking Skills — Finding Information

- May look up information on how to prepare a particular beverage in available beverage recipe manuals. (1) (frequently)
- May consult co-workers to obtain information on how to correct problems with equipment such as the cash register or the video lottery terminals. (2) (occasionally)

Working With Others

Food and beverage servers work independently. They may work jointly with a partner or helper and are part of a team with other servers, kitchen and bar staff and a supervisor.

Computer Use

- Use computer-controlled equipment, such as cash registers and video lottery terminal (VLT) ticket machines, and specialized restaurant management software with touch screens to place orders. (1)

Continuous Learning

Food and beverage servers continue to learn about customer service and changing menu items and prices. Most new learning is acquired informally through peer mentoring, supervisory coaching and independent reading. They may participate in formal training activities sponsored in the workplace by their employer.
## Visiting Homemakers, Housekeepers

### Reading Text
- Read memos from members of the health-care team and notes from the client or the client’s family. (1)
- May read recipes to prepare food which clients request. (1)
- Read newspapers and letters to the patient. (2) (frequently)
- May refer to orientation material and regulations on procedures, policies, behaviour and safety requirements set forth by home care agencies or foster parent agencies. (2)
- Read newsletters from social service agencies or associations announcing workshops. (2)
- Read reports from agencies outlining policy changes. (2)
- May read notes from a foster child's case file about the child’s background, medical history, mental health and special needs. (2)

### Document Use
- May read street signs. (1)
- May record client names, dates, homemaker codes and expenses on an assignment chart. (1) (daily)
- May read lists of phone numbers and addresses or use the phone book, for example, to arrange medical appointments or to contact emergency services. (1)
- May read labels on medicine bottles and cleaning products to ensure safe use. (1)
- May read sales receipts and banking statements for clients. (1)
- May complete mileage reports. (1) (weekly)
- May read maps to locate new clients’ addresses. (2)
- May read work schedules and assignment sheets to determine work locations, times and duties. (2) (daily)
- May read weekly activity schedules and menus. (2) (daily)
- May review client files which outline the type and frequency of services delivered to each client and relevant history. (daily or monthly) (2)
- May fill in reports or logs on daily care given to clients. (2)

### Writing
- May write a daily log of work accomplished. (1)
- May write short notes to the next worker or a family member about the client's condition and needs. (1) (daily)
- May record reminders on a calendar. (1)
- May complete a client report form, recording changes in the client's mental, physical or emotional condition. (1)
- May complete forms for supervisors, outlining observations and comments on clients’ daily activities, behaviour and special needs. (1)
- May write personal and business letters for clients. (2)
Oral Communication

☐ May contact medical staff in emergencies. (1)
☐ May talk with grocery store clerks, doctors, physiotherapists or suppliers of items such as walkers, canes and oxygen. (1)
☐ May discuss schedule changes, tasks and procedures with clients. (1)
☐ May talk with the client's family to inform them of the client's progress and to learn about the client's condition and needs. (1)
☐ May comfort clients or foster children if they are upset. (2)
☐ May entertain clients by reading to them, talking to them or taking them on trips or visits. (2)
☐ May talk to supervisors to learn about courses, report on the progress and condition of clients and discuss new cases. (daily or monthly) (2)

Numeracy

☐ May shop for their clients, count change and complete expense forms. (Money Math) (1) (frequently)
☐ May keep track of clients’ grocery money and determine if they have enough food to last until the next visit. (Scheduling, Budgeting & Accounting Math) (1) (frequently)

Thinking Skills — Problem Solving

☐ Encounter a lack of food to cook proper meals. They find what food they can and make the best of the situation or grocery shop for the patient, reporting the incident to supervisors if necessary. (1)
☐ Determine why clients are upset and calm them down. This is particularly difficult when working with mentally challenged clients. (2) (frequently)
☐ May encounter resistance from clients who refuse to eat, take their medication or bathe. They explain the importance of keeping up with the necessities of life and use humour to make the clients feel more relaxed and willing to co-operate. (2)
☐ May encounter problems setting boundaries and defining roles with a client. They explain in detail the parameters of their job and may call upon agency personnel to reinforce the information. (2)
☐ May deal with hostile patients. They call upon family members or doctors to get to the roots of the hostility and to recommend a solution. (2) (occasionally)

Thinking Skills — Decision Making

☐ May decide what patients’ will wear and what they will eat. (1) (daily)
☐ May decide whether patients are well enough to participate in outside activities. (1) (daily)
☐ Decide the sequence of activities for cleaning. (1) (daily)
☐ May decide whether to accept new clients. (2) (frequently)
☐ Decide whether a patient is receiving too little or too much home care and determine when to terminate care. (2) (frequently)
☐ Decide when they must call for medical or emergency services. The decision is based on their knowledge of the patient's medical condition. (2) (daily)
Thinking Skills — Job Task Planning & Organizing
Homemakers, housekeepers and workers in related occupations receive assignments and individual care plans from their supervisors in the agency. They plan a daily activity schedule to take into account duties such as cleaning, grocery shopping and making medical appointments. Depending on the clients' needs, they may need to adjust their schedule. Foster children often fit into a pre-existing family routine.

Thinking Skills — Significant Use of Memory
- Remember activities to record in a weekly report to the agency.
- Remember emergency medical procedures.
- Remember clients' favourite recipes.

Thinking Skills — Finding Information
- Use street maps to find the homes of new patients. (1) (frequently)
- Find recipes in client's kitchen files to prepare familiar meals. (1) (daily)
- May refer to books to learn about a client's medical condition. (2) (occasionally)

Working With Others
Visiting homemakers, housekeepers and workers in related occupations mostly work alone or independently. Some work with helpers or, in the case of foster parents, with other family members. Some visiting homemakers, housekeepers and workers in related occupations work as part of a larger team which includes agency personnel and the professionals who provide support to the agency.

Computer Use
- May prepare weekly or long-term reports. (2)

Continuous Learning
Visiting homemakers, housekeepers or workers in related occupations have an ongoing need to learn. Visiting homemakers and foster parents may require cardiopulmonary resuscitation (CPR) and first aid courses and refreshers. Workers obtain new knowledge by attending seminars or workshops on specific health care topics which are applicable to their clients, ranging from mental health to palliative care or Alzheimer's disease. Home Support Attendant programs are available in many locales. Housekeepers learn new duties on the job in order to respond to specific needs of ambassadorial, residential or institutional clients.
Essential Skills Profiles

Top 50 Entry-Level Jobs in Canada

NOC # 6474

Babysitters, Nannies, Parents’ Helpers

Reading Text
- Read notes brought home from school to get requested materials, such as modelling clay, ready for the next day. (1)
- Read parents’ notes giving instructions on matters such as administering medicine or preparing meals. (2) (daily)
- Read books and stories aloud to the children to entertain them and to develop their language and pre-reading skills. (2) (daily)

Document Use
- Read grocery lists. (1)
- Read labels on medication to determine dosages when children are ill. (1)
- May complete attendance forms, indicating when and how long each child was in their care. (1) (daily)
- Read recipes to prepare snacks and meals. (2)
- Read labels on food products to determine nutritional value and to screen for ingredients which may cause allergic reactions. (2) (weekly)
- Read schedules for public services, such as buses, swimming facilities or libraries, and use calendars to plan each week. (2)
- May read a city map when driving somewhere new. (2)
- Interpret drawings that provide instructions on how to do crafts. (2) (occasionally)
- May maintain an infant activity journal, noting times for feeding, naps, baths and recording relevant comments. (2) (daily)

Writing
- Keep an ongoing grocery list, adding items to the list. (1)
- Note special events or upcoming outings on the calendar. (1)
- May complete time sheets for pay purposes, noting dates, times, names of parents and children. (1)
- May coach children in printing, writing and spelling by writing words or sentences for them to copy. (1)
- May keep a journal to record the care of infants, such as feeding times, bath times, sleep patterns and relevant comments. (2) (daily)
- May write notes to parents requesting special clothing or supplies. (2)
- May fill out an accident report to record the details of any incidents and follow up actions taken. (2)

Oral Communication
- Interact with parents or guardians to receive information about a child’s mood, health and such matters as whether the child ate breakfast. They advise when supplies, such as clothing and diapers, need to be restocked. (1)
- Interact with parents to tell them about the day’s activities and any noteworthy incidents. (1)
- Speak to cashiers, store clerks or other service representatives when purchasing items or enquiring about prices or hours of operation. (1)
- Interact with the children under their supervision to seek input in planning the day, to read stories, to play games and to encourage sharing. (1)
- Use diplomacy and tact to discuss a child’s behavioural problems and discipline with parents. (2)
- Resolve conflicts between children, encouraging them to work through the problem and to develop social skills. (2)
- Instruct children about an activity or outing, including any safety rules they should follow. (2)
Numeracy

- May pay for groceries, by cash or cheque, when doing the shopping. (Money Math) (1)
- May total the cost of various activities, such as pool admissions or transportation, and submit the total and receipts to parents for reimbursement. (Money Math) (1) (weekly)
- May calculate the weekly amount owed by parents for the care of their children and accept payment. (Money Math) (2)
- May keep a record of the costs of crafts, supplies and food, entering these amounts in a bookkeeping ledger. (Scheduling, Budgeting & Accounting Math) (1)
- Take an ill child's temperature. (Measurement and Calculation Math) (1)
- Measure ingredients when preparing food. (Measurement and Calculation Math) (1)
- May estimate the amount of food the children will eat, as well as the quantity of ingredients when preparing food. (Numerical Estimation) (1)

Thinking Skills — Problem Solving

- Select appropriate indoor activities when it is too cold outside to carry out regular plans. The alternative chosen should involve physical activity. (1)
- Try to find ways for children of different ages to play together, without the older ones getting bored or the younger ones getting frustrated. (1)
- Deal with children fighting, often over a toy. They determine the best course of action, considering the seriousness of the situation, and how to discipline the children, if appropriate. (several times a day) (2)
- Deal with a child who does not follow an instruction. They may first attempt to resolve the problem by looking directly in the child's face and repeating the instruction. If the child still does not respond, they may use a “consequence of behaviour” technique. (2)

Thinking Skills — Decision Making

- Decide what to feed the children for lunch and snacks. (1)
- Decide on the most appropriate activities to do with the children, taking into consideration the weather, schedules and other factors. (2) (daily)
- Decide whether to administer medicine or consult a doctor when a child becomes ill or has an ongoing condition, such as asthma, that must be monitored. (2)
- Assess the health of each child upon drop-off to decide when a child must be sent home because he or she is too sick. (2)

Thinking Skills — Job Task Planning & Organizing

The daily routine of babysitters, nannies and parents’ helpers is fairly structured, with meals, snacks and naps at the same time every day. Other activities vary, according to the moods of the children and their energy levels. Some activities, such as outings and crafts are planned. Any plans made must consider such factors as meal times, nap times, school and bus schedules. (2)

Thinking Skills — Significant Use of Memory

- Remember children's allergies, eating habits, nap schedules and sleep habits.
- Remember instructions from parents for that particular day.
- Recall a specific like or dislike of a child, such as a food or story.
Thinking Skills — Finding Information

☐ Consult a list of emergency telephone numbers. (1)
☐ May find information on activities or upcoming events in such sources as flyers or recreational directories. (2) (weekly)
☐ May use a medical reference book to look up the symptoms of a child’s illness to determine what action they should take. (2)
☐ May refer to child development books for information on dealing with particular behavioural problems. (2)

Working With Others

Babysitters, nannies and parents’ helpers work independently with the children in their care.
Babysitters, nannies and parent’s helpers supervise children.

Continuous Learning

Babysitters, nannies or parents’ helpers have an ongoing need to learn. This learning relates particularly to parenting skills, such as child discipline, and children’s activities, such as crafts. They may be required to maintain valid first aid and cardiopulmonary resuscitation (CPR) certificates.
Image, Social and Other Personal Consultants

Reading Text
☐ May read labels on cosmetics. (1)
☐ May read material from suppliers to determine who can deliver the best value. (2)
☐ May read clients’ charts from doctors to determine which diet is most appropriate for a particular client. (2)
☐ May read evaluations at the end of each training session that provide feedback on how well the material was presented. (2)

Document Use
☐ May use lists, such as attendance lists at seminars and trade shows or supply lists for weddings. (1)
☐ May obtain information from sketches, pictures or icons, such as sewing patterns, symbols on clothing labels, colour drawings on how to apply makeup and icons on computer screens. (1)
☐ May use appointment books and schedules to keep track of due dates, employee hours or customer payments or for planning special functions, such as weddings. (2)
☐ May consult customer information cards or client profiles which include such information as client’s personal characteristics, clothing size, number of visits, products purchased and average price of purchases per month. (2)
☐ May read manufacturers’ sizing charts to match measurements with sizes. (2)
☐ May use room layouts, showing where the head table and guest tables will be, where centrepieces will be arranged and how many people will attend the function. (2)
☐ May read colour wheels to help clients determine which shades to use for makeup and clothes. (2)
☐ May complete forms, such as invoices, receipts, daily cash balance forms, customer order forms, order forms for supplies, inventory sheets, authorization to return merchandise forms and government forms related to running one’s own business. (2)
☐ May record measurements on body proportion charts. (2)

Writing
☐ May prepare price tags and write instructions for fabric care. (1)
☐ May write reminder notes about tasks to be done that day and notes to other staff. (1)
☐ May keep notes on each client, such as dates of visits, what was looked at and next appointment. (2)
☐ May write memos to clients’ doctors to inform them of changes in their diet. (2)
☐ May send faxes to servicers and suppliers, requesting information or services. (2)
☐ May write letters to clients, including Internet and email communication, to respond to their questions, motivate them or inform them of upcoming events. (2)
☐ May write follow-up letters to clients who have missed appointments or failed to return. (2)
☐ May create wedding invitations for clients. (2)
**Oral Communication**

- May listen to simple phone messages on answering machines. (1)
- May interact with customers to book appointments, give price quotes and persuade them to purchase services. (1) (daily)
- May interact with suppliers to order products and notify them of errors in delivery. (1)
- May interact with co-workers to arrange work schedules, exchange information about clients and discuss procedures and new ideas. (2) (daily)
- May interact with clients when advising them. They establish the needs and personal tastes of the client, make recommendations to them, discuss their concerns and reassure them as they endeavour to act on the advice. (2)
- May interact with designers and manufacturers about the availability of a clothing item or colour, to determine delivery dates and to learn about clothing lines. (2)
- May interact with supervisors to discuss sales, inventory, procedures, work schedules, clients, problems and suggestions for products to buy. (2)
- May network to contact and attract new customers. (2) (weekly)

**Numeracy**

- May take payments on layaway accounts, subtracting payments and determining the remaining balance. (Money Math) (1)
- May calculate bills or service fees for clients and prepare bank deposits. (Money Math) (2)
- May total supply order forms, including prices and taxes. (Money Math) (2)
- May compare prices from various suppliers when making buying decisions. (Scheduling, Budgeting & Accounting Math) (1)
- May schedule their business activities, including meetings, presentations and courses. (Scheduling, Budgeting & Accounting Math) (2)
- May take customers’ measurements to tailor or adjust clothing or at the beginning of a weight loss course or consultation. (Measurement and Calculation Math) (1)
- May measure and calculate the area of rooms used for fashion shows or weddings. (Measurement and Calculation Math) (2)
- May compare products sold or membership numbers across two time periods, such as the previous year and the current year. (Data Analysis Math) (1)
- May track graduation rates and attendance rates for each course to gauge performance. (Data Analysis Math) (2)
- May estimate a client’s size, when helping him or her select new clothing. (Numerical Estimation) (1)
- May estimate the time needed for particular tasks, based on past experience and allowing for differences between clients or situations. (Numerical Estimation) (1)
- May estimate the number of models needed for fashion shows, considering how long they will take to walk down runways and the time needed to change clothes. (Numerical Estimation) (2)
- May estimate the amount of food and decorations required and the total cost of weddings. (Numerical Estimation) (2)
- May estimate the time it will take a person to lose a certain amount of weight. (Numerical Estimation) (2)
Image, Social and Other Personal Consultants

Thinking Skills — Problem Solving
- Image consultants have clients who wish to improve their image. They suggest and demonstrate changes in their cosmetics, accessories and wardrobe. (2)
- Weight-loss consultants encounter clients who are unable to follow their diets. They must counsel the clients and provide them with tips and strategies to change their eating habits. (2)
- Image, social and other personal consultants may deal with unhappy clients, such as those who object to prices. They talk with these clients to try to identify the problem and what steps can be taken to resolve it. (2)

Thinking Skills — Decision Making
- May decide whether to accept new clients. (2)
- May decide on the most effective way to advertise. (2)
- May make decisions regarding clients’ clothing, hairstyle, skin care, makeup or posture. (2) (daily)
- May help clients make decisions about their wedding. (2)
- May decide whether to give refunds to dissatisfied clients. (2)
- May, if teaching classes, decide which section of the course they will teach and how much time they will spend on each section. (2)

Thinking Skills — Job Task Planning & Organizing
Though some image, social and other personal consultants work in more structured situations, others juggle a range of priorities each day to serve their different clients, deal with urgent matters and, if they are self-employed, manage and promote their business. (3)

Thinking Skills — Significant Use of Memory
- Remember product specifications and information about manufacturers.
- Remember the contents of presentations that they have given before.
- Remember names and faces during a particular event or meeting and the requirements of a particular client.
- Remember details of a previous consultation when a client returns for additional service.

Thinking Skills — Finding Information
- May find information about particular customers by consulting customer file cards. (1)
- May, if weight-control consulting, look up information about various medical conditions, such as diabetes, and diet in medical or nutritional journals. (2)

Working With Others
Image, social and other personal consultants mainly work independently. Some work with a partner or sub-contractor, such as when delivering a seminar. They may work as a member of a team.

Computer Use
- Use other computer applications. For example, use hand-held computer ordering systems. (1)
- May maintain databases of clients. (2)
- May record costs and income. (2)
- May input financial data. (2)
- May use the Internet for email and faxes. (2)
Continuous Learning

Image, social or other personal consultants continue to learn in order to keep up with the latest trends in clothing, makeup, hairstyles, communications software or procedures for weight control. They may take courses, read independently, attend training sessions, seminars or trade shows or belong to associations to gain information. They may pay for their own training or attend training organized by the companies they work for. They learn from experiences with clients, from co-workers, owners or managers and by networking.
Estheticians, Electrologists and Related Occupations

Reading Text
☐ Read directions on products and equipment. (1)
☐ Read client charts for information, such as clients’ preferences, skin types and past treatments. (1) (daily)
☐ Read magazines and promotional material from suppliers, such as pamphlets or letters, to learn about new products and techniques. (2)
☐ Read fact sheets on chemical products for information about their compositions, use and emergency first-aid procedures. (2)

Document Use
☐ Use appointment books to schedule clients and to prepare for incoming clients. (1) (daily)
☐ Read labels on products. (1)
☐ May use product or colour charts when mixing cosmetics or making recommendations to clients. (2) (weekly)
☐ May read equipment catalogues when purchasing new equipment. (2)
☐ May complete client record forms with information such as treatments, products used, particular problems and allergies. They refer to these records when preparing for incoming clients. (2)

Writing
☐ May record appointments, writing the names, telephone numbers and needed services of clients. (1)
☐ Record information on personal, lifestyle and medical history during consultations with new clients. (2)
☐ Update client files after each appointment, describing the treatments performed. (2) (daily)
☐ May write letters to suppliers about product quality. (2)

Oral Communication
☐ Speak with suppliers to place orders and to discuss client satisfaction with products. (1)
☐ Speak with clients in person and by telephone to schedule appointments and promote new business. (1)
☐ May communicate with co-workers to coordinate shared office tasks such as sterilizing equipment. (1)
☐ Greet clients, discuss their needs, recommend products or services, build their trust and reassure them when treatments cause discomfort. (2) (daily)
☐ May participate in staff meetings. (2)

Numeracy
☐ Accept payment by cash, cheque or credit card and make change. (Money Math) (1) (daily)
☐ May schedule appointments, taking into account the time needed for different services. (Scheduling, Budgeting & Accounting Math) (1)
☐ May make entries in bookkeeping ledgers. (Scheduling, Budgeting & Accounting Math) (1)
☐ May determine how many packages of supplies, such as scalpels, to buy based on the number of units required and the number of units per package. (Scheduling, Budgeting & Accounting Math) (2)
☐ May measure specified amounts of emulsions, creams, sterilants and other products, diluting as specified. (Measurement and Calculation Math) (1)
☐ Estimate by sight quantities of powder and volumes of liquid needed to mix products. (Numerical Estimation) (1)
☐ May estimate the time or number of sessions needed to complete a particular treatment. (Numerical Estimation) (2)
Thinking Skills — Problem Solving

- When the shade of cosmetics selected for a client does not have the desired effect, the cosmetician determines why it is not effective and how to fix the problem. (1)
- When a client requests a last-minute appointment and the schedule is full, the appointment book is often rearranged to create a time to accommodate the client and to maximize sales. (2)
- When a skin product is not effective for a client, even though it has been in the past, the esthetician determines the cause of the problem by exploring variables, such as allergies or changes in medication and makes recommendations to the client. (2)

Thinking Skills — Decision Making

- Decide whether to agree to a client’s request for an early appointment, taking into account the urgency of the client’s request and how it will impact on the day’s schedule. (1)
- Estheticians, electrologists and workers in related occupations may decide on their fees for various services and may decide which products to stock for use or sale. (2)
- Makeup artists decide the colour of cosmetics for bridal parties, considering wedding colour schemes. (2)
- Pedicurists decide how best to treat a client’s ingrown toenail and whether to recommend that the client consult a doctor. (2) (daily)
- Estheticians decide which facial procedures and products are most appropriate to meet the skin care needs of a particular client. (2) (daily)
- Electrologists decide how long to schedule electrolysis for clients with sensitive skin. (2)
- Tattoo artists decide when to refuse a client’s tattoo request. (2)

Thinking Skills — Job Task Planning & Organizing

Estheticians, electrologists and workers in related occupations create their own work schedules by appointment bookings. They order their tasks for greater efficiency. There are daily disruptions to the schedule, due to no-shows, tardiness and last-minute appointments. They may need to coordinate with co-workers or supervisors. This is not necessary for those who own and operate a one-person shop. (2)

Thinking Skills — Significant Use of Memory

- Recall relevant details from clients’ files during their appointments.
- Remember names and faces of clients and personal information.
- Recall unique problems experienced with clients to learn from them.

Thinking Skills — Finding Information

- Refer to clients’ files for such information as past treatments or known health problem. (1)
- May consult manufacturer representatives for product information. (1)
- May ask their manager or co-workers for information. (1)
- May refer to training manuals, trade journals or magazines for information on products or techniques. (2)
- May refer to their textbooks for information on particular conditions. (2)

Working With Others

Estheticians, electrologists and workers in related occupations mainly work independently, providing services to clients. However, they may consult with co-workers to provide or receive information and to coordinate schedules.
Computer Use

- Use other computer applications. For example, use computerized equipment, such as cash registers or electrolysis machines. (1)
- May write letters. (2)
- May design tattoos. (2)
- May maintain a client database. (2)
- May produce invoices and do bookkeeping. (2)

Continuous Learning

Estheticians, electrologists and workers in related occupations have an ongoing need to learn. Maintaining up-to-date skills and knowledge about new techniques, industry innovations, products and research is important to workers in all specialty areas.
Cashiers

Reading Text
- Read memos about price changes. (1)
- May read notes or memos with information about price changes, new products or procedures, administrative matters, upcoming sales promotions or special events. (2) (frequently)
- May read letters from suppliers with information about products or price changes to pass this information on to customers. (2) (weekly)
- May consult manuals for information on procedures, such as how to refund money or give discounts. (2)

Document Use
- Read price tags, bills, cash register displays or account statements to determine the amount due. (1) (daily)
- Read brand labels and compare them to promotional flyers or coupons to determine if the product is on sale. (2) (daily)
- Consult lists, such as lists of product names and their prices, lists of people who have written NSF (not sufficient funds) cheques, lists of exchange rates or pounds to kilograms conversion charts. (2)
- In theatres, may use a seating chart to help customers with ticket selection. (2)
- Complete forms, such as charge slips, cheque cashing forms, rain checks, credit slips or payment slips. They may also complete daily cash out sheets, deposit sheets, deposit envelopes or charge control sheets. (2)
- May complete forms to transfer stock between stores or to return unsold merchandise, such as magazines, to obtain a refund. Restaurant cashiers may complete a daily check off report recording information, such as the temperature in coolers and freezers. (2)
- Consult work schedules and enter the times they begin and end their daily shifts. (2)

Writing
- Complete forms. (1) (daily)
- Write brief notes to record and explain customers’ complaints. (1)
- Write notes to inform other staff. These may be memos, brief notes jotted on a board or entries written in a journal used to convey information to cashiers on the next shift. (2)

Oral Communication
- May take phone messages and may use an intercom to page co-workers. (1)
- May listen to public address system announcements for information. (1)
- May take orders for food or stock from customers. (1)
- May speak with suppliers to receive information about products. (1)
- Greet customers, tell them the total of their bill and respond to their questions about products, services, their bill, hours of operation or where particular products or services can be found. (1)
- Interact with their supervisor, receiving instructions or information, informing their supervisor of problems, such as running short of change, and discussing how the shift is going. (1) (daily)
- Talk to co-workers to request and provide information on prices, codes or procedures and to coordinate work and schedules. (1) (daily)
- May give customers unwelcome information, such as that their cheque will not be accepted, their credit-card transaction was not approved, a requested item is out of stock or a refund will not be issued. (2) (occasionally)
- May participate in staff meetings. (2)
**Numeracy**

- Total bills by entering amounts in a cash register or calculator, receive payments and make change. (Money Math) (1) (daily)
- May handle US currency. They use an exchange rate chart or a calculator. (Money Math) (2)
- May calculate what the store is owed for unsold stock, such as magazines, which can be returned for partial refund. (Money Math) (2)
- Total their cash and credit-card transactions. They compare these totals with cash register receipts and enter the results in financial records, reporting cash surpluses or shortfalls. (Scheduling, Budgeting & Accounting Math) (1) (daily)
- If working as a cashier at a gas bar, may use a rod, marked in centimetres, to measure fuel levels in underground tanks. (Measurement and Calculation Math) (1)
- May weigh produce and convert between kilograms and pounds for customers. (Measurement and Calculation Math) (2)
- Count stock, such as lottery tickets, and subtract this figure from the previous count to calculate sales. (Measurement and Calculation Math) (2)
- Estimate prices for customers, such as the price of foods sold by weight or the cost of a meal in a cafeteria. (Numerical Estimation) (1)
- Estimate whether a show will be sold out by a particular time to inform a customer, based on the rate of ticket sales and the time remaining of the run. (Numerical Estimation) (2)

**Thinking Skills — Problem Solving**

- May punch in the wrong price by mistake. They void the sale and begin again. (1)
- May find that the cash does not balance. They search for the reason, such as having given the wrong change or having miscounted. (2) (frequently)
- Deal with dissatisfied customers. They may have to find a solution that is acceptable to both the customer and their manager. (2)
- Deal with people who come into the store smoking, drinking or otherwise contravening established policies. (2) (occasionally)

**Thinking Skills — Decision Making**

- Decide whether to accept personal cheques, based on company guidelines. (1) (daily)
- Decide whether to give a refund and whether to lower the price of damaged merchandise or an inadequate service. (2) (frequently)
- Decide whether to ask customers for identification to prove they are old enough to buy cigarettes. (2)
- Decide whether to approve invoices for payment, after checking the quantity and quality of goods received. Small orders, such as specialty cookies, may be delivered to and paid for by the cashier. (2)

**Thinking Skills — Job Task Planning & Organizing**

Cashiers' work is mainly customer-driven and involves little or no planning of their workday. The order and priority of tasks are set by the customers and the supervisor. Some cashiers plan certain tasks for quiet times, such as stocking shelves or cleaning. These activities are interrupted if a customer needs help. (1)
Cashiers

**Thinking Skills — Significant Use of Memory**
- Memorize prices and codes.
- Remember which items are on special and their sale price. Although they can seek this information as needed, they will be more efficient if they can remember.
- Remember messages from suppliers about the availability of stock and special requests from customers. They pass this information along to their supervisor.
- May remember the names, faces or preferences of regular customers to provide more personal service.

**Thinking Skills — Finding Information**
- May seek information on prices, codes, procedures or current sales by looking up information on price lists or in flyers, by asking a co-worker, by sending a store clerk to check a price or by consulting other available texts or documents. (1)
- May obtain information on products and services for customers from the relevant person or department in the establishment or from product literature. (1)

**Working With Others**
Cashiers usually work independently, providing help to co-workers or obtaining help from them as needed. They may coordinate their work with others, to avoid overlapping break times. They may work with a helper during busy periods and may sometimes work alone, for example, balancing the cash after closing.

**Computer Use**
- Use computer controlled equipment. For example, they use computer cash registers. This requires knowledge of a special keyboard. (1)
- May view product numbers, descriptions and prices on a database. (2)
- Use other computer applications. For example, those to record ticket sales in theatres. (2)

**Continuous Learning**
Cashiers learn about new equipment, procedures, products and services as required. A great deal of their training is provided in-house.
Essential Skills Profiles
Top 50 Entry-Level Jobs in Canada

Grocery Clerks and Shelf Stockers / Other Sales Occupations

Reading Text

Grocery Clerks
☐ Read Material Safety Data Sheets (MSDS) to verify the proper handling of various products. (2)

Door-to-Door Salespersons
☐ Read product information pamphlets and promotional material to describe the company's products to customers. (2)

Telemarketers
☐ Read scripts of sales presentations, which they use when speaking to customers. (2)

Document Use

Grocery Clerks and Store Shelf Stockers
☐ Read shelf labels, sale-price signs and product code lists. (1) (daily)
☐ Read shipping forms, checking off received stock on the invoice. (2) (daily)

Door-to-Door Salespersons
☐ Refer to price listings presented in graphs. (2) (daily)
☐ Complete order forms and repair forms, when making a new sale or providing post-sale service. (2) (frequently)

Telemarketers
☐ Complete forms at the successful close of a sale. (2) (daily)

Writing

Grocery Clerks
☐ Write notes to their supervisors, indicating special requests from customers which involve placing new orders. (1)

Direct Distributors (Retail)
☐ Write letters to customers and potential customers, outlining the advantages of their products. (2)

Telemarketers
☐ Fill in forms to describe complaints which potential customers have made about the product or service being marketed. They also write “call back” notes. (2)

Door-to-Door Salespersons
☐ Complete contracts, typically consisting of short entries and fill-in-the-blanks. (1)

Oral Communication

Grocery Clerks
☐ Listen for cashiers paging packers on the intercom. (1)
☐ Interact with customers to help them find products. (1)
☐ Interact with managers frequently to receive work instructions. Sales personnel communicate with a team leader or manager regularly to share product information. (2)

Telemarketers
☐ Discuss their approaches with co-workers to determine which techniques are successful. (2)
Numeracy
☐ Telemarketers calculate commissions. (Money Math) (2)
☐ Grocery clerks take rolls of coins and packets of bills to cashiers, verifying and recording the amount provided. (Scheduling, Budgeting & Accounting Math) (1)
☐ Door-to-door salespersons record their sales and costs in financial reports. (Scheduling, Budgeting & Accounting Math) (1)
☐ Grocery clerks weigh fruit and vegetables for customers. (Measurement and Calculation Math) (1)
☐ Grocery clerks and store shelf stockers compare the amount of fat in one product with another, when helping customers make purchasing decisions. (Data Analysis Math) (1)
☐ Direct distributors (retail) calculate average monthly sales for the year and compare them to the previous year. (Data Analysis Math) (2)
☐ Grocery clerks and store shelf stockers estimate how many boxes of a product are needed to fill available shelf space. (Numerical Estimation) (2)
☐ Door-to-door salespersons estimate the cost of repairs. (Numerical Estimation) (2)

Thinking Skills — Problem Solving

Grocery Clerks
☐ Check prices for cashiers when the scanner will not read the price codes. They check bar codes, shelf labels and office lists. (1)

Store Shelf Stockers
☐ May have difficulty fitting new products into existing displays. They must integrate the products into the display without ruining its appearance. (1)

Sales Representatives
☐ May encounter customers who change their orders several times, creating problems in billing and delivery. They review the orders carefully with the customers, explaining alternative purchases which may better serve their needs or budgets. (2)

Telemarketers
☐ On closing a sale, may have to deal with customers who are reluctant to give credit information over the phone. They use persuasion to ensure they do not lose the sale. (2)

Thinking Skills — Decision Making

Grocery Clerks and Store Shelf Stockers
☐ Decide which fruit and vegetables to throw away when stocking the produce area. (1)
☐ Decide whether a returned item should be put back on the shelf, based on its condition and the reason it was returned. (2)

Door-to-Door Salespersons
☐ Decide what incentives to offer customers. These may be discounts, trade-ins or gifts. They make these decisions carefully since they may have to personally cover the costs of the bonuses. (2)

Sales Consultants
☐ Decide how many appointments to book in a week and how much time is needed for each. (2)
Thinking Skills — Job Task Planning & Organizing

Grocery clerks and store shelf stockers have many routine duties but they are frequently interrupted by sudden needs, such as price-checks or customer requests. While their daily duties are set by supervisors, they have some flexibility to determine the sequence of their tasks. This may involve some co-ordination with co-workers. (3)

Door-to-door sales personnel generally plan their own workdays, with little input from branch managers. They must juggle appointments, many of which occur on weekends and evenings when customers are available. Given the variety of neighbourhoods and customers, there is little routine. Telemarketers schedules, on the other hand, are closely controlled by supervisors who provide guidelines, lists and deadlines. (3)

Thinking Skills — Significant Use of Memory

Grocery clerks and shelf stockers remember a wide range of computer stock numbers. They also remember the specific size, brand and quantity of an item they are price checking.

Door-to-door salespersons remember details and features of items they sell. They recall details of conversations with customers so that they do not confuse orders.

Telemarketers memorize the script used to market a product and recall the details of customer callbacks.

Thinking Skills — Finding Information

Door-to-door salespersons find information in product manuals. They use city maps to locate customers' addresses. (1)

Grocery clerks and store shelf stockers refer to stock lists and price sheets to make decisions about what to stock on empty shelf space. (2)

Telemarketers use postal-code directories to target prospective clients in various economic groups. (2)

Working With Others

Workers in these sales and related occupations mainly work independently. They coordinate some activities with supervisors or managers.

Computer Use

☐ Use other computer applications. For example, service station attendants and grocery clerks may use computerized cash registers. Service station attendants may enter price changes into a computer till, using menu-driven prompts and calling for authorization from suppliers. Grocery clerks may respond to prompts on the computer to enter price changes for weekly specials. (1)

☐ Door-to-door salespersons may write letters to customers. Telemarketers may use merge codes to produce letters. (2)

☐ Door-to-door salespersons may use a database to track customers and product warranties. (2)

Continuous Learning

Workers in these sales and related occupations learn on-the-job from co-workers. They may participate in training programs to learn about procedures and products.
Kitchen Helpers and Line Cooks

Reading Text
- Read written instructions for particular work tasks, such as for cleaning a piece of equipment. (1)
- Read comment sheets and letters from customers. (1)
- Read house policies and procedures. (2)
- Read pamphlets dealing with hygiene in a food environment. (2)
- Read and implement written shift duties and instructions. (2)
- Read cook books and industry newsletters. (3)

Document Use
- Locate and read labels and symbols relating to the Workplace Hazardous Materials Information System (WHMIS). (1)
- Line cooks read guest cheques. (1)
- Read work schedules and read function sheets. (2)
- Complete inventory control cards, requisitions and order forms. (2)
- Prepare waste sheets. (2) (daily)

Writing
- Write “to do” notes for themselves and co-workers. (1)
- Write incident reports and complete Worker’s Compensation Board forms. (2) (as required)

Oral Communication
- Communicate with supervisors and co-workers to organize and coordinate their work and receive instructions. (1)
- Communicate with delivery personnel about where to place supplies. (1)
- Communicate with other food service workers to clarify orders. (1)
- Respond to customer inquiries about particular menu items, including questions about ingredients to which the customer is allergic. (1)

Numeracy
- Prepare guest checks, enter amounts in the cash register and provide change to customers. (Money Math) (1)
- Weigh and measure ingredients when cooking and weigh food to ensure proper portion sizes. (Measurement and Calculation Math) (1)
- Convert recipes by multiplying or dividing all ingredients. (Measurement and Calculation Math) (2)
- Estimate amounts of food by comparing containers, product sizes and volumes. (Numerical Estimation) (1)

Thinking Skills — Problem Solving
- May encounter problems caused by miscommunication due to their noisy working environment. They must then clarify the information. (1)
- Are sometimes confronted with difficult cleaning jobs where conventional methods do not seem to work.
- Have to determine how to clean ovens and other equipment, selecting the best cleaner and devising effective cleaning methods. (1)
- Handle customer complaints, using their own judgment and company policy to resolve issues. (2)
Thinking Skills — Decision Making

- Decide whether supplies received meet the required quality standards and purchasing specifications. This is usually done initially under supervision. (1)
- Select which cleaner to use for particular cleaning tasks. (1)
- Decide how to best juggle multiple tasks so that no customer is kept waiting too long. (2)
- Decide what products may be substituted to fill an order when there is a shortage of the normal food item. (2)

Thinking Skills — Job Task Planning & Organizing

The work of kitchen helpers and line cooks follows a similar basic routine every day. Within that framework, they plan their own activities following guidelines provided for food preparation and responding to variations in customer volume. (2)

Thinking Skills — Significant Use of Memory

- Remember the details of their current orders, such as which steaks are to be rare and which ones well done.
- Remember special instructions for a particular function, and last minute changes to these instructions.
- Remember health and safety standards for the care and preparation of food.

Thinking Skills — Finding Information

- Scan a variety of news media for information about changing weather conditions and upcoming events which could impact the planning of production that week. (2)
- Find out about policies for product specifications by asking their supervisor. (1)
- Look up food preparation information in recipes. (1)

Working With Others

Kitchen helpers and line cooks work both independently and as part of a team. They participate in formal discussions with co-workers and supervisors on methods for improving work processes or product quality, and on the allocation of responsibilities.

Computer Use

- Use equipment with computerized settings. For example, line cooks may use computerized point of sale equipment when accepting payment. (1)
- Line cooks may get recipes and food specifications from a database. (2)
- Line cooks may use a spreadsheet for recipe conversions. (2)

Continuous Learning

Kitchen helpers and line cooks continue to learn. New procedures, new product information, new menus, recipes, techniques and trends all unite in creating a learning environment.
Security Guards and Related Occupations

Reading Text

☐ Read log book entries or details of events, to note jobs to complete during a shift, deliveries to be expected or the names of key people who will be arriving. (1)
☐ Read security incident reports. (2)
☐ Read memos and letters from the security firm and the police department about policy and procedure changes. (2)
☐ Read standard operating procedures established by the security firm or the firm’s clients. (2)

Document Use

☐ Read a daily log to learn about events which occurred on the previous shift. (1)
☐ May read logs, such as those concerning fire extinguisher replacement schedules. (1)
☐ May read emergency telephone lists. (1)
☐ Enter information in visitor-registers. (1)
☐ May complete mileage forms when travel is required. (1)
☐ Read work schedules. (2)
☐ May read information sheets indicating which doors must be checked during night patrol. (2)
☐ Read quarterly inspection reports. (2)

Writing

☐ Write memos to supervisors on personnel matters, such as time off and sick leave. (1)
☐ Write incident and special occurrence reports detailing events which occurred during their shift. (2)
☐ Complete police statement forms for presentation in court. (2)
☐ Complete fire alarm reports. (2)
☐ Write letters to clients about providing security services. (2)

Oral Communication

☐ Exchange information with incoming staff during the shift change. (1)
☐ Communicate with delivery personnel or with plumbers, electricians or other trades people and contractors who service the building. (1)
☐ Talk to members of the public when providing access to the building or grounds. (1)
☐ Communicate with supervisors to obtain direction and discuss administrative concerns. (1)
☐ Discuss building security with co-workers and building owners. (2)
☐ May communicate with bank staff or technical specialists, if servicing automatic teller machines (ATM). (2)
☐ May interact with diplomats, students, office workers or building residents about security concerns, depending on the security assignment. (2)
Numeracy

**Security Guards and Related Occupations**

- May handle a petty cash account or pay couriers for deliveries. (Money Math) (1)

**Armoured Car Guards**

- May record totals of denominations of money delivered to banks or bank machines by armoured car, keeping separate totals for American or other foreign currency. (Scheduling, Budgeting & Accounting Math) (1)
- May prepare weekly time schedules and calculate overtime expenditures. (Scheduling, Budgeting & Accounting Math) (2)
- May take measurements of distances between vehicles at an accident scene or make informal estimations. (Measurement and Calculation Math) (Numerical Estimation) (1)
- Estimate the extent of damage at an accident scene in dollars to determine whom to call and what to file in a report. (Numerical Estimation) (2)

**Thinking Skills — Problem Solving**

- May find that a package for a resident, left at the security desk, has gone astray. They check with the guard from the previous shift to determine if the item was picked up by someone else without being signed for. (1)
- Respond to emergency situations, such as the hydro going out. They may need to replace fuses or ensure that back-up generators are functioning. (2)
- Handle public confusion, which may occur, for example, when a fire alarm is tripped. (2)
- May have to deal with a variety of difficult people, such as intruders, workers who refuse to open briefcases for inspection or those who feel that security rules do not apply to them. (2)

**Thinking Skills — Decision Making**

- Make decisions on repair options for automatic teller machines (ATMs). (1)
- Decide whether to issue a ticket or tow notice for illegally parked vehicles. (1)
- Decide whether a water leak in the building garage is an emergency or whether it requires “routine maintenance.” (2)

**Thinking Skills — Job Task Planning & Organizing**

The job of the security guard and of related occupations varies from dealing with routine operations and making rounds to responding to emergency situations, such as dealing with intruders or a major equipment failure. Planning is usually short term. Most situations, even emergencies, involve well established procedures. (2)

**Thinking Skills — Significant Use of Memory**

- Remember license numbers for a short period of time.
- Remember unique events, such as the appearance of persons seen acting suspiciously.
- Remember a variety of procedures and rules which are often not written down for security reasons. This may include, for example, combinations to safes.
Essential Skills Profiles
Top 50 Entry-Level Jobs in Canada

Security Guards and Related Occupations

Thinking Skills — Finding Information
☐ Locate phone numbers of trades persons and contractors by looking in a phone directory or listing. (1)
☐ Review log books to prepare anecdotal reports to supervisors. (2)
☐ Refer to floor plans to obtain information on exits and fire doors. (2)
☐ Locate security and repair procedures by looking in a variety of manuals. (2)

Working With Others
Security guards and workers in related occupations work independently or alone, sometimes at night and sometimes in an isolated location, such as a construction site. They sometimes work with a partner, when, for instance, delivering money to a bank. They may be part of a team which includes co-workers and supervisors.

Computer Use
☐ Use other computer applications. For example, use electronic monitoring equipment or operate a security computer console, noting alarms and responding to messages. (1)
☐ May prepare reports. (2)
☐ May keep and access information on keys that were issued or record which fire extinguishers were recharged. (2)
☐ May schedule work hours. (2)

Continuous Learning
Security guards and related occupations must stay current by taking first aid, fire safety, hazardous substances and cardiopulmonary resuscitation (CPR) courses. They must acquire new skills and knowledge in mechanical and technical matters, especially if they work in bank security.

Many security guards take law and security courses given by community colleges. Tuition may be paid by their employer.
Cleaners

Reading Text

Cleaners
- Read notes from supervisors to receive work assignments and from co-workers sharing information. (1)
- Read cleaning product labels to understand how to use them. (1)
- Read memos or electronic mail messages to address service complaints. (1)
- May read letters from the fire department about handling combustible wastes. (2)
- Read memos from management explaining various workplace issues, such as changes to the benefits package. (2)
- Read pamphlets to obtain information, for example, new floor finishing products, paying particular attention to safety-related details. (2)

Light Duty Cleaners
- Guest room attendants read notes from guests to process special requests, such as a request for extra pillows or towels. (1)
- May read minutes from staff meetings. (2) (monthly)

Janitors, Caretakers and Building Superintendents
- Handymen/women read trade journals and magazines to stay abreast of industry news and manufacturers’ instructions to assemble or install products, such as ceiling fans and cupboards. (2)

Document Use

Cleaners
- Read Workplace Hazardous Materials Information System (WHMIS) labels on products to understand the applicable safety cautions. (2)
- Complete time sheets. (2)
- Use forms to record the completion of assigned tasks. These forms may require the use of check marks (e.g. bathroom cleaning lists), the notation of times and a brief description of the task. (2)

Light Duty Cleaners
- Hospital cleaners read lists of discharged patients and their room numbers to identify cleaning priorities. (1)
- Room attendants read maid worksheet tables for information on room occupancy to determine which rooms to clean. (2)

Specialized Cleaners
- Septic tank cleaners use scale drawings to determine the location of septic tanks on residential properties. (2)

Janitors, Caretakers and Building Superintendents
- Building superintendents use the yellow pages of the phone book and in-house phone directories to contact suppliers, contractors and tenants. (1)
**Writing**

*Cleaners*
- Write brief notes to themselves about their supervisor's instructions or notes to co-workers about tasks to be done. (1)
- Leave notes for clients to communicate information about the service provided, including special requests. (1)
- Complete a variety of forms, such as sign-out sheets when removing stock room inventory, logs to record the completion of assigned tasks and invoices to bill for services provided. (1)
- Write lists of supplies and equipment when taking inventory. (1)

*Janitors, Caretakers and Building Superintendents*
- Building superintendents complete forms required for leasing, rent collection, entry into apartments and charging cleaning costs to tenants. Accuracy is important because the forms have legal implications and may be contested. (2) (frequently)

**Oral Communication**

*Cleaners*
- Interact with the clients to provide and receive job-related information, assess cleaning situations and discuss costs. Customer service is a high priority and appropriate communication with clients is important. (1)
- Interact with co-workers to coordinate work. (1)
- Interact with their supervisors to receive work assignments, discuss priorities and report problems. (1)
- May assign tasks and monitor the work of more junior cleaners under their direction. (2)
- May participate in group discussions during staff or safety meetings. (2)

*Building Superintendents*
- Interact with property managers to make recommendations about selecting cleaning products and maintenance supplies. (regularly) (2)

*Handymen/women*
- Interact with suppliers when ordering paint and cleaning supplies. (1)

**Numeracy**

*Cleaners*
- May receive payments from customers for services provided and make change. (Money Math) (1)
- May calculate the cost of supplies by multiplying unit prices by quantities and totaling them. (Money Math) (2)
- Handymen/women may monitor and reconcile petty cash budgets used to purchase supplies. (Scheduling, Budgeting & Accounting Math) (1)
- May prepare simple financial summaries when completing cleaning franchise reports about the amount of money collected and owing. (Scheduling, Budgeting & Accounting Math) (2) (monthly)
- Furnace cleaners measure clearances for furnaces and venting. (Measurement and Calculation Math) (1)
- Building superintendents perform a number of tests which involve measuring air pressure, temperature and flow to adjust heating system controls. (Measurement and Calculation Math) (1)
- Building superintendents check gauges in the furnace room to notify the plumbing/heating company when pressures fall outside acceptable range limits. (Measurement and Calculation Math) (1)
- Guest room attendants estimate the quantity of supplies such as towels, soap or coffee needed. (Numerical Estimation) (1) (daily)
Cleaners estimate the correct volume of cleaning fluid which needs to be added to a bucket of water. (Numerical Estimation) (1)
Cleaners estimate the time to complete jobs, such as duct cleaning. Factors to take into consideration include the extent of cleaning, the size of the building, problems encountered the last time and unforeseen factors such as rodents in the duct work. (Numerical Estimation) (2)

**Thinking Skills — Problem Solving**

**Cleaners**
- Cleaners may encounter customers who complain about jobs completed. For example, a customer may be dissatisfied with the way a car wash attendant has vacuumed a vehicle. They solve the problem by offering a refund or redoing the job. (1)
- Equipment breakdowns, such as a broken belt on the floor sweeper or a frozen lock on the paper dispenser, are frequent problems faced by custodians. Custodians troubleshoot equipment problems, using mechanical reasoning skills and past experience. (2)
- Janitors may find mold growing in shower rooms. In collaboration with their co-workers, they determine the cause of the mold, considering all potential variables, and then correct the problem. (2)
- Car wash attendants may receive complaints about vehicle damage allegedly caused by the car wash equipment. They explain the equipment design to the customer, often showing them the soft brushes. If the customers are not satisfied, the car wash attendants refer them to their supervisor. (2)
- Cleaners may encounter public pressure to use scent-free products which reduce the likelihood of allergic reaction. In response to complaints, maintenance technicians identify suitable and cost-effective alternative products and monitor their practical effectiveness. (2)

**Thinking Skills — Decision Making**

- Cleaners make decisions about personal safety while using toxic cleaning products and supplies. (1)(daily)
- Cleaners decide how best to accomplish cleaning tasks in the allocated time. (2)
- Building superintendents have the authority to make decisions about purchasing materials valued up to a certain amount (e.g. $150); purchases over that amount are subject to approval by the property manager. (2)
- Car wash attendants decide when to offer complimentary service to promote customer satisfaction. (2)
- Cleaners select the most appropriate brand and type of floor wax after analyzing several factors, such as the type of floor surface and traffic flow. Stripping and waxing floors is an expensive and time consuming job and cleaners take special effort to avoid having to redo the floors because of poor results. (2)
- Custodians decide what repairs should be done in-house and what work should be contracted out, considering factors such as skill and time requirements. (2)

**Thinking Skills — Job Task Planning & Organizing**

Light duty cleaners working in office, hotel or hospital settings often have pre-set tasks that must be accomplished each shift; however, they have considerable leeway to decide how to sequence the tasks to maximize efficiency. Specialized cleaners, such as sandblasters and carpet cleaners, often need to accommodate their clients’ schedules in responding to jobs. Job task planning and organizing is done on the spot following an assessment of each situation and is very important to efficiency. Janitors, caretakers and building superintendents establish their work priorities considering variables such as breakdowns, weather, flow of people and tenant demands. They often juggle conflicting demands on their time. (2)
Thinking Skills — Significant Use of Memory

- Building superintendents memorize key aspects of legislation respecting residential tenancies.
- Building superintendents remember the names of tenants to promote a sense of community.
- Caretakers working in recreational facilities memorize seasonal event schedules for hockey, bingo, etc.
- Cleaners memorize the layout of a building and the task routines developed for new contracts.

Thinking Skills — Finding Information

- Cleaners consult Material Safety Data Sheets (MSDS) to find out a product’s chemical composition and how to use it safely. (1)
- Cleaners may refer to policy and equipment manuals to find out what to do in an emergency or how to use a particular piece of equipment. (2)
- Specialized cleaners may refer to code books such as the building and gas codes to verify conformance to regulatory requirements. (2)
- Janitors, caretakers and building superintendents consult catalogues and speak with vendors to find information about parts and costs. (2)

Working With Others

Light duty cleaners work alone or independently. They may work with a partner. Specialized cleaners work independently and, depending on the nature and size of the job, may work with a helper. Janitors, caretakers and building superintendents work independently, coordinating their work with the work and schedules of others (e.g. tenants, contractors).

Continuous Learning

Cleaners have ongoing learning requirements relating to the Workplace Hazardous Materials Information System (WHMIS), the use of cleaning products and equipment and customer service. Some cleaners are required to stay abreast of regulatory requirements, such as building codes. Training may be offered in the workplace. Often, new information is acquired by reading Material Safety Data Sheets (MSDS), manuals and articles.
Other Occupations in Travel, Accommodation, Amusement and Recreation

Reading Text
- May read letters, email messages and faxes from suppliers responding to inquiries about equipment. (1) (monthly)
- May read log books to note what happened on the previous shift. (1) (daily)
- May read memos from management providing information such as schedules, duties and proposed set ups for tournaments or tours. (2) (weekly)
- May read company newsletters to remain current with details of upcoming tournaments, new staff members or equipment. (2) (monthly)
- May read pamphlets about equipment or chemicals to see if they are suitable for their operation. (2)
- May read tourist publications and newspapers to stay current with events in the area which may interest guests. (2) (daily)
- May read minutes of management meetings to keep up to date on changes in departmental operations. (2)

Document Use
- May read signs, such as signs outlining rules for the use of pools and gyms. (1)
- May read luggage tags when transporting luggage to guest rooms or when placing luggage in storage. (1) (daily)
- May refer to lists such as phone books, guest directories and team lists. (1) (daily)
- May read cards and forms, such as check-in forms containing guests’ room numbers. (1) (daily)
- May read labels, such as Workplace Hazardous Materials Information System (WHMIS) labels on cleaning solutions. (2)
- May refer to city and highway maps when providing customers with directions. (2) (weekly)
- May read schedules, such as work schedules and bus tour schedules. (2) (daily)
- May consult tables, such as swimming pool chemical tables which contain information on temperature and alkalinity levels. (2)
- May read graphs comparing the number of hotel guests over different periods of time and obtain information from guest satisfaction index graphs. (2) (monthly)
- May complete forms, such as sport league standing sheets, vehicle operation log sheets and courier waybills. (2) (daily)

Writing
- May write reminder notes to themselves concerning tasks to be carried out for guests. (1) (daily)
- May write in log books to inform other workers of events, such as incoming tours or mechanical problems with shuttle vans. (1) (daily)
- May enter information into the computer to record problems which occurred during guests’ stays. This information is used by other workers to improve service in the future. (1) (daily)
- May write letters, such as apologies to clients who encountered problems in regard to availability of services. (2) (weekly)
- May complete booking contracts for groups and facilities, entering required details into templates. (2) (daily)
- May fill in incident or accident forms for employers’ records. (2) (occasionally)
Oral Communication

☐ May greet customers at gates or entrances when collecting tickets for events. (1)
☐ May announce upcoming tournaments and promotions on a public address system. (1) (weekly)
☐ May exchange information with co-workers concerning customer bookings and coordinate tasks. (1) (daily)
☐ May communicate with customers on the phone and in person to quote rates, sell items and services and provide information about upcoming events. (1)
☐ May interact with suppliers to obtain information about supplies and to provide feedback about equipment currently in use. (1) (occasionally)
☐ May give instructions to new workers on the use of computer programs or lottery machines. (2)
☐ May interact with supervisors to discuss work schedules, procedures and goals. (2) (occasionally)
☐ May speak with mechanics concerning repairs to ice rink machinery, such as refrigeration systems. (2) (occasionally)

Numeracy

☐ May add prices of minibar items consumed, posting totals to guest accounts. (Money Math) (1) (daily)
☐ May calculate charges to customers, including taxes, for services, such as food, lottery tickets, use of gym facilities or accommodation, receiving payments by cash or credit card and providing change. (Money Math) (2) (daily)
☐ May balance tills and record the day’s transactions on operating reports. (Scheduling, Budgeting & Accounting Math) (2) (daily)
☐ May organize bookings, working with activity schedules and taking into account both the time and human resources needed to stage particular events. (Scheduling, Budgeting & Accounting Math) (2)
☐ May weigh boxes and envelopes and look up appropriate charges for mail and courier service. (Measurement and Calculation Math) (1) (daily)
☐ May measure where to lay blue lines and centre and face off circles on hockey rinks, transferring distances indicated on diagrams onto arena floors. (Measurement and Calculation Math) (2)
☐ May compare guest satisfaction index charts to those of other hotels in the same chain. (Data Analysis Math) (1)
☐ May estimate the number of people a facility will hold, depending on the type of event to be held, the various styles of setup which can be used, the fire regulation maximum capacity and experience with similar events. (Numerical Estimation) (2)
☐ May estimate fares for group tours of area attractions in hotel shuttle vans, including fees for baggage handling and flat rates set by hotels. (Numerical Estimation) (2) (weekly)

Thinking Skills — Problem Solving

☐ May encounter customers who have lost their luggage. They liaise with baggage staff and with bus or limo drivers to locate the luggage and deliver it to guests’ rooms as soon as possible. (1) (weekly)
☐ May encounter problems with cash counts or related paperwork. They search through record sheets and count cards or money to find the source of accounting problems. (2) (daily)
☐ May find that, because of over-booking, a service which was promised to customers is not available. They explain the situation and negotiate a solution, such as setting new times for the service or providing a reimbursement or credit. (2) (monthly)
☐ May have customers who are unhappy with the maintenance of the facilities. They obtain details and reasons for their concerns and verify these facts with staff responsible for that facility. They then negotiate a solution acceptable to both parties. (2) (monthly)
Thinking Skills — Decision Making
- May decide which bowling lanes are best for league use, special needs groups or large families. (1) (daily)
- May decide who should receive attention first based on perceived needs when there are several simultaneous requests for customer service. (1) (frequently)
- May decide whether to offer guests complimentary services, such as waiving parking fees. (1) (daily)
- May decide when to call security when customers are behaving inappropriately. (2) (weekly)

Thinking Skills — Job Task Planning & Organizing
Workers in other occupations in travel, accommodation, amusement and recreation receive their schedules from supervisors. They plan some activities to meet specified deadlines. They may adjust their schedules to take into account changes in customers’ plans. They coordinate their tasks with co-workers, such as office and desk staff and other attendants. (2)

Thinking Skills — Significant Use of Memory
- May remember faces, names and selected personal details about guests for customer service purposes.
- May remember tour transportation arrival and departure times to know when customers will be coming or going.
- May remember detailed set-up procedures for specific events, such as wedding receptions.
- May remember problems experienced by particular groups in order to minimize future problems.

Thinking Skills — Finding Information
- May phone organizations or businesses to obtain information for guests, such as ticket prices and car rental availability. (1) (daily)
- May look in binders to find lists of teams, members and identification numbers. (1)
- May refer to registration cards to find out who is enrolled in different recreational programs. (1)
- May use the Internet or contact technicians at other facilities to find information about the ordering or maintenance of equipment. (2)

Working With Others
Workers in other occupations in travel, accommodation, amusement and recreation mainly work independently, coordinating tasks as needed with co-workers. They may work alone on night shifts. They work with partners for specific duties, such as laying out marking lines on hockey rinks or preparing for tournaments. They are part of a team focused on satisfying customers.

Computer Use
- Use other computer applications. For example, they may use a computerized cash register. (1)
- May type summaries of events. (2)
- May input bowler scores. They may also make reservations by entering data in a computer prompted by a pre-formatted program. (2)
- May use email. (2)
Continuous Learning

Workers in other occupations in travel, accommodation, amusement and recreation continue to learn. They may take first aid and cardiopulmonary resuscitation (CPR) training or may take public relations and hospitality courses. They may also take courses on the operation and maintenance of new equipment.
Other Elemental Service Occupations

Reading Text

- Read notes from colleagues to coordinate work. (1)
- Read memos from management regarding changes to policies, procedures or industry regulations. (2)
- Read brochures and advertisements to meet the information needs of their customers. (2)
- May refer to communication binders, prepared by their retail establishment and centrally located for easy access, to obtain specific information. (2)

Document Use

- Ticket takers scan tickets as customers hand them in to verify the date, time, seat number and name of performance. (1)
- Ushers read movie posters to replace those that are outdated with current ones. (1)
- Cloakroom attendants complete forms to record the number of binoculars and assistive hearing devices rented out during performances. (1)
- Parking lot attendants refer to control summary sheets to check the number of outstanding tickets when taking over a shift from another attendant. (2)
- Tanning salon attendants read tables that relate skin types to appropriate tanning programs. (2)
- Funeral attendants check all death certificates prior to removing bodies from hospitals to ensure that the certificates have been filled out completely. (2)

Writing

- May write in appointment books to schedule incoming customers. (1)
- Enter information such as names, addresses and licence plate numbers on various forms to keep records which may be used by others to prepare reports. (1)
- Write brief notes to remind themselves of specific events or instructions or to share information with co-workers on different shifts. (1)
- May write detailed notes to supervisors describing incidents relating to customer complaints. (2)

Oral Communication

Other Elemental Service Occupations

- Phone service providers, such as plumbers, locksmiths and tow truck operators, to arrange for service. (1)
- Interact with co-workers throughout their shift to exchange information and coordinate work and during staff meetings to discuss unique events or problems. (1)
- Interact with supervisors to discuss work schedules, clarify duties, receive instructions and resolve problems. (1)
- Communicate with customers to provide service and respond to questions. (1)
- Communicate with customers to resolve problems. Customer service is very important. (2)

Funeral Attendants

- Greet the family and friends of the deceased, offering them reassurance and support. Appropriateness of voice and demeanour is very important. (1)
Numeracy

- Laundromat attendants receive cash payments from customers, providing change, and exchange paper bills for coin. (Money Math) (1)
- Parking lot attendants calculate parking fees by multiplying the time parked by an hourly rate. (Money Math) (2)
- Tanning consultants schedule sessions for clients without advance appointments by monitoring the availability of the tanning beds and make adjustments to the schedule when clients arrive late or use less than their scheduled time. (Scheduling, Budgeting & Accounting Math) (2)
- Laundromat attendants weigh dry laundry to calculate custom laundry charges. (Measurement and Calculation Math) (1)
- Beauty salon attendants measure out volumes involving doubling or quadrupling a specified mix. (Measurement and Calculation Math) (2)
- Tanning consultants estimate the number and duration of tanning sessions required for each client, based on skin type. (Numerical Estimation) (1)
- Door attendants estimate how long it would take to drive between two points in the city, considering factors such as weather conditions and traffic flow, to assist guests when asked. (Numerical Estimation) (2)

Thinking Skills — Problem Solving

- The ticket office inadvertently issues two people the same seat. Ushers make other seat arrangements if the performance is not sold out, using tact and courtesy to promote customer satisfaction. (1)
- A car in the parking lot is leaking gasoline or its lights have been left on. Parking lot attendants attempt to track down the motorist. (1)
- Tanning salon customers lodge complaints relating to matters such as the cleanliness of the tanning beds or the choice of radio stations. Tanning salon attendants first identify what is making the customer unhappy and then resolve the problem as soon as possible. (2)
- A family member becomes emotionally distraught during a funeral service and is upsetting others. Although funeral attendants have procedures to guide their actions, they determine the best solution based on their experience of the family and the unique nature of the service. (2)
- Salon attendants may face time pressures when hair stylists in the shop are heavily booked. They use human relations skills and enlist the co-operation of management to solve the problem. (2)

Thinking Skills — Decision Making

- Parking lot attendants decide where customers should park to maximize the use of the lot. (1)
- Funeral attendants decide how to arrange the flowers, considering the type and number of arrangements. (1)
- Ushers decide when to seat late arrivals to minimize the disruption to others. (1)
- Ticket takers decide how to proceed with a patron’s complaint and when it is appropriate to refer the problem to the manager. (2)
- Tanning salon attendants decide whether to allow a new member to pay later yet begin tanning sessions immediately. (2)
Other Elemental Service Occupations

Thinking Skills — Job Task Planning & Organizing
Some workers in other elemental service occupations in this group, such as parking lot attendants, tanning salon attendants and cloakroom attendants, have little variety in work activities which are driven by the flow of business from customers. Job incumbents work independently with little need to integrate their work with the work plans of others. Other workers in this group, such as beauty salon attendants and funeral attendants, have variety within a routine and work in an integrated way with others, such as hair stylists or morticians. Customer service is a high priority in all these occupations and workers have the authority to re-order their tasks to solve customer problems or handle complaints. (0)

Thinking Skills — Significant Use of Memory
☐ Parking lot attendants remember license plate numbers long enough to record them.
☐ Funeral attendants remember family names and faces to provide personalized service.
☐ Tanning salon attendants remember which customers are in which rooms and for approximately how long to facilitate scheduling and clean-up tasks.
☐ Ushers memorize the names and dates of upcoming performances to advise patrons as requested.

Thinking Skills — Finding Information
☐ May consult with colleagues or supervisors to obtain time-sensitive information. (1)
☐ May do a walking tour of the establishment to become familiar with the layout. (1)
☐ May refer to manuals to look up information on policies and procedures. (2)

Working With Others
Some workers in other elemental service occupations in this group, such as parking lot attendants and laundromat attendants, work alone serving customers. They communicate with others as necessary by phone. Cloakroom attendants often work with a partner during busy periods. Some workers in other elemental service occupations in this group, such as beauty salon attendants, ushers and funeral attendants, work independently within a team context, coordinating with others as needed.

Computer Use
☐ Use industry-specific software packages. For example, they may use customized software to control tanning booths. (1)

Continuous Learning
Some workers in other elemental service occupations in this group take company-sponsored training including customer service, listening skills and evacuation procedures. Some read brochures, articles or journals for technical information.
Truck Drivers

Reading Text
☐ Read Workplace Hazardous Materials Information System (WHMIS) labels on products. (1) (frequently)
☐ Read memos from the head office with new rules for drivers and updates on freight information. (1) (weekly)
☐ May read handbooks with special procedures, such as those for border crossings. (2) (occasionally)
☐ Read trucking magazines which include industry reports and information on new products. (2) (monthly)
☐ May read moving van contracts which outline the hourly tariff, details of the load and the responsibilities of the company and of the customer. (2)

Document Use
☐ Read road signs, safety signs and product labels. (1)
☐ Refer to scale tickets at weighing stations to get the weight of the axles before leaving the check point. (1)
☐ Fill in drivers’ checklists, verifying the safety of various parts of the truck. (1)
☐ Refer to city and provincial maps and to tables in atlases which show the distances between various cities in North America. (2)
☐ Interpret sketches from other drivers showing entry points and manoeuvring angles for difficult unloading situations. (2)
☐ May consult tables in the Transportation of Dangerous Goods (TDG) Guide to identify the properties of chemicals and to make sure that the truck has the correct hazard placards showing. (2)
☐ Read fuel tables which indicate average fuel consumption over a certain number of kilometres. (2)
☐ Complete loading manifests and company bills of lading. (2)
☐ Fill in forms to explain why shipments cannot be unloaded if there has been a mixup in delivery instructions. (2)

Writing
☐ May write notes to other drivers with instructions on where to take the next load. (1) (daily)
☐ Write comments on the truck inspection form provided to the mechanics, noting a defect which is not easily visible. (1) (occasionally)
☐ Write log book entries, indicating results of Department of Transport vehicle inspections and events or problems which occurred during the trip. (2) (daily)
☐ Following customer complaints, write memos to the company manager explaining why it was not possible to complete pickups or deliveries. (2) (occasionally)

Oral Communication
☐ May talk to dock workers and other drivers as they load and unload freight. (1)
☐ Interact with customers when delivering a product or explaining charges. (1)
☐ Communicate with office staff when bringing in time sheets and expense claims. (1)
☐ Discuss mechanical breakdowns with mechanics. (2)
☐ May interact with terminal or depot managers to discuss upcoming business. (2)
☐ Communicate with supervisors and dispatchers to receive orders and discuss problems. (2)
Numeracy
- Collect money for COD deliveries, verifying the bill, receiving payment by cash, credit card or cheque and making change if necessary. (Money Math) (1)
- Calculate amount of pay due by multiplying mileage by pay rate. (Money Math) (2)
- Prepare records of time and money expended during trips for presentation to the office along with time cards. (Scheduling, Budgeting & Accounting Math) (2)
- Measure tire treads to establish that the tire treads are at a safe thickness. (Measurement and Calculation Math) (1)
- Calculate gross weights of loads to ensure that they do not exceed load limits. (Measurement and Calculation Math) (2)
- Calculate gas consumption and mileage and compare these readings to tables indicating average consumption for various types of vehicles. (Data Analysis Math) (2)
- Estimate the time between a pickup and a delivery. (Numerical Estimation) (2)
- Estimate the size and weight of cartons and skids to determine if they will fit in the trailer and not exceed load limits. (Numerical Estimation) (2)

Thinking Skills — Problem Solving
- May encounter weather delays which will mean the shipment will arrive late. They phone loading dock personnel to arrange for a late arrival. (1)
- May find that loads do not fit in the truck. They call dispatchers to explain the problem and to request a replacement vehicle or to arrange to share the load with a co-worker. (1)
- May find that no forklifts are available to receive the load at the destination or there is no space to unload. They attempt to call customers to discover what preparations they have made for the delivery. (2)

Thinking Skills — Decision Making
- Make decisions about the most practical route to a destination. (1)
- Decide if the vehicle is safe to operate. (1)
- Decide whether the load has been properly positioned so that items will not shift in transit. (2)
- Decide how to divide a load which must be delivered in two different trucks. (2)

Thinking Skills — Job Task Planning & Organizing
Truck drivers’ planning tends to be short term. While customers and locations may vary, work follows a repetitive pattern of loading, driving and unloading. The schedule is prepared by a dispatcher or supervisor and the drivers have little input into scheduling. While truck drivers have little control over their schedule, they have some flexibility in determining routes. Priorities are generally set out for them; however, in the event of truck breakdowns, they reprioritize tasks, coordinating with other drivers and possibly making arrangements to transfer loads to other vehicles. (2)

Thinking Skills — Significant Use of Memory
- Remember routes to loading docks in many cities.
- Remember phone numbers of often called contact persons at various destinations.
- Remember rules and regulations for the transportation of dangerous goods.
- Remember which routes have low underpasses which could pose a problem for the truck.
Thinking Skills — Finding Information

☐ Phone the weather office’s public number for forecasts and information on road conditions. (1)
☐ Refer to maps and atlases to find information on routes. (1)
☐ Read bills of lading or contact customers to gain information about the contents of a load. (1)
☐ Look up information on classifications of dangerous goods and their labels in dangerous goods manuals and charts. (2)

Working With Others

Truck drivers generally drive alone, although sometimes they drive with a partner or helper who assists with unloading. They may work as members of a team when loading and unloading large cargoes.

Computer Use

☐ Use other computer applications. For example, they may use function keys on computer to generate printouts of load information. (1)
☐ Use bookkeeping, billing and accounting software. For example, may enter predefined codes into the computer to call up bills of lading and customer account information. (2)
☐ Use other computer applications. For example, they may use computerized satellite equipment within the truck to show possible routes. (2)

Continuous Learning

Truck drivers continue to learn through their participation in a number of courses, such as Transportation of Dangerous Goods (TDG), Air Brakes Class 1, defensive driving and forklift training. They may also attend information sessions to learn about safety regulations and new machinery and trucks purchased by the company.
Bus Drivers and Subway and Other Transit Operators

Reading Text

Bus Drivers and Subway and Other Transit Operators
- Read comments on inspection reports before each shift. (1) (daily)
- Read entries in the vehicle maintenance logs to ensure that mechanical problems are reported and repaired. (1)
- Read notices and memos about route and company policy changes, new procedures and safety issues. (2) (weekly)

School Bus Drivers
- May read notes from teachers or parents, explaining where students should be dropped off. (1)

Sightseeing Tour Drivers
- Read company tour books before conducting a tour to learn about itineraries, commentary and historical information. (2)

Document Use

Bus Drivers and Subway and Other Transit Operators
- Read street signs and traffic signs. (1)
- May read bus passes and check punch-holes on transfers to ensure they are valid. (1) (daily)
- May read tags on luggage or freight. (1)
- May read route sheets, which provide pick-up addresses, pickup times and names of passengers. (1)
- Complete vehicle defect reports, checking off or explaining the defect, to help the maintenance department. (1) (occasionally)
- Enter their preferred shifts and routes on a request sheet. (1)
- May read maps to find directions. (2)
- Read schedules listing vehicle and route numbers, routing instructions and departure and arrival times for each run, particularly when routes have been revised or are new. (2)
- Complete shift summary reports, driver time sheets, charter reports or logbook forms, recording such information as hours worked, number of passengers, vehicle number and year, license plate, time of pickups, cash and credit totals, number of tickets sold and total mileage driven. (2) (daily)

Subway Train and Light-Rail Transit Operators
- Interpret signal lights, flags and hand signals that indicate the condition of the subway tracks and mark speed limits and blockages on the line. (1)

Writing
- Complete shift summary reports. (see Document Use) (1)
- Write down orders from the controller. (1) (daily)
- May write reminder notes of passengers’ requests. (1) (daily)
- Write notes about the condition of bus trim and finish on vehicle inspection reports. (2) (daily)
- Write detailed descriptions of bus behaviour and explanations of vehicle defects on Vehicle Defect Report forms. (2)
Oral Communication

**Bus Drivers and Subway and Other Transit Operators**

- Greet passengers. (1) (daily)
- Make announcements to passengers, such as calling out stops and instructing them to stay seated while the bus is moving or to move to the back of the bus. (1) (daily)
- Respond to passengers’ questions about fares, routes, stop times, transfers and delays in schedules. (1) (daily)
- Monitor the radio for dispatch updates and questions. (1) (daily)
- Interact on bus tours with service providers, such as mechanics, gas attendants or hotel staff. (1)
- Participate in meetings about safety, routes and vehicle operations and problems. (2)
- Communicate with other drivers and dispatchers by radio to report the progress of the trip, to discuss traffic, accidents, delays and road conditions. They also communicate to discuss passenger or mechanical problems, to coordinate work schedules and to ask for advice on how to handle certain situations. (2) (daily)
- Resolve conflicts with passengers, such as dealing with an impaired, abusive passenger. (2)
- Contact supervisors, by radio or in person, to discuss work schedules or problems on routes or to ask for information about policies. (2)

**School Bus Drivers**

- Interact with teachers, principals and parents regarding children's behaviour. (2)

**Numeracy**

- May collect cash fares and ensure they are correct. (Money Math) (1) (daily)
- May receive payment and give change. (Money Math) (1) (daily)
- May calculate the fare for a group. (Money Math) (2) (daily)
- May determine the fare required, according to the time of day, number of zones travelled and the age of the passenger. (Money Math) (2)
- May total receipt records to balance the shift reports. (Money Math) (2) (daily)
- May monitor their schedule to ensure the vehicle arrives and departs on time. If they are running late, they may radio Dispatch to inform them of their estimated time of arrival. (Scheduling, Budgeting & Accounting Math) (1) (daily)
- May refer to and follow a fixed schedule which specifies starting and stopping times for each station. Maintaining the schedule is critical on subway and light transit lines. (Scheduling, Budgeting & Accounting Math) (2)
- May adjust tour bus schedule to take into account construction or weather delays. (Scheduling, Budgeting & Accounting Math) (2)
- May count the passengers and pieces of luggage to ensure that the total is correct. (Measurement and Calculation Math) (1) (daily)
- May calculate totals of regular and holiday hours when completing time sheets. (Measurement and Calculation Math) (2) (weekly)
- May calculate the distance travelled by the bus on each shift. (Measurement and Calculation Math) (2)
- May estimate distances to travel against the level of fuel in the tank to determine when to refuel. (Numerical Estimation) (1) (daily)
- May estimate how long it will take to cover a certain distance, based on speed, the number of stops and weather and road conditions. (Numerical Estimation) (2) (daily)
Thinking Skills — Problem Solving

- May deal with construction, heavy traffic, bad weather or closed streets on their routes. They must find alternate routes around affected areas. (1)
- Encounter vehicle failures or mechanical problems. They assess the situation, make adjustments and arrange for mechanical help and alternative transportation for passengers if necessary. (2)

School Bus Drivers

- May have children board their bus who are unsure where they live. The driver must comfort the child and find the necessary information to ensure a safe delivery home. (2)

Sightseeing Tour Operators

- Encounter unexpected changes to their trip schedules, due to accidents, passengers returning late or restaurants being closed. The driver may have to make alternate arrangements or reschedule events to get back on schedule. (2) (frequently)

Thinking Skills — Decision Making

Bus Drivers and Subway and Other Transit Operators

- Make driving decisions, such as when to pass, whether to proceed through an intersection and whether there is enough space to pull over by a sidewalk. (1) (daily)
- Decide whether to drive a vehicle despite mechanical difficulties found upon inspection. (2)
- May, in consultation with dispatchers, decide whether to make route changes because of snow conditions or construction problems. (2)
- May use their judgment to accept or deny access to passengers who have not yet renewed their monthly passes or who board the bus without proper change or transfers. (2) (daily)

School Bus Drivers

- Decide on the route and order of stops, considering efficiency, road conditions and safe pickup and drop-off points for children. Their recommendations must be approved by their supervisor and the school board. (2)

Sightseeing Tour Drivers

- Make decisions about how and when passengers will be dropped off at hotels and when to refuel to avoid disruption on trips. (1)

Thinking Skills — Job Task Planning & Organizing

Bus drivers and subway and other transit operators are assigned routes to drive, with specific schedules. Within their routes, they may plan their tasks, making sure to meet the schedule. For example, city bus drivers may plan to be at certain points at the right time to pick up or drop off transfer passengers and may pre-punch transfers to save time. Sightseeing tour drivers plan when to refuel and which restaurants to use to keep on schedule. Bus drivers and subway and other transit operators may encounter unexpected problems, such as bad weather conditions, construction or passenger emergencies. Such circumstances may cause the operators to reorganize their routes or activities. (2)
Thinking Skills — Significant Use of Memory

Bus Drivers and Subway and Other Transit Operators
- May memorize their routes and timings of stops. When routes are long or are changed often, there are many details to remember. (daily)

School Bus Drivers
- May remember student names and seating arrangements. (daily)
- May remember changes in daily routines, such as dropping off a student at a different location on a certain day of the week. (daily)

Sightseeing Tour Drivers
- May remember cued times to make commentary on bus tours. (daily)

Thinking Skills — Finding Information

Bus Drivers and Subway and Other Transit Operators
- Refer to route and schedule information for details about changes. (1) (daily)
- May speak with co-workers to find out information about routes and procedures. (1)
- Refer to operator's manuals to find information about the operation of vehicles or special procedures. (2)

School Bus Drivers
- May contact school teachers if they are unsure whether a child should be on their bus. (1)

Sightseeing Tour Drivers
- May use travel books and phone books to find out information about tour sites and for historical and cultural routes, such as the locations of restaurants and stations selling diesel fuel. (2)

Working With Others
Bus drivers and subway and other transit operators mainly work independently while co-operating with other drivers, dispatchers and mechanics to ensure customer service. They consult other drivers and dispatchers to coordinate their routes and work together if problems occur. Occasionally, when there is an overload on a trip, bus drivers may drive in tandem with others, coordinating who will drive non-stop and who will make pickups.

Computer Use
- Use computer-controlled equipment. For example, they may punch fare structure codes and route numbers into computerized fare boxes. New buses may have computer readout indicators which are read in order to relay information to dispatch about the mechanical condition of the bus. (1)

Continuous Learning
Bus drivers and subway and other transit operators have a recurring need to learn. This includes learning to drive new bus models or preparing for driver refresher tests.
Delivery and Courier Service Drivers

Reading Text
- Read memos about work schedules and changes to delivery routes, dates and times. (1)
- Read memos about policy changes or new products or memos giving instructions, such as changes in delivery routes. (2) (weekly)

Document Use
- Read traffic and street signs and names and numbers on houses or businesses to make deliveries. (1) (daily)
- Read the telephone book and street finder index to locate addresses and phone numbers. (1)
- Read labels, tags and lists which identify the goods being delivered. (1)
- Complete a delivery route log to record arrival and departure times at each stop and how many packages were delivered or picked up. (1) (weekly)
- Complete a vehicle maintenance sheet and safety check forms. (1)
- Enter odometer readings on a mileage form. (1)
- Read maps to find the location of a delivery. (2)
- Read bills of lading, manifests, credit-card slips, delivery receipts and waybills (bills of handling). These may contain the names, addresses and signatures of clients, check boxes and tables for entering information. (2)
- Read work schedules. (2) (weekly)
- Read rate schedules to determine the rate charged for a particular destination for packages of a particular weight. (2)
- Complete a manifest report which lists the day’s transactions, waybills and cash receipts. (2) (daily)
- May scan the computer screen to enter or log information about an order. (2)

Writing
- Enter names and addresses on waybills and note anything unusual about the delivery. (1)
- Write reminders to themselves or make entries in their date books to remember deliveries. (1)
- Write names and addresses given to them by the radio dispatcher. (1)
- May leave notes on the door of residences, when the delivery cannot be made. (1)
- Record information about each delivery, such as when the order left the store, when it was delivered and coupons used. (1)
- Complete a variety of forms. (see Document Use) (2)

Oral Communication
- Receive messages which co-workers have left on answering machines and pagers. (1)
- Interact briefly with customers when making deliveries to exchange pleasantries, obtain information, explain the transaction or to discuss service times and prices. (1) (daily)
- Talk with the dispatcher and other drivers during the day, on the two-way radio or telephone, to coordinate pickups and deliveries. (1)
- Discuss routes, customers and work procedures with co-workers. (1)
- Take direction from supervisors and report to them any problems with customer payments, delays or work schedules. (2)
- May discuss vehicle problems and repairs with mechanics. (2)
Numeracy

- Total the cash pick-ups. (Money Math) (1) (daily)
- Calculate the charge for a delivery, including the relevant taxes, accept payment by cash, cheque or credit card and make change. (Money Math) (2)
- Calculate the charge for a delivery, sometimes deducting a coupon. (Money Math) (2)
- Total receipts before giving them to their supervisor. (Scheduling, Budgeting & Accounting Math) (1) (daily)
- May schedule their deliveries, either planning the sequence and timing of stops to complete the route by a certain time or determining the most efficient way to handle batches of deliveries, such as when delivering pizzas. (Scheduling, Budgeting & Accounting Math) (2)
- May record mileage driven each day using odometer readings. (Measurement and Calculation Math) (1)
- May calculate the cubic weight of packages using a formula. (Measurement and Calculation Math) (2)
- May compare the number of papers returned at each delivery location to the number delivered to adjust the number to leave next time. (Data Analysis Math) (1)
- May monitor the number of items handled for a specific client each day and calculate the average number each month to determine if a volume discount applies. (Data Analysis Math) (2)
- May estimate the weight of packages. (Numerical Estimation) (1)
- May estimate freight charges, when taking orders over the phone. (Numerical Estimation) (2)
- May estimate the time required for a particular delivery, considering distance, traffic conditions and the number of packages to be loaded and unloaded. (Numerical Estimation) (2)

Thinking Skills — Problem Solving

- Sometimes find their delivery schedules are interrupted or delayed. They reorganize their schedules to compensate. (1)
- Are sometimes unable to find an address. They phone the customer or contact the dispatcher for directions and may have to adjust their route, changing the sequence of deliveries for greater efficiency. (1)
- May find a delivery does not include all the requested items. They either locate extras or replacements or offer customers credit or an adjustment in their account. (2)
- May find that shipments have been delayed or mixed up, for reasons beyond their control. They try to trace missing shipments by examining relevant paperwork, contacting the shipment originator and calling the customer for more information. (2)
- Sometimes experience mechanical problems or vehicle break-downs. They arrange for towing and repairs and reschedule their deliveries. (2)

Thinking Skills — Decision Making

- When an item is not ready for delivery, decide whether to wait for it or to leave a message for another driver to pick it up. (1)
- Decide what commodities to transport, based on whether items meet transportation and safety requirements. (1)
- Decide how many deliveries they can make and whether to take extra work. (2) (daily)
- Decide which routes and streets to take, based on traffic, the number and location of deliveries and their familiarity with the route. (2)
Delivery and Courier Service Drivers

Thinking Skills — Job Task Planning & Organizing
Delivery and courier service drivers perform routine, repetitive tasks. They are assigned destinations to deliver items throughout the day. Some are assigned routes to follow and given a prearranged schedule.

Others organize their routes and schedules themselves for maximum efficiency, adjusting this plan in response to traffic conditions and “rush” orders. (2)

Thinking Skills — Significant Use of Memory
- Remember which routes are the most efficient at different times of the day.
- Remember the location of streets and the names and addresses of clients.
- Remember when to make specific pickups or deliveries they were assigned for that day.

Thinking Skills — Finding Information
- Find out suitable delivery or pickup times by calling the customer. (1)
- Make telephone calls or check paperwork to find out about the status of a particular shipment or item in a shipment, when a shipment is missing or incomplete. (1)
- Locate addresses by checking them in telephone books, looking them up on maps or by asking other drivers, the dispatcher or the customer. (2)

Working With Others
Delivery and courier service drivers mainly work alone, though they may work with a partner or helper, for example, when handling heavy loads. They may work as a member of a team, for example, to sort items for delivery.

Computer Use
- Use other computer applications. For example, they may use computer-operated equipment such as computer pagers which display calls from the dispatcher. (1)
- May keep trip logs. (2)
- May use a computer to check airline arrival times. (2)

Continuous Learning
Delivery and courier service drivers may learn new routes and addresses. They may take driving courses or learn new safety procedures.
Heavy Equipment Operators (Except Crane)

Reading Text

- May read bulletins from the union or employer on such topics as pensions, upcoming meetings or safety issues. (1)
- May read memos or work orders with information on the nature of the work to be performed, the material and equipment needed and the location of the site. (2) (daily)

Document Use

- Read truck delivery slips to verify that supplies were received. (1)
- Complete time cards. (1)
- Read workplace hazardous materials information system (WHMIS) labels and manufacturer labels on fuels, solvents and oils used in the operation and maintenance of machines. (2) (daily)
- May read stakes marked with station numbers and slope ratios of areas being graded. (2) (daily)
- May read surveyor charts indicating how much material should be cut or filled along the roadway to build specified grades. (2)
- Read maps or charts to identify routes and job sites. (2)
- Read inspection forms for equipment and machinery. (2) (daily)
- Read work sheets indicating the job worked on, equipment registration numbers, time spent on the job and service and material requirements. (2) (daily)

Writing

- May make brief entries in logbooks. They may record information about particular jobs, such as the work performed, the time it took, materials used and problems encountered. They keep a vehicle maintenance log, noting repairs made and when the machine was serviced or lubricated. (1)
- May make notes to themselves about particular work assignments. (1)
- May write accident reports, describing what led up to the accident, details of the accident itself, the persons involved, witnesses and action taken. These reports may be used for legal purposes. (2) (rarely)

Oral Communication

- Listen to co-workers’ shouts over the noise of machinery to receive directions and information. (1)
- Give directions to co-workers. For example, they may shout at workers if they are in the way, tell them to stay visible or to stand back from the machinery, or tell them how much material to cut or fill in an area. (1)
- Tell truck drivers where to dump loads of fill and water-tank drivers where to spray the road surface. (1)
- Interact with co-workers such as labourers to coordinate work on site, such as road excavation, and to request information such as the location of gas lines. (1)
- Receive job assignments and directions from supervisors, contractors or union dispatchers and discuss road conditions, equipment problems and material shortages with them. (2)
- Interact with fuel suppliers and mechanics concerning fuel requirements or mechanical problems. (2)
- Participate in group discussions at the work site concerning how to do a particular job. (2)
Numeracy

- May calculate the amount to be billed by multiplying the number of hours taken to complete the job by the cost of the machine per hour. (Money Math) (2)
- May dig basements or trenches to required specifications for length, width and depth. (Measurement and Calculation Math) (1)
- May read oil, pressure, temperature and hydraulic gauges and compare readings to appropriate levels to monitor the performance of the machine and identify problems. (Measurement and Calculation Math) (1)
- May calculate the number of tons of sand in a stockpile and the number of loads required to remove the sand. (Measurement and Calculation Math) (2)
- May estimate distances between the machine and various obstacles or estimate the width of ramps by “eyeballing” how much space there is on either side of the dozer. (Numerical Estimation) (1)
- May estimate how many truck loads of fill are required, considering compaction rates of the material and allowable weight limits. (Numerical Estimation) (2)

Thinking Skills — Problem Solving

- May have a hydraulic pump break down. They stop the machine and advise the mechanic of the problem. If the pump cannot be fixed immediately, another machine will be brought to the site. (1)
- Deal with machinery breakdowns. They make minor adjustments or contact mechanics to make the necessary repairs. (1)
- May hit a gas or water line with their machine. Operators stop their machines and advise utility companies and supervisors. (2)
- May have problems with ground conditions, such as encountering soft footings or hitting rock while digging trenches. They advise the supervisor or customer of the problem or make necessary adjustments such as dragging gravel into the area or moving to a new location. (2)

Thinking Skills — Decision Making

- Make decisions on how to load logs onto a truck to obtain the greatest stability. (1)
- Determine the materials and equipment needed to carry out particular jobs. (2) (daily)
- Decide how to perform job duties, such as where to make a stockpile of fill or when to swing a pipe around a corner. (2)
- Decide on appropriate and safe preventative maintenance cycles to be performed on equipment. (2)
- Decide when to make suggestions to supervisors, such as suggesting that the amount of soil cover specified on blueprints should be changed. (2)

Thinking Skills — Job Task Planning & Organizing

Heavy equipment operators (except crane) receive work assignments from foremen who may also plan the sequence of tasks for completing the job. Some heavy equipment operators (except crane) may determine task sequences on their own, considering such factors as the terrain and the schedules of truck drivers and other suppliers. They coordinate their work with their co-workers. During the day they may re-prioritize tasks due to things like unexpected maintenance emergencies or changing weather conditions. (2)
Heavy Equipment Operators (Except Crane)

**Thinking Skills — Significant Use of Memory**

- Remember maintenance schedules for machinery.
- Remember the number of loads made or the number of buckets dumped in a truck.
- Remember the location of safety hazards at a particular work site, such as manholes and underground water and gas lines.
- Remember how far to dig after a reference point is removed.
- Remember information on stakes such as slope changes.
- Remember approximately 50 codes which identify types of jobs.

**Thinking Skills — Finding Information**

- Refer to lines on the ground or blueprints to find out about the location of underground utility lines. (1)
- Find ground heights by reading stakes. (1)
- Refer to test-result charts to find out the density and moisture content of materials. (1)
- Consult operator manuals for information on equipment, such as where a specific part is located or the machine’s maintenance requirements. (1)
- Request information from mechanics about how to fix a mechanical problem. (2)

**Working With Others**

Heavy equipment operators (except crane) mainly work independently. However, on construction sites, they are members of a team, coordinating job tasks with others and being aware of where other crew members and machines are at all times. They also work alone, as, for example, when preparing a work site for other workers, and work with partners on jobs that require more than one machine, such as grading roads.

**Computer Use**

- Use computer-controlled equipment. For example, they may use an electronic scale to weigh a load. (1)

**Continuous Learning**

Heavy equipment operators (except crane) may take courses to learn new regulations or health and safety procedures. They obtain or renew certificates such as workplace hazardous materials information system (WHMIS) certificates, cardiopulmonary resuscitation certificates (CPR) and radio operating and driver’s licences. Those who work in a unionized environment have access to union-based training programs.
Residential and Commercial Installers and Servicers

**Reading Text**
- May read brief memos clarifying job specifications. (1) (weekly)
- May read faxes from commercial customers outlining the type, dimensions and locations of installations needed. (1) (monthly)
- May read directions for glues and paints. (1)
- May scan Workplace Hazardous Material Information System (WHMIS) labels for safety warnings. (1)
- May read manuals and other information from manufacturers to learn effective procedures for working with new materials. (2)
- May read notes in architectural specifications and contractors’ plans to clarify materials and instructions for large jobs. (2) (monthly)
- May read Material Safety Data Sheets (MSDS) for detailed safety information and material handling instructions. (3) (weekly)

**Document Use**
- May look up addresses and phone numbers in telephone books. (1)
- May read safety signs on construction site entrances, such as warnings to wear hard hats, steel-toed shoes and hearing protection. (1) (daily)
- May fill in time sheets for payroll. (1) (daily)
- May locate job sites using road maps and subdivision plans. (2)
- May read work order forms and company price lists for different jobs. (2)
- May consult tables to determine the size of anchor bolts or signs. (2)
- May read Workplace Hazardous Materials Information System (WHMIS) labels on materials, such as cans of chemicals and glue. (2) (daily)
- May complete invoices to collect payment on-site at the end of jobs. (2) (frequently)
- May complete forms for ordering supplies, recording gas mileage and detailing vehicle maintenance. (2) (daily)

**Writing**
- May write notes describing factory defects, in support of warranty claims. (1)
- May write notes to customers regarding details of jobs and keep a daily log of significant interactions with customers. (1)
- May write work descriptions and explanations needed to complete permits and other forms for product installation. For example, a health certificate form is required for septic tank installation. (1) (daily)
- May write letters to utility companies requesting information on where lines are installed. (1) (rarely)
- May write memos to contractors requesting alterations in plans or information about purchasing materials. (2)
- May write price quotations, detailed work orders, and notes which modify existing work orders. (2)
Oral Communication

- Give instructions to assistants about installations or safety hazards. (1)
- Speak with sales staff to clarify orders and discuss discrepancies in measurements. (1)
- Talk to suppliers to get information on products and to place purchase orders. (1) (frequently)
- Interact with other tradespeople. For example, they may talk to electricians to make sure boxes and outlets will fit in cupboards. (1)
- Talk with warehouse clerks to get materials and supplies. (1)
- Communicate clearly with co-workers when digging up ground near gas or hydro lines. (1) (frequently)
- Get instructions from job superintendents, home owners or clients. (2) (weekly)
- Discuss work in progress and potential installation problems with customers. (2) (daily)

Numeracy

- May calculate totals for gas purchases and other expenses and submit for reimbursement. (Money Math) (1) (monthly)
- May calculate the total amount of a service or installation bill, including material costs, labour charged at an hourly rate and applicable taxes. (Money Math) (3) (daily)
- May compare costs for materials when buying in different quantities or from different suppliers. (Scheduling, Budgeting & Accounting Math) (1)
- May determine the budget for a job, checking the manufacturer’s specification list for parts and prices, and adding labour charges and taxes. (Scheduling, Budgeting & Accounting Math) (2)
- May measure the size of openings when planning how to get a piece of equipment through it. (Measurement and Calculation Math) (1)
- May measure and calculate perimeters when installing moldings. (Measurement and Calculation Math) (1)
- May measure window frame dimensions and calculate how best to cut material from available stock. (Measurement and Calculation Math) (2) (daily)
- May measure distance to install fencing taking into account ground undulation and determine if some areas will need longer rolls of chain link than others. (Measurement and Calculation Math) (2)

Thinking Skills — Problem Solving

- Fence installers may encounter ground that is not even. They may have to obtain posts of differing lengths. (1)
- Window installers may find supporting walls are rotten when they remove the old windows. They must construct supports for the new windows. (1) (daily)
- Residential and commercial installers and servicers may encounter problems when sent to install unfamiliar products, such as a new type of metal siding. They may contact suppliers and manufacturer representatives for information and assistance. (2)
- Pool installers may find that there is no water pressure in the pool. They check the skimmer to make sure it is not plugged and make sure the pressure of the filter is not too high. (2)
- Cabinet installers may break a counter top while installing it. They use glues, filters or silicones to repair and disguise the break. (2)
Thinking Skills — Decision Making

- Choose appropriate fasteners, adhesives and sealants for each job. (1)
- Make decisions about whether to proceed with an installation. For example, tile installers might find that a sub-floor is in poor condition. They must decide whether to ask for the sub-floor to be replaced before installing or to take more time on surface preparation. (2)
- Decide on the best way to gain access to awkward places in houses, keeping in mind the safety risk, the cost of renting and erecting scaffolding, the total time available and the amount of work to be done. (3) (weekly)
- Fence installers decide at what specific time they want concrete trucks to arrive. They make the decision based on the number of holes that have been dug. (1)
- Fence installers decide whether they can continue a job when they suspect that property lines are wrong on the customer’s plans. (2) (monthly)

Thinking Skills — Job Task Planning & Organizing

Residential and commercial installers and servicers receive job orders from company owners. Sales staff may co-ordinate schedules and delivery dates, and the installers and servicers then finalize those arrangements with customers. They plan which tools and supplies are needed at various job sites and consider travel time and their assistant’s work schedules when planning and sequencing their daily tasks. Plans may be modified as necessary after checking with company managers.

Residential and commercial installers co-ordinate their work with other tradespeople. Interruptions may occur if the weather interferes with outdoor work or if the condition of existing buildings is such that repairs are necessary before the installation can proceed.

Thinking Skills — Significant Use of Memory

- May remember standard measures for bases of cabinets.
- May remember details of an electrical door installation in case it is done again.
- May remember work codes and by-laws to ensure that work meets proper specifications and is certified by inspectors. (daily)
- May remember procedures required for the safe operation of a variety of tools such as table saws, joiners, planers and boring machines.

Thinking Skills — Finding Information

- Refer to street maps to find addresses of job sites. (1)
- Consult equipment catalogues to locate replacement parts and prices. (2), (daily)
- Read manufacturer specification sheets, manuals, blueprints and scale drawings for information about particular jobs. (2)

Computer Use

- May type work orders. (2)
**Working With Others**

Residential and commercial installers and servicers may work alone or independently, alongside other tradespeople who are carrying out tasks at the same work site. They may work with helpers to position and install products, such as gutters, and to lift heavy products, such as windows, into place. They work as part of a larger team made up of installers, assistants, supervisors and dispatchers.

**Continuous Learning**

Residential and commercial installers and servicers continue to learn. For example, they may learn about new materials and tools from manufacturers’ seminars and may acquire new skills in areas such as plumbing, electrics, masonry and blueprint reading through on-the-job learning and through certificate courses at vocational schools or colleges. They also take health and safety courses.
Automotive Mechanical Installers and Servicers

Reading Text
- Read brief notes from head office listing discontinued parts and giving reasons for the discontinuation. (1)
- Read work orders with instructions for each job. (1) (daily)
- May read memos from head office regarding new shop procedures. (2) (weekly)
- Cross-reference descriptions of oil filters in a variety of catalogues to determine the most appropriate oil filter replacement for an older vehicle. (2)
- May read bulletins from parts makers or auto manufacturers offering suggestions for diagnosing malfunctions. (2)

Document Use
- Identify Workplace Hazardous Materials Information System (WHMIS) icons. (1)
- Read lists of parts. (1)
- Read product labels to locate parts and determine product’s suitability for a particular application. (2)
- Look at illustrations in parts manuals to identify particular parts. (2)
- Refer to parts catalogues to find the numbers of replacement parts. (2)
- Read specification tables to match the make and model of a vehicle to the correct part number. (2)
- Fill in cost estimate forms and complete inspection forms, checking off items and writing comments. (2)
- Fill in details on the work order after the job is completed to indicate the repairs carried out and the charges for parts and labour. (2)

Writing
- Write comments on standard forms. (1) (daily)
- Complete forms indicating parts that are to be returned for credit. (1)
- Write reminder notes to themselves about parts which need to be ordered for various vehicles. (1)
- Write comments on work order forms to indicate further work which should be done. (1) (daily)
- Make notes on the back of inspection forms to note, for example, that hubcaps are missing or that bodywork is scratched. (1)
- Write a description, a paragraph or more in length, to explain complex brake problems. (2)

Oral Communication
- Listen to announcements over the public address system to respond to paging. (1)
- Talk to suppliers when ordering or picking up parts. (1)
- Communicate with other installers and mechanics to coordinate use of equipment such as hoists and tire machines. (1)
- Interact with co-workers to gain insight on how to carry out complex repairs. (2)
- Give directions to work-experience student trainees to make sure that they are kept busy. (2)
- Interact with the manager to ask advice on how to deal with a difficult customer. (2)
- Interact with customers to explain repairs and discuss problems encountered while doing the work. (2)
- Participate in staff meetings to discuss new products and how to improve work processes. (2) (monthly)
Numeracy

- Receive payments from customers, make change, use the debit machine or prepare credit card slips. (Money Math) 1
- May complete invoices for customers, calculating labour costs using an hourly rate, taxes and discounts. (Money Math) 3
- May record costs of automotive parts used in order to assist with inventory. (Scheduling, Budgeting & Accounting Math) 1
- Measure the length of exhaust pipes and the thickness of brake drums. (Measurement and Calculation Math) 1
- Take a variety of measurements to ensure that they are within acceptable range. (Measurement and Calculation Math) 1
- Estimate the percentage of wear of auto brake shoes in order to inform customers. (Numerical Estimation) 1
- Estimate the cost of repairs and the time the vehicle will need to remain in the shop. (Numerical Estimation) 1
- Estimate the date of the next servicing, factoring in the service life of products used in the repair and signs that some parts, such as worn hoses, will need to be replaced soon. (Numerical Estimation) 2

Thinking Skills — Problem Solving

- May encounter delays when cars need parts which are out of stock, such as a muffler. They order the part and notify the customer that there will be an additional wait. 1
- May find that an oil filter which should screw off easily cannot be removed. They may use a hammer and chisel to overcome this problem. 1
- May find, during a routine maintenance check, that an additional repair needs to be made, such as replacing worn brake drums. This unanticipated task disrupts the work schedule and they may have to reschedule some jobs to another day. 2
- May install a new muffler and then find that the car is still noisy. They check adjoining piping to find the cause of the noise, and then do an additional repair. 2

Thinking Skills — Decision Making

- Decide which of several repair methods is most appropriate for mending a tire. 1
- Decide which parts can be used again and which should be scrapped. 1
- Decide which tools to use in order to minimize the chance of damaging a part. 2

Thinking Skills — Job Task Planning & Organizing

Automotive mechanical installers and servicers receive their work orders from managers. Their pace of work is determined by the number of customers who have brought their cars to the shop and the complexity of the repairs required. They follow a similar routine of repairs and inspections each day, following established procedures. The workday may be disrupted by rush jobs or requests from co-workers for assistance, but interruptions are generally of short duration. Since these workers may be working on several tune-ups and inspections at the same time, they exercise care so that they do not get work orders mixed up. 2

Thinking Skills — Significant Use of Memory

- Remember for short periods of time which wheel bearings are off and from which side of the vehicle.
- Remember the noises, after a test drive, which may indicate particular mechanical problems.
- Remember common parts numbers and the PSI (Pressure Per Square Inch) required for fuel injectors on various car models.
Automotive Mechanical Installers and Servicers

Thinking Skills — Finding Information

☐ Refer to a computerized listing to find the cost of parts. (1)
☐ Talk to suppliers to find out whether specific parts are available. (1)
☐ Look up specifications and installation procedures in various sections of parts and repair manuals. (2)

Working With Others

Automotive mechanical installers and servicers generally work independently. They coordinate their work with other installers and servicers as required. They may work alone on night shifts or in small shops. While they generally do not work formally with partners, they call upon co-workers for assistance when dealing with complex jobs. They are part of a team which includes co-workers, mechanics (where applicable) and managers.

Computer Use

☐ May type a work order or an estimate. (2)
☐ May use a customized database to get information about repair procedures and flat rates. (2)
☐ May prepare computerized invoices for customers. (2)
☐ Use computer controlled equipment. For example, they may use a computerized engine diagnostic system. (2)

Continuous Learning

Automotive mechanical installers and servicers supplement on-the-job learning with annual upgrading courses on subjects such as diagnostic systems, front end alignments, exhaust systems and suspensions. They receive training on new computer systems as they are introduced. They may attend seminars sponsored by manufacturers of new products and may take customer relations courses provided by their employers.
Material Handlers

Reading Text
- Read notes from co-workers about special orders. (1) (frequently)
- Read memos from supervisors with instructions for handling customer inquiries or advice on safety in the workplace. (2)

Document Use
- Read product labels on cartons. (1)
- Read warning and direction signs posted in the warehouse. (1)
- Complete forms, such as weekly inventory sheets. (1)
- Obtain information about furniture placement or drop-off locations from sketches drawn by customers. (1)
- Read forms, such as invoices, parts order forms, packing slips and bills of lading. (2)
- Read work schedules. (2)
- Enter numbers and codes on loading sheets, in tabular format. (2)
- Refer to charts, such as weight charts which indicate what weights forklifts can lift. (2)
- Refer to road maps or industrial site maps to find delivery locations. (2)

Writing
- Write notes to supervisors about shortages of materials. (1)
- Write shipping labels on crates and record codes on loading charts. (1)
- Complete activity logs to record tasks completed during the shift and any problems which occurred. (1) (daily)
- Write notes to themselves as reminders of tasks to be done. (1) (daily)
- Complete forms to record reasons for not accepting a shipment and noting conditions which need to be met for acceptance. (1)
- May write memos to supervisors to document problems, such as receiving damaged products. (2) (occasionally)

Oral Communication
- Talk to customers to get pickup and delivery instructions. (1)
- Communicate with suppliers to confirm details, such as purchase order numbers. (1)
- Interact with co-workers to coordinate tasks and to discuss how to move heavy objects. (1)
- Interact with supervisors to discuss problems, such as damaged shipments or shortages in orders. (2)
- May talk to mechanics about problems with the operation of trucks or forklifts. (2)

Numeracy
- May calculate invoices and accept cash, cheque or credit card payments from customers. (Money Math) (1)
- May schedule product shipments, considering the time required for travel and for loading and unloading. (Scheduling, Budgeting & Accounting Math) (2)
- May measure wood for crate construction. (Measurement and Calculation Math) (1)
- May convert board measure to linear feet. (Measurement and Calculation Math) (2)
- Estimate the weight of products on pallets to decide whether they can be lifted by the forklift. (Numerical Estimation) (1)
- Estimate the length of time it will take to load and unload trucks. (Numerical Estimation) (2)
Thinking Skills — Problem Solving
- May be unable to find goods which were stored by customers. They organize a search, focusing on the date of original storage and the inventory listing to pinpoint where the articles may be. (1)
- May find that articles for delivery will not fit into stairwells or elevators. They may have to take articles apart and reassemble them in their new location. (2)
- May be informed by a customer that an article has not been sent, even though the invoice indicates it was sent. They trace paperwork such as order forms, bills of lading and shipping records to verify that an error has been made. (2)

Thinking Skills — Decision Making
- Decide how to store items in the most efficient way. (2)
- Decide how to position a load so its weight will be distributed properly. (2)
- Decide where to position storage goods in the warehouse, based on whether the storage is for a long or short term. It is important, for instance, not to put a load being stored for six months behind a load that is being stored for three years. (2)
- Decide whether to unload a shipment which has arrived damaged or whether to refuse the load until an investigation has been conducted. (2)

Thinking Skills — Job Task Planning & Organizing
Material handlers receive assignments from supervisors at the beginning of each shift and plan how best to sequence tasks to meet deadlines. They may have to adjust these plans if new loads arrive from suppliers sooner than expected. Despite the need to make such adjustments, most activities are routine and follow established procedures. Some liaison with co-workers is needed to coordinate the movement of goods into and out of the warehouse. (2)

Thinking Skills — Significant Use of Memory
- Remember where numerous items can be found in the warehouse.
- Remember the addresses of customers to whom there are repeat deliveries.
- Remember for a short period of time what items were sent out, in order to respond to queries from supervisors.
- May memorize stock numbers and prices of commonly stocked items.

Thinking Skills — Finding Information
- Refer to customer lists and telephone directories to contact customers. (1)
- Use maps to locate streets where loads are to be delivered. (1)
- Use catalogues, product lists and computer databases to locate information on products, such as stock numbers. (2)
- Consult co-workers, supervisors and suppliers to find out when loads are coming in. (2)

Working With Others
Material handlers often work with a partner, although they may work alone or independently. Partnering is important when moving heavy materials or when trying to load or unload trucks quickly. Workers use a team approach to getting materials ready so that they may be moved out efficiently.
Computer Use

☐ Use computer-operated machinery. For example, they may print delivery slips using computerized printers. This involves making simple entries into pre-formatted programs. (1)
☐ May get information about changes in stock through a product database. (2)
☐ May enter invoicing information. (2)

Continuous Learning

Material handlers mostly learn on the job. They may receive training in first aid or the safe use of forklifts.
Construction Trades Helpers and Labourers

Reading Text

☐ May read labels on products and chemicals, listing information on product ingredients, instructions for use, warnings and emergency procedures. (1) (daily)
☐ May read articles in trade journals, such as the Pipeline and Gas Journal. (1)
☐ May read work orders. (2) (daily)
☐ May read memos about company policy changes or social events. (2)

Document Use

☐ May read safety and hazard signs on construction sites. (1) (daily)
☐ May read parts lists to identify and order parts. (1) (daily)
☐ May complete time sheets for company billing. (1)
☐ May use material delivery forms to check off material arriving on site. (1) (daily)
☐ May read Workplace Hazardous Materials Information Systems (WHMIS) labels, instruction and content labels on products, materials and machinery. (2) (daily)
☐ May read schedules of activities and priorities. (2) (daily)
☐ May read instructions on how to mix cement or grouts. (2)
☐ May read requisition or estimate forms. (2) (daily)
☐ May read invoices, packing slips and price charts, when receiving, picking up or renting supplies, to ensure the amount, price and type of product are correct. (2)
☐ May read work orders or maintenance sheets, listing descriptions of work to be done, materials used and time needed to complete a job. (2)
☐ May use maps to locate work sites. (2)
☐ May recognize angles in plans for stairs, floors or plumbing installations. (2)
☐ May complete pre-delivery inspection forms, checking that parts and safety features work. (2) (daily)

Writing

☐ May enter survey notes in books to record measurements for co-workers. (1)
☐ May fill out reports or maintenance sheets, after installing or servicing products for customers. (2)
☐ May record information from safety meetings. (2)
☐ May keep logbooks, noting activities, pricing for jobs, materials required, appointments and problems. (2) (daily)
☐ May complete accident report forms. (2) (rarely)
Oral Communication

- Relay information to supervisors or co-workers, usually in person and sometimes using a walkie-talkie. (1)
- Take direction from supervisors or more experienced workers in regard to safety hazards, problems, work progress and how to complete jobs. (1)
- May interact with clients, contractors and customers to determine customer needs, to give quotes, to explain work being done and to answer questions. (1)
- Interact with co-workers to discuss procedures, to ask or answer questions, to coordinate tasks, to borrow tools and to ensure supplies are provided and jobs are done safely. (2)
- Interact with workers from other trades, to exchange ideas, coordinate work or resolve disagreements. For example, the surveyor helper/instrument person talks with heavy equipment operators about how much earth to remove. (2)
- Interact with suppliers, when purchasing or receiving supplies and tools, to determine prices or to ask how to repair equipment. (2)
- May participate in group discussions at staff meetings and at training courses, to discuss safety, goals, procedures, job time frames and projects. (2)

Numeracy

- May purchase miscellaneous articles needed at the work site in cases of breakage or unavailability of supplies needed during the shift. (Money Math) (1)
- May order parts or materials, seeking the best price. (Scheduling, Budgeting & Accounting Math) (2)
- May budget their time to meet deadlines for jobs. (Scheduling, Budgeting & Accounting Math) (2)
- May count construction materials when they arrive at or leave the work site, recording how much material was used in the day. (Measurement and Calculation Math) (1)
- May take/match measurements with specifications/blueprints. (Measurement and Calculation Math) (1)
- May calculate the quantity of oil and gas used on customer vehicles to determine what to charge customers. (Measurement and Calculation Math) (1)
- May measure quantities of cement and water according to the instructions on the bag to obtain the correct consistency. (Measurement and Calculation Math) (2)
- May calculate area or perimeter of work site to determine how much material is needed and calculate the volume for cement pours. (Measurement and Calculation Math) (2)
- May measure length, height and angles to lay flooring, to erect walls and baseboards and to install drywall. (Measurement and Calculation Math) (2)
- May compare torque test values to ensure they are within set range. (Data Analysis Math) (1)
- May calculate an average of several readings of pressure in cylinders and compare this average to the range of normal values. (Data Analysis Math) (2)
- May estimate distances by “pacing out” metres. (Numerical Estimation) (1)
- May estimate the quantity of material needed for a work day, such as the number of pipes or bricks or the amount of cement. (Numerical Estimation) (2)
- May estimate the cost and amount of time needed to complete a job. (Numerical Estimation) (2)
- May estimate the weight of materials to be lifted by rope or lift truck. (Numerical Estimation) (2)
Thinking Skills — Problem Solving

- Find solutions when workers are needed at more than one site at a time. (1)
- May find that the wrong plumbing supplies have been included in an order. They contact suppliers to obtain a quick replacement. (1)
- Devise practical solutions when sequences of work get mixed up, when workers arrive at jobs without the right tools, when jobs take longer than anticipated or when weather interferes with projects. (2)
- Face problems when measurements, drawings or instrument readings are wrong. The cause of the error must be investigated and corrected. (2)
- Cope with mechanical faults, such as equipment break downs. They consult manuals to troubleshoot problems, seek help or solve the problem by trial-and-error. (2)

Thinking Skills — Decision Making

- May decide on the setup of equipment for jobs. (1)
- May decide how to complete jobs most efficiently, based on technical knowledge, experience with procedures and advice from co-workers and supervisors. Also consider time, cost and efficiency. (2)
- May decide whether to do a job that seems dangerous. If they do it, they must determine the safest method. (2)
- May decide how to stack or move construction materials, taking into account safety, efficiency, awkwardness of materials and their previous experience with such materials. (2) (daily)
- May decide whether parts are reusable or should be rebuilt, considering the time and cost involved. (2) (frequently)
- May decide whether to apply paint to walls or whether to first verify the colour with the customer. (2)

Thinking Skills — Job Task Planning & Organizing

Trades helpers and labourers take direction for most of their activities from their foreman or more senior persons on site, although they often determine their priorities independently. There is little autonomy and their activities must be coordinated with the work of others. Plans may be adjusted due to interruptions, such as unexpected rain or snow storms, the late arrival of supplies or rush orders. (2)

Trades helpers and labourers plan for the next day or week by ensuring enough material is available and finding out which trades will be at the work site. They may spend the first few hours at a new job site planning and walking around, matching blueprints, sketches and work orders to the work site. Due to the nature of the work, they frequently change work sites. (2)

Thinking Skills — Significant Use of Memory

- Remember tasks to complete and the sequence in which to do them. There are often many tasks, each with multiple steps that must be done in sequence. These workers rarely write notes as reminders. (daily)
- Remember requests made by other workers.
- Remember measurements taken, such as the height of walls.
- Remember particulars of jobs, such as the types of materials to use, and the proportions of water and cement or other additives to mix.
- Memorize varying regulations for subdivisions in the many municipalities where they may work.
Thinking Skills — Finding Information

☐ Refer to site plans for distances, angles and elevations. (1) (daily)
☐ Find instructions for tasks by examining materials, such as cement bags which carry instructions for mixing proportions. (1)
☐ Find out the schedule of activities by asking co-workers, tradespeople and supervisors. (2) (daily)
☐ Locate information on other workers’ drawings and notes. (2)
☐ Find information on the operation and maintenance of new equipment by looking in equipment instruction manuals. (2)

Working With Others

For the most part, trades helpers and labourers work either jointly with a journeyman or apprentice or independently to accomplish their assigned tasks. They may work as a member of a team on large jobs, such as when working with heavy equipment that requires more than two people.

Computer Use

☐ May use a database of service bulletins or a warehouse inventory and order system. (2)
☐ Use other computer applications. For example, surveyor helpers use electronic field notebooks to complete topographical surveys, specifying details of sites to create computer-generated diagrams. (2)

Continuous Learning

☐ Trades helpers and labourers have a recurring requirement to learn. This includes learning about new work materials and new construction procedures, as well as taking part in safety, first aid, apprenticeship or computerized surveying programs. Workers in the unionized construction sector, for which the union is the “hiring hall,” often take part in union-sponsored training programs.
General Farm Workers

Reading Text

☐ Read notes to identify work tasks and priorities. (1) (daily)
☐ Read information bulletins from an agricultural college to acquire information on such topics as pests and safety. (2)
☐ Read press releases from marketing boards to understand economic issues affecting agriculture. (2)
☐ Read newsletters published by the Department of Agriculture to track new developments. (2)
☐ Read specialized magazines (e.g. Farm Focus, Horse and Rider) to stay abreast of industry trends. (2) (monthly)
☐ Read manuals to assemble, repair and maintain farm equipment (e.g. feed bins, tractors) and become familiar with new machines that have been purchased. (3)

Document Use

☐ May read lists to obtain information on produce prices and lists to identify what produce needs to be picked. (1)
☐ Read bills of lading. (2)
☐ May read feeding schedules to identify when to give feed and how much to give. (2)
☐ May read product labels on various medicines, vitamins and dietary supplements to determine dosages and instructions. (2)
☐ May interpret breeding charts posted in the barn to determine the ideal time to breed each cow. (2) (weekly)
☐ Refer to scale drawings of the farm, posted in the main office, when discussing work plans and priorities with the farmer. (2)
☐ Complete forms to track the use of chemicals and record equipment maintenance checks. (2)

Writing

☐ Maintain a log to record incidents which happened during the shift. (1) (daily)
☐ Write notes to transfer information, such as the composition of the feed mix, to others. (1)
☐ Jot brief notes as reminders about tasks. (1)
☐ Record statistics on the butterfat, protein and solid content of milk samples. (1)
☐ May complete a chart to record chemical application (e.g. date, time, area, chemical). Accuracy is important as the records are subject to review by the Department of Agriculture. (1)
☐ May maintain records for cows to document critical information on genealogy (e.g. name of sire), health (e.g. description of disease and treatment applied), and breeding (e.g. date of breeding). (2)
☐ May write a horse injury report to record a description of the injury and any required follow-up. (2)

Oral Communication

☐ Interact with customers to process and deliver orders. (1)
☐ Interact with the farmer to receive instructions, share information and solve technical problems. (1) (daily)
☐ Interact with a variety of suppliers (e.g. the co-operative) or service providers (e.g. veterinary, testing or breeding services) to place orders, obtain medical services or discuss test results. (1)
☐ Interact with co-workers to coordinate work activities and troubleshoot problems. (2)
☐ Participate in group discussion with the farmer and co-workers about safety or pests. (2)
☐ Interact with government officials (e.g. inspectors) to comply with regulatory requirements. (2)
☐ May provide direction and feedback to seasonally employed harvesters. (2)
Numeracy

- May total bills to process orders from wholesale clients, charging predetermined rates for produce. (Money Math) (1)
- May add the prices for each item to total bills for customers. (Money Math) (1)
- May make adjustments to the feeding, watering, cleaning and medication schedules for livestock at particular points in their growth cycle right through to their shipping. This is very important if the animals’ growth is slower than expected. (Scheduling, Budgeting & Accounting Math) (2)
- May compare prices to purchase equipment or maintenance materials at best value. (Scheduling, Budgeting & Accounting Math) (2)
- May monitor and record the amount of feed animals are consuming weekly. (Measurement and Calculation Math) (1)
- May measure a dosage of medicine or vaccine to inject into an animal. (Measurement and Calculation Math) (1)
- May take pump pressure and engine temperature readings. Make adjustments to keep readings within the acceptable range. (Measurement and Calculation Math) (1)
- May calculate the number of trays that a greenhouse may accommodate by dividing the available space by the size of the seed trays. (Measurement and Calculation Math) (2)
- May calculate chicken mortality rates weekly and at intervals during their growth cycle and analyze the data comparatively to determine if adjustments are needed in their care. (Data Analysis Math) (2)
- May monitor the reproductive cycle of a cow, as well as its milk production, to schedule the ideal time for breeding. (Data Analysis Math) (2)
- May estimate the amount of space left in a metal grain bin using sound resonance by hitting the side of the bin with a hammer to determine how many more truck loads it will hold. (Numerical Estimation) (1)
- May estimate the number of hours it will take to collect a prescribed number of chickens. (Numerical Estimation) (2)

Thinking Skills — Problem Solving

- Farm workers encounter mechanical problems, such as a chain or belt breaking. They either seek help from the owner or a mechanic or fix the equipment themselves. (1)
- General farm workers are under pressure to maintain daily production due to the short season. When weather conditions are poor, they quickly reorder tasks and priorities to maximize efficiency. (2)

Thinking Skills — Decision Making

- May make decisions about when and how much to feed each cow. (1)
- May decide how long to irrigate a section, considering irrigation guidelines and observations of the water absorption. (2)

Thinking Skills — Job Task Planning & Organizing

Most general farm workers meet with the farmer or supervisor each morning to discuss work priorities. They have considerable scope to organize and sequence their job tasks, coordinating with the work of others (e.g. harvesters) as necessary. Their schedules may be disrupted due to equipment failure and inclement weather, requiring them to adjust their work plans. Due to the short summer season it is vital that general farm workers plan and organize their job tasks to maximize daily production. Success or failure to do so impacts on efficiency and farm profits. (3)
Thinking Skills — Significant Use of Memory

- Remember which horses get which feed as it is not practical to look this up all the time.
- Memorize chemical spraying techniques and safety regulations.
- Remember the names and faces of wholesale customers to whom deliveries are made.

Thinking Skills — Finding Information

- May find information needed to identify and control a pest by consulting the farmer. (1)
- May find out how to treat herd health problems by contacting the veterinarian. (2)
- May refer to an equipment manual for technical information about a machine that needs repairing. (2)

Working With Others

General farm workers are members of the farm team in that their work tasks, along with those of others, contribute to the achievement of shared goals. The nature of the assigned tasks determines whether they work alone, independently or with a partner.

Computer Use

- Use computer-controlled equipment such as computer-controlled feed equipment or a computerized weigh scale. (1)

Continuous Learning

General farm workers continue to learn to stay breast of new techniques, equipment and regulations. On-the-job experience is an important way to acquire skills and knowledge. In compliance with provincial regulations, some participate in formal training (e.g. CPR, chemical use) and take a written examination. Independent reading is also a source of ongoing information.
Nursery and Greenhouse Workers

**Reading Text**
- Read paragraph-length labels on fungicides and pesticides. (1)
- Read instructions for the use of weed killers and fertilizers. (1)
- Read memos to learn about new products and procedures. (2)
- Read nursery catalogues to become familiar with varieties of flowers. (2)
- Read gardening and silviculture magazines to learn about plant life cycles and diseases. (2)

**Document Use**
- Read plant labels to find their common and Latin names for ordering. (1)
- Refer to price lists of the products for sale in the greenhouse. (1)
- Read tags on nursery stock. (1)
- Read labels on chemical containers to check their uses and hazards. (2)
- Read waybills and invoices on seed deliveries to ensure that the delivery matches the order placed. (2)
- Read herbicide charts and product application-rate tables. (2)
- Read work schedules. (2)
- Read and complete order forms for nursery stock. (2)
- Enter information on inventory forms. (2)

**Writing**
- Write plant identification tags. (1)
- Write "post it" notes to the office to indicate items which are out of stock. (1)
- Write billing information on invoices. (1)
- Write claim forms giving details of damage when requesting a refund from the supplier. (2)
- Write inventories of trees. (2)
- Write a list of what has been sprayed and what has been planted. (2) (weekly)
- May write a brief letter to a customer when sending a refund or answering an inquiry. (2)

**Oral Communication**
- Receive instructions from supervisors and clarify tasks with them. (1) (daily)
- Discuss orders and delivery schedules with suppliers. (1) (weekly)
- Give directions to truck drivers about the appropriate location to unload a shipment of trees. (1)
- Communicate with other greenhouse staff to coordinate work schedules and tasks and to exchange information. (1) (daily)
- Talk to customers to help them to select their purchases or to advise them on fertilizers or plant care. (2) (daily)
- Participate in meetings with co-workers and supervisors to talk about nursery arrangements and service to customers. (2) (weekly)
Numeracy

☐ Total bills, take payment and make change for purchases in the greenhouse. (Money Math) (1)
☐ Order stock on a seasonal basis. (Scheduling, Budgeting & Accounting Math) (2)
☐ Measure required amounts of plant food, soil mixtures and fertilizers. (Measurement and Calculation Math) (1)
☐ Calculate the amount of concentrate needed to prepare a plant food solution according to a proportion given on the label. (Measurement and Calculation Math) (2)
☐ Compare data from soil samples to determine the effect of different fertilizers. (Data Analysis Math) (1)
☐ May take an average of seedling growth, based on measurements of seedlings with calipers, and compare the growth to an accepted range to determine if the seedlings are growing to the degree required by contractor specifications. (Data Analysis Math) (2)
☐ Estimate the ratio of fertilizer to earth when mixing different soils for seedlings and plants. (Numerical Estimation) (1)
☐ Estimate the amount of fertilizer required for lawns of various dimensions. (Numerical Estimation) (2)

Thinking Skills — Problem Solving

☐ May encounter sudden shortages of stock when certain items sell quicker than expected. This shortage causes disappointed customers and possible loss of future sales. They call suppliers to see how soon new stock can be delivered. (1)
☐ Deal with plants that are withering or dying. They assess the reason for the problem (e.g. lack of fertilizer or plant disease) and try to take corrective action. (2)
☐ Deal with unsatisfied customers who blame problems with their plants on the nursery that sold them. They assess the damage to the plants and explain the factors which could have caused it, such as over or under-watering, too much exposure to the sun or insect infestations. (2)
☐ May have to cope with frozen pipes in the greenhouse in the winter. They have to determine the best method to solve the problem — either using a space heater or disconnecting the pipe and forcing water through to remove the ice blockage. (2)

Thinking Skills — Decision Making

☐ Decide how much water plants need and when the watering should take place. (1)
☐ Decide whether or not to accept all the items in a delivery based on their condition. (2)
☐ Decide which tools will be most effective for working in different kinds of soil. (2)
☐ Decide when to offer a refund to a dissatisfied customer. (2)
☐ Decide which types of plants should be placed on display. (2)

Thinking Skills — Job Task Planning & Organizing

Nursery and greenhouse workers plan their days in conjunction with the greenhouse manager or owner who sets out general goals for the day or for the week. The workers prioritize tasks themselves to meet those goals. Although they have many diverse tasks to perform, such as planting, potting, watering and fertilizing, they must plan their duties so that customer needs come first. This may mean coordinating their activities with co-workers to ensure that someone is always available to meet customers. Planning varies with the season, with spring and summer being hectic. (2)
Thinking Skills — Significant Use of Memory
☐ Remember the details of varieties, quantities and colours selected when assembling customers’ orders.
☐ Remember common botanical names for plants, such as the names of popular rose varieties, in order to serve customers more effectively.
☐ Remember the specific care instructions for many different varieties of plants.
☐ Remember details of discussions with suppliers.

Thinking Skills — Finding Information
☐ Refer to seed catalogues to locate ordering information. (1)
☐ Read manufacturer information about herbicides. (1)
☐ Look up descriptions of plant diseases in reference books kept in the office. (2)
☐ Listen to radio talk shows about gardening to get some expert advice on common problems. (2)

Working With Others
Nursery and greenhouse workers work independently most of the time, coordinating activities with co-workers on an “as needed” basis. In the fall and winter, they may work alone, answering the phone, tending stock and dealing with customers. They work with partners when doing heavy work such as unloading trees. They may also work in teams of three or four workers, for example when potting plants.

Computer Use
☐ May print standardized tags and labels for plants and boxes. (1)
☐ May keep nursery supply data and customer information on a database. (2)

Continuous Learning
Nursery and greenhouse workers receive training in the Workplace Hazardous Materials Information System (WHMIS). They may attend sessions or workshops on gardening topics or on cardiopulmonary resuscitation (CPR). They also keep up to date through on-the-job training, learning from supervisors, co-workers and reference books.
Landscaping and Grounds Maintenance Labourers

Reading Text
- May read notes from supervisor to receive instructions about daily work tasks. (1)
- May read notices from regulatory agencies to be informed of regulatory changes affecting their occupation or industry. (2)
- May read safety reports to track what injuries have occurred and how to prevent them from recurring in the future. (2) (monthly)
- May read trade magazines to stay abreast of industry trends. (2) (monthly)

Document Use
- Read signs to obtain information about directions and warnings. (1)
- Complete a variety of forms, such as time sheets and safety checklists, for record-keeping purposes. (1)
- Read Workplace Hazardous Materials Information System (WHMIS) labels and labels on machines, materials and supplies for safety and identification purposes. (2)
- Read work orders prepared by their supervisors to receive information, in point form, on the scope and nature of the work to be completed. (2)
- May obtain information from pictures of fruits, vegetables, plants, trees, fish or pests to identify them by name and characteristics. (2)

Writing
- May jot reminder notes during meetings with their supervisor or write notes to their supervisor for clarification on an aspect of their work assignment. (1)
- May write lists of needed materials. (1)
- May complete forms, using numbers, words and phrases to record information about job hazards, measurements, production, materials used or time spent in performing various duties. (1)
- May maintain a log book or journal to record information about the day’s events, such as the work accomplished and any unusual incidents which occurred. (1) (daily)
- May write accident reports, rarely more than a paragraph in length, to describe the circumstances leading to an accident and to offer explanations of the cause. (2)

Oral Communication
- May communicate with suppliers. For example, landscaping and grounds maintenance labourers contact suppliers to arrange for the timely delivery of products such as sod. (1)
- Communicate with supervisors to discuss instructions and task. For example, landscaping and grounds maintenance labourers discuss procedures for mixing fertilizers. (1)
- Interact with co-workers to discuss problems and to exchange information. (2)
- May communicate with members of the public. (2)
- May communicate with helpers. (2)
- May participate in crew safety meetings. (2)
- May train new employees, ensuring they understand the job tasks at hand, vocabulary used in the work setting and what to do in particular situations. (2)
Landscaping and Grounds Maintenance Labourers

Numeracy

- Landscaping and grounds maintenance labourers may determine the number of boxes of plants required for a garden considering the number of plants per box. (Scheduling, Budgeting & Accounting Math) (2)
- Landscaping and grounds maintenance labourers estimate the amount of time it will take to landscape a property. They consider the property layout and dimensions, the tools and equipment required and the time it will take to get to and from the job. The estimate is communicated to supervisors who use it for quotations. (Numerical Estimation) (2)

Thinking Skills — Problem Solving

- May encounter equipment breakdown and consult equipment manuals to see if it can be repaired. (1)

Thinking Skills — Decision Making

- Landscaping and grounds maintenance labourers decide which plants to select and the location where they are most likely to grow well. (2)

Thinking Skills — Job Task Planning & Organizing

Landscaping and grounds maintenance labourers respond to priorities set by supervisors, but determine the task sequence which will be most appropriate to get the job done. Tasks are generally repetitive. The work plan is integrated with those of others within the team. Disruptions may be frequent and be related to a variety of causes, such as adverse weather, equipment breakdowns or compromised safety conditions. Tasks may have to be reprioritized in response to emergency situations. (3)

Thinking Skills — Finding Information

- Landscaping and grounds maintenance labourers refer to reference manuals to find information on various blights and insect infestations. (2)

Working With Others

Landscaping and grounds maintenance labourers work independently to carry out their tasks within a team. They often work with partners or helpers to carry out tasks for which strength is required or which require one worker to monitor the safety of another.

Computer Use

- May use computer-controlled machinery. For example, they may use gauges to monitor pressure, sonic activity or gases or to regulate the application of substances such as herbicides. (1)

Continuous Learning

Landscaping and grounds maintenance labourers continue to learn, both on the job and through training courses. They may also require certification in areas which are subject to regulation, such as the application of herbicides and pesticides.

Landscaping and grounds maintenance labourers also learn through referring to a variety of manuals. For instance, they build their knowledge of plants and fertilizers through reading reference books kept on-site.
Painters and Coaters — Industrial

Reading Text

Painters and Coaters, Industrial
☐ Read instructions and warnings that appear on cans of paints, thinners and cleaners. (1)
☐ Read bulletins from paint manufacturers to learn about new products or new directions for applying products. (1)
☐ Read memos and notices regarding health and safety. (2)

Document Use

Painters and Coaters, Manufacturing
☐ Read hazard signs, and signs regarding the use of protective equipment, such as safety glasses and gloves. (1)
☐ Read product labels and paint codes. (2)
☐ Read forms, such as inspection forms and shipping forms, from suppliers. (2)
☐ Read tables giving information on paint preparation. (2)
☐ Read work schedules to verify shifts and to see if any overtime is available. (2)
☐ Complete invoices to clients. (2)
☐ Complete order forms. (2)
☐ Make entries in tables to record information about a paint mix, such as dye lot numbers, application times and temperatures. (2)
☐ Complete quality assurance forms. (2)

Writing

Painters and Coaters, Industrial
☐ Write reminder notes to themselves. (1) (daily)
☐ Complete time logs to record the progress of jobs. (1) (daily)
☐ Complete order forms for special requests of materials. (1)
☐ Write notes to supervisors or co-workers to advise them on the depletion of stock or the status of jobs. (1)
☐ May write notes to record their experience with new materials being tested for manufacturers. (1) (occasionally)

Oral Communication

Painters and Coaters, Industrial
☐ May give simple instructions to apprentices or helpers. (1)
☐ Interact with co-workers to coordinate work and discuss problems. (1)
☐ Communicate with supervisors to receive or clarify schedules and to discuss changes in work orders. (1)
☐ Discuss job requirements with customers, such as the brand and colour of paint to be used. (1)
☐ Contact suppliers to check on product availability, confirm shipments and discuss the quality of products. (1)
Numeracy

**Painters and Coaters, Industrial**

- May calculate invoices to clients, taking into account the number of gallons of paint used and the hours of labour multiplied by the hourly rate. (Money Math) (2)
- May prepare a schedule for a job when acting as a lead hand, determining the number of employees needed to complete the job and the time frame for completion. (Scheduling, Budgeting & Accounting Math) (2)
- May measure designs and decals to be painted on pieces, such as car hoods. (Measurement and Calculation Math) (1)
- Take readings on gauges, such as the gauges on electrostatic drying guns, and compare to operational standards for the gauges. (Measurement and Calculation Math) (1)
- Calculate the quantity of paint required to complete a job, based on the area of the surface to be painted. (Measurement and Calculation Math) (2)
- May estimate the quantity of paint required to complete a job, based on “eyeballing” and past experience. (Numerical Estimation) (1)
- As a lead hand, may estimate the time required to complete a job, for instance, the time needed to paint a number of vehicles. (Numerical Estimation) (2)

**Thinking Skills — Problem Solving**

**Painters and Coaters, Industrial**

- May find that colours are not consistent throughout a job. They may add another coat of paint to make sure all pieces look the same. (1)
- May find that supplies of paint run out before an order is complete. They check storerooms to locate more cans or call suppliers on an urgent basis. (1)
- May find that surfaces to be painted are pitted and therefore will not accept the paint. They either sand the piece or send it back to other workers for rework. (2)
- May encounter failures of equipment such as sand blasters. They refer to manuals to identify the problem. They do the repair themselves, if possible, call on service personnel or order new parts. (2)
- May encounter scheduling problems. For example, when working offsite with a customer and circumstances lead to a stop in a painting job, other jobs must be rescheduled to fill the time slot that has suddenly become open. (2)

**Thinking Skills — Decision Making**

**Painters and Coaters, Industrial**

- Decide if items need to be washed or sanded before painting. (1)
- Decide which type of paint is most suited to different types of surfaces. (1)
- Decide how much drying time is needed between coats of paint. (1)
- Decide whether to change the paint mixture by adding an ingredient. (2)
- Decide whether to substitute a different type of primer for the remainder of an order if a specified primer runs out. (2)
Thinking Skills — Job Task Planning & Organizing
While schedules are generally set by production supervisors, painters and coaters, industrial, prioritize their own job tasks to meet deadlines. They may work on several projects at once, preparing and priming for one project while the paint on another project dries. Interruptions may occur to respond to rush jobs. They coordinate their activities with co-workers, with whom they may have to share tools, equipment and work space. They plan resource requirements several weeks in advance in order to have adequate levels of supplies to complete present jobs and upcoming projects.

Thinking Skills — Significant Use of Memory

Painters and Coaters, Industrial
- Memorize details on blueprints in order to reduce the need to look at them while performing the work.
- Remember what paints are best suited for various types of metal.
- Remember commonly used colour codes and which ones are harder to match than others.

Thinking Skills — Finding Information

Painters and Coaters, Industrial
- Refer to catalogues to locate parts numbers and product codes. (1)
- Refer to technical materials, such as manuals and material safety data sheets (MSDS), to get information on the properties of paints and primers and instructions for proper use. (2)
- Contact suppliers, supervisors or co-workers to get information on how to solve a quality problem with a product. (2)

Working With Others
Painters and coaters, industrial, mainly work independently. They may work with a partner to move large pieces. They are members of a team, often working in a production line and collaborating with one another to resolve quality problems.

Computer Use

Painters and Coaters, Industrial
- Use computer-operated machinery. For example, they may use computer time clocks that automatically calculate time spent per job when cards are passed through scanners. (1)

Continuous Learning
Painters and coaters, industrial, learn on the job. They may read a variety of materials to learn about new products and equipment. They take safety courses, such as training in the Workplace Hazardous Materials Information System (WHMIS) and in proper use of respirators and other safety equipment.
Labourers in Food, Beverage and Tobacco Processing

**Reading Text**
- Read notes from co-workers with directions for tasks to be performed on the next shift. (1) (daily)
- Read memos posted on the bulletin board concerning changes in policies or dates of meetings, such as union meetings. (2) (frequently)
- Read instructions for operating equipment. (2)
- May read company procedures. (2) (occasionally)
- May read catalogues for information on new products and processes. (2)

**Document Use**
- May read labels on supplies such as paints and chemicals. (1) (daily)
- May refer to shift schedules and work orders. (2) (frequently)
- May read shipping and receiving forms and packing slips. (2) (daily)
- May refer to production charts. (2)
- May refer to pictures, such as illustrations showing cuts of meat or wine making steps. (2)
- May complete forms such as tally sheets to document information on different products. (2)
- May enter numerical information about processes into operators’ reports. (2)

**Writing**
- May make log book entries to record tasks completed. (1) (daily)
- May write notes to co-workers to document problems, such as a machine breakdown and write notes to mechanics describing the circumstances of the breakdown. (1)
- May write changes on worksheets, such as recording the substitution of materials. (1) (frequently)
- May complete work orders and invoices. (1)
- May write memos to managers to order equipment and give reasons why it is needed. (2) (occasionally)

**Oral Communication**
- May talk to truck drivers and railroad workers to get information or arrange for pickups. (1)
- Interact with co-workers to exchange information about tasks and to coordinate work. (1) (daily)
- Interact with supervisors to receive work orders. (1) (frequently)
- May talk with customers to take orders or to answer questions about products and shipping. (1)
- May communicate with suppliers to get more information about their products. (1)
- Interact with supervisors to discuss conflicts. (2)
- May participate in staff meetings to discuss improvements in processes. (2)
- Communicate with co-workers regarding safety issues such as methods for extinguishing fires. (2)
Numeracy

- May make small supply purchases for the company and receive change. (Money Math) (1)
- May schedule the time required to complete different tasks or determine the costs of material for a budget. (Scheduling, Budgeting & Accounting Math) (2)
- May weigh containers full of products to ensure they meet packaging weight standards. (Measurement and Calculation Math) (1)
- May take temperature and pressure readings during the day by computer to ensure chemical products are meeting quality standards. (Measurement and Calculation Math) (1)
- May measure the level of moisture in the final processed product. For example, they may take a wet sample and weigh it, dry it in the oven for three to four hours, weigh it again and subtract the two numbers to get the moisture reading. (Measurement and Calculation Math) (2)
- May estimate the appropriate amount of material to load into a machine, such as a fabric dyer machine. (Numerical Estimation) (1)
- May estimate the changes in time and temperature which will be required to correct a production fault. (Numerical Estimation) (2)

Thinking Skills — Problem Solving

- May have to cope with improper labelling on boxes of chemical products which have just been packaged. They remove the faulty boxes from the line and send them for relabelling. (1)
- May encounter process problems, such as a casting problem which has impeded the flow of molten steel. They use long rods to clear the jam, working with intense heat and time pressure. (1)
- May find that conveyor belts shut down. They look for the source of the problem, such as broken parts or the accidental tripping of a switch. If the belts cannot be immediately restarted, they deal with products manually until repairs have been completed. (2)
- May realize that a product is not up to standard. They meet with operators and production managers to determine how the problem can be corrected. (2)

Thinking Skills — Decision Making

- May decide where to store items and when to begin clean up tasks. (1)
- May decide when to get additional materials to the production area. This decision is important since a bad decision can lead to production slowdowns because of lack of stock. (2)
- May decide what tools are most appropriate to fix a particular type of mechanical failure. Use of the wrong tool can damage machines. (2)
- May decide when to shut down machines which are not operating properly. (2)

Thinking Skills — Job Task Planning & Organizing

Labourers in processing follow priorities set by supervisors and sequence their tasks within that framework. Their tasks are generally repetitive. Disruptions may occur, such as the introduction of rush orders which cause their tasks to be reprioritized. (2)
Essential Skills Profiles
Top 50 Entry-Level Jobs in Canada

Labourers in Food, Beverage and Tobacco Processing

Thinking Skills — Significant Use of Memory
- May remember the processing time for a range of different products.
- May remember measurements for a brief period of time until they can be recorded in logs.
- May remember operating and lockout procedures for machines.
- May remember colour coding for products and codes for computerized equipment, such as weigh scales.

Thinking Skills — Finding Information
- Contact co-workers by phone to get information on production schedules and delays. (1)
- Contact managers and quality control workers to obtain information about process improvements. (2)
- Refer to the index of catalogues to find information on products. (2)
- Look at product specifications books to get information on changes which have been made to manufacturing and product specifications. (2)

Working With Others
Labourers in processing mainly work independently. They sometimes work with partners to carry out tasks which require co-operation, such as lifting heavy barrels or identifying the source of a gas leak. They are part of a larger team which includes operators and managers.

Computer Use
- Use computerized equipment, such as weigh scales or labelling machines. They may also use computer-controlled equipment to monitor processes, such as casting. (1)

Continuous Learning
Labourers in processing learn continuously on the job. They take training in first aid and in the Workplace Hazardous Materials Information System (WHMIS). They take part in in-house training sessions to learn about new products or processes. They may also upgrade their knowledge through reading magazines related to their occupation or industry.
Other Labourers in Processing, Manufacturing and Utilities

Reading Text
- Read notes from co-workers with directions for tasks to be performed on the next shift. (1) (daily)
- Read memos posted on the bulletin board concerning changes in policies or dates of meetings, such as union meetings. (2) (frequently)
- Read instructions for operating equipment. (2)
- May read company procedures. (2) (occasionally)
- May read catalogues for information on new products and processes. (2)

Document Use
- May read labels on supplies such as paints and chemicals. (1) (daily)
- May refer to shift schedules and work orders. (2) (frequently)
- May read shipping and receiving forms and packing slips. (2) (daily)
- May refer to production charts. (2)
- May refer to pictures, such as illustrations showing cuts of meat or wine making steps. (2)
- May complete forms such as tally sheets to document information on different products. (2)
- May enter numerical information about processes into operators’ reports. (2)

Writing
- May make log book entries to record tasks completed. (1) (daily)
- May write notes to co-workers to document problems, such as a machine breakdown and write notes to mechanics describing the circumstances of the breakdown. (1)
- May write changes on worksheets, such as recording the substitution of materials. (1) (frequently)
- May complete work orders and invoices. (1)
- May write memos to managers to order equipment and give reasons why it is needed. (2) (occasionally)

Oral Communication
- May talk to truck drivers and railroad workers to get information or arrange for pickups. (1)
- Interact with co-workers to exchange information about tasks and to coordinate work. (1) (daily)
- Interact with supervisors to receive work orders. (1) (frequently)
- May talk with customers to take orders or to answer questions about products and shipping. (1)
- May communicate with suppliers to get more information about their products. (1)
- Interact with supervisors to discuss conflicts. (2)
- May participate in staff meetings to discuss improvements in processes. (2)
- Communicate with co-workers regarding safety issues such as methods for extinguishing fires. (2)
Numeracy

- May make small supply purchases for the company and receive change. (Money Math) (1)
- May schedule the time required to complete different tasks or determine the costs of material for a budget. (Scheduling, Budgeting & Accounting Math) (2)
- May weigh containers full of products to ensure they meet packaging weight standards. (Measurement and Calculation Math) (1)
- May take temperature and pressure readings during the day by computer to ensure chemical products are meeting quality standards. (Measurement and Calculation Math) (1)
- May measure the level of moisture in the final processed product. For example, they may take a wet sample and weigh it, dry it in the oven for three to four hours, weigh it again and subtract the two numbers to get the moisture reading. (Measurement and Calculation Math) (1)
- May estimate the appropriate amount of material to load into a machine, such as a fabric dryer machine. (Numerical Estimation) (1)
- May estimate the changes in time and temperature which will be required to correct a production fault. (Numerical Estimation) (2)

Thinking Skills — Problem Solving

- May have to cope with improper labelling on boxes of chemical products which have just been packaged. They remove the faulty boxes from the line and send them for relabeling. (1)
- May encounter process problems, such as a casting problem which has impeded the flow of molten steel. They use long rods to clear the jam, working with intense heat and time pressure. (1)
- May find that conveyor belts shut down. They look for the source of the problem, such as broken parts or the accidental tripping of a switch. If the belts cannot be immediately restarted, they deal with products manually until repairs have been completed. (2)
- May realize that a product is not up to standard. They meet with operators and production managers to determine how the problem can be corrected. (2)

Thinking Skills — Decision Making

- May decide where to store items and when to begin clean up tasks. (1)
- May decide when to get additional materials to the production area. This decision is important since a bad decision can lead to production slowdowns because of lack of stock. (2)
- May decide what tools are most appropriate to fix a particular type of mechanical failure. Use of the wrong tool can damage machines. (2)
- May decide when to shut down machines which are not operating properly. (2)

Thinking Skills — Job Task Planning & Organizing

Labourers in processing, manufacturing and utilities follow priorities set by supervisors and sequence their tasks within that framework. Their tasks are generally repetitive. Disruptions may occur, such as the introduction of rush orders which cause their tasks to be reprioritized. Utilities labourers often work outdoors and face additional adjustments in their daily planning because of adverse weather conditions. Job task planning and organizing is often affected by factors outside the workers’ control. (2)
Thinking Skills — Significant Use of Memory

- May remember the processing time for a range of different products.
- May remember measurements for a brief period of time until they can be recorded in logs.
- May remember operating and lockout procedures for machines.
- May remember colour coding for products and codes for computerized equipment, such as weigh scales.
- May memorize regulations, such as fishery regulations.

Thinking Skills — Finding Information

- Contact co-workers by phone to get information on production schedules and delays. (1)
- Contact managers and quality control workers to obtain information about process improvements. (2)
- Refer to the index of catalogues to find information on products. (2)
- Look at product specifications books to get information on changes which have been made to manufacturing and product specifications. (2)

Working With Others

Labourers in processing, manufacturing and utilities mainly work independently. They sometimes work with partners to carry out tasks which require co-operation, such as lifting heavy barrels or identifying the source of a gas leak. They are part of a larger team which includes operators and managers.

Computer Use

- Use computerized equipment, such as weigh scales or labelling machines. They may also use computer-controlled equipment to monitor processes, such as casting. (1)

Continuous Learning

Labourers in processing, manufacturing and utilities learn continuously on the job. They take training in first aid and in the Workplace Hazardous Materials Information System (WHMIS). They take part in in-house training sessions to learn about new products or processes. They may also upgrade their knowledge through reading magazines related to their occupation or industry.
Appendix

Job Titles Index
## Job Titles Index

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<td>1411</td>
<td>General Office Clerks</td>
<td>• address forms clerk&lt;br&gt; • addressograph clerk&lt;br&gt; • administrative assistant&lt;br&gt; • automatic typewriter operator&lt;br&gt; • board marker, grain quotations&lt;br&gt; • Braille volumes transcriber&lt;br&gt; • clerical assistant&lt;br&gt; • clerk, general office&lt;br&gt; • clerk-stenographer&lt;br&gt; • clerk-typist&lt;br&gt; • copy room typist&lt;br&gt; • drafting room typist&lt;br&gt; • duplicating machine clerk&lt;br&gt; • duplicating machine operator&lt;br&gt; • electric meter reader&lt;br&gt; • facsimile operator&lt;br&gt; • float clerk&lt;br&gt; • gas meter reader&lt;br&gt; • general office clerk&lt;br&gt; • general office worker&lt;br&gt; • grain quotations board marker&lt;br&gt; • information and records clerk&lt;br&gt; • junior office clerk&lt;br&gt; • meter reader&lt;br&gt; • mimeograph operator&lt;br&gt; • office assistant&lt;br&gt; • office clerk&lt;br&gt; • office machine operator&lt;br&gt; • operator, automatic typewriter&lt;br&gt; • operator, office machines&lt;br&gt; • operator, word processor&lt;br&gt; • order transcriber&lt;br&gt; • order typist&lt;br&gt; • photograph examiner&lt;br&gt; • statistical typist&lt;br&gt; • stencil-cutter tender&lt;br&gt; • teleprinter operator — general office work&lt;br&gt; • teleprinter operator — military&lt;br&gt; • teletype operator&lt;br&gt; • teletype operator — military&lt;br&gt; • teletypist&lt;br&gt; • ticket preparer — manufacturing&lt;br&gt; • typing clerk&lt;br&gt; • typist&lt;br&gt; • water meter reader&lt;br&gt; • wire machine operator&lt;br&gt; • word processing machine operator&lt;br&gt; • word processor clerk&lt;br&gt; • word processor operator</td>
</tr>
<tr>
<td>1414</td>
<td>Receptionists and Switchboard Operators</td>
<td>• admitting clerk&lt;br&gt; • answering service operator&lt;br&gt; • business receptionist&lt;br&gt; • dental receptionist&lt;br&gt; • front desk clerk (except hotel)&lt;br&gt; • hospital admitting clerk&lt;br&gt; • medical receptionist&lt;br&gt; • reception clerk&lt;br&gt; • receptionist&lt;br&gt; • switchboard operator&lt;br&gt; • telereceptionist</td>
</tr>
<tr>
<td>1422</td>
<td>Data Entry Clerk</td>
<td>• data control clerk&lt;br&gt; • data entry operator&lt;br&gt; • data input clerk&lt;br&gt; • data processor&lt;br&gt; • payment entry clerk</td>
</tr>
<tr>
<td>1431</td>
<td>Accounting Clerks</td>
<td>• accounting clerk&lt;br&gt; • accounts payable clerk&lt;br&gt; • accounts receivable clerk&lt;br&gt; • audit clerk&lt;br&gt; • billing clerk&lt;br&gt; • budget clerk&lt;br&gt; • costing clerk&lt;br&gt; • deposit clerk&lt;br&gt; • finance clerk&lt;br&gt; • freight-rate clerk&lt;br&gt; • income tax return preparer&lt;br&gt; • invoice clerk&lt;br&gt; • ledger clerk&lt;br&gt; • tax clerk</td>
</tr>
<tr>
<td>1433</td>
<td>Customer Service — Financial Services</td>
<td>• bank teller&lt;br&gt; • credit union teller&lt;br&gt; • financial customer service representative&lt;br&gt; • foreign exchange teller — financial services</td>
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<tr>
<td>NOC #</td>
<td>Job Title</td>
<td>Example Occupations</td>
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<tr>
<td>1435</td>
<td>Collectors</td>
<td>• bill collector</td>
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<tr>
<td></td>
<td></td>
<td>• collection clerk</td>
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<td></td>
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<td>• collection officer (except taxation)</td>
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<td>• collections investigation officer</td>
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<td>• collector</td>
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<td>• credit and collection clerk</td>
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<td>• locator — collection</td>
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<td>• skip tracer — collection</td>
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<td>1441</td>
<td>Administrative Clerks</td>
<td>• administrative clerk</td>
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<td></td>
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<td>• application clerk</td>
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<td>• authorization clerk</td>
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<td>• by-law clerk</td>
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<td>• customs clerk</td>
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<td>• documentation clerk</td>
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<td>• import clerk</td>
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<td>• licence clerk</td>
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<td>• office administration clerk</td>
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<td>• passport clerk</td>
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<td>• registration clerk</td>
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<td>• registry clerk</td>
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<td>• ward clerk — hospital</td>
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<td></td>
<td></td>
<td>• warranty clerk</td>
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<td>1453</td>
<td>Customer service, information and related</td>
<td>• accounts information clerk</td>
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<td></td>
<td>clerks</td>
<td>• bus information clerk</td>
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<td></td>
<td></td>
<td>• call centre agent — customer service</td>
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<td>• complaints clerk — customer service</td>
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<td>• counter enquiries clerk</td>
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<td>• courtesy desk clerk</td>
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<td>• customer service clerk</td>
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<td>• customer service representative — call centre</td>
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<td>• enquires clerk</td>
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<td>• hospital information clerk</td>
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<td>• information clerk — customer service</td>
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<td>• lost-and-found clerk</td>
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<td>• order desk agent</td>
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<td>• public relations clerk</td>
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<td>• tourist information clerk</td>
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<td>1454</td>
<td>Survey interviewers and stats clerks</td>
<td>• census enumerator</td>
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<td>• coding clerk — statistics</td>
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<td>• election enumerator</td>
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<td>• interview clerk</td>
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<td>• poll clerk</td>
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<td>• public opinion interviewer</td>
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<td>• statistical clerk</td>
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<td>• survey interviewer</td>
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<td></td>
<td></td>
<td>• telephone survey clerk</td>
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<td>1471</td>
<td>Shippers and Receivers</td>
<td>• freight receiver</td>
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<td></td>
<td></td>
<td>• freight shipper</td>
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<td>• import freight clerk</td>
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<td>• receiver</td>
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<td>• shipper</td>
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<td>• shipper-receiver</td>
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<td>• shipping agent</td>
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<td></td>
<td>• shipping and receiving clerk</td>
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<td>1472</td>
<td>Storekeepers and Parts Clerks</td>
<td>• ammunition storekeeper</td>
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<tr>
<td></td>
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<td>• automotive partsperson — retail</td>
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<td>• material keeper</td>
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<td>• medical supply clerk</td>
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<td>• motor vehicle parts clerk</td>
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<td>• parts clerk</td>
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<td>• parts supplier</td>
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<td>• partsperson</td>
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<td>• ship storeman/woman</td>
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<td>• storekeeper</td>
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<td>• tool room attendant</td>
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<td>1474</td>
<td>Purchasing and Inventory Clerks</td>
<td>• inventory analyst</td>
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<tr>
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<td>• inventory clerk</td>
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<td>• inventory control clerk</td>
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<td>• inventory planner</td>
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<td>• procurement clerk</td>
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<td>• purchasing clerk</td>
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<td>• purchasing clerk assistant</td>
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<td>1475</td>
<td>Dispatchers and Radio Operators</td>
<td>• 911 dispatcher</td>
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<tr>
<td></td>
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<td>• alarm system dispatcher</td>
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<td>• ambulance dispatcher</td>
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<td>• emergency vehicle dispatcher</td>
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<td>• inbound/outbound freight co-ordinator</td>
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<td>• mobile equipment dispatcher</td>
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<td></td>
<td>• radio operator</td>
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<td>• radio operator — military</td>
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<td>• taxi dispatcher</td>
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<td>• tow truck dispatcher</td>
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<td>• truck dispatcher</td>
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<td>• utilities maintenance crew dispatcher</td>
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<tr>
<td>NOC #</td>
<td>Job Title</td>
<td>Example Occupations</td>
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<tr>
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</tr>
</tbody>
</table>
| 3413  | Nurse Aides, Orderlies | • health care aide  
• hospital attendant  
• long term care aide  
• nurse aide  
• nursing attendant  
• orderly  
• patient care aide  
• patient service associate  
• psychiatric aide |
| 3414  | Other Assisting Occupations in Support of Health Services | • autopsy assistant  
• blood donor clinic assistant  
• cast room technician  
• central supply aide  
• chiropractic assistant  
• clinical laboratory helper  
• lens grinder, ophthalmic  
• morgue attendant  
• occupational therapy assistant  
• ophthalmic laboratory technician — retail  
• optical laboratory assistant  
• optometrist assistant  
• orthopedic technologist  
• pharmacy assistant  
• physiotherapy assistant  
• rehabilitation assistant  
• therapy assistant |
| 6411  | Sales Representatives — Wholesale | • food products sales representative  
• freight sales agent  
• graphic design sales representative  
• hotel accommodations sales executive  
• liquor sales representative  
• magazine sales representative  
• oil distributor  
• periodicals sales representative  
• security services sales consultant  
• supervisor, wholesale trade representatives  
• transfer company agent |
| 6421  | Retail Salespersons and Clerks | • audio equipment salesperson  
• automobile salesperson  
• car rental agent  
• clothing salesperson  
• computer salesperson — retail  
• counter clerk — retail  
• department store clerk  
• furniture salesperson  
• hardware store clerk  
• jewellery salesperson  
• retail sales associate  
• retail sales clerk  
• retail salesperson |
| 6433  | Airline Sales and Service Agents | • airline baggage agent  
• airline cargo agent  
• baggage tracer, airline  
• client service representative — airline  
• counter services agent, airline  
• customer service agent, airline  
• load planner, airline  
• passenger agent, airline  
• passenger service representative  
• reservation agent, airline  
• station agent, airline  
• ticket agent, airline |
| 6435  | Hotel Front Desk Clerk | • front desk clerk, hotel  
• front office clerk, hotel  
• guest service agent  
• guest service representative  
• hotel front desk clerk  
• night clerk  
• reservations clerk — hotel  
• room clerk |
| 6451  | Maître d’ and hosts/hostesses | • host/hostess, food service  
• maître d’  
• maître d’hôtel  
• restaurant host/hostess |
| 6452  | Bartenders | • bar attendant  
• barkeeper  
• bartender  
• head bartender |
| 6453  | Food/Beverage Server | • banquet server  
• captain waiter/waitress  
• chief wine steward  
• cocktail waiter/waitress  
• food and beverage server  
• formal service waiter/waitress  
• waiter/waitress  
• wine steward |
<table>
<thead>
<tr>
<th>NOC #</th>
<th>Job Title</th>
<th>Example Occupations</th>
</tr>
</thead>
</table>
| 6471  | Visiting homemakers, housekeepers | • companion  
• foster parent  
• home support worker  
• housekeeper  
• personal aide  
• personal care attendant — home care  
• respite worker — home support  
• visiting homemaker |
| 6474  | Babysitters, nannies, parents’ helpers | • babysitter  
• child caregiver — private home  
• child-care provider — private home  
• live-in caregiver  
• nanny  
• parent’s helper |
| 6481  | Image, social and other personal consultants | • colour consultant, fashion  
• etiquette consultant  
• fashion and wardrobe consultant  
• image consultant  
• make-up consultant  
• public speaking consultant  
• wardrobe consultant  
• wedding consultant  
• weight loss consultant |
| 6482  | Estheticians, electrologists and related occupations | • beauty treatment operator  
• cosmetician  
• electrologist  
• electrolysis technician  
• esthetician  
• hair replacement technician  
• manicurist  
• pedicurist  
• scalp treatment specialist  
• tattoo artist |
| 6611  | Cashiers | • box office cashier  
• cafeteria cashier  
• grocery store cashier  
• office cashier  
• racetrack cashier  
• self-serve gas bar cashier  
• theatre cashier |
| 6622/2/3 | Other Sales and Related Occupations | • bag clerk  
• grocery clerk  
• grocery packer  
• order filler — retail  
• price clerk — retail  
• produce clerk  
• shelf stocker — retail  
• supermarket clerk |
| 6641  | Kitchen Helpers and Line Cooks | • bartender helper  
• bus boy/girl  
• cook’s helper  
• counter attendant, cafeteria  
• dishwasher  
• fast-food preparer  
• food counter attendant  
• food preparer  
• food service helper  
• ice cream counter attendant  
• kitchen helper  
• salad bar attendant  
• sandwich maker |
| 6651  | Security Guards and Related Occupations | • airport security guard  
• armoured car guard  
• bodyguard (except police)  
• bouncer  
• commissionaire  
• crossing guard  
• gate attendant — security  
• night watchman/woman  
• preboarding security guard  
• security guard  
• security officer |
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<tr>
<th>NOC #</th>
<th>Job Title</th>
<th>Example Occupations</th>
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| 6661/2/3 | Cleaners                   | light duty cleaner  
• cleaner  
• hospital cleaner  
• hotel cleaner  
• house cleaner  
• light duty cleaner  
• office cleaner  
• room attendant  
• sweeper  
specialized cleaner  
• auto detailer  
• building exterior cleaner  
• carpet cleaner  
• chimney cleaner  
• freight car cleaner  
• furnace cleaner  
• laboratory equipment cleaner  |
|        |                            | • sandblaster  
• septic tank cleaner  
• upholstery cleaner  
• vehicle cleaner  
• ventilation system cleaner  
• window cleaner  |
|        |                            | Janitors, Caretakers, Building Superintendents  
• building caretaker  
• building superintendent  
• custodian  
• handyman/woman  
• heavy-duty cleaner  
• industrial cleaner  
• plant cleaner  
• school janitor  |
| 6671   | Other occupations in travel, accommodation, amusement and recreation | • amusement attraction operator  
• amusement park attendant  
• amusement ride operator  
• athletic equipment custodian  
• billiard parlour attendant  
• bingo hall attendant  
• bowling alley attendant  
• campground attendant  |
|        |                            | • game concession operator  
• ice maker, rink  
• recreation attendant  
• recreational facility attendant  
• ski lift attendant  
• sports attendant  
• tennis court attendant  |
| 6683   | Other Elemental Service Occupations | • beauty salon attendant  
• car jockey  
• cloakroom attendant  
• door attendant (except hotel)  
• funeral home attendant  
• fur storage attendant  
• hotel valet  |
|        |                            | • laundromat attendant  
• parking lot attendant  
• shoe shiner  
• tanning salon attendant  
• ticket taker  
• toll booth attendant  |
| 7411   | Truck Drivers              | • bulk goods truck driver  
• dump truck driver  
• flatbed truck driver  
• logging truck driver  
• long haul truck driver  
• moving van driver  |
|        |                            | • shunt truck driver  
• tow truck driver  
• truck driver  
• truck driver, heavy truck  
• truck driver, tractor-trailer  |
| 7412   | Bus drivers and subway and other transit operators | • bus driver  
• ground transportation driver  
• light rail transit operator  
• motor coach driver  
• school bus driver  |
|        |                            | • sightseeing tour driver  
• streetcar operator  
• subway train operator  
• transit operator — transportation  |
| 7414   | Delivery and Courier Service Drivers | • bread deliverer  
• canteen driver  
• courier service driver  
• delivery driver  
• driver salesperson  
• dry cleaning driver  |
|        |                            | • mail service courier  
• newspaper delivery driver  
• pizza delivery driver  
• route driver  
• vending machine driver-supplier  |
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<th>NOC #</th>
<th>Job Title</th>
<th>Example Occupations</th>
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| 7421  | Heavy Equipment Operators (except Crane) | • backhoe operator  
• bulldozer operator  
• excavator operator  
• gradall operator  
• grader operator  
• heavy equipment operator  
• heavy equipment operator apprentice  
• loader operator — construction  
• side boom tractor operator  
• surface mining equipment operator |
| 7441  | Residential and commercial installers and servicers | • aluminum window installer  
• eavestrough installer  
• electric appliance installer  
• exterior cladder  
• fence erector  
• hot tub installer  
• kitchen cupboard and vanity installer  
• recreation structure erector  
• siding installer  
• sign installer  
• swimming pool installer  
• water conditioner servicer  
• water heater servicer  
• window installer |
| 7443  | Automotive mechanical installers and servicers | • crane greaser  
• heavy equipment servicer  
• muffler installer  
• radiator installer — auto repair service  
• shock absorber installer  
• spring installer  
• tire repairer |
| 7452  | Material Handlers | • bin filler  
• coal handler  
• conveyor console operator  
• forklift truck operator  
• freight handler (except air transport)  
• furniture mover  
• lumber piler — building supplies  
• material handler  
• railway car loader  
• stockpiler  
• storage worker — material handling  
• truck loader  
• warehouseman/woman |
| 7611  | Trades Helpers and Labourers | • asphalt spreader  
• bricklayer helper  
• carpenter helper  
• concrete mixer helper  
• construction helper  
• construction labourer  
• demolition worker  
• diller helper — surface mining  
• drywall sander  
• flagman/woman  
• glazier helper  
• labourer, concrete paving  
• labourer, excavation  
• pipeline mandrel operator  
• plumber helper  
• roofer helper  
• stabber — pipeline construction |
| 8431  | General Farm Workers | • beef cattle farm worker  
• cattle ranch labourer  
• dairy farm worker  
• farm machinery operator  
• general farm worker  
• grain farm worker  
• harvester machine operator  
• hatchery worker  
• poultry farm worker  
• vegetable farm worker |
| 8432  | Nursery and Greenhouse Workers | • forest nursery worker  
• greenhouse worker  
• horticulture worker  
• hothouse worker  
• hydroponics worker  
• nursery worker |
| 8612  | Landscaping and grounds maintenance | • bulb planter  
• cemetery labourer  
• gardening helper  
• golf course worker  
• grass cutter  
• grounds maintenance worker  
• landscape labourer  
• maintenance worker, parks  
• sod layer  
• transplanter |
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<th>NOC #</th>
<th>Job Title</th>
<th>Example Occupations</th>
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<tr>
<td>9496</td>
<td>Painters and Coaters — Industrial</td>
<td>• assembly painter</td>
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<td></td>
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<td>• automobile painter — motor vehicle manufacturing</td>
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<td>• aviation painter</td>
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<td>• bathtub refinisher</td>
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<td>• coating machine operator — industrial painting and coating</td>
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<td>• dip tank attendant</td>
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<td>• enameller</td>
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<td>• industrial products painter</td>
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<td>• manufacturing painter</td>
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<td>• paint machine operator</td>
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<td>• paint systems operator</td>
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<td>• production painter</td>
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<td>• robotic spray paint attendant</td>
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<td>• rustproofer, motor vehicle</td>
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<td>• spray paint operator</td>
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<td>• spray painter</td>
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<td>9617</td>
<td>Labourers in food, beverage and tobacco processing</td>
<td>• bottle washer</td>
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<td>• brewery labourer</td>
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<td>• food processing labourer</td>
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<td>Other labourers in processing, manufacturing and utilities</td>
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<td>• chair sander</td>
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