

## Lesson 4: Career Details



You've done self-assessments, considered the options available to you when you leave high school, and thought about the lifestyle you would like to have. It's time to explore occupations that will help you achieve your goals. Where do you start?

### Occupation Categories

One way to investigate careers and occupations is by categorizing occupations. For example, careers can be considered as fitting into one of the following categories:

- service
- commerce
- industry
- sales
- technical/scientific
- artistic

Some people prefer to group occupations into the following categories:

- business education
- home economics
- industrial education
- physical education
- social science and social studies
- fine arts
- language arts
- mathematics
- science
- second languages

The following sources show other ways in which occupations can be grouped; no one way is necessarily better than another. Because each method of organization emphasizes a different facet of work, the categories often overlap.

## Skills-Based Categorization

Occupations can be grouped according to the collection of skills needed to do them. Some examples include the following:

- people—the abilities to work with, serve, help, amuse, or influence people
- data—the abilities to deal with facts, details, figures, records, or files
- things—the abilities to operate, repair, or build machinery or equipment
- ideas—the abilities to solve problems in innovative or artistic ways

## Holland Codes

Holland Codes consider interests, competencies, and occupations in combination to create the categories of

- A. Realistic—activities that involve the precise, ordered use of objects, tools, machines, and animals, and includes agricultural, electrical, manual, physical, and mechanical things and activities
- B. Conventional—activities that involve the precise, ordered use of data, such as keeping records, filing materials, organizing numerical and written data; clerical, computational, and business careers
- C. Enterprising—activities that involve interaction with other people to reach organizational goals or economic gain; includes leadership, interpersonal, and persuasive activities
- D. Social—activities that involve interaction with other people for enjoyment or to inform, train, develop, cure, or educate
- E. Artistic—activities that involve the use of physical, verbal, or human materials to create art forms or products; includes activities and things related to language, art, music, drama, and writing
- F. Investigative—activities that involve the exploration and examination of physical, biological, and cultural things to understand and control them; sometimes includes scientific and mathematical activities

<sup>1</sup> Judith Campbell *Lifechoices: Careers Teacher Resource* (Scarborough: Prentice Hall Ginn Canada, 1999), 78. Reprinted with permission by Pearson Canada.

## School Subjects

Careers can also be categorized as they most closely relate to school subjects, including languages, art, religion, biology, music, social studies, and mathematics.

## Academic Fields

Careers can be grouped by area of post-secondary study. Examples include the following:

- architecture
- education
- food science
- personal development
- social services
- community services



## General Occupational Classifications

Careers can be grouped according to general occupational categories. Some examples include the following:

- business sales and operations
- natural, social, and medical sciences
- social, health, and personal services
- technologies and trade
- creative and applied arts

## Apprenticeship Categories

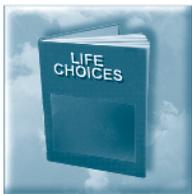
Careers can also be grouped according to potential apprenticeships. Following are some examples:

- electrician
- painter
- autobody mechanic
- welder
- hairstylist
- mechanist
- insulator
- cabinetmaker
- cook
- plumber





The community can be a good source of information about different occupational choices. Look around you. What kinds of jobs do people in your neighbourhood and community have? What opportunities are available to you in your community?



Learn more about different kinds of occupations; read the following articles in *Careers*.

- “Job Futures and the Canadian NOC” on page 39 gives a detailed description of the contents of the Human Resources Development Canada (HRDC) resource and the National Occupational Classification (NOC).
- “Health-Related Occupations” on page 67 provides a cluster of occupations.



You may choose to explore the Internet for information about occupational clusters and descriptions. Following are some websites to visit:

- <http://www23.hrdc-drhc.gc.ca/2001/e/generic/welcome.shtml> (the NOC listings)
- <http://www.jobfutures.ca/>
- <http://www.alis.gov.ab.ca/occinfo/>

There are also numerous resources in libraries that provide information on occupational choices and futures.

What occupational groups currently interest you? What are some specific occupations within these groups that appeal to you?

1. Use the information from your readings and the Internet sites to create a list of occupational groups and specific occupations that are most appealing to you.

**Compare your answers with the Suggested Responses at the end of the lesson.**



To learn more about employment variations and their implications in the career-planning process, view Segment 20: Career Planning on your Student Support CD.

# Creating an Occupational Profile

What is an occupational profile? An occupational profile is a collection of all the important information you gather about a particular occupation or career. Once you assemble this information, you can refer to it whenever you need.

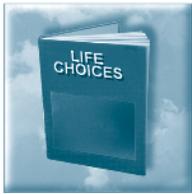
The collection of profiles becomes a resource to help you decide which careers you are interested in, which are compatible with your personal profile, and which are possible for you to pursue.

In creating an occupational profile, you identify such elements as the following:

- major focus of the occupation
- descriptions of tasks required in that occupation, including the amount of physical activity
- kinds of interaction with people required
- tools or equipment required
- personal requirements of the occupation, including attitude, temperament and abilities
- level and type of education or training required
- level of experience required
- working conditions of the occupation: hours/shifts; full time or part time; contract or seasonal; need to work overtime; location; the travel required; physical conditions such as noise, dust, or fumes; indoor/outdoor work; workplace health and safety information
- usual levels of pay, including the starting wage, the rate of pay increase, and benefits such as health and dental coverage
- opportunities for promotions and transfers
- future of the occupation relative to employment trends

Assemble all the information you find. Include any questions you have that may still be unanswered about the occupation.





2. Read the articles “Rick Gagnier—Waste Disposal” on page 59 and “Bob Greschuk—Funeral Director” on page 97 of *Careers*. Using these articles and the Job Futures/NOC information, develop an occupational profile for one of these occupations. Use a chart such as the following for your profile.

| Occupational Elements                                  | Occupation: |
|--|-------------|
| Type of work done                                      |             |
| Personal requirements                                  |             |
| Level and type of education required                   |             |
| Level of experience required                           |             |
| Working conditions                                     |             |
| Expected level of pay                                  |             |
| Opportunities for advancement                          |             |
| Future of the occupation relative to employment trends |             |
| Other relevant information                             |             |

Compare your answers with the Suggested Responses at the end of the lesson.

Go to page 11 of Assignment Booklet 3A and respond to question 2 of Section 2.

## Looking Back; Looking Ahead

In this lesson, you explored a number of resources that provide details about occupations. Looking at occupations in detail should help you narrow down the career you are thinking of pursuing. In the next lesson, you will add to your career portfolio based on these explorations.

## Suggested Answers

- Responses will, of course, depend on your personal interests. In your exploration of occupational categories and specific occupations, did you discover any occupations that you haven't previously considered but that might be suited to your plans for the future?
- The occupational profiles you develop should include information such as the following. Note that some questions may not be answered with the information you currently have available to you. The Internet may offer additional details on each of these occupations.

| Occupational Elements                                  | Occupation: Waste Disposal  | Occupation: Funeral Director  |
|--|---|---|
| Type of work done                                      | <i>delivering, maintaining, cleaning, and pumping out portable toilets</i>      | <i>dealing with people at a desk</i>  |
| Personal requirements                                  | <i>positive attitude, sense of humour</i>                                       | <i>positive attitude, even temperament, sensitive to people's feelings</i>          |
| Level and type of education required                   | <i>NOC skill type 7 skill level C</i>   | <i>NOC skill type 1 skill level B; is a high school graduate</i>                    |
| Level of experience required                           | <i>an understanding of how the waste disposal works, some mechanical skills</i> | <i>an apprenticeship</i>  |
| Working conditions                                     | <i>more seasonal (summer) work around the city, attend festivals</i>            | <i>normal working hours, some evenings</i>  |
| Expected level of pay                                  | <i>not available</i>  | <i>not available</i>  |
| Opportunities for advancement                          | <i>development of entrepreneurial skills</i>                                    | <i>transition into other jobs that involve working with people in times of need</i> |
| Future of the occupation relative to employment trends | <i>always a need for portable bathrooms</i>                                     | <i>always a need for funeral directors</i>  |
| Other relevant information                             |   |   |

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