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# **TRANSFERABLE SKILLS ANALYSIS**

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Section

1

## OVERVIEW:

**A** *Transferable Skills Analysis is one of the most important documents a Vocational Rehabilitation Professional can construct. Typically, it provides the key stakeholders with the information necessary to assist a client reenter the work force after the onset of a disabling condition. It can also assist an individual, without a disability, examine vocational options.*

A Transferable Skills Analysis (TSA) is an effective, simple and cost-effective technique to assist in the vocational rehabilitation process. It is of particular value in aiding the Vocational Rehabilitation Professional in assisting disabled individuals in determining alternative vocational goals.

In this Module the participant will review the fundamental concepts behind Transferable Skills Analysis, explore available computer software and go through a step-by-step process to construct a TSA. This Module will provide the participant with the knowledge necessary to construct an effective TSA which will provide needed information to the client, the funder or any other interested party.

## OBJECTIVES:

After completing this Module the participant will be able to:

- Understand the advantages and disadvantages of a Transferable Skills Analysis
- Describe the advantages and disadvantages of computerized TSAs
- Construct a Transferable Skills Analysis
- Utilize a TSA within a professional context

## CONTINUING EDUCATION UNIT:

It is anticipated that the participant could receive CEU's for this workshop through Vocational Rehabilitation Association of Canada, College of Vocational Rehabilitation Professionals, and Commission on Rehabilitation Counselor Certification. Written letters of participation can also be provided for other organizations (e.g. NIDMAR).

## WHAT IS A TRANSFERABLE SKILLS ANALYSIS?

*The concept of Transferable Skills Analysis (TSA) has been a procedure utilized by Vocational Rehabilitation Professionals for decades. Transferable Skills Analysis is the process by which similar, related or new jobs are identified for a person following injury or disability. These jobs are both consistent and compatible with previous work experience and fall within the range of residual post-injury functioning of the client.*

Transferable Skills Analysis has been used extensively throughout the vocational rehabilitation field and has withstood the test of scrutiny from the legal profession as well as the United States Congress. The model is said to offer at least face validity and probably construct validity, for those who use the results to predict the ability of persons to return to specified jobs, following injury and/or advent of disabling condition, based on matching capabilities and abilities. It is also used extensively to make predictions regarding future earning capacity.

Even though there are various methodology the Vocational Rehabilitation Professional can utilize in constructing a Transferable Skills Analysis there are four main characteristics they all have in common:

1. Analysis of client's pre-injury/disability employment history to make a determination of aptitudes, interests, skills, etc.
2. Determination of client's post-injury/disability residual employment capacity
3. Selection of post-injury/disability potential employment opportunities
4. Labour market research to determine most appropriate vocational direction

Transferable Skills Analysis process mirrors the logic employed by many job hunters when they ask themselves, or are asked by potential employers, to identify what they like and don't, what they know, and what they can do based on this knowledge. Matching human self-appraisal and decision-making with the perceptions and needs of employers who are in pursuit of human capital for productive work behaviour has been an integral part of the career development process, since the advent of the trait-factor theory.<sup>1</sup> The vocational decision-making process was seen to be based upon understanding of one's aptitudes, abilities, interests, resources, limitations, related traits and upon knowledge of the requirements and/or conditions for successful accomplishment of, advantages and disadvantages of, compensations related to, opportunities created by and the prospects for being hired to perform various types of work. Matching traits of the individual with the requirements of jobs became the cornerstone of trait-factor theory. Herr and Cramer<sup>2</sup> note that the development of assessment instruments and refinements of occupational information are closely associated with the trait-factor approach to career development. Like other assessment devices,

TSA's provide information about jobs, upon which to base the matching of individuals and occupations.

In constructing a Transferable Skills Analysis both capacity and transferability are considered by two concurrent questions: (a) whether or not a worker has the ability to perform the duties and work functions associated with a specific job, and (b) whether or not he or she has the knowledge and skills necessary to perform the job.

In reviewing the literature there are a variety of methodologies to construct a Transferable Skills Analysis. The model chosen for this Module needed to utilize Canadian content and has been accepted within the Canadian court system\*. There are a number of key features in constructing this particular model of TSA:

- Of primary concern is that the results of the Transferable Skills Analysis will be readily transferable in locating labour market information. As all Canadian labour market information utilizes National Occupational Classification (NOC) codes, it is important that the potential jobs produced can be readily researched. As such the NOC is used extensively in each step of the process.
- It is assumed that the Transferable Skills Analysis is being used with clients who have a work history and cannot return to their original job due to a disability.
- It is assumed that a client's disability has an effect on either/or the individual's Vocational Aptitudes or Physical Capacity.
- The Transferable Skills Analysis should produce a listing of jobs the disabled client can, or with training, could undertake. As such the main concern will be an examination of the client's work related aptitudes and physical capacities.
- Confusion often comes due to the name, "Transferable Skills Analysis", emphasizes "Skills". In this module the emphasis is on the individuals "Aptitudes". A "skill" is something an individual has learned in the past; where an "aptitude" is a measurement of what a person could do in the future. A more accurate title would be "Transferable Aptitude Analysis".

### ADVANTAGES OF TRANSFERABLE SKILLS ANALYSIS:

There are a variety of reasons a Transferable Skills Analysis may be requested. It can be used within the job search process or as a forensic tool to calculate loss of employment potential or earnings. In some instances it may be used in isolation; but more often it is used as one of a variety of tools utilized by the Vocational Rehabilitation Professional. The construction of a Transferable Skills Analysis has a number of advantages including:

- It is based on the employment/education history of the client. Transferable Skills Analysis relies solely on the client's past record, thus adding validity to the result.
- Real world versus clinical setting. Standardized vocational assessments typically take place in a quiet room with artificial expectations. Some individuals do well on paper/pencil tests whereas others "freeze" at the very thought of being tested. Older workers who have been out of the

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\* As has been noted elsewhere acceptance in a court proceeding is dependent on a number of factors. Even though this model has been used and accepted within Canadian courts there is no guarantee that this or any other TSA model will be accepted.

## TRANSFERABLE SKILLS ANALYSIS

education system for an extended period of time tend to have difficulties undertaking formalized assessments.

- Confounding variables: Clinical assessments usually measure for speed and power. That is, not only does the client have to be accurate in their answers, they also have to be fast. A clinical assessment can be negatively affected if the client is on medication, limited due to their injury, or even if they have had a poor night's sleep. The TSA bases its results on the worker's history, which could have been over many years and not a "one-shot" event.
- Cost: Dollar for dollar a Transferable Skills Analysis is probably one of the most effective tools a Vocational Rehabilitation Professional can have. All the individual needs is a connection to the Internet.

### WEAKNESSES OF TRANSFERABLE SKILLS ANALYSIS:

Even though a Transferable Skills Analysis is a valuable and effective tool for the Vocational Rehabilitation Professional there are a number of weaknesses that need to be taken into consideration, including:

- Under/over employment: As the Transferable Skills Analysis is based on the worker's personal education/work history there is the possibility that the worker's aptitudes do not match their work history. The individual who gets a managerial job because they are married to the owner's child, or the taxi driver who has a PhD but can't find a job in his/her field, are two examples where a TSA may run into problems. These difficulties can be overcome with a thorough history taking, but can be a problem if unexamined.
- Vocational Rehabilitation Professional experience: The value of a Transferable Skills Analysis is only as good as the VR professional who does it. It requires knowledge of job descriptions and duties, the labour market, ability to weight education/work variables, etc.
- Job title versus job description: There are many instances where an individual's given job title do not match the NOC description. If the job title is used, without consideration of the duties attached, there is a significant danger of producing a flawed Transferable Skills Analysis.
- Not to be used in isolation: One of the greatest dangers is to produce a TSA either manually or with a computer software program and use it as a definitive answer to the client's vocational rehabilitation needs. The Transferable Skills Analysis is only one tool and should be used in conjunction with clinical assessments, medical assessment, psychological assessments, interest tests, etc. If possible a clinical assessment should be undertaken concurrently to a TSA. The results can be used to compare and contrast results, with the combination providing a much more accurate result.

### COMPUTERIZED TRANSFERABLE SKILLS ANALYSIS:

Over the past number of years there have been a number of computerized software programs that produce Transferable Skills Analysis. These programs have allowed the Vocational Rehabilitation Professional to enter background information on a client and within moments be able to produce a TSA. There are many highly effective software programs which make it impossible to examine all of them. An example of popular software programs include:

**QuickNOC Pro:** This software program, produced by VocSoft, is one of the few that is made for a Canadian audience. The information that is produced in the TSA report relies on the National Classification of Occupations (NOC), which is a significant strength for professionals providing

services in Canada. The labour market information focuses on what is occurring in this country, rather than relying on data from other countries. This software program is used by many rehabilitation companies and large organizations such as WorkSafe BC and the Workers Compensation Board of Saskatchewan. For a Canadian Vocational Rehabilitation Professional looking to utilize computerized TSA software this would probably be at the top of the list.

**Skilltran:** This American company provides “online” Transferable Skills Analysis and a variety of other VR materials. The software uses a “classic model” which focuses on transferability as defined by the U.S. Social Security department ([http://www.ssa.gov/OP\\_Home/cfr20/404/404-1568.htm](http://www.ssa.gov/OP_Home/cfr20/404/404-1568.htm)). Using the Dictionary of Occupational Titles it bases the transferability of a client’s past work and education experience on two areas: Work fields and MPSMS codes. Work fields are “categories of technologies that reflect how work gets done and what gets done as a result of work activities: the purpose of the job.”<sup>3</sup> Think of “work fields” as what a worker does on a job. MPSMS codes stand for materials, products, subject matter and services. MPSMS are the end products upon which the work activities are performed. Think of MPSMS as the objects on which, or with which the worker performs the work. It should be noted, like many U.S. software systems, Skilltran only deals with semi-skilled or skilled employment. This program is used by the U.S. Department of Veteran Affairs.

**The McCroskey Transferable Skills Analysis:** The *McCroskey Vocational Quotient System 2001 Transferable Skills Program* provides *Transferable Skills Analysis (TSA)* based on an equal interval *Transferable Skills Percent (TSP)* scale. Theoretically, this interval scale ranks job matches in relevant labor markets of interest in terms of suitable employability, from 0 to 97% in terms of *Transferable Skills (TS)*, *Occupational Values and Needs Inventory (OVNI)*, *Vocational Interests and Personality Reinforcer (VIPR) Type*, *Vocational Quotient (VQ)*, *Specific Vocational Preparation (SVP)* and *Earning Capacity*. *MVQS TS Theory* expands and extends the *Minnesota Theory of Work Adjustment* with practical applications based on mathematical models underlying a wide variety of vocational databases including the *McCroskey Dictionary of Occupational Titles-5th Edition DOT*, the *US DOT* and *O\*NET*.

A Canadian Vocational Rehabilitation Professional needs to use great care in using any non-Canadian TSA software:

- O\*NET was initially designed to take over the role of the Dictionary of Occupations. However, VR Professionals found that the information in O\*NET was difficult to use in constructing a Transferable Skills Analysis. Most U.S. TSA software still heavily relies on the DOT, which has become quite dated.
- The job choices generated by Canadian software programs reflect the National Occupation Classification code. Labour market information within the country all reflect the NOC code.

One word of caution regarding using any TSA computer software – it does not replace the skills and knowledge of a competent Vocational Rehabilitation Professional. These are tools which can add the VR Professional in undertaking their jobs, but they still require well qualified individuals to accurately interpret the results and provide competent guidance to their clients

## FORENSIC USE OF TRANSFERABLE SKILLS ANALYSIS:

Often times one of the most frightening time for any Vocational Rehabilitation Professional is to be called to testify in a court proceeding. This is an experience that many professionals have a deep

fear and trepidation. Unless one is doing a Transferable Skills Analysis as an employee for an organization that is protected under legislation (e.g. Compensation Boards) there is always a chance of being called to court as an expert witness.

Expert evidence is based on four criteria:

- It must be relevant,
- necessary to assist the trier of fact,
- should not trigger any exclusionary rules, and
- must be given by a properly qualified expert<sup>4</sup>

Even though the ruling does not directly apply to Canadian courts, the *Daubert*<sup>5</sup> decision from the U.S. Supreme Court outlines a listing of factors district courts should take into account in determining reliability of methodology. This list includes:

- Whether the method consists of a testable hypothesis
- Whether the method has a potential or known rate of error
- Whether the method is subject to peer review
- Whether there are standards controlling its operation
- Whether the method is generally accepted
- Whether the method has technique that is related to other methods which have been established as reliable
- The qualification of the expert witness using the method and
- Whether the method has nonjudicial uses.

If a Vocational Rehabilitation Professional is ever called to court not only do they need to prove they are an “expert”; but also the methodology they used is accepted as a valid standard in the field. It should be noted that even if an individual is accepted in one court as an “expert” this is not transferable to other courts. It is also important to consider that computerized TSA software follows the same rules – even if it has been accepted in one court it does not automatically follow that it will be accepted in another.

In preparing a Transferable Skills Analysis, the VR Professional must utilize all the care, skill and knowledge expected in any other type of vocational evaluation.

### **TOOLS NEEDED TO COMPLETE A “MANUAL” TRANSFERABLE SKILLS ANALYSIS:**

For the purposes of the rest of this Module consideration will only be given to the preparation of non-computer aided construction of Transferable Skills Analysis. In order to complete a TSA the Vocational Rehabilitation Professional will need the following tools/processes:

- Client’s employment history, education, physical limitations, etc.
- Internet connection in access website information
- Labour market information

## INFORMATION GATHERING

*The foundation of a high quality Transferable Skills Analysis is accurate and complete background information. This information is typically obtained through such sources as client interviews, medical documentation, education records, etc.*

**Interview:** The vocational rehabilitation process begins with the initial interaction with the client and the Vocational Rehabilitation Professional. The first interview, often referred to as the “initial interview” is particularly important in laying the direction for the process and in determining outcomes<sup>6</sup>. Authorities in the field of vocational counselling uniformly agree that the initial interview is the most important interview in the entire process. Because it is at this juncture that an effective relationship is or is not established. This is important for a couple of reasons: first, the construction of a Transferable Skills Analysis is often part of the vocational rehabilitation process. The Professional needs to develop rapport right from the start as it will enhance the possibility of longer term success. Second, by developing a good relationship with the client it promotes the provision of information for the development of the TSA.

During the interview the Vocational Rehabilitation Professional’s goal should be to obtain an accurate history of the client’s:

- **Education:** this includes regular educational settings and any specialized training. It is very important to obtain an accurate understanding the level of education/training the client has obtained. Care needs to be taken to understand the “type” of education the client has obtained. For example an individual may tell the VR Professional that they have obtained a Grade 12 education. This could mean a variety of things from a university entrance program through to a special education program.
- **Employment history:** this serves as one of the major areas in developing a Transferable Skills Analysis. The Vocational Rehabilitation Professional needs to have a clear understanding of the client’s work history, particularly those jobs which lasted an extended period of time. Care needs to be taken in having the client describe the tasks associated with their jobs. It is possible that a “job title” may not match the actual activities related to the job. By having the client describe the job tasks it will be possible for the VR Professional to make a determination of actual “job” and NOC Code, which will be very important in the development of the TSA.
- **Any barriers to employment:** In many instances the VR Professional will have medical evidence detailing the client’s work-related limitations. The importance of this part of the interview is to have the client provide their subjective view of their medical limitations. There is often a difference between the objective medical findings and the subjective view of

the disability. An understanding of this is very important, particularly if there is a vocational rehabilitation relationship.

It is also important that the Vocational Rehabilitation Professional explore any “non-documented” barriers to employment. For example, the medical documentation that has been provided may only address limitations which are a direct result of a compensable disability. The client could have a variety of additional medical limitations or other barriers to employment that have not been documented (e.g. child care issues, transportation, non-compensated disabilities, etc.). These additional barriers to employment may create difficulties in assisting the client find alternative employment.

**Documentation:** As Vocational Rehabilitation Professionals work in a variety of settings there are varying levels of documentation to which they may have access. In some instances they may receive such things as education records, medical diagnosis, records of employment, vocational assessment findings etc. At the very least in order to construct a Transferable Skills Analysis the VR Professional must have some documentation detailing the client’s “functional limitations/restrictions<sup>†</sup>”.

Accurate medical documentation is essential to constructing an accurate Transferable Skills Analysis. It forms one of the key features of what an individual can or cannot pursue. This type of documentation is often received from general medical practitioners, specialists, occupational therapists, physiotherapists, psychologists, etc. There are occasions when professions such as chiropractors, massage therapists, alternative health care practitioners, etc. are submitted. Depending on the setting, submissions by this latter group of professionals may or may not be accepted.

There are occasions where the worker’s limitations are not easily determined by their diagnosis. On those occasions when there is a lack of clarity regarding a worker’s capabilities or there is difficulty translating medical impairment into functional limitations, a functional capacity evaluation (FCE) can be requested. A functional capacity evaluation is a collection of objective tests and activities used to assess a person's work-related capabilities and limitations. This battery of tests usually includes a brief history and physical examination, as well as functional evaluations of posture, flexibility and range of motion, strength, endurance, dexterity and coordination, attitude and consistency of performance. These tests may be accomplished using force measurement devices or with actual task performance tools (e.g., lifting and carrying weight-containing boxes.)

The functional capacity evaluation is usually administered by an experienced occupational or physical therapist and requires from four hours to one week (if conducting eight-hour simulated work trials) to perform. A functional capacity evaluation can be modified to include task-specific measurement parameters if a job demand analysis evaluation has been previously performed.

At the conclusion of the functional capacity evaluation process, a report outlining the worker's capabilities and limitations (relative to the job demand analysis) and providing rehabilitation

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<sup>†</sup> Limitations and restrictions are often used interchangeably. In many settings functional limitations refer to what an individual should not do; whereas, restrictions means what a person cannot do.

recommendations should be provided. While the functional capacity evaluation is a valuable tool in the return-to-work process, it can be costly and should be reserved for use in difficult cases.

The functional capacity evaluation should give a clear, objective picture of the worker's physical limitations. Functional evaluation can take place anytime during the healing process. Some organizations have found it beneficial to undertake a FCE three to four weeks post-accident. This gives the primary care providers a clearer picture of the type and duration of rehabilitation needed for the worker to return to the job site. However, due to the cost, a functional evaluation is often undertaken only when the worker is at or close to medical plateau. Medical plateau is that place in the healing process where the worker is not expected to improve medically. The worker's medical limitations after the point of plateau are usually permanent and therefore any accommodations will be permanent in duration.

## Section

## 4

## NATIONAL OCCUPATIONAL CLASSIFICATION<sup>‡</sup>

*The National Occupational Classification, or NOC, is a systematic taxonomy of all occupations in the Canadian labour market. It describes 939 distinct occupations in terms of aptitudes, interests, education, physical activities, and other qualifiers. A separate index further classifies over 30,000 job titles from the listed occupations.*

The job related information found in the NOC forms the foundation of a Transferable Skills Analysis. From this information the Vocational Rehabilitation Professional can make assumptions about a client's past work history, present functioning level and future potential within the labour market. It is made available through the Canadian Government and is free to use through the Internet (<https://noc.esdc.gc.ca/CareerHandbook/ChWelcome/0d5cfb66cce04a74b1591c079d7be6f3>).

**NOC Coding:** In order to effectively use the National Occupational Classification the VR Professional needs an understanding of the coding system. All occupations detailed in the NOC are given a four or five digit code.

A two-digit code is assigned at the major group level. A third digit is added at the minor group level and a fourth digit is added at the unit group level. For example:

Major Group 41 – Professional Occupations in Social Science, Education, Government Services and Religion

Minor Group 415 – Psychologists, Social Workers, Counsellors, Clergy and Probation Officers

Unit Group 4153 – Family, Marriage and Other Related Counsellors

The first two digits of each code convey meaning with respect to the group's skill type and skill level category. For all non-management occupations, the first digit of each code (i.e. 4 as noted above) identifies the skill type category.

Similarly, for all non-management occupations, the second digit (i.e. 1 as noted above) identifies one of the four skill level categories (i.e. A, B, C or D). For management occupations, the first two digits

<sup>‡</sup> Note: For this and all other sections the 2016 NOC Career Handbook is used.

also convey meaning. The first digit is always 0 to convey management, while the second digit conveys the skill type category where the management occupation is found.

The following charts summarize and illustrate the meanings embedded in the coding system.

When the first digit is the skill type category:

Business, Finance and Administration Occupations	1
Natural and Applied Sciences and Related Occupations	2
Health Occupations	3
Occupations in Social Science, Education, Government Service and Religion	4
Occupations in Art, Culture, Recreation and Sport	5
Sales and Service Occupations	6
Trades, Transport and Equipment Operators and Related Occupations	7
Occupations Unique to Primary Industry	8
Occupations Unique to Processing, Manufacturing and Utilities	9

When the second digit is the skill level category:

Skill Level A (Professional Occupations)	1
Skill Level B (Technical, Paraprofessional and Skilled Occupations)	2 or 3
Skill Level C (Intermediate Occupations)	4 or 5
Skill Level D (Labouring and Elemental Occupations)	6

### Examples of Codes and their Meaning

9231

The first digit indicates skill type category 9

Occupations Unique to Processing, Manufacturing and Utilities

The second digit indicates skill level category B

6443

The first digit indicates skill type category 6

Sales and Service Occupations

The second digit indicates skill level category C

0212

The first digit 0 always indicates a management occupation

The second digit indicates skill type category 2

Natural and Applied Sciences and Related Occupations

### Minor Groups

At the three-digit level, the major groups are further divided into 140 minor groups. For example, major group 64, Intermediate Sales and Service occupations, includes eight minor groups:

- 641 Sales Representatives, Wholesale Trade
- 642 Retail Salespersons and Sales Clerks

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- 643 Occupations in Travel and Accommodation
- 644 Tour and Recreational Guides and Casino Occupations
- 645 Occupations in Food and Beverage Service
- 646 Other Occupations in Protective Services
- 647 Childcare and Home Support Workers
- 648 Other Occupations in Personal Service

At the minor group level, the Vocational Rehabilitation Professional can pinpoint a domain in which an occupation is carried out. However, there is a need to go one step further to identify an actual occupational group.

### **Unit Groups**

At the four-digit level, the system is expanded into 500 occupational groups identified as unit groups. Unit groups represent further specificity within an occupational domain. To continue with the same example from above, minor group 643, Occupations in Travel and Accommodation, is further divided into five unit groups:

- 6431 Travel Counsellors
- 6432 Purser and Flight Attendants
- 6433 Airline Sales and Service Agents
- 6434 Ticket Agents, Cargo Service Representatives and Related Clerks (Except Airline)
- 6435 Hotel Front Desk Clerks

## EVALUATING PRE- DISABILITY PROFILE

*After the collection of relevant material, the first step in constructing a Transferable Skills Analysis is the evaluation of the client's pre-disability vocational profile. This step allows the Vocational Rehabilitation Professional to make assumptions about the client's vocational skills, knowledge, interests, physical capacities and aptitudes.*

### Determination of NOC Codes:

Based on the client interview and other documentation the first step in construction is the determination of NOC codes related to the client's work history. This is accomplished by:

- Going to the Career Handbook's internet homepage.  
<https://noc.esdc.gc.ca/CareerHandbook/ChWelcome/2184e21bce6f4bc2910246cfce09d292>
- Select the Search by Job Title to conduct a search by title.
- The "Results Screen" provides the occupations NOC code and matching job titles.

The Results Screen will provide the Vocational Rehabilitation Professional one or a number of possible results. For example if "Travel" and "Counsellor" are entered in the "Key Word" section only one result is provided (NOC: 6521). However, if the job title of "mechanic" is entered, the Result Screen provides 56 different options. In this latter instance, the VR Professional needs to look through each of the options to determine which one is the closest fit to the client's past occupation. Clicking on any of the options will provide further information about the occupation.

## **Pre-Disability Profile:**

The pre-disability employment profile is often called the “unadjusted profile”. This type of profile is an examination of the characteristics of the client’s past work history. There is an assumption that a client’s past work history is a reflection of their skills, aptitudes, education, interests and physical capacity. In making these assumptions the Vocational Rehabilitation Professionals needs considerable skill and expertise. There are a myriad of considerations that must be taken into consideration, such as: are the individual’s past jobs a true indication of their skill level, are there any other confounding variables that must be taken into consideration, does the individual’s education reflect the projected profile, which jobs should carry the most weight, was the client over/under employed, etc. The answers to these questions will directly affect the validity and reliability of the final Transferable Skills Analysis.

As was detailed in Section 1 this TSA module puts particular emphasis on the client’s Aptitudes and Physical Capacities. During this step **only these two areas will be initially considered**. In further steps other areas will be considered (e.g. interests, work environment, etc.).

## **Guidelines for Choosing Pre-Disability Occupations:**

In constructing a Transferable Skills Analysis the Vocational Rehabilitation Professional needs to take care in determining which jobs to include and which to exclude. There are some general guidelines in choosing which jobs to include in the process:

- Short term or incidental jobs are excluded. In general jobs of two years or more would be included in the pre-disability profile. If the client gained exceptional skills in a short-term job they can be included, but great care should be taken. Anything under six months is almost universally excluded from the process.
- Do not rely on job-titles in developing the TSA. There are numerous occasions when an individual’s job title does not match the job description. Information needs to be obtained on the tasks associated with the client’s job in order to determine the most appropriate job title.
- There needs to be some indication that the client was able to successfully accomplish the tasks associated with his/her job. If the individual struggled to undertake the assigned tasks this should raise questions as to the viability of its use in the Transferable Skills Analysis.

To work through the development of a pre-disability profile a case study will be used.

**Case Study:** A client has been referred for a Transferable Skills Analysis.

- He is a 35 year old man, who experienced a low back injury 6 months ago.
- After a period of rehabilitation it has been determined that he has a partial permanent impairment. A Functional Capacity Evaluation has found that he can only function at a “light” strength level. There have been no changes in any other area.
- He completed an academic Grade 12 and graduated from high school when he was 17. He has not undertaken any further formalized education/training.
- He obtained work as a Motorcycle Mechanic as soon as he finished high school and worked in this position for 12 years.
- When he was 30 years old he changed occupations and became a “Carpenter”.

**Step 1:** In this case study the first thing which needs to be undertaken is a determination of the past employment NOC code. The NOC code for a “Motorcycle Mechanic” is 7334; the NOC code for a “Carpenter” is 7271.

**Step 2:** The two areas of the Job Profile which may be impacted by a disability is “aptitudes” and “physical activities”. These scores are found on the specific occupation page.

Copy the profile information from the client’s past occupations to the Worksheet for each of the areas:

### Aptitudes

<i>Job Title</i>	<b>NOC</b>	<i>Time</i>	<i>G</i>	<i>V</i>	<i>N</i>	<i>S</i>	<i>P</i>	<i>Q</i>	<i>K</i>	<i>F</i>	<i>M</i>
Motorcycle Mechanic	7334	12 years	3	3	3	3	3	4	3	3	3
Carpenter	7271	5 years	3	3	3	3	3	4	3	3	3

### Physical Activities:

<b>Job Title</b>	<b>NOC</b>	<b>Vision</b>	<b>Colour</b>	<b>Hearing</b>	<b>Body Position</b>	<b>Limb Coordination</b>	<b>Strength</b>
Motorcycle Mechanic	7334	2	1	3	4	1	3
Carpenter	7271	3	0	1	4	1	3

As can be noted there are nine separate scores in the Aptitude profile and six scores in the Physical Activities. The specific meaning of these areas can be found in Appendix A.

**Step 3:** The “Demonstrated Profile” is a reflection of a client’s aptitudes and physical attributes that he/she has shown in past job performance. There are some general principles in determine the client’s “Demonstrated Profile”:

- All things being equal the highest aptitude and physical activities is the one chosen as the “demonstrated profile”
- If the client has advanced education which is not reflected in his/her job history, adjust the profile to reflect this. For example, if the individual has successfully completed a university degree their G score should be a “2” regardless of their work history.
- In general, if the client was not successful in a job (e.g. got fired due to incompetence) or was at the job a short period of time (e.g. less than 6 months) it should not be considered in developing the demonstrated profile.

- If the client has undertaken a formalized/standardized aptitude assessment the scores can be used to verifying or modify the demonstrated profile.

### Aptitudes

<i>Job Title</i>	<b>NOC</b>	<i>Time</i>	<i>G</i>	<i>V</i>	<i>N</i>	<i>S</i>	<i>P</i>	<i>Q</i>	<i>K</i>	<i>F</i>	<i>M</i>
Motorcycle Mechanic	7334	12 years	3	3	3	3	3	4	3	3	3
Carpenter	7271	5 years	3	3	3	3	3	4	3	3	3
<b>Demonstrated Profile</b>			<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>4</b>	<b>3</b>	<b>3</b>	<b>3</b>

### Physical Activities:

<b>Job Title</b>	<b>NOC</b>	<b>Vision</b>	<b>Colour</b>	<b>Hearing</b>	<b>Body Position</b>	<b>Limb Coordination</b>	<b>Strength</b>
Motorcycle Mechanic	7334	2	1	3	4	1	3
Carpenter	7271	3	0	1	4	1	3
<b>Demonstrated Profile</b>		<b>3</b>	<b>1</b>	<b>3</b>	<b>4</b>	<b>2</b>	<b>3</b>

In this case study it can be seen that the client demonstrated “3s” (middle third of the working population) for all aptitudes. He also demonstrated:

- Total visual field
- Colour discrimination
- Hearing – other sound discrimination
- All body positions
- Upper and lower limb coordination
- Medium strength level

Note: Limb Coordination is a “1” (i.e. not relevant) for both the Motorcycle Mechanic and Carpenter positions according to the NOC Career Handbook. As there is no evidence to the contrary, an assumption has been made that the worker is at least a “2” (i.e. upper limb coordination) in this area.

## Section

## 6

## POST-DISABILITY PROFILE

The next step is to determine the client's "residual profile" or "adjusted profile". The Adjusted Profile is the identification of the client's current functioning level. The client's profile may be directly affected by his/her injury/illness. Functional Evaluations are helpful in contributing to the residual profile.

In general terms (except for illness/accidents that effect cognitive functioning), the client's non-physical aptitudes (i.e. G, V, N, S, P and Q) should not change between pre and post injury. However, the individual's disability may cause changes in motor coordination, finger/manual dexterity or any of the other physical activities.

In the Case Study the only change between the client's pre and post disability profile was in the area of "Strength". Prior to his injury he had shown he could undertake work at the "Medium" level; however, due to his disability he currently can only work at a "Light" level.

### Aptitudes

<i>Job Title</i>	<b>NOC</b>	<i>Time</i>	<i>G</i>	<i>V</i>	<i>N</i>	<i>S</i>	<i>P</i>	<i>Q</i>	<i>K</i>	<i>F</i>	<i>M</i>
Motorcycle Mechanic	7334	12 years	3	3	3	3	3	4	3	3	3
Carpenter	7271	5 years	3	3	3	3	3	4	3	3	3
<b>Demonstrated Profile</b>			<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>4</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>Adjusted Profile</b>			<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>4</b>	<b>3</b>	<b>3</b>	<b>3</b>

### Physical Activities:

<b>Job Title</b>	<b>NOC</b>	<b>Vision</b>	<b>Colour</b>	<b>Hearing</b>	<b>Body Position</b>	<b>Limb Coordination</b>	<b>Strength</b>
Motorcycle Mechanic	7334	2	1	3	4	1	3
Carpenter	7271	3	0	1	4	1	3
<b>Demonstrated Profile</b>		<b>3</b>	<b>1</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>3</b>
<b>Adjusted Profile</b>		<b>3</b>	<b>1</b>	<b>3</b>	<b>4</b>	<b>2</b>	<b>2</b>

As can be noted the only change in the Aptitude or the Physical Activities profile is to reduce the clients Strength level from medium to limited. This means that the client was able to undertake work activities involving handling loads between 10 kg and 20 kg; but is now only able to undertake work activities involving loads 10 kg or less.

### **PRODUCING TENTATIVE JOB LIST:**

Based on the Adjusted Profile a “tentative” list of possible job alternatives can be produced.

1. On the NOC Career Handbook Advanced Search page, click on the Descriptor Scale Rating tab and then on the Aptitudes tab to enter the individual’s adjusted Aptitude profile. In most instances the Vocational Rehabilitation Professional will enter a range of scores at a level equal to or less than the adjusted profile score. For example: if a client scores a “3” in a particular area the VR Professional would also want to know those jobs which have the lesser score of “4” or “5”.
2. On the NOC Career Handbook Advanced Search Page, under the Physical Activities tab, enter the individual’s adjusted Physical Activities profile. It is important to note that Physical Activities can only search for one level at a time. For example, in the Case Study the client’s Strength Adjusted Level is “limited”. In this case a search would need to be done on “light” and then a second one on “limited”.

In many instances this “tentative job” listing will numerous inappropriate jobs; but it can serve as a starting place for thought regarding potential directions. As this is a very tentative list it is recommended that it not be shared with the client as it can set up unrealistic expectations.

Note: As was indicated in the last section, “Limb Coordination” has been rated a “2”, even though the NOC Career Handbook rated the past jobs as a “1” (not relevant). There is no indication that the individual has any impairment of upper or lower body coordination.

In order to obtain the most complete listing of tentative jobs the VR Professional should run the profile with a “1”, then a “2” and finally a “3”.

### **SPECIAL CONSIDERATIONS:**

When producing a Transferable Skills Analysis there are a couple of very important considerations the VR Professional must take into consideration. First, the NOC Career Handbook notes the following:

- *The rated information in the Handbook is not based on experimental data collected from representative samples of the employed labour force for the occupations of the NOC.*
- *Development of the NOC and the Handbook did not include the collection of data on specific working conditions for jobs contained within occupational groups of the NOC*

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This means that the occupations that are outlined in the NOC Career Handbook are “best guesses” and not based on actual data collected from jobs or working conditions. Experience has shown that the information in the Handbook approximates the occupations it is describing; however, the Vocational Rehabilitation Professional may find the description listed does not match a specific job or the working conditions.

The second very important consideration when considering jobs based on a Transferable Skills Analysis is the concept of “accommodation”. The Federal and Provincial Human Rights Codes all reflect the idea that disabled workers are to be “accommodated up to the point of undue hardship.” This means that when considering alternative jobs the VR Professional needs also to look the possibility of job accommodation. A disabled client may not be able to undertake all the tasks associated with a specific job; but if accommodations were provided the client could successful do the job.

## ADDING ADDITIONAL VARIABLES

The next step in the process is “cleaning up” the job listing and make a decision regarding which are the most appropriate. The jobs which have been produced in the foregoing process may not be appropriate for a number of reasons including:

- The training/education needed to enter the job may be beyond what can be undertaken.
- The job may not match the client’s interests (e.g. a hairstylist position for a construction worker)
- The client may have other barriers to employment which preclude certain jobs (e.g. a client with asthma may not be able to work in environments where there are chemicals in the air.)

There are a number of procedures that can be used to exclude jobs which are inappropriate.

### Education Requirements:

There are occasions when education requirements will be an important consideration when considering future career directions. For example, a benefit provider, such as a compensation board, may limit the amount of education/training a client may be allowed in pursuit of a new job. Or a client may be at an age or have been out of formalized schooling for such an extended period of time that extended schooling may be inappropriate.

The National Occupational Classification has a number of education variables which can be chosen to provide specific requirements:

1. **No formal education or training requirements:** The occupation does not require formal education or training.
2. **Some high school education and/or on-the-job training or experience:** Some high school education is required, or on-the-job training or previous related experience alone is adequate. Some high school education may also be combined with on-the-job training or previous experience related to the occupation.
3. **High school:** The completion of high school is required.
4. **Course work, training, workshops and/or experience related to the occupation:** The completion of course work, training, workshops and/or experience related to the occupation, usually on completion of high school, are required. Course work refers to

courses taken at special training institutes, colleges, universities and/or other training venues, but does not include the completion of a program.

5. **Apprenticeship, specialized training, vocational school training:** The completion of an apprenticeship program, a specialized training program (e.g., hospital-based training for nurses) or a vocational school training program is required.
6. **College, technical school (certificate, diploma):** Completion of a program at a college or technical school is required. A program could lead to a certificate or a diploma.
7. **Undergraduate degree:** Completion of a university degree at the bachelor's level is required.
8. **Post-graduate or professional degree:** Completion of a university degree at the master's or doctoral level is required. Professional degrees that require additional education beyond the bachelor's level, such as law, dentistry, pharmacy and veterinary medicine, are also included.
9. **+ Additional requirement beyond education and training:** This requirement could include extensive experience, demonstrated ability, creative ability, appointments, practicums and internships not included in other education and training descriptors. When this additional requirement is specified in the NOC, a "+" is attached to the relevant numerical ratings, or is listed separately, for an occupation. The amount of experience required may vary according to industry and/or employer. Demonstrated ability may be shown through a portfolio of work or the completion of an examination. Creative ability is required for artists, performers and athletes. In the case where two or more of these factors are required for an occupation (i.e., both extensive experience and demonstrated ability) only one "+" will appear. The narrative accompanying the ratings provides more specific details.
10. **R Regulated requirement(s):** An "R" is added to the ratings to indicate that some regulated requirement exists for an occupation. Regulated requirements include licensing, certification and/or association membership. In the case where two or more regulated requirements exist, only one "R" will appear and the accompanying narrative provides additional details.

Any of these requirements can be added to the "Education/Training" section of the Career Handbook Search page. If a specific education requirement is required click "Specific Search" and then click the appropriate education button. However, usually there will be a search for variable education/training. For example if a client may have already completed a Grade 12 education, but is also looking for jobs which can be obtained with "course work, training, workshops and/or experience related to the occupation". In this type of situation "Variable Search" would be checked and multiple education/training buttons could also be checked.

In the Case Study that was outlined above the search without any Education/Training requirements yielded 172 potential jobs (63 limited and 109 light). By adding the requirements of 1 to 4 above, and using a Variable Search this reduces the number of potential jobs to 153 potential jobs (53 limited and 98 light).

## Interests:

Vocational interest testing delineates those characteristics that an individual likes and dislikes in relation to jobs. The NOC Career Handbook currently uses the Canadian Work Preference Inventory. This inventory measures five occupational interests:

1. **Directive (D):** Directive persons like to take charge and control situations. They like to take responsibility for projects that require planning, decision making and co-ordinating the work of others. They are able to give direction and instructions easily. They enjoy organizing their own activities. They see themselves as independent and self-directing.
2. **INNOVATIVE (I):** Innovative persons like to explore things in depth and arrive at solutions to problems by experimenting. They are interested in initiating and creating different ways to solve questions and present information. They enjoy scientific subjects. Innovative persons prefer to be challenged with new and unexpected experiences. They adjust to change easily.
3. **METHODICAL (M):** Methodical persons like to have clear rules and organized methods to guide their activities. They prefer working under the direction or supervision of others according to given instructions, or to be guided by established policies and procedures. Methodical persons like to work on one thing until it is completed. They enjoy following a set routine and prefer work that is free from the unexpected.
4. **OBJECTIVE (O):** Objective persons enjoy working with tools, equipment, instruments and machinery. They like to repair and/or fabricate things from various materials according to specifications and using established techniques. Objective persons are interested in finding out how things operate and how they are built.
5. **SOCIAL (S):** Social persons like dealing with people. They enjoy caring for and assisting others in identifying their needs and solving their concerns. Social persons like working and co-operating with others. They prefer to be involved in work that requires interpersonal contact.

There are two ways that the Vocational Rehabilitation Professional can determine a client's vocational interests:

- First, the VR Professional can obtain an idea of a client's vocational interest by considering their previous work experience. For example, the Case Study noted that the client was both a Motorcycle Mechanic (NOC 7334) and a Carpenter (NOC 7271). The Career Handbook shows that a Motor Mechanic's interests are high in Objective (O), Methodical (M) and moderate in Innovative (I). The Career Handbook shows that a Carpenter's interests are high in Objective (O), Methodical (M) and Innovative (I). Based on this information it would be safe to assume that the client's interests for any future job would likely include Objective and Methodical. Innovative could also be included as it is moderate in one of the client's jobs and high in the second.

- Second, the client can take one of the various career interest inventories. Many of these inventories are on-line and a number of them are free of costs.

In looking at the Case Study by adding the client's interests of Objective (O) and Methodical (M) it reduces the potential jobs to 105 (22 jobs rated limited and 83 jobs rated as light).

### **Environment:**

There are occasions when a client's disability will preclude them from a specific environment. For example a client who has developed asthma may not be able to work in dusty or cold environments. The NOC Career Handbook lists a number of potential Environmental Conditions including:

**Location:** The work performed is carried out indoors in a regulated environment, indoors in an unregulated environment, outdoors or in a vehicle. In many occupations, the Main Duties may be performed in more than one location. Therefore, a group may have more than one **Location** code, for example:

- firefighting and fire prevention duties
- maintenance of interior/exterior of buildings
- managing operations and paperwork of farms

**Regulated inside climate (L1):** A normal controlled environment such as an office, hospital or school.

**Unregulated inside climate (L2):** An inside work environment where the temperature or humidity may be considerably different from normal room conditions. In some groups, the nature of the duties affects the temperature or humidity of the work environment.

Examples:

- extracting coal/ore from underground mines
- operating machines that press or blow molten glass
- unloading stock into cold storage freezers
- operating furnaces to melt metals for casting

**Outside(L3):** An outdoor work environment where the worker is exposed to variations in weather conditions and seasonal weather patterns.

Examples:

- maintaining lawns
- repairing buildings, roads, bridges and dams
- operating power saws to thin and space trees
- delivering mail

**In a vehicle or cab (L4):** An interior space in any form of vehicle or in the cab of heavy equipment operated by the worker.

Examples:

- driving buses
- operating cranes

- providing service to passengers during flights
- operating subway transit vehicles

**Hazards:** Potential hazards to which the worker may be exposed. The codes provide an indication of the type(s) of hazard(s) most likely to be present in the workplace environment. They are not a measure of frequency, duration or degree of exposure to hazards, but an indication of the presence or absence of a particular hazard in the work environment.

**Dangerous chemical substances (H1):** Exposure to any chemical that may endanger health through inhalation, absorption or ingestion, contact with skin or eyes, or any chemical with the potential for fire or explosion. Substances may be in forms such as solids, liquids, gases, aerosols or particles.

Examples:

- extracting coal (involves exposure to silica particles)
- removing asbestos insulation from buildings
- joining bricks with mortar (contains lime)
- mixing pesticides to spray crops
- painting building interiors

**Biological agents (H2):** Exposure to infectious bacteria and viruses as a result of indirect contact with, or direct handling of, infectious materials or micro-organisms that may cause illness.

Examples:

- treating sick animals
- providing nursing care
- investigating outbreaks of food and environment-related diseases and poisonings
- conducting microbiological tests and laboratory analyses

**Equipment, machinery, tools (H3):** Working near or with equipment, instruments, machinery or power/hand tools that may be a potential source of accident or injury.

Examples:

- operating metal machining tools to shape metal
- using hand tools to fabricate wood products
- operating power saws to thin trees
- performing surgical procedures

**Electricity (H4):** Exposure to electrical circuitry, high tension wires, transformers or other equipment that may be a potential source of electrical shock.

Examples:

- installing or repairing electrical wiring, motors and generators
- maintaining underground power transmission and distribution systems
- operating semi-automatic electric arc welding equipment
- repairing industrial electrical control systems and devices

**Radiation (H5):** Exposure to ionizing radiation such as X-rays and radioactive substances or non-ionizing radiation such as radio frequencies and infrared, ultraviolet or visible light that may affect health adversely.

Examples:

- taking dental X-rays
- preparing and administering radioactive drugs
- operating welding equipment (ultraviolet)
- controlling the flow of air traffic using radar monitors, radio and other equipment (radio frequencies)
- conducting atmospheric research (visible laser light)
- creating glass objects (infrared)

**Flying particles, falling objects (H6):** Exposure to flying particles and falling objects in the work environment that pose the risk of bodily injury. **Flying particles** refer to particles such as wood chips, metal particles and rock chips generated by the handling, crushing, grinding, rapid impact or explosion of materials.

Examples:

- operating machining tools such as lathes/grinders
- constructing underground installations in mines using hand and power tools
- operating chain saws to fell, delimb and buck trees
- operating hoisting devices to load cargo onto ships
- laying brick to construct or repair walls

**Fire, steam, hot surfaces (H7):** Exposure to fire (rather than exposure to flammable substances that may ignite), to emissions of steam or to intensely hot surfaces that are potential sources of injury.

Examples:

- fighting fires
- operating gas flame welding equipment
- cooking food
- forging metal items by hand or with forging machinery
- tending industrial ovens/furnaces

**Dangerous locations (H8):** Working in locations that are inherently treacherous and are potential sources of injury. Such work locations include construction sites, underground sites, erected support structures and marine environments.

Examples:

- building underground passageways in mines
- installing roof shingles
- washing exterior windows of buildings
- commanding fishing vessels
- operating underwater video, sonar, recording and related equipment

**Discomforts:** Work conditions that create disturbances but are not hazardous. In general, these conditions create discomfort, but are not direct sources of injury. In extreme instances, however, these conditions might cause injury.

**Noise (D1):** Work that produces sufficient noise – constant or intermittent – to cause marked distraction or possible loss of hearing.

Examples:

- operating drilling equipment in underground mines

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- using power saws in logging operations
- blasting rock surface in mining
- operating heavy equipment for construction jobs
- using firearms

**Vibration (D2):** Work that produces an oscillating or quivering motion of the body.

Examples:

- operating jackhammers to break up pavement
- driving tractors
- operating drills to produce blasting holes in mines
- shaping metal using power-forging machinery

**Odours (D3):** The presence of noxious, intense or prolonged odours in the work environment.

Examples:

- cooking meals
- colouring, waving and styling hair
- preserving and sanitizing human remains
- using industrial cleaning solutions
- preparing standard cuts of meat, poultry and fish products for sale

**Non-toxic dusts (D4):** The presence of non-poisonous airborne particles such as textile dust, flour, sand, sawdust and feathers in the work environment.

Examples:

- preparing dough or batter
- cutting fur pelts or fabric for garments
- operating woodworking machines
- cleaning chimneys
- removing poultry feathers

**Wetness (D5):** Work that involves contact with water or other liquids.

Examples:

- digging ditches and trenches
- sorting, cleaning and packing fish in ice
- performing lifeguard duties
- operating underwater sonar equipment
- cleaning/disinfecting laboratory equipment

Multiple entries can be made during the NOC Search if the client has more than one environmental exclusions.

The following link will demonstrate how the information from the Case Study can be used if the client needs to work in a “regulated indoor environment”. If this criteria is used three potential jobs are reduced to 159 (62 jobs rated limited and 97 jobs rated as light).

## PUTTING IT ALL TOGETHER

The final step in the construction of a Transferable Skills Analysis is putting together all the information to produce usable and defensible possible career directions. In undertaking this final step a number of questions need to be asked:

- 1. Were the pre-disability occupations appropriate?** It is extremely important that the jobs chosen as the pre-disability occupations were appropriate and presents a valid description of the client's occupational aptitudes. Short term or incidental jobs are typically not good choices when constructing a Transferable Skills Analysis. Pre-disability jobs chosen for the TSA should be longer term and the client was able to successfully undertake the tasks assigned.
- 2. Was there an accurate representation of the client's restrictions?** In most instances a Transferable Skills Analysis is only undertaken if a client has experienced a disability where there are residual restrictions/limitations. These restrictions/limitations should be provided by a professional skilled in the area. Great care should be taken in accepting restrictions from non-traditional medical professionals.
- 3. Were there other considerations in developing the final TSA?** Prior to producing a listing of alternative jobs, the VR Professional may want to add other characteristics. These could include: education requirements, interests and/or environmental conditions.

### DETERMINING JOB ALTERNATIVES:

This step is the one which requires the Vocational Rehabilitation Professional to have a high level of skills and abilities. It could be extremely dangerous to use the steps listed above and hand them to a client as job alternatives. The VR Professional needs to go through each of the jobs and make a determination if it is appropriate and a possible direction for the client.

There are a number of methods a VR Professional could use to determine the most appropriate jobs; the following can be used as a possible guideline:

- Produce a listing of all jobs based solely on Aptitudes and Physical Capacity. This will give the largest possible listing of alternative jobs that the client could perform (depending on education requirements).

- The VR Professional examines each alternative on this listing to determine if it is a viable direction. Particular attention should be paid to those jobs with a NOC code similar in the Major, Minor or Unit Groups. For example for Carpenters the NOC code is 7271. Attention should be paid to alternatives in this Unit Group, the Minor Group (727) and the Major Group (72). The reason to look at these jobs first is that the more similar the NOC codes the more similar the skills required.
- Using this listing, the VR Professional can examine the other characteristics to determine the most appropriate fit. For example, if there is a limit on education/training, a comparison can be made to these requirements in each of the jobs. If interests are important these can also be examined with the NOC information.

The final result should be a listing of jobs that fit the client's restrictions/limitations, aptitudes and other appropriate characteristics (i.e. schooling, interests and/or environment conditions).

### **LABOUR MARKET INFORMATION:**

After the Vocational Rehabilitation Professional has made a determination of potential vocational directions through the use of a Transferable Skills Analysis the next step is to provide "labour market information". The client (and possibly the funder) needs to know that not only is the job appropriate but they also need to have an understanding of:

- Wages – both entry level and long term
- Job availability – are jobs plentiful or limited
- Job future – will jobs be around in the future or will they disappear
- Education/training – if education and/or training is needed is it available

There are two main methods to obtain labour market information:

1. **Government Material:** There is a wide variety of labour market information produced both at the Provincial and Federal Government levels. Each Province across the country produces labour market information on jobs in their jurisdiction (often called Job or Work Futures). The Federal Government's main LMI information is found on their Job Bank website. This website provides information on most occupations all the way from the Federal level down to, in some case, the municipal level.
2. **Cold Calls:** In general terms the information found in governmental labour market information is based on the census, which occurs once every five years. Even though there is a wide variety of information there is the danger that it becomes dated; particularly as the time moves away from the last census. One of the most effective ways to find out about the current labour market is to make calls to local employers who hire the positions that are being considered. By talking with actual employers the VR Professional can determine things such as wage rate, education needed and job availability.

## FINAL REPORT:

The last step in the entire Transferable Skills Analysis process is to produce a report, either for the client or for a funder. If it produced for the client it becomes part of the vocational rehabilitation process to assist the client in making an informed decision regarding his/her future. If it is produced for a funder, the report may be utilized for a variety of insurance and/or legal reasons. Whatever the reason there are a number of key elements that should be in any final Transferable Skills Analysis report:

- **Background Information:** this is sometimes referred to as “tombstone information”. This includes identification and background information concerning the client and his/her injury and rehabilitation process.
- **Relevant information obtained from interview and documentation:** This includes the objective information about the client’s limitations/restrictions and prognosis; as well as subjective information from the client that may directly impact the return to work process.
- **Pre-disability profile:** This is the delineation of occupational aptitudes and physical capacities related to jobs the client had prior to his/her injury/illness.
- **Adjusted profile:** This is the client’s profile based on changes due to the client’s disability.
- **Potential jobs:** This is a listing of appropriate jobs based on the client’s post-disability aptitudes, limitations and any other consideration.
- **Labour market information:** This information shows such things as education expectations, wages, job futures and job availability for the occupations noted in the Transferable Skills Analysis.

## Appendix A:

### Aptitude Scores:

G General Learning Ability: Ability to "catch on" or understand instructions and underlying principles; to reason and make judgments.

V Verbal Aptitude: Ability to understand the meaning of words and the ideas associated with them, and to use them effectively; to comprehend language, to understand relationships between words and to understand the meaning of whole sentences and paragraphs; to present information or ideas clearly.

N Numerical Aptitude: Ability to carry out arithmetical processes quickly and accurately.

S Spatial Aptitude: Ability to think visually about geometric forms and comprehend the two-dimensional representation of three-dimensional objects; to recognize the relationships resulting from the movement of objects in space. May be used in such tasks as blueprint reading and in solving geometry problems. Frequently described as the ability to "visualize" objects of two or three dimensions.

P Form Perception: Ability to perceive pertinent detail in objects and in pictorial and graphic material; to make visual comparisons and discriminations and to see slight differences in shapes and shadings of figures and widths and lengths of lines.

Q Clerical Perception: Ability to perceive pertinent detail in verbal or tabular material; to observe differences in copy, to proofread words and numbers, and to avoid perceptual errors in arithmetical computation.

K Motor Coordination: Ability to co-ordinate eyes, hands and fingers rapidly and accurately when required to respond with precise movements.

F Finger Dexterity: Ability to move the fingers and manipulate small objects with the fingers rapidly and/or accurately.

M Manual Dexterity Ability: to move the hands easily and skillfully; to work with the hands in placing and turning motions.

1 = top 10% of the working population

2 = top 1/3 of the working population excluding the top ten percent

3 = middle 1/3 of the working population

4 = bottom 1/3 of the work population excluding the bottom ten percent

5 = bottom 10% of the working population

**Physical Activities:**

Vision:

1. Close Visual Acuity
2. Near Vision
3. Near and Far Vision
4. Total Visual Field

Colour:

0. Not Relevant
1. Relevant

Hearing:

1. Limited
2. Verbal Interaction
3. Other Sound Discrimination

Body Position

1. Sitting
2. Standing and/or Walking
3. Sitting/Standing/Walking
4. Other Body Positions

Limb Coordination

1. Not Relevant
2. Upper Limb Coordination
3. Lower Limb Coordination

Strength

1. Limited
2. Light
3. Medium
4. Heavy

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<sup>1</sup> Parsons, F. *Choosing a vocation*. 1909 Boston: Houghton-Mifflin

<sup>2</sup> Herr, E.L., & Cramer, S. H. *Vocational guidance and career development in the schools: Towards a systems approach* (1972) Boston, MA; Houghton-Mifflin

<sup>3</sup> U.S. Code of Federal Regulation

<sup>4</sup> *R. v. Mohan*, [1994] 2 S.C.R. 9 (Supreme Court of Canada May 5, 1994)

<sup>5</sup> *Daubert v. Merrill Dow Pharmaceuticals*; 509 U.S. at 597

<sup>6</sup> Huber, C. *Twenty Minute Counsellor*, 1992