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**Big Idea 3** Each occupation is complex and has unique characteristics, which potential employees need to understand in order to make informed decisions.

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**GLO 3.1:** Demonstrate an understanding of the **purpose** of the occupation(s) (how it benefits society).

**SLO 3.1.1:** Demonstrate an understanding of the **purpose** of the occupation(s) (how it benefits society).

**Questions for inquiry and/or reflection:**

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- How does the occupation(s) benefit people?
- Was there a time when the occupation(s) did not exist in any form at all? If so, how were things different for people during that time?
- What would the world be like if the occupation(s) ceased to exist, and those goods and/or services were no longer provided?

**GLO 3.2:** Demonstrate an awareness of the **accreditation** (if any) associated with the occupation(s).

**SLO 3.2.1:** Demonstrate an awareness of whether any accreditation is associated with the occupation.

**SLO 3.2.2:** Demonstrate an awareness of whether the accreditation (if any) is **voluntary** or compulsory.

**Resource:**

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- List of Manitoba compulsory trades (Relevant only if the occupation is a trade): [www.gov.mb.ca/aesi/apprenticeship/discover/mbtrades/compulsarytrades.html](http://www.gov.mb.ca/aesi/apprenticeship/discover/mbtrades/compulsarytrades.html)

**SLO 3.2.3:** Demonstrate an awareness of the **accrediting agency** (if any).

**SLO 3.2.4:** Demonstrate an awareness of the process required to **earn the accreditation**.

**SLO 3.2.5:** Demonstrate an awareness of whether the accreditation is **transferable** from one Canadian province to another, and from one country to another.

**GLO 3.3:** Demonstrate an awareness of the **scope** of the occupation(s).

**SLO 3.3.1:** Demonstrate an awareness of the **scope** of the occupation(s) locally, across Canada, and internationally.

### Questions for inquiry and/or reflection:

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- Describe the typical employers in this occupation(s) (e.g., small or large private companies, contractors, institutions like hospitals and schools, government agencies).
- Name some local employers in your area. What types of organizations are they?

**SLO 3.3.2:** Demonstrate an awareness of the **sector** with which the occupation(s) is associated and how it fits into that sector.

### Comment:

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- Classifications of sectors include, but are not restricted to, industrial, construction, transportation, and service.

**SLO 3.3.3:** Demonstrate an awareness of **industry groups** and **associations** affiliated with the occupation(s).

### Question for inquiry and/or reflection:

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- Find websites of organizations such as industry groups and associations and other types of organizations that are affiliated with your occupation(s).

**SLO 3.3.4:** Demonstrate an awareness of **specializations** in the occupation(s) on which employees can focus.

### Examples:

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- An automotive service technician may specialize in transmissions or diesel engines. This is one type of specialization.
- A second type of specialization involves trades such as the three electrical trades, construction electrician, power electrician, and industrial electrician. Each is a separate trade, and apprentices need to complete four levels to become accredited in that trade. However, Level 1 is identical in all three trades. After apprentices have completed the first level, they then specialize in one of the trades.

**GLO 3.4:** Demonstrate an understanding of the **salaries and benefits** and working conditions that are typical in the occupation(s).

**SLO 3.4.1:** Demonstrate an understanding of the **salaries and benefits** that are typical in the occupation(s).

### Question for inquiry and/or reflection:

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- What salary can employees in the occupation(s) expect to earn?

**SLO 3.4.2:** Demonstrate an understanding of **unusual salary arrangements**, such as gratuities, bonuses, stipends, and internships (paid and unpaid).

**Questions for inquiry and/or reflection:**

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- What are the regulations around gratuities (tips)?
- Why do so many young people work at unpaid internships, where they do not receive a salary?

**SLO 3.4.3:** Demonstrate an understanding of the **working conditions** that are typical in the occupation(s).

**Questions for inquiry and/or reflection:**

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- Do employees have to pay for uniforms, specific clothing, safety equipment, PPE, tools, supplies, and so on? If so, what would be the approximate costs?
- Does working in this occupation(s) typically entail significant safety considerations?
- Does working in this occupation(s) typically entail shift work, long commutes, long work hours, working away from home for weeks or months at a time, working alone, and so on? If so, describe.

**SLO 3.4.4:** Demonstrate an understanding of the **differences** between an **employee** and a **self-employed contractor**, including those working in the gig economy.

**Example:**

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- Two cabinetmakers are building cabinets for a hospital. One is an employee of the hospital. The other is working for a private cabinetmaking company, which has a contract to build and install cabinets in a new building that is under construction on the hospital campus. What are some of the differences in the working conditions (including salary) between the two?

**Comment:**

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- There are apps available that help workers to fill in gaps in their employment with small gigs.

**GLO 3.5:** Demonstrate an awareness of the **equipment, tools, materials, and consumables** used in the occupation(s), and the importance of managing them.

**SLO 3.5.1:** Demonstrate an awareness of the **equipment, tools, materials, and consumables** used in the occupation(s).

**SLO 3.5.2:** Demonstrate an awareness of the importance of managing (storing, cleaning, lubricating, refrigerating, maintaining,

replacing, etc.) the **equipment, tools, materials, and consumables** used in the occupation(s).

**GLO 3.6:** Demonstrate an awareness of the **evolution** and **technological progression** in the occupation(s).

**SLO 3.6.1:** Demonstrate an awareness of the origins of the occupation(s).

**Questions for inquiry and/or reflection:**

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- What were the origins of the occupation(s)? What was it like when it first started?
- What were some of the early technologies used in the occupation(s)?
- How has the occupation(s) changed in the last 5 years, 10 years, 20 years, and 50 years?
- How can learning about the technologies of the past help a young worker do their job today?
- What are some of the newest technologies used in the occupation(s)? Describe their contribution to the occupation(s). For example:
  - Do they do things faster?
  - Do they do things more precisely?
  - Do they do things more safely?
- Are there many apps used in the occupation(s)? If so, what are some of them, and how do they contribute to the occupation(s)?
- Students could investigate whether the local high schools, colleges, private vocational institutions (PVI), and unions teach the newest technologies. Do training programs teach these new technologies? If not, how can employees learn about them?
- What are some technological trends that will significantly change the occupation(s)?
- How is the occupation(s) expected to change in the future?
- What do I need to learn so that I will be ready to work in the occupation(s) in the future when my training will no longer be adequate to meet the changes brought on by new technologies and trends?

**SLO 3.6.2:** Demonstrate an awareness of the level of **digitization** of the occupation(s).

**Question for inquiry and/or reflection:**

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- Some occupations are more digitized than others. How digitized is your occupation(s)? Is that likely to change significantly in the future? If so, what parts of the occupation(s) are likely to become more digitized? Examples include diagnosis, communication, the use of apps, pictures, video, measurement, the Internet of Things, automated vehicles, drones, simulations, digital manuals, CAD, CAM, and social networking.

**GLO 3.7:** Demonstrate an awareness of the **processes** common to the occupation(s).

**SLO 3.7.1:** Demonstrate an awareness of the **processes** common to the occupation(s).

**GLO 3.8:** Demonstrate an awareness of the **sustainability practices** in the occupation(s) and their **impact on the environment**.

**SLO 3.8.1:** Demonstrate an awareness of the sustainability practices in the occupation(s) and their impact on the environment.