

Slide 1

The slide features a white background with a blue and red vertical bar on the left side. At the top center is the logo for 'in Control Wisconsin', where 'in' is in black, 'Control' is in red with a gear icon, and 'Wisconsin' is in black below it. The main title 'Self-Directed Employment Planning' is centered in a large, bold, black font. Below it, the subtitle 'Module 3: Thinking About Your Future' is centered in a smaller, grey font. At the bottom left, there is a small logo for 'Wisconsin BPDD' (Wisconsin Board for People with Developmental Disabilities) with the text 'WISCONSIN BOARD FOR PEOPLE WITH DEVELOPMENTAL DISABILITIES' underneath. A small disclaimer at the bottom center reads: 'This project was supported by federal funds given to the Wisconsin Board for People with Developmental Disabilities under PL 106-402 from a grant by the United States Department of Health and Human Services and the Administration on Developmental Disabilities. Points of view in this document are those of the author and do not necessarily represent the official position or policies of the U.S. Department of Health and Human Services'. The bottom right corner has a green rectangular block.

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Wisconsin

## Self-Directed Employment Planning

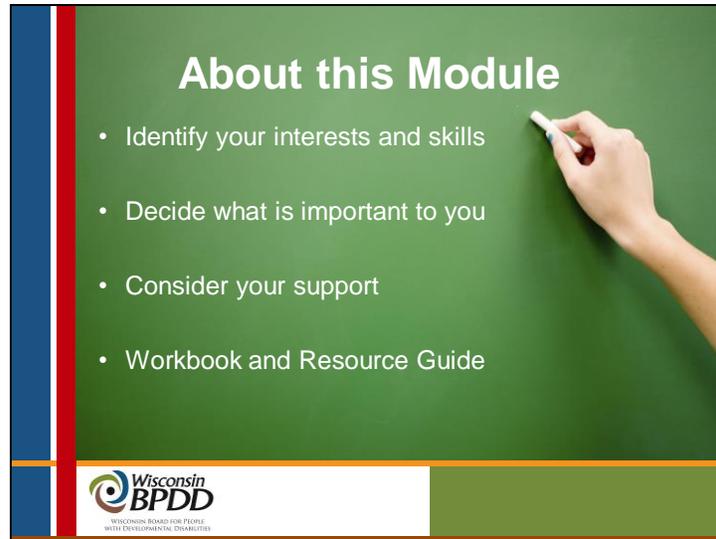
### Module 3: Thinking About Your Future

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Welcome to Module 3 of the Self-Directed Employment Planning Training. This module is called “Thinking about Your Future.”

My name is Claire. I am a self-advocate from Madison, Wisconsin. I will be your narrator for this module.



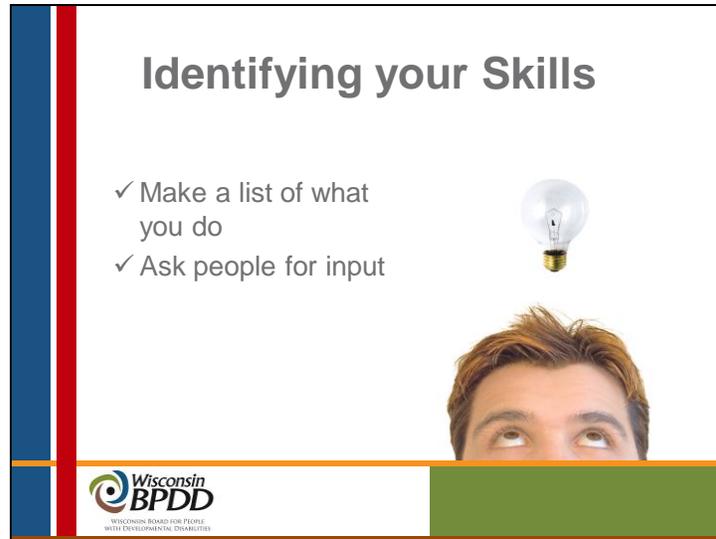
## About this Module

- Identify your interests and skills
- Decide what is important to you
- Consider your support
- Workbook and Resource Guide

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In this module, you will learn some ways that you can identify your interests and skills, determine your preferences, and consider how you might need support at work. These are important things for you to think about as you develop your employment goal.

There is a section in the workbook that goes with module three. After you go through module three, you can use the workbook to answer the questions and continue to create your plan for employment. There is also a section in the Resource Guide that goes with this module. If you have not downloaded the workbook or resource guide yet, click on the Resources tab on the right-hand corner of the screen to download the workbook before you go through this module.



**Identifying your Skills**

- ✓ Make a list of what you do
- ✓ Ask people for input





  
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If you haven't worked before or have had limited experiences with work, you might find it difficult to answer questions like "what do you want to do for a job?" or "What work skills do you have?" If you cannot answer these questions, someone might try to decide these things for you. If this happens, you might find yourself in a job that is not a good match for you.

One place to start is to make a list of the things you do at home, at school, and in other places you go. You can ask other people in your life (like your family, your friends, your teachers or support staff) to observe you in these places, give you input about what you do best, and add to your list of the things you do.

The slide features a white background with a blue and red vertical bar on the left. The title "Transferrable Skills" is centered at the top. Below it, the text reads: "Skills and abilities that people have from *all parts of life*, not just work. *Everyone* has transferable skills." In the center, the word "SKILL" is written in large, colorful, 3D block letters (S: red, K: orange, I: yellow, L: light green, L: dark green) with small white figures standing on top of each letter. At the bottom left is the Wisconsin BPDD logo, which includes the text "Wisconsin BPDD" and "WISCONSIN BOARD FOR PEOPLE WITH DEVELOPMENTAL DISABILITIES".

## Transferrable Skills

Skills and abilities that people have from *all parts of life*, not just work.  
*Everyone* has transferable skills.

SKILL

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The tasks you can perform in various places in your life are skills that transfer into a workplace. For example, if you are skilled at preparing meals at home these skills may transfer into a restaurant job. Or, if you are able to help other people by giving clear, complete directions then these skills may transfer into a receptionist or help desk job.

These skills are called Transferrable Skills. They are the things you do well during daily life activities. This can include things you do at school, from past jobs, volunteer work, projects you have done, chores you do around the house, hobbies you enjoy, sports, and more. These skills are often overlooked when we think about skills that are needed in the workplace.

**Everyone has transferrable skills.** There are resources to learn more about transferrable skills in the Resource Guide section that goes with this module and space in your workbook to list some of your transferrable skills.



Here is an example of Tim's transferable skills list. He worked with his mom, his uncle, and an employment service provider to create a list of the things he does around the house, in his community, and at a day services center.

Do you think that some of these things are done in a workplace? Yes, they certainly are. With these skills, Tim may be able to do light cleaning and organizing in a retail shop, bus tables in a restaurant, or work in a pet store.

## Identifying Your Interests



The slide features three photographs illustrating different interests or activities. The first photo shows a man in a workshop-like setting holding a certificate. The second photo shows a woman sitting at a table, possibly engaged in a craft or educational activity. The third photo shows a man standing next to a trash can, possibly involved in recycling or maintenance work.



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Another way that people start on the path to employment is by following their interests or passions. Think about what you love to do. Or think about the things that you do now, or when you were younger, that make you happy. You can choose 2 or 3 interest areas and start to explore the different kinds of jobs that people have in those areas. For instance, if you love computers, you could consider exploring jobs fixing computers, recycling computers, selling computers, database or data entry jobs, doing graphic design, web design, computer programming and much more. Or if you love arts and crafts, you could brainstorm a list of all the different places that have something to do with arts and crafts, like craft shops, yarn stores, theater guilds, schools, fairs and events, and consignment shops. Be sure to ask other people in your life for their ideas so you can add to your list.



Most of us only see a small number of jobs in our communities (such as sales clerks, mechanics, cooks, drivers, office receptionists, housekeeping or wait staff) but there is an enormous variety of jobs out there. The possibilities for work are almost endless. By talking to others, having informational interviews, and setting up job shadows, you can learn about different jobs in the community.

**Interest and Career Inventories**

- High School
- Job Center
- College Career Service Center
- College Disability Resource Center
- Internet
- Library

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Interest and career inventories can be another helpful tool to determine your direction. If you are in high school, your school staff should be able to do these kinds of inventories with you.

If you are not in school, you can ask someone at your local Job Center or the Career Service Center at your local community technical college to help you with a career interest inventory. You do not have to be a student at the technical college in order to meet with and use the resources of the Career Services Center and request help from the college's Disability Resource Center.

Libraries can also help you find career interest inventories. There are some career interest inventory websites listed in the resource guide for this section.

## Using Interest Inventories

Do what makes sense for you!



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If you want to use career and interest inventories, it is a good idea to look at a few of them before taking the time to complete one so that you can determine which one would be a good fit for you. You might also find that you like parts of one inventory tool and parts of another. It is ok to only complete the sections that interest you the most. These tools are for your benefit, so that you can understand yourself. They are only one small part of the exploration and planning process.

## Ideal Conditions for Employment

Where, with who, and when you are at your best!

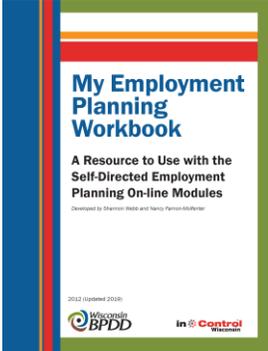


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Everyone has what are called ideal conditions for work. To figure out what your ideal conditions are for employment, think about when you are at your best.

Some people like to work outside. Some people like to work in the morning or on the weekends. Some people need flexible schedules because of circumstances in their life. Some people work best in quiet places where they are able to concentrate. Others like to be in vibrant, social work environments. These are called ideal conditions for employment. Everyone has them. There are certain kinds of work environments that fit people and their personalities best. In order to be successful on the job, it is important to figure out what kinds of places and people you prefer.

## Your Ideal Conditions



- Make a list
- Get ideas from others



Section three of your workbook has a place for you to develop your list of ideal conditions. What kinds of places do you like to be in? What does the environment look like, sound like, or feel like? Think about your life and how it fits with work. Think about your health, your transportation options, and your supports. Can you work any day of the week or anytime during the day? Once you think about these things, write your answers down in the workbook. You can ask people in your life to give their ideas also.

## What is Most Important to You?

- Pick 3-5 Non-Negotiables
- Share with your job developer



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Once you have developed your list of ideal conditions, circle up to five of them that are the most important to you. You do this because not all of your ideal conditions will be met. To get a job you may need to compromise. Sometimes you may need to take a job that isn't your ideal job so that you can build skills and advance to the job you want. However, there may be things on your list that are "non-negotiables." "Non-negotiables" are the things that have to be in place for you to be successful. A good job match occurs when you find a place that fits what is the most important to you.

If you start working with a job developer, it will be important for that person to understand your list of ideal conditions for employment. Your job developer should help you find a job that meets your top three to five conditions for success.

## Learning about Jobs

- Informational Interviews
  - Learn what employers expect
  - Get advice
  - Build your confidence
  - Make connections



The slide features a title 'Learning about Jobs' in a bold, dark grey font. Below the title is a bulleted list with one main item, 'Informational Interviews', which has four sub-items: 'Learn what employers expect', 'Get advice', 'Build your confidence', and 'Make connections'. To the right of the text is a photograph of a person wearing a bright orange jacket and a matching beanie, looking through binoculars. The slide has a decorative border with a blue vertical bar on the left, a red vertical bar next to it, and a green horizontal bar at the bottom. The Wisconsin BPDD logo is located in the bottom left corner of the slide area.

Once you have identified what you are interested in, what you are good at, and your conditions for success, you are ready to start exploring jobs and learning about what employers need.

Informational Interviews help you explore your options and learn what employers are looking for. It is also a way for employers to get to know you without the expectation that you are asking them for a job. If you are considering self-employment, informational interviews are also a valuable tool to help you understand what it is like to own a business and to get tips or advice when developing your business plan. Besides getting information to make informed choices about your employment goals, informational interviews can help you build your self-confidence and be an opportunity to make connections, sometimes lasting ones.

## Informational Interviews

Make it clear you are looking for information, not a job.



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Informational interviews can be held over the phone or in person. You will most likely find that employers and business owners are happy to talk with you about what they do. After all, most people do enjoy talking about themselves! When you ask for an informational interview it is important to make it very clear that you are **not** looking for a job and that you are **only** looking for information.

Here is an example:

“Hi, my name is Lora. I heard about your business from Chris Samson, who used to work for you. I am calling because I am exploring a career in retail sales. I’d like to find out about the different job duties and what employers are looking for. I’m wondering if you would be willing to give me a tour of your business and meet with me for a very short time to share your perspective.”

Notice that Lora did not ask for a job. She made it clear she was only looking for information. Also, Lora used her social network to connect with someone at the business. Mapping out who you know and where they work will help you make connections with businesses. In Module 6 you will learn about relationship mapping and building a circle of support to help you plan employment.

## Job Shadows

- Job Shadows
  - Observe people working
  - Ask questions about the job



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Job Shadows are another way to explore work options. In a job shadow, you spend time at the workplace observing the day to day activities of one or more people doing their jobs. Job shadows can range from an hour to a full day. Job shadowing is a way for you to actually see what it is like to do a job and to ask questions about the job.

### Informational Interview and Job Shadow Tips

- ✓ Determine what information you need
- ✓ Ask people for contacts
- ✓ Do research
- ✓ Develop your script
- ✓ Develop your questions
- ✓ Practice
- ✓ Take notes
- ✓ Send a thank you



Some tips to follow when setting up an informational interview or a job shadow are:

- ✓ Decide what information you are looking for before you contact businesses.
- ✓ Ask people who they know, where they work, and if you can contact them for informational interviews and job shadows.
- ✓ Do some research on the businesses in which you are interested.
- ✓ Develop a script and make contact by phone, email, or in person.
- ✓ Develop a list of questions you want to ask in the interview or job shadow.
- ✓ Practice asking the questions before the interview or job shadow.
- ✓ Take notes when you meet for the interview or job shadow.
- ✓ After your informational interview or job shadow send a “thank you” card to the person you met with.



Friends and family can be a great source of help for ideas, connections, and support as you learn about yourself and explore careers. There are also resources at the job center, technical college, library, and on the internet to help you.

You might find out that you need some additional support to help you on your path to employment. Employment Service providers can help you learn about your strengths and skills with a number of tools. They can also help you connect to community resources (like the job center or technical college) and set up informational interviews and job shadows. If you are interested in working with an employment service provider, it is important to talk with them to learn about the services they provide and if these services will be a good fit to help you reach your employment goals. Module 7 will provide more information about employment services.



Do you think you might need support at a job? Everyone relies on support in the workplace and no one starts a new job knowing how to perform all of the job tasks. Employers provide training to new workers and help them learn new skills. Co-workers also support one another by working together as a team, providing reminders to one another and showing each other how to do work tasks correctly. These are called natural supports and ***everyone*** who works relies on them. People with disabilities in the workplace should use these same natural workplace supports. Formal supports from a job coach should not replace the natural supports that exist in a workplace.

When you first start a job, you might need extra support above and beyond what your employer or co-workers provide in order to learn the work tasks, rules, and routines. This is where a job coach can help. As you learn your work tasks and routines you should expect that your job coach supports begin to “fade.” Fading means that the person supporting you will spend less time with you while you work.

## Identifying Your Support Needs

- Use Workbook
- Ask others to help
- Be specific



The illustration shows a person in a purple coat walking across a stone bridge. Below the bridge, several other people are reaching up towards the person on the bridge, symbolizing support and assistance. The background is a colorful, abstract landscape with a rainbow and a sun.

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You can start to figure out how you might need support on a job by identifying the support you need in your life right now. Section three in the workbook provides you with a worksheet to list the different ways you need support in your life. You can ask other people to help you complete this section of the workbook. Ask them to be as specific and detailed as possible when identifying how you need support. For example, instead of saying “help with transportation” details such as - calling to set up my rides, helping me get on the bus, making sure I am on time - are more helpful when thinking about your supports.

In Module 7 you will learn how employment service providers can support you at work and other support options you should consider.

## Set Your Goals



  
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The slide features a title 'Set Your Goals' at the top center. Below the title is a photograph of three people (two women and one man) high-fiving each other against a clear blue sky. At the bottom left of the slide is the logo for Wisconsin BPDD, which includes the text 'Wisconsin BPDD' and 'WISCONSIN BOARD FOR PEOPLE WITH DEVELOPMENTAL DISABILITIES' below it. The slide has a decorative border with a blue vertical bar on the left, a red vertical bar next to it, and a green horizontal bar at the bottom.

After you've taken the time to think about yourself by doing a personal inventory of your interests, skills, work preferences and needs for support, and learning a little about employers you should be ready to start developing your employment goal statement. **This is your starting point to begin exploring and learning about the work that interests you.** You might find that your employment goal changes as you learn more about yourself and more about different employment options. That is ok. Most people try several different jobs before they find one that they would consider their "dream job."

## Developing Your Goals



- Short and long-term goals
- High expectations
- Goals can change
- Keep **YOUR** goals in mind

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Some tips to consider when developing your employment goal are:

It is ok to have both short and long term goals. For example, in the short term, you may be OK with bussing tables in a restaurant but your long term goal is to build skills to be an office assistant.

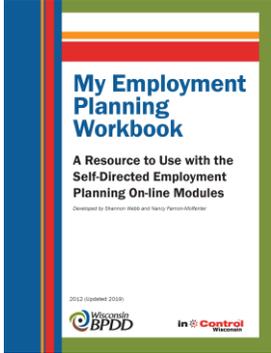
It is ok to have high expectations for yourself and the people helping you achieve your employment goal. For example, if you want to work 30 hours a week and you are offered a job for 15 hours a week, it is ok to take that job but to ask for help to find you second job that offers you 15 more hours per week.

It is ok if your goal changes over time. For example, if you discover after some work experiences that you do not like the work that you had in mind, it is ok to change your goal.

You do not have to settle for a job that doesn't fit your goal. For example, if your job developer offers you an opportunity to take a job bagging groceries when your goal is to work in childcare, you don't have to say yes.

## Workbook and Resource Guide

- ✓ Answer questions in workbook
- ✓ Explore resources



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Congratulations, you have completed the third module of the Self-Directed Employment Planning Series. Now it is time to answer the questions for this section in your workbook and explore some of the resources for this section listed in the resource guide.