



**LEAD CENTER**

# **GUIDED GROUP DISCOVERY YOUTH VERSION**

## **FACILITATOR GUIDE**

A journey in self-exploration for job seekers with disabilities who are ready to take control of their employment search

2019 EDITION

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## Overview

The Office of Disability Employment Policy (ODEP), at the U.S. Department of Labor (DOL), and the LEAD Center are pleased to release this Guided Group Discovery Facilitator Guide. The purpose of Guided Group Discovery is to lay the foundation for competitive integrated employment as a Universal Design that can benefit all job seekers. For some people, Guided Group Discovery leads to Customized Employment. For everyone, the process assists job seekers in identifying employment that would be a good fit both for them and an employer. The process of Guided Group Discovery results in a positive written description of each job seeker that provides insight into the settings and circumstances in which he or she is most likely to be successful. The information in their Blueprint for Employment, described herein, is used to facilitate an employment planning process that matches people and businesses to meet the needs of both.

This Guided Group Discovery Facilitator Guide is designed to train people to facilitate Guided Group Discovery sessions with youth and/or adults with disabilities, and/or others who experience barriers to employment. LEAD Center has supported pilot projects implementing Guided Group Discovery in American Job Centers (also known as One-Stop Career Centers) in collaboration with a variety of partners, including vocational rehabilitation, developmental disabilities, behavioral health, Centers for Independent Living, homeless services providers, and others. By facilitating groups with partners, job seekers can get support from multiple systems and the agencies can leverage each other's resources.

Guided Group Discovery materials include a Facilitator Manual, an accompanying PowerPoint slide deck and a Participant Manual, all of which can be downloaded from LEAD Center's website at [www.leadcenter.org](http://www.leadcenter.org).

## Acknowledgements

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**<http://www.leadcenter.org/resources/tool-manual/guided-group-discovery-youth-edition-facilitator-guide-and-supplemental-slide-deck>**

## What is Guided Group Discovery?

Guided Group Discovery is a strategy that assembles small groups of up to 10 job seekers committed to an employment search. Led by one or more trained facilitators, job seekers are guided through a process of self-exploration and offered an opportunity for peer support that is often very beneficial to job seekers, especially people who may be struggling to find employment and may otherwise lose motivation to stick with the job search over time. As with a more traditional job club model, Group Discovery provides the added benefit of networking and feeling less alone in the job search process.

Guided Group Discovery is the first step in a process known as Customized Employment. Customized Employment is a strategy for helping people who haven't been successful with a more traditional job search approach (e.g., identifying open positions, filling out applications and interviewing). While a more traditional approach works well for some (i.e., people skills most closely match the job description), often people experiencing barriers to employment don't compete well and become frustrated.

Customized Employment seeks to create a “win/win” employment opportunity by matching the contributions of a job seeker with the unmet needs of an employer. Customized Employment circumvents the competitive nature of more traditional employment strategies by proactively proposing employment to employers, using one's social network to assist in identifying job leads.

Guided Group Discovery may be particularly relevant for youth transitioning from high school to adulthood. This version of the Guided Group Discovery curriculum is adapted to provide examples more relevant to youth, who may have limited experience with work due to their age.

## What is the Role of American Job Centers in Guided Group Discovery?

The Workforce Innovation and Opportunity Act (WIOA) of 2014 requires that American Job Centers (AJCs) be both physically and programmatically accessible to individuals with disabilities. AJC's typically provide physical access (ramps, accessible computer stations, etc.) but, all too often, simply refer job seekers with disabilities to Vocational Rehabilitation programs. While Vocational Rehabilitation is a wonderful resource and a likely partner, AJC's also provide valuable services that can be tapped by individuals with disabilities.

Guided Group Discovery is one service that AJC's can provide as a means of assessing individual interests, skills, and conditions of employment. That information can inform a good job match for the job seeker and can help AJC staff identify needed services. It allows case managers and workforce staff for youth and adults to understand the needs of the individual and understand when and if a referral to Vocational Rehabilitation or other agencies is needed. It can also help AJC Business Services Representatives to actively identify employer needs that might be met by a particular job seeker.

*For example, Henry, an Adult Program staff member at the local AJC, meets with a new client named Cindy. Cindy is about to graduate from high school, hasn't had much work experience, and is not clear about the type of work she would like to do. Because Cindy uses a wheelchair, Henry's initial inclination is to refer her to Vocational Rehabilitation. But after attending training on Customized Employment and Discovery, Henry instead invites Cindy to participate in Guided Group Discovery. This will allow Cindy to explore her interests and skills, as well as identify potential challenges and support needs. In Cindy's community, the American Job Center offers Guided Group Discovery to Out-of-School youth, co-facilitated by a Vocational Rehabilitation Counselor, creating a natural opportunity for AJC and VR staff to work together with Cindy to find meaningful employment.*

Guided Group Discovery can be broader than disability. It can be offered to a broad range of youth who may not compete well in the open job market due to barriers such as disability, criminal backgrounds, family considerations, literacy levels, or other circumstances.

## Participant Profile for Guided Group Discovery

Group Discovery provides a small group of job seekers with a peer-to-peer opportunity for job seekers to accurately identify their interests, skills and contributions, and their essential/preferred conditions for employment. Whereas almost any job seeker could benefit from a discovery-type model, not all job seekers need or want to work in structured groups or spend the time Group Discovery takes before beginning a job search. Many job seekers can make use of other more self-directed forms of discovery, and some may need an individual facilitated process (similar to a Discovery service that can often be purchased by Vocational Rehabilitation, Developmental Disabilities Administrations, or another vendor).

Group Discovery might be most beneficial for youth who are committed to attending multiple sessions and completing assignments, are interested in becoming an active participant in their job search, and meet one or more of the following characteristics:

- ➔ Enjoys working with others;
- ➔ Has a difficult time identifying their abilities and skills;
- ➔ Has the ability to stay focused on one topic for at least 20 minutes at a time;
- ➔ Has little or no employment history;
- ➔ May have difficulty retaining employment;
- ➔ Has specific conditions of employment that will need to be considered and addressed if employment is to be successful;
- ➔ Has had unsuccessful experience(s) with the more conventional, demand-driven labor market approach; and/or
- ➔ Has one or more barriers to employment that has impeded a successful job search.

## Additional Considerations

### Working with Partners

Guided Group Discovery, particularly when used with transition age youth, is most effective when co-facilitated between schools, AJC staff and partner agencies that are disability focused, such as Vocational Rehabilitation, Behavioral/Mental Health, Developmental Disabilities, Centers for Independent Living, or Community Rehabilitation Programs. Partnering offers many benefits, including the sharing of resources, blending and braiding of funds, and facilitating a smooth transition to adult services.

If participants involved with Guided Group Discovery are working with an outside agency, include those agency representatives in the first and last session. This will ensure there is a clear understanding of what the individual is to gain from participating in Guided Group Discovery, as well as expectations at its completion. This will also increase the chance of course completion and follow-up on next steps.

If and when possible, facilitators are encouraged to invite outside speakers and resources to the sessions. Sample speakers might include certified benefits planners, employers (to conduct mock interviews), community-based providers, people with disabilities already working in the community, etc.

**Support Personnel:** Some individuals with disabilities may require assistance to meaningfully participate in Guided Group Discovery. Support personnel, such as an instructional assistant, an Employment Specialist, or family member might participate in order to help the job seeker with reading or recording information, or assistance with processing and follow-up. In these cases, facilitators are encouraged to treat the support person as an active member of the group. This would include introducing themselves and asking them to participate in group activities. Support personnel can serve as a role model to others in the group as well as assist the job seeker they support. Facilitators will need to review the role of the support person with them prior to Guided Group Discovery.

**Youth Group Considerations:** Transition age youth are terrific potential participants for Guided Group Discovery. It is a means of assisting youth with career planning while introducing them to the services and supports available through American Job Centers, Vocational Rehabilitation, and other adult services. One consideration around groups specific to youth is scheduling, as schools operate on stringent schedules. The Youth version of Guided Group Discovery is broken into ten, 1-hour sessions to better match school schedules, but individual groups may need to modify.

Some youth groups have held initial sessions at the school (to reduce travel and start in a familiar environment) and have held later sessions at the AJC. Facilitators are encouraged to include interactive activities to keep youth interested and engaged in the process.

## Guided Group Discovery Materials

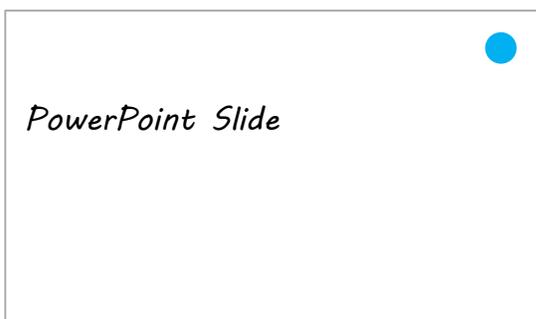
**The materials provided for Guided Group Discovery include:**

1. **The PowerPoint.** A copy of the PowerPoint can be downloaded from the Customized Employment section of LEAD Center website ([www.leadcenter.org](http://www.leadcenter.org)).

2. **Participant Workbooks.** Each participant has a workbook containing activities and assignments. Note: Some facilitators have found it useful to keep the workbooks between sessions. If this is done, you will need to make copies of worksheets corresponding to the assignment for that session. You can download the Participant Workbook from the Customized Employment section of LEAD Center website ([www.leadcenter.org](http://www.leadcenter.org)). Digital version
3. **Facilitator Guide.** This guide corresponds with the PowerPoint and provides additional discussion points and facilitator notes. A copy of the Facilitator Guide can be found in the Customized Employment section of LEAD Center website ([www.leadcenter.org](http://www.leadcenter.org)).
4. **On-Line Participant Workbook,** which mirrors the participant workbook in this guide, can be found in the Customized Employment section of LEAD Center website ([www.leadcenter.org](http://www.leadcenter.org)) or at <http://altarum.ggdpw1.sgizmo.com/s3/>.
5. **Supplementary Materials.** There are six additional PowerPoint slide decks that can be used to supplement the materials in this guide. The materials in this Guide cover GGD thoroughly. However, if a facilitator is working with a specific group of people that may benefit from one or all of the supplementary materials, they are available at (<http://www.leadcenter.org/resources/tool-manual/guided-group-discovery-youth-edition-facilitator-guide-and-supplemental-slide-deck>).

## Facilitator Guide (Set-Up)

This guide provides facilitators with additional information and sample discussions for use with a small group of job seekers. It is intended as a supplement to the Group Discovery PowerPoint file.



← Any slide with a number in the right hand corner indicates that a participant handout is associated with this information. The Guided Group Discovery Participant Guide is included at the end of the Facilitator Guide.

This section offers suggested discussion points to use when presenting the material, as well as a general strategy for how to present the information.

## Recurring Points to Make to Job Seekers Throughout the Course

1. This group is really about what job seekers need from a job to fit who they are and their lifestyle. Many people think they have to make themselves fit a job rather than thinking about what type of tasks and environment will bring out the best they have to offer an employer. Employers are interested because they want employees who are productive.
2. Pay particular attention to group interaction and comments made. Build on participants' discussions.
3. Stress the point that only by fully participating in each session and completing the assignments, each participant will be able to get the most out of the course. This may mean identifying someone to assist with the assignments, if/when necessary.
4. The participant workbook and presentation slides include numbers that align with each other to highlight when group or individual participation is expected.

The Checklist for Facilitators is designed to help facilitators think through planning for and setting up Guided Group Discovery, including division of tasks between co-facilitators, room set-up, materials preparation, and support throughout and in between sessions.

## Blueprint for Employment

The outcome for Guided Group Discovery is for participants to create an individual “blueprint” to guide them as they begin or continue their search for employment. The blueprint is meant to be a fluid document. Therefore, it may be helpful to have enlarged or even poster-sized blueprints available for each individual in the course. Each enlarged blueprint could serve as a “work in progress” with notes (written on the blueprint or on post-its) added as the course continues. The posters can be collected by the facilitator at the end of each session and then distributed or displayed at the beginning of the next session.

## Assignments

Each session ends with an assignment for each participant to complete and discuss at the beginning of the next session. Often, the assignments are started in class. It is expected that participants will review their thoughts with support team members to get their input. Facilitators will need to make sure participants have the support needed to complete the assignments to the best of their ability. For example, Ken doesn't read or write, but he has a terrific memory. The facilitator walked through the assignment with Ken at the end of each session, and he was able to remember what he needed to do. Facilitators might also engage members of the person's Job Search Team to assist in completing assignments.

## Addendum Information

A series of optional inspirational quotes are included on the last page of the participant workbook. You may choose to begin or end each session with a quote and ask participants to reflect on the meaning of the quote –or add a quote to an assignment to encourage individuals to discuss the quote with someone on their Job Search Team. This may help the jobseeker become more comfortable interacting with others and talking about his/her search for employment. Of course, you may choose not to use these quotes, eliminating them from the information presented to participants.

Included in the Addendum are the following items:

- ➔ Inspirational Quotes
- ➔ TED Talks
- ➔ Optional Activities
- ➔ Blueprint for Employment
- ➔ Sample Ads
- ➔ Checklist for Facilitators
- ➔ Sample Authorization Form
- ➔ Facilitator Feedback Form
- ➔ Certificate of Completion

## Supplementary PowerPoints

In addition to this manual and accompanying PowerPoints (PPTs) and the participant guide, there are six PPTs that facilitators can use to enhance Guided Group Discovery. Each PPT provides additional content on specific topic areas. Below is a list of those PPTs with a summary of what is included in each. As you use this manual, we have included notes on when these additional PPTs can be used and may be helpful. The supplementary PPTs do not align with handouts, and can be used or not used as facilitators see fit.

**Introduction to Work** – This PPT explores why people work (e.g., providing a sense of purpose, earning money, gaining experience, etc.), and the benefits of work. Facilitators ask students to share their reasons for wanting to work. It then discusses how Discovery can help students learn what types of environments they may want to work in, the type of employer they might want to work for, and the types of tasks they can offer employers. This PPT may be helpful if the facilitator is working with youth who have never worked, have not considered work or would benefit from a session focused on why people work. This supplement could be beneficial to use at any point during the discovery process.

**Preparation for Discovery** – This PPT helps participants know what the Discovery topics are that they will be covering during GGD. This prepares students in advance that they will be talking about their interests, skills, tasks they enjoy and environments they may prefer to work in. It also introduces the skills used in Discovery, such as imagination, reflection and communication. It includes an activity where students draw or write a description of their present self, as well as their future self. If the facilitator feels youth will have a difficult time understanding the concept of Discovery, this supplement may be beneficial to use prior to or during Module 1.

**Interests.** This PPT introduces participants to how interests relate to work, including the benefits to both the employee and employer, and how future interests may change from current interests. This supplement helps youth identify their interests from when they were a little child, and incorporates lots of questions to help students talk more freely about their interests. This supplement could be useful if the facilitator is working with a group that is not comfortable sharing their interest or hasn't given them much thought, through asking the group various questions.

**Environments for Success** talks about defining environments as geographical, physical, social, and cultural, as well as the differences between personal and professional environments. This PPT may be helpful if participants have not explored the idea of environments when thinking about work and/or have limited experience in the professional world. This supplement could be used prior to Module 3.

**Tasks.** This PPT asks participants to think about the tasks they perform in various places, such as home, school and work, using Holland Career Codes, which helps participants explore careers based on their personality type. This supplementary material may be beneficial for teachers who have experience using Holland Codes and have experience with the workforce system. Note: Holland Career Codes are not a part of Guided Group Discovery; however, this supplement may work well if you work in the vocational profession.

**Introduction to Skills.** This supplementary material introduces technical skills and universal skills, including the difference between internal and external universal skills. Universal skills, sometimes called soft skills, include a positive attitude, and being a team player. This supplement could be beneficial to use at any point during the Discovery process.

## WELCOME AND INTRODUCTION

Introduce yourself and tells about:

- Paid work you've had (if any)
- Volunteer work you've done
- Chores you do around the house



2

## Session One: Introduction to Guided Group Discovery

SESSION ONE

### INTRODUCTION TO GUIDED GROUP DISCOVERY



Welcome participants to the course by letting them know that by signing up and showing up, they have made an important commitment to themselves. They have decided to take control of their own job search. This course is intended to be the first step in designing a personal strategy that includes learning a little bit more about themselves and reaching out to others for assistance and support.

## Session One: Introduction to Guided Group

### SESSION ONE OBJECTIVES

1

- Get to know each other
- Discuss the different ways in which people tend to approach their search for employment
- Introduce the concept of Discovery
- Present the Blueprint for Employment
- Think about your personal employment network
- Review assignment

### DISCUSSION

1. Review course expectations.
2. Discuss the importance of coming to all sessions and completing the assignments (i.e., you'll get out of it what you put into it).
3. "INTRODUCTION TO WORK" and/or "PREPARATION FOR DISCOVERY" at <http://www.leadcenter.org/resources/tool-manual/guided-group-discovery-youth-edition-facilitator-guide-and-supplemental-slide-deck> are two supplementary PPTs you can consider using before you start this session.
4. If, after the session, more time needs to be spent on skills, the Introduction to Skills PPT can be used prior to starting the next session.

## Session One: Introduction to Guided Group

### COURSE EXPECTATIONS

2

Take a few minutes to think about your expectations for this course.

1. What do you hope to learn?
2. What would help you feel comfortable participating in the group?



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### DISCUSSION

Group Discovery only works if the individuals in the group respect each other and feel comfortable sharing. Take a few minutes to think about what you hope to learn from this course.

Ask participants what will help them feel comfortable participating in the group? Give some examples: Confidentiality, no side chats, cell phones off, being respectful and supportive, etc.

Use this discussion to help the group discuss some ground rules. This is a good exercise to build ownership for the group.

Have chart paper available and write down the suggestions for the group to see. Have the group decide which suggestions they want for ground rules.

# Session One: Introduction to Guided Group

GUIDED GROUP DISCOVERY PARTICIPANT WORKBOOK

## Session 1: Introduction to Guided Group Discovery

1

### OBJECTIVES:

1. Get to know each other
2. Discuss the different ways in which people tend to approach their search for employment
3. Introduce the concept of *Discovery*
4. Present the Blueprint for Employment
5. Think about your personal employment network
6. Review assignment

2

### TAKE A FEW MINUTES TO THINK ABOUT YOUR EXPECTATIONS FOR THIS COURSE.

1. What do you hope to learn?

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2. What would make you feel comfortable participating in the group?

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## Session One: Introduction to Guided Group Discovery

### Getting to Know Each Other

In preparation for this activity, identify pairs or small teams. If possible, pair people together who may be able to assist one another (e.g., a talkative person with one who is quieter).

### ICE BREAKER: Getting to Know You!

In pairs, discuss one of your hobbies or interests. You could also focus on a chore, volunteer experience or school project that you enjoy.

- What is it about that hobby/experience that you enjoy?
- What skills are involved in that activity?



### Discussion:

Have participants pair off and discuss things that they enjoy and are good at (these could be hobbies they take part in at school, at home, or in the community). Try to find out from your partner what is it about this hobby/activity that you really enjoy.

### Examples:

- Nikki likes baking cookies. What she really likes, though, is sharing them with others. She sometimes takes the cookies to an elderly neighbor. And her friends at school all love her cookies! Skills involved include following a recipe, measuring, using equipment (beater, oven, timer, hot pads). Also cleaning up and purchasing materials.
- Alex likes bikes. He rides his bike everywhere (it's his main form of transportation), but he really enjoys tinkering with his bike in the garage. He has purchased some used bikes and fixed them up in the past. Fixing bikes requires tool use (Allen wrenches, pumps, etc.).

## Session One: Introduction to Guided Group

- Sue was involved in a school play. She loved helping make the costumes! The project involved researching period clothing and sewing costumes. She used sewing machine in the home economics department.

### FACILITATOR NOTES:

Allow participants time to discuss (5-7 minutes) and then share examples with the large group.

## THINK OF 3 SKILLS OR TALENTS

3

What are other things that you like to do and can do well?  
What do they involve?

Skill or  
talent
#1

Skill or  
talent
#2

Skill or  
Talent
#3

Be prepared to introduce your partner to the group.


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### DISCUSSION

In pairs, have participants discuss three additional skills or talents they have (POSITIVE INFORMATION) and write them down in the workbook. It may be helpful to think of additional hobbies or interest, and then to think about the skills required.

- What do you enjoy doing?
- What do you do well?
- What do others tell you that you do well?

This information doesn't need to be limited to work. It's just a way for the group to get to know everyone and have an opportunity to focus on positive contributions the person brings.

## Session One: Introduction to Guided Group

Provide some examples (also see next slide):

- I am really good at remembering people’s names and faces.
- I am organized.
- I play the guitar.
- I speak two languages.

Be prepared to introduce your partner.

Example:

Practice! 3

Introduce your partner to the group by starting with one of their skills (or what they like and can do well)

I'm always on time

I'm good at math

I know a lot about movies

Introduce your partner!.

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### DISCUSSION

Have participants take turns introducing their partners to the group using one of the things they identified. Example: “Hi! This is Beth and she’s always on time”, or “Hi! This is John. John is really good at math”. Have pairs take turns introducing each other to the whole group. As people introduce their partners, comment on what is being said by each party, talk about how those things they do well could be related to work.

Example, I’m always on time – Most employers appreciate this! Also being timely might lead someone to think about schedules (working for a bus, train, or other public transportation system; passing medication in a nursing home; etc.)

I’m good at math – Inventory, accounting, etc.

## Session One: Introduction to Guided Group

I know a lot about movies - With further prompting, you learn that the participant has a great memory for detail. He remembers all the producers, dates movies were made, etc. *What other jobs might require memory and attention to detail?*

Explain how, as the weeks pass, we will build on the positive because it allows us to see possibilities. Note: Frequently, people forget all that is positive. Being positive is difficult. Ask people how difficult it was for them to come up with three items and share them. Once everyone has been introduced, spend some time talking about the importance of looking at things from a positive perspective and how, when you are looking for employment, it is so easy to just see what you don't have as opposed to everything you do. *Comment on the amazing talent in the room!*

### **FACILITATOR NOTES:**

Note: Frequently, people forget all that is positive. Being positive is difficult. Ask people how difficult it was for them to come up with three items and share them. Once everyone has shared, spend some time talking about the importance of looking at things from a positive perspective and how, when you are looking for employment, it is so easy to just see what you don't have as opposed to everything you do.

*Comment on the amazing talent in the room!*

**3 THINK OF 3 SKILLS OR TALENTS YOU HAVE. FOR EXAMPLE:**

- What do you do well?
- What have people complimented you on in the past?
- What types of activities did you do well on a previous job?
- What tasks at home do you do well?

Make a list of your skills and/or talents in the spaces provided below.

Skill or Talent  
#1

Skill or Talent  
#2

Skill or Talent  
#3

Now, turn to the person next to you and introduce yourself. Be sure to tell the person about your skills and/or talents (or what you like and can do well).

Then be sure to listen carefully when your partner tells you about him/herself. Ask more questions – because in a few minutes you will be introducing your partner to the rest of the group.

About your partner: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**4 THINK ABOUT AND BE PREPARED TO DISCUSS THE FOLLOWING QUESTIONS:**

Have you ever helped a friend or family member in need?	
What did you do?	
How do you think it made them feel to know they could depend on you?	
How did it make you feel to help someone else?	

## How People Approach the Job Search

### CUSTOMIZED JOB SEARCH

Requires you to investigate what YOU need to be successful:

- Conditions for employment
- What you have to contribute
- Your interests
- Your specific skills and the tasks you perform well
- How these skills and tasks meet an employer's needs



### DISCUSSION

Most people tend to use a “traditional” job search approach. This is sometimes referred to as a “Labor Market Approach.”

Labor market information is a collection of employment statistics, job forecasts, wages, demographics, and other information to help public and private organizations better understand today’s workforce needs. The information can be used to see trends in employment, which help both employers and job seekers who are making choices about careers.

The labor market approach to employment looks something like this:

- ➔ Employers write and post job descriptions.
- ➔ Jobseekers send resumes and fill out applications based on the jobs employers post. They try to revise a resume to meet the needs of the job description.

A traditional job search approach starts with the employer’s needs. It responds to the needs of employers who are searching for applicants who are “qualified” to meet those general needs, which are typically found in a job description.

Think of a time when you sent out your resume or filled out an application that showed how you would meet an employer’s needs. This is the labor market approach. The basic rule of this approach is that applying for more jobs increases your chances of obtaining employment.

This approach tends to work for people who have exactly what the employer is looking for (and whose resume matches a job description), those who can interview well, etc.

There is certainly nothing wrong with this approach to finding a job, but it doesn’t work well for everybody –and it’s not the only approach.

## What are some of the pros and cons of using a traditional approach to employment?



### DISCUSSION

Discuss with the group some of the pros and cons of using a traditional approach to employment. Use flipchart paper to list the group’s brainstorming session ideas.

Provide examples as necessary.

### FACILITATOR NOTES

Typical “pros” –

- ➔ You know exactly what the employer is looking for.
- ➔ You know there is a position available (a current employer need).

➔ You can tailor your resume to the job description.

Typical “cons” –

➔ You might be able to do only parts of the job.

➔ There might be many people applying for the same job.

## CUSTOMIZED JOB SEARCH

Requires you to investigate what YOU need to be successful:

- Conditions for employment
- What you have to contribute
- Your interests
- Your specific skills and the tasks you perform well
- How these skills and tasks meet an employer’s needs




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**DISCUSSION:** A customized job search begins with YOU. A customized job search requires that you understand your strengths, needs, and interests first –and determine what you need to be successful BEFORE you go out and meet with an employer.

This approach requires you to consider the following questions:

- ➔ What **CONDITIONS** do you need to be in place to be successful?
- ➔ What do you have to offer or **CONTRIBUTE** to an employer? Contributions are your skills, abilities, talents, personality traits, unique knowledge, or education. They are the qualities you bring to the table that a business will value.
- ➔ What are your **INTERESTS**? Let’s face it, everyone does better when they do something that interests them.
- ➔ What do you want to do? What specific skills and tasks do you perform well?
- ➔ How can these skills and tasks meet the needs of an employer?

These are the things we’ll be focusing on during the next several sessions of Guided Group Discovery.

## CUSTOMIZED JOB SEARCH PROS & CONS

Think about some situations that might require someone to focus on a customized job search.

- What are some of the pros and cons to customizing your job search?



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### DISCUSSION

Discuss with the group some of the pros and cons of using a traditional approach to employment. Use flipchart paper to list the group's brainstorming session ideas. Provide examples as necessary.

### FACILITATOR NOTES

Typical "pros" –

- You know exactly what the employer is looking for.
- You know there is a position available (a current employer need).
- You can tailor your resume to the job description.

Typical "cons" –

- You might be able to do only parts of the job.
- There might be many people applying for the same job.

## TRUE OR FALSE?

No matter how someone finds a job, just about everyone customizes their job after they have worked for awhile.



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### DISCUSSION

Ask the following question:

True or False? No matter how someone finds a job, just about everyone customizes their job after they have worked for a while.

This statement is TRUE! Ask the group to think about how people might customize their job after they get one. Can anyone from the group offer an example based on personal experience? The facilitator should be prepared to provide some examples of what he/she has done to customize his/her job (either a current job or a previous job).

Some examples include hours or days worked, modification of duties, how tasks are performed, supervision, etc.

- ➔ Janet has physical therapy appointments on Wednesday afternoons, so she comes in a half-hour early and leaves a half-hour early.
- ➔ Joe is amazing with computer graphics. All of his co-workers ask for his help, so the supervisor took away some of his other duties so he can do more computer graphics.

## The Discovery Process and Blueprint for Employment (Session 1B)

### Icebreaker: Two Truths and a Lie

- On an index card or paper, write down three things about yourself that might not be known to others in the group
- Write two “truths”, and one “lie”.
- Read your card out loud. Others will guess which is the “lie”.



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### Icebreaker: Two Truths & A Lie

Have each participant write down three statements about themselves that relate to their interests, skills, and/or tasks they are good at (two truths and one lie in any order). Ask for a volunteer to start.

For example, Sharon says:

- I love basketball.
- I babysit for my neighbors. (Sharon has never baby sat in her life, so this is the lie!)
- I like to travel and I've been to Europe.

Have the rest of the group identify which is the lie. The first person who guesses the lie goes next.

## DOES THIS SOUND FAMILIAR?

- Someone asks what kind of job you want and you reply, “I’ll do anything!”
- You go to the same jobs your friends have, even though it hasn’t worked out for you.
- You take a job you know you won’t like because you need money.
- You’ve never taken the time to really DISCOVER who you are and the best job for you.




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### DISCUSSION

Ask the group if any of the statements sound familiar.

1. “I’ll do anything!” may mean that the person isn’t sure about their interests or what they have to offer. It may also mean that they need a job right now (which is understandable).
2. You go to the same jobs your friends have, even though it hasn’t worked out for you. Example: Your friend Sarah works in Fast Food jobs and you think you would like to do that, too. But the pace in fast food restaurants is difficult for you. But keep wanting to do that job because you haven’t thought of other ideas.
3. You take a job you know you won’t like because you need money immediately –we can all understand that people may need money immediately, and may take a job even if it’s not a good fit. Just know that you can continue learning about yourself and working toward a job that will be more meaningful and will likely last longer.
4. You’ve never taken the time to really DISCOVER who you are and what the best job is for you. And that’s why we’re here today –to help you learn about yourself!

## DISCOVERY IS...

- A process a job seeker goes through to figure out and identify his/her own needs and interests as well as what an employer might need.
- Focused on strengths and can include reflection, interviews with family and friends, and even informational interviews with employers.

### DISCUSSION

The Discovery process is basically a process where you are learning things about yourself, asking others (who you know and trust) what they admire about you or think you do well, and practicing how to talk about your strengths and what you have to contribute to an employer.

## DISCOVERY REQUIRES YOU TO...

- Be open and honest with yourself and others
- Focus on what you do well, the environment where you feel most successful and the tasks you enjoy
- Take personal responsibility for your job search and build a personal job search network

### DISCUSSION

The discovery process also includes thinking about the employers you might like to work for or the places where you might like to work. It could even include owning your own business.

## GETTING TO KNOW YOURSELF

- Think about a time when you were at your best.
- What were you doing?
- What was the environment like?
- What tasks were you performing?
- Were you working alone? With others?

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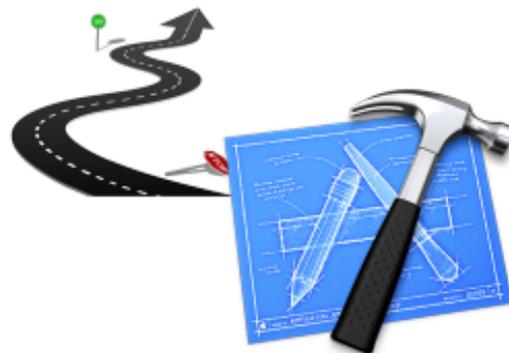
### FACILITATOR NOTES

Have people close their eyes and reflect for a couple of minutes. Then ask people to share their thoughts.

Be prepared to give some examples.

## What's a Blueprint?

- A plan, a roadmap.
- It helps you see how to get to where you want to go.



“If you don't know where you are going any road can take you there”

— [Lewis Carroll, Alice in Wonderland](#)

### DISCUSSION:

Guided Group Discovery will help you complete a “Blueprint for Employment”. A Blueprint is a plan, or a roadmap, that helps you get to your end goal.

Discuss the need for a plan to make sure you get to where you would ideally like to be. If you were driving to (Texas, or any state) and you didn't have a map, do you think that you would get there as efficiently as if you had a map or directions or GPS? Of course not! The Blueprint for employment helps you identify the types of work that would be most satisfying for you, as well as a strategy for getting there.

## THE DISCOVERY PROCESS LEADS TO A BLUEPRINT FOR EMPLOYMENT

### A Blueprint for Employment :

- Summarizes what you learned about yourself during the discovery process
- Provides you with some structure as you take your first (or next) step towards employment



## DISCUSSION

A blueprint is typically used as a plan or design for a project. If you think about your job search as a project, a blueprint is the design that will help you meet your goals.

Discovery is a process that leads a jobseeker to develop a profile of their interests, their contributions (skills, talents, personal attributes) and their expectations for employment. In short, you'll basically be creating a blueprint for employment...one that is purposeful and proactive.

The Blueprint for Employment will include areas such as:

- ➔ Interests
- ➔ Contributions
- ➔ Conditions
- ➔ Tasks
- ➔ Areas of negotiations
- ➔ Disclosure
- ➔ Potential businesses and connections

Ask participants to locate the Blueprint for Employment, Activity 5 in their Participant Workbook. An additional copy can be found in the back of this manual. Be certain they understand that, over the course of the Guided Group Discovery sessions, they will be completing activities and independent assignments in order to update their own personal Blueprint.

**FACILITATOR NOTES**

This is meant to be an introduction to the Blueprint, so remind people that you will be walking through each section in the upcoming sessions.

**SECTION 1** 5

**A BLUEPRINT FOR EMPLOYMENT**

Identify your team

JOB SEARCH TEAM		
Person	Relationship	Contact Information

SECTION 1

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**DISCUSSION**

Each of the following five slides break up the blueprint for employment into sections that correspond to the sessions of the Guided Group Discovery curriculum.

Facilitators should briefly describe and discuss what each section is about and how the things participants learn during the course will help them to build their individual blueprint.

**FACILITATOR NOTES**

This is an overview of the Blueprint, so people do not need to fill this out now. We’ll talk more about your Job Search Team and who can help the job seeker toward the end of this session.

## SECTION 2

### A BLUEPRINT FOR DISCOVERY

#### Contributions: What you have to offer

CONTRIBUTIONS: IT'S ALL ABOUT YOU	
Interests	Skills
Tasks	Positive Personality Traits


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### DISCUSSION

This section of the Blueprint identifies your contributions, or what you have to offer an employer. In session 2, we will focus on Contributions, such as your interests, skills, tasks you can do, and your positive personality traits.

## SECTION 3

### VOCATIONAL THEMES™

VOCATIONAL THEMES™	
Emerging Vocational Themes:	Where would People with Similar Themes Work?


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### DISCUSSION

Vocational themes are not job descriptions, but rather broad areas that match who you are and the skills and contributions you bring to a job. For example, if someone likes tinkering with cars and is good with their hands, that might indicate a “mechanical” theme. Someone who particularly enjoys dogs, and has skills in working with dogs, may have a broader “animal” theme.

We’ll discuss Vocational Themes™ more in Session 2, but the idea is that themes can help us think of more possibilities than focusing on job descriptions.

## SECTION 4 A BLUEPRINT FOR EMPLOYMENT

Consider issues around disability and other complex life circumstances

CONDITIONS FOR EMPLOYMENT	ACCOMMODATIONS, DISCLOSURE & FRAMING SENSITIVE INFORMATION


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### DISCUSSION

In session 3, we will focus on your **Conditions for Employment**. Conditions are things that you need to have in place, or need to be addressed for a job to work for you. Some examples might be as follows:

- ➔ Getting off work by 3:00 p.m. because you need to pick up kids and don't have other arrangements for child care.
- ➔ Working on a public bus line, if you depend on public transportation.
- ➔ A job that doesn't require lifting over 20 lbs. as per a doctor's orders, due to a back injury.

Sometimes people may also need to consider the following:

**Accommodations** they may need due to a disability to be able to work efficiently. Asking for an accommodation often involves **Disclosing** disability or other sensitive information. In session 3, we will help you think through to determine if you need accommodations and how and when you might disclose information about disability or other sensitive information.

## SECTION 5 A BLUEPRINT FOR DISCOVERY

### Taking action

ACTION ITEMS			
Task	I will ask for support from...	By when?	Complete
			<input type="checkbox"/>

### DISCUSSION

The last section of the Blueprint helps you identify steps you will take in your job search. This includes identifying specific tasks or steps you will take, as well as identifying who might help you, and a timeline for completing each step. You can use the right hand column to check off completed steps, and add more action items as you complete some.

The Blueprint is a place that you can gather this information in one place. If you are working with Workforce Center staff, a Vocational Rehabilitation Counselor, a teacher or others, you can share your Blueprint with them so they can help support you in your job search.

### FACILITATOR NOTES

You might adapt the discussion based on the group you are working with. For example, if working with youth, you might discuss here how students might use the Blueprint in taking an active role in discussing their employment goals and needs at an upcoming IEP meeting.

## BUILDING A JOB SEARCH TEAM

A job search team is a group of people on whom you can rely on (who you know well and trust) for job-related advice, support and feedback:



The infographic displays six categories of people who can be part of a job search team, each with a corresponding icon in a circle:

- FAMILY
- FRIENDS
- TEACHERS
- COUNSELORS
- NEIGHBORS
- OTHERS?

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### DISCUSSION

Ask participants if they have ever thought of using a team of people they know and trust to provide assistance with the job search. Why or why not? Tease out the importance of the “it takes a village” approach.

## What Makes A Good Team?



Discussion: Ask the group, “what makes a good team”? Have them think about other teams they’ve been on, whether they are sports teams, teams working on a specific project, etc. Think broadly about teams - “sphere of influence,” “circle of support”.

Examples:

- Common goals
- Good communication
- Processes for working together
- A good leader
- Broad range of skills/experience
- Practice working together.

How could these things apply to your Job Search team?

- Common goals – everyone understanding your interests, potential contributions, conditions of employment
- Good communication – keeping team members in the loop about actions you’re taking and help and support you might need
- Processes for working together – IEP meetings, or other times when you can discuss your goals and progress.
- A good leader – That would be you! You’re in charge of your job search, but you need to reach out to those who can help you!
- Practice working together – let people help you, and let them know how their input helped!

## THINK ABOUT AND ANSWER THE FOLLOWING:

4

1. Have you ever helped a friend or family member in need?
2. What did you do?
3. How do you think it made them feel to know they could depend on you?
4. How did it make you feel to help someone else?



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**DISCUSSION**

We all need help and guidance at one time or another in our lives. Most people enjoy helping others –yet most of us have trouble asking for help.

No matter where you are in your career or job search, and whether you decide to use traditional methods or something new (like Customized Employment), you may find you hit a few speed bumps along the way. Guess what? That's expected. So that you can better prepare yourself for the road ahead, part of this process requires you to identify at least three people in your life you can count on or call for help and encouragement.

**FACILITATOR NOTES**

People may have difficulty asking someone for help, so remind them that helping often makes people feel good. People want to help, but they often are not sure *how* to help. We will be talking about ways that people can ask for assistance from others with their job search.

**3 THINK OF 3 SKILLS OR TALENTS YOU HAVE. FOR EXAMPLE:**

- What do you do well?
- What have people complimented you on in the past?
- What types of activities did you do well on a previous job?
- What tasks at home do you do well?

Make a list of your skills and/or talents in the spaces provided below.

Skill or Talent  
#1



Skill or Talent  
#2



Skill or Talent  
#3



Now, turn to the person next to you and introduce yourself. Be sure to tell the person about your skills and/or talents (or what you like and can do well).

Then be sure to listen carefully when your partner tells you about him/herself. Ask more questions – because in a few minutes you will be introducing your partner to the rest of the group.

About your partner: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**4 THINK ABOUT AND BE PREPARED TO DISCUSS THE FOLLOWING QUESTIONS:**

Have you ever helped a friend or family member in need?	
What did you do?	
How do you think it made them feel to know they could depend on you?	
How did it make you feel to help someone else?	

## IDENTIFY YOUR TEAM 5

JOB SEARCH NETWORK OF SUPPORT		
Person	Relationship	Contact Information

SECTION 1


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### DISCUSSION

For today, we want you to start your Blueprint for Employment by identifying people who can help support you in your job search. This might be family, friends, counselors, or case managers. List people who you think know you well and you would be comfortable going to for advice.

List the team members on your Blueprint in the back of your Participant Workbook (or you can draft them here). We'll be adding to the Blueprint during each session. You have an extra copy so that, at the last session, you can make a clean and complete copy. Some of the class activities will pull out information that you will need to transfer to your Blueprint as we go.

### FACILITATOR NOTES

Have people use the actual Blueprint in the back of the Workbook. Save the second copy for the final session, or make additional copies of the Blueprint as needed.

**Session One: Review and Assignment****SESSION ONE**  
**REVIEW**

Guided Group Discovery sessions will offer you the opportunity to:

- Conduct a structured series of steps to learn what you want and need from an employment relationship.
- Receive input and support from others.
- Provide support and ideas to others.
- Think about your employment options in a different way.



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**DISCUSSION:**

Stress the point that, by doing the homework assignments and attending these sessions, participants will obtain a clearer picture of the type of employment that might be best suited for their individual situations.

If someone needs assistance with the assignment, discuss how he/she might go about getting some help.

## ASSIGNMENT #1

Identify 2 people you know and trust.



- List their names, contact information, and why you have chosen them to be part of your network of support.
- ‘Interview’ these 2 people and ask them to describe you.
- Be prepared to share your interviews in the next session.

### DISCUSSION

Review Assignment 1 - The purpose of this assignment is for participants to think about people in their own personal network who they know and trust AND who can act as a support in the individual’s search for employment. Also, be sure they understand that the people they identify will be people they should be prepared to access during this course.

Have each participant say who they think their two people will be (e.g., my mom and my coach; my brother and my English teacher; my teacher and my VR Counselor). If people have trouble identifying two people, give them a pass and let them hear from others to get ideas. Come back to them later. Give suggestions if needed (family members, teachers, counselors, friends, etc.).

### FACILITATOR NOTES

The purpose of this assignment is for participants to access people in their own personal network who they know and trust AND who can act as a support in the individual’s search for employment. These are likely the same people they identified on their Blueprint as part of their Job Search Team, but if they choose different people for this particular assignment, that is fine. They might consider adding them as part of their Job Search Team. They can have as many people as they like!

If the group meets more than once a week, it may be difficult to complete this prior to the next session. Make allowances as needed – perhaps, try to complete one interview before the next session, and complete more over the course of the week.

Stress that Guided Group Discovery is about learning something new about yourself, so getting input from others is critical.

Sometimes talking about our strengths seems like boasting. It may be easier for people to talk about what others say about them than what they think of themselves. For example, it may be easier to say, “My former boss says I’m a hard worker” than “I’m a hard worker.”

Participants should have identified some potential Job Search Team members during the session. Touch base with those who seem unsure about the activity and make sure they get the support they need to talk to at least one person on their team. You may need to suggest different ways to accomplish this, such as calling someone on the phone if they can’t meet in person, starting with the person with whom they are most comfortable, etc.

**6 ASSIGNMENT #1 – BUILDING YOUR TEAM OF SUPPORTERS**

*Identify 3 people you know and trust. On each page, list the person’s name, why you have chosen the person to be part of your job support network, and be sure to include his/her contact information.*

*Interview each person using the interview questions provided. Be prepared to share your interviews in the next session*

**Support Person #1:**

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This person is part of my network because:

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Phone:

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Email:

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**Interview Questions**

What do you admire most about me?	
What do you think are my best skills?	
What do you think I have to offer an employer?	
In what type of environment do you think I would work best?	
What do you consider my most positive personality characteristics	

## Session Two: Interests and Contributions

### SESSION TWO INTERESTS & CONTRIBUTIONS



#### DISCUSSION:

Prior to starting Session 2, the supplementary materials called “TASKS” at <http://www.leadcenter.org/resources/tool-manual/guided-group-discovery-youth-edition-facilitator-guide-and-supplemental-slide-deck> may be useful for the facilitator, if after Session 1, if students require more discussion around tasks.

Welcome the group to Session 2.

Session 2 begins with a discussion about the independent research assignment you were asked to complete. Part of the process of Discovery – and learning more about yourself – is built around not only discovering, but also sharing your strengths with others. Reflecting on and presenting your findings to the group is a great way to practice.

This session will continue by introducing you to the concept of ‘contributions’ (what you offer to an employment situation) and translating that into specific tasks. We’ll also discuss the importance of recognizing and identifying the type of environment(s) where you are at your best.

## REVIEW PREVIOUS ASSIGNMENT

- Who did you choose to include in your Job Support Network?
- Why did you choose them?
- Share some things you learned about yourself

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### DISCUSSION

Ask the group to think about and be prepared to answer the questions on the slide. Start with giving an example: George interviewed a close friend and his friend told him that he was a good listener. George had never thought about listening as being a strength, but once his friend mentioned it, he remembered that an old girlfriend had also mentioned it. Perhaps this is something he could use to promote himself.

Ask participants to share any new information they learned about themselves during the assignment. Did anything surprise them?

If you added anyone to your team, make sure to list them on your Blueprint form.

**6 ASSIGNMENT #1 – BUILDING YOUR TEAM OF SUPPORTERS**

*Identify 3 people you know and trust. On each page, list the person's name, why you have chosen the person to be part of your job support network, and be sure to include his/her contact information.*

*Interview each person using the interview questions provided. Be prepared to share your interviews in the next session*

**Support Person #1:**

This person is part of my network because:

Phone:

Email:

**Interview Questions**

What do you admire most about me?	
What do you think are my best skills?	
What do you think I have to offer an employer?	
In what type of environment do you think I would work best?	
What do you consider my most positive personality characteristics	

## INTERESTS & CONTRIBUTIONS: OBJECTIVES

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- Identify interests that could focus your job search
- Generate a list of contributions (what you bring to the job)
- Identify tasks you would like to do



**DISCUSSION** Review the objectives for this session, as presented on the slides.

The supplemental PPT on “INTERESTS” at <http://www.leadcenter.org/resources/tool-manual/guided-group-discovery-youth-edition-facilitator-guide-and-supplemental-slide-deck>

may be used here if the facilitator feels more time should be spent on this topic.

## Icebreaker: Interests Scavenger Hunt

- Write down 3 interests on an index card (examples: working with children, woodworking, cooking, sports)
- Mingle of 5 minutes – try to find others with your same interests, and write their names on your card.



### DISCUSSION:

Have each participant write down three of their interests on an index card. Examples: Sports, working with children, computer games, woodworking, cooking, etc.

After people have written down their interests, provide 5 minutes for the group to mingle and identify others who have the same interests. Write the names of those who share your interests. Try to get as many as you can! Note – other participants may share your interests, even if it's not one of the things they wrote on their own card.

Discuss how common interests can help in job search. An employer may be more willing to hire someone who has a sincere interest in the work performed at the business. For example, an owner of a Day Care Facility would be more likely to hire someone with a genuine interest in children. It also can make the job more enjoyable for the employee, and thus easier to learn and more likely that you would stay at that job and grow in that field.

## INTERESTS

- Work is more enjoyable when you do something that interests you.
- An interest is something you care about and enjoy.
- Think about what you enjoy, such as:
  - Meeting new people
  - Learning about computers
  - Gardening or landscaping
  - Working on machines
  - Music

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### DISCUSSION

Work is more enjoyable when you do something you care about, and an interest is something that is strong enough to make you want to go to work each day. Wouldn't it be great if you could work and get paid for something that interests you?

Talk about generic interests (e.g., pizza, movies, and puppies). There may be things that you enjoy but don't necessarily want to do for work. Think about interests you have that would make you excited about going to work, such as meeting new people, learning about computers, etc.

### FACILITATOR NOTES

In the large group, have a couple of people give examples of things they are interested in and relate those to jobs. Example: Fred says he likes bikes and also likes working with his hands. Might bike repair be something that interests him as a job?

## HOW INTERESTS MIGHT RELATE TO WORK EXAMPLE

INTERESTS	PLACES WHERE PEOPLE WITH THOSE INTERESTS WORK:
<b>Bicycles</b>	Bike retail shops, repair shops, YMCA's, Electric bike shop, Bike clubs
<b>Cutting trees/firewood</b>	Forestry department, campgrounds, parks – trail maintenance, Energy Assistance program. etc.
<b>Being Outdoors</b>	Landscaping or grounds keeping businesses, Parks department,

### DISCUSSION

Review the examples and ask people to share some of their interests. Have participants brainstorm as a group to identify places where people with similar interests might work.

### FACILITATOR NOTES

Record interests that people identify on a flipchart. For example, someone says they enjoy working with children. Some places the group might identify are daycare centers, public or private schools, YMCA, Boys and Girls Club, pediatric unit of the hospital, etc.

Get participants actively brainstorming around each person's interests.

## THINKING ABOUT INTERESTS

8

Think about your interests...



- What activities do you enjoy?
- What do you do in your free time?
- What hobbies do you have?
- What are things in my house/bedroom that might say something about what I enjoy?
- Help your partner think about their interests and different types of work that might relate to his/her interests.


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### DISCUSSION

Ask the group to think about their own interests –and start to record them on the worksheet. Interests don't have to be specific to work. Think generally about your interests (e.g., I like being around people, I like being outside, etc.).

Ask about things that people keep in their home, or bedroom, that might say something about what they like (e.g., pictures, trophies, types of movies or books, such as Westerns or Sci Fi, crafts, reading materials, etc.).

Pair off and ask the teams to discuss their interests AND get some ideas about different jobs that might be related to the interests discussed. **Once they have identified their interests, they can list them on their Employment Blueprint on in the Participant Workbook.**

Be prepared to discuss this as a group and list on flipchart paper for the group to see.

### FACILITATOR NOTES

Make sure that people identify at least three or more interests. This is sometimes harder to tease out than you think.

It is not uncommon for people to identify what they think they can do for work versus what they are really interested in. For example, someone may say “janitorial work,” not because it interests them, but because that’s what they believe they can do.

## Session 2: Interests and Contributions

### 7 OBJECTIVES

1. Identify interests that could focus your job search
2. Generate a list of contributions (what you bring to the job)
3. Identify tasks you would like to do

### 8 THINK ABOUT YOUR INTERESTS

<ul style="list-style-type: none"> <li>– What activities do you enjoy?</li> <li>– What do you do in your free time?</li> <li>– What hobbies do you have?</li> <li>– What are things in your home/bedroom that might relate to your interests?</li> </ul>	
--	--

Listen to a partner's interests. Based on his/her interests, what types of work might he/she enjoy doing? Can you think of different places that might use his/her skills?

### 9 CONTRIBUTIONS: SKILLS, TASKS AND POSITIVE PERSONALITY TRAITS

Think about the work you would most like to do.  
 Don't think about job titles, think about the actual work you would do

What skills would you be using?	What tasks would you be performing?

## Contributions: What I Bring to the Job

### DISCUSSION:

The word *contribution* can mean many things. A contribution can be a gift (often money) one sends to a favorite charity or nonprofit organization. It can also be an article someone writes and submits to a publication.

For the employment search, however, a contribution is what you have to offer to an employer. Remember, employers don't hire people out of the kindness of their hearts; they hire people who have something to offer to the employer's business...or their bottom line.

## CONTRIBUTIONS

- In employment, contributions are what you bring to the job. For example:
  - Skills
  - Tasks
  - Positive personality traits
  - More (Certifications, degrees, experience)


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### DISCUSSION

For the employment search, a contribution is what you have to offer to an employer. Remember, employers don't hire people out of the kindness of their hearts; they hire people who have something to offer to the employer's business –or their bottom line.

When we talk to employers, we want to propose how we can help their business. In other words, how do my contributions help the employer's bottom line? Could I help the business make money? Save money? Do things more efficiently?

Let's take a moment to define and describe each of these contributions. We will start with skills and tasks.

## SKILLS AND TASKS

- A **SKILL** is
  - The ability to do something well
  - A combination of the knowledge, abilities and talents needed to perform a task
- A **TASK** is
  - A piece of work that needs to be completed
  - The specific activities or duties you perform on a job

### DISCUSSION

Skills are generally things that require practice to learn (e.g., playing the piano, using the computer, driving, speaking a foreign language).

Tasks and skills are related, but they are also very different: You must know how to drive (skill) in order to park a car (task).

Ask the group to name a skill they have and a task that is related to that skill. Example: John might say he has computer skills. Tasks that employers might hire someone with computer skills to complete might include repairing computers, programming computers, entering data, maintaining a data base, tracking inventory, generating documents, etc.

## WHY THINK ABOUT SKILLS AND TASKS?

- Employers often hire us for our skills, but...they pay us for completing tasks!
- It helps you answer the question “What do you want to do?”
- Focusing on tasks can help you target your job search to employers who need those tasks to be completed.



### DISCUSSION

Job descriptions focus on both *skills* and *tasks* –and employers often create job titles and job descriptions based on the skills and tasks they need.

Employers typically hire people for their skills, but they pay them for the tasks they complete.

Being able to list your skills and tasks will help you answer the question: “What do you want to do?”

Focusing on your skills and the tasks you can perform will help you to target your job search. Not only will you be able to describe what you can do, but it will help you and your Job Search Team to start thinking about different employers that might need what you can contribute!

## WHAT IS A JOB TITLE?

- A job title is a term used by employers to define a position in a few words
- Titles may vary from employer to employer (e.g., administrative assistant)
- Job titles tend to assume specific skills and tasks

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### DISCUSSION

Even though employers are looking for skills and tasks to be completed, they generally use job titles to advertise for people to fill jobs. A Job Title is a broad term used by employers to define a position in a few words.

## JOB TITLES, SKILLS AND TASKS EXAMPLES



A **Prep Cook (job title)** needs good hand/eye coordination (**skill**) in order to chop vegetables (**task**).



A **warehouse inventory specialist (job title)** needs to use a computer (**skill**) in order to keep accurate records (**task**).



A **kindergarten teaching assistant (job title)** must know how to read (**skill**) in order to recite a book to a class (**task**).

### DISCUSSION

After reviewing the examples on the slide:

- A **Prep Cook (job title)** needs good hand/eye coordination (**skill**) in order to chop vegetables (**task**).
- A **warehouse inventory specialist (job title)** needs to use a computer (**skill**) in order to keep accurate records (**task**).
- A **kindergarten teaching assistant (job title)** must know how to read (**skill**) in order to recite a book to a class (**task**).

Ask the group if they can think of any more examples.

## WHAT DO YOU THINK?

Why do you think the Discovery Process avoids discussing and describing jobs by job title?



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### DISCUSSION:

Ask the group: “Why do you think the discovery process avoids discussing and describing jobs by job title?”

Discuss how job descriptions bundle tasks together. Maybe someone is very skilled at some of the tasks on the job description, but not skilled at other task. Could an employer still benefit from their contributions?

Job titles often force us into a “box.” What if a person can do 80% of a job (as described in a job title) but not the other 20%? Do you think that person would be eager to apply for that job? Why or why not?

People who do well with the traditional job search process tend to be people who are skilled at all tasks on the job description. A customized approach focuses on the things that you do well and proposes to an employer how your contributions can benefit them.

For example, an employer might be willing to “carve out” a job where you only do some of the tasks listed in a typical job description. Joanne is interested in clothing and would love to work at a clothing retail store, but she is concerned about her ability to operate a cash register. An employer may see that she can still do many of the tasks needed, such as folding or hanging clothing, assisting customers in the dressing room, etc.

There may also be opportunities to “create” a job, based on an employer’s need. For example, Dawn learned that her local YMCA was having trouble maintaining their database. She proposed that the YMCA hire her part-time to help with data entry.

## CONSIDER THIS...

John wants to be a pizza delivery driver. It’s his dream job! He has applied at several pizza parlors, but no one is hiring. He is getting frustrated and now isn’t sure what to do.



- What advice would you give to John as he begins his process of Discovery?
- What happens to John if he keeps focusing on being a pizza delivery driver?


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### DISCUSSION

What happens when we limit ourselves to one job, or one type of job? Do we close off possibilities?

What might it be that John thinks he will enjoy about the pizza delivering job? Driving? Customer Service? Wearing a uniform? What other jobs involve these?

Sometimes we get “stuck” by focusing on one job. Discovery is meant to open our eyes to possibilities we may not have thought about before. For example, Larry had always seen himself as doing landscaping work and was only looking in that area. But Discovery helped him think more deeply about his other interests (bikes), the skills he has that could transfer to other jobs (working with his hands/good fine motor skills), and the tasks he enjoys (putting things together). This led him to explore work in bike shops.

Sometimes we get stuck on a specific job title (e.g., “Pizza Delivery Driver”). Lead the group in a discussion about the limitations of a job title.

## THINK ABOUT THE WORK YOU WOULD MOST LIKE TO DO 9

- What skills would you be using?
- What tasks would you be performing?
- How would these skills and tasks contribute to an employer's business and success?
- Don't think about job titles.  
**Think about the actual work.**

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### DISCUSSION

Ask the group to think about performing work. What skills would they be using? What tasks would they be performing? Be sure to remind them to NOT think about job titles; instead, think about the actual job tasks and the skills they would need.

**See Activity 9, next slide.**

## Session 2: Interests and Contributions

### 7 OBJECTIVES

1. Identify interests that could focus your job search
2. Generate a list of contributions (what you bring to the job)
3. Identify tasks you would like to do

### 8 THINK ABOUT YOUR INTERESTS

<ul style="list-style-type: none"> <li>– What activities do you enjoy?</li> <li>– What do you do in your free time?</li> <li>– What hobbies do you have?</li> <li>– What are things in your home/bedroom that might relate to your interests?</li> </ul>	
--	--

Listen to a partner's interests. Based on his/her interests, what types of work might he/she enjoy doing? Can you think of different places that might use his/her skills?

### 9 CONTRIBUTIONS: SKILLS, TASKS AND POSITIVE PERSONALITY TRAITS

**Think about the work you would most like to do.**

*Don't think about job titles, think about the actual work you would do*

What skills would you be using?	What tasks would you be performing?

## Session 2 (B): Interests and Contributions

### Icebreaker: Positive Attributes Activity

- Introduce yourself with a personality trait that starts with the first letter of your first name. Examples: “I’m Patient Patty”, or “I’m Friendly Fred”
- As you introduce yourself, make a gesture that relates to your descriptions (e.g., point to the brain for “Smart Steve”)
- First person starts, next person introduces first person and then themselves, next person introduces all before them, then themselves, etc.



#### DISCUSSION:

Last session we talked about your interests, skills, and tasks that you can perform well, as some of the contributions you bring to a job. Another potential Contribution is your positive personality traits. For example, the trait of “friendly” might be highly desired in a retail setting working with customers. The trait “patience” might be highly sought after in jobs that require working with children or elderly people. So today we’ll start by talking about positive personality traits.

Ask group members to stand in a circle, if room space permits. A player starts the game by introducing himself or herself by giving a personality trait that starts with the same letter of their name, (e.g. “I’m Patient Patty”).

The next player points to the first player, repeats the previous player's name and positive personality trait, and then provides their own (e.g., “This is Patient Patty” and “I’m Friendly Fred”). The third person introduces the first two, and them themselves, and so on. The game ends with the last player having to do every other player's names and positive personality trait.

## PERSONALITY TRAITS

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- What type of personality or character traits do you possess?
- Are there things you do or ways that you act that other people appreciate?
- Think about
  - **Actions**
  - **Behaviors**
  - **Attitudes**



LEAD CENTER

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### DISCUSSION

What are the things about a person's character that are genuinely recognized and appreciated by others? Maybe the person has a beautiful smile? An ability to stay focused on a detailed task? Willingness to learn new things? Triumph over hardship? Honesty? Talent for listening to others? Sense of humor?

Of course, we all have certain personality traits that are less than ideal. Maybe we are hyper-critical of certain people, or we get tired and grumpy in the afternoon, or we talk too much. While these are all examples of normal human behavior, these traits are not necessarily the ones we want to promote to an employer.

## POSITIVE PERSONALITY TRAITS EXAMPLES

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### DISCUSSION

The discovery process is all about figuring out who you are and what you have to contribute to an employer. An important part of this is being able to describe yourself in terms of your *positive* personality characteristics.

What are some positive aspects of your personality? Refer to the list on the slide and on Worksheet 10a. You may want to walk through the list and define terms that participants don't understand. Ask participants to check off which of these describe them, and then choose three of these traits that are the strongest – AND –be ready to give an example to explain.

**See Activity 10, next slide.**

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**WHAT ARE SOME POSITIVE ASPECTS OF YOUR PERSONALITY? ARE YOU:**

<input type="checkbox"/> Action oriented	<input type="checkbox"/> Patient
<input type="checkbox"/> Enthusiastic / Ambitious	<input type="checkbox"/> Positive / upbeat
<input type="checkbox"/> Approachable	<input type="checkbox"/> Punctual
<input type="checkbox"/> Confident	<input type="checkbox"/> Resourceful
<input type="checkbox"/> Cooperative	<input type="checkbox"/> Responsible
<input type="checkbox"/> Creative	<input type="checkbox"/> Self-motivated
<input type="checkbox"/> Dependable	<input type="checkbox"/> Team-oriented
<input type="checkbox"/> Good communicator	<input type="checkbox"/> Works well under pressure
<input type="checkbox"/> Flexible	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Hardworking	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Neat / Meticulous	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Organized	<input type="checkbox"/> Other: _____

**DISCUSSION:**

What are some positive aspects of your personality? Refer to the list on the slide and on Worksheet 10. Ask participants to check off which of these describe them, and then choose three of these traits that are the strongest – AND –be ready to give an example to explain.

**FACILITATOR NOTES:**

You may want to walk through the list and define terms that participants don't understand.

## Dependable Strengths Activity

- A Good Experience Is Something that **you** did that
  - You feel you did well and
  - You enjoyed doing and
  - You are proud of



### DISCUSSION:

We discover our strengths by remembering and talking about very special events in our life called “Good Experiences.”

Definition: A Good Experience Is Something that **you** did that

- You feel you did well and
- You enjoyed doing and
- You are proud of
- It is not important what anyone else thinks about it, what is important is how you evaluate or feel about it.

Facilitators should give a personal example. *For example, I taught a class to a group of teachers in South Carolina. It went really well. I felt like the participants understood and were excited about the information I was teaching them, and that they would use it right away.*

Hand out index cards to participants and have them describe a Good Experience, one from as far back as they can remember. It may have come from school, at home, at play or any part of their life.

Break up into quads and tell your story in 3 minutes. Have active listeners write or circle from Positive personality traits examples that they hear in the student’s story.

When all finished the activity, ask each participant to share how it felt to remember this story and active listeners how did the speaker look as they talked.

Explain that remembering and talking about Good Experiences usually makes us feel good, however, we may also experience discomfort because we may feel we are bragging or we are afraid of what others may think. Emphasize again that it is not bragging to tell good things about ourselves (it is part of the truth about us) and we must trust and help each other to find our strengths.

## Your Contributions

- Go to your Blueprint for Employment
- Fill in your contributions, including:
  - Interests
  - Skills
  - Tasks you can perform
  - Positive personality traits

 LEAD CENTER

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**DISCUSSION:**

Have participants begin to identify their contributions on their Blueprint for Employment in the back of the Participant Workbook. They can continue to add to these as they progress through the course.

**FACILITATOR NOTES:**

Some facilitators have found using a poster-size, laminated version of the Blueprint makes it easier to share.

## SECTION 2 A BLUEPRINT FOR DISCOVERY

### Contributions: What you have to offer

ALL ABOUT YOU	
Interests	Skills
Tasks	Positive Personality Traits

**DISCUSSION:**

Look back in your Workbook. Use the information you gathered on interests, skills, tasks, and positive personality traits to complete this section of the Blueprint for Employment.

**FACILITATOR NOTES:**

Refer back to the worksheets in Session 2, as well as the information participants gained from Assignment #1 when they interviewed people.

## VOCATIONAL THEMES™

- Vocational Themes™ are broad areas that may include many jobs.
- Thinking in themes, versus job descriptions, can help you identify places to begin your job search.
- Examples:
  - Kittens — — — — — → Animals
  - Fixing a bike — — — — — → Mechanics
  - Making cookies — — — — — → Food



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### DISCUSSION

Stress that Vocational Themes™ are NOT job descriptions, but rather broad areas that can provide guidance in job search. Generally, Vocational Themes™ are based on interests but can be informed by your other contributions as well.

Give some examples. If someone likes kittens, “Animals” might be the broader theme. Chances are that someone who could perform tasks around kittens might also be able to perform those same tasks with rabbits, horses, or guinea pigs. Someone who enjoys and is skilled at baking cookies may likely do well in other areas related to “Food,” such as a catering business, a pizzeria, or a school cafeteria. “Baker” is too narrow; it only leads us to bakeries. “Food” gives us more ideas to explore. Thinking about Vocational Themes™ helps us expand our thinking about job possibilities.

### FACILITATOR NOTES

Provide some examples using interests that participants have previously identified.

## SOME POTENTIAL VOCATIONAL THEMES™

- Organization
- Agriculture
- Construction
- Mechanical
- Transportation
- Cleanliness
- Children
- Advocacy
- Outdoors/Nature
- Athletics/Recreation
- Culinary
- Art
- Entertainment
- Fashion
- Customer Service
- History
- Politics
- Logistics
- Religion/Spirituality
- Medicine/Health Care
- Technology/Computers
- Communications....

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### DISCUSSION

Based on what you've learned about yourself, do any of these themes seem to describe the type of work you would like to do? Which ones? Are there other themes that are not listed here that might better describe YOUR Vocational Themes™?

Vocational Themes are based on more than interests. The tasks you enjoy, your skills and other contributions, as well as personality traits may all help to identify Vocational Themes™.

## YOUR VOCATIONAL THEMES™

## EXAMPLE

## Interests/Contributions

- Skilled at repairing bikes
- Clean – does not like to clean but likes being in a clean environment
- Enjoys crafts – sews, knits and crochets

## Emerging themes

- Mechanical
- Cleanliness
- Textiles

**DISCUSSION**

Sometimes your conditions of employment also can inform your themes. Conditions are elements or circumstances you need to be successful. For example, if someone needs to work in a “clean” environment, that doesn’t mean that they like doing janitorial work. “Cleanliness” can help us think of other possibilities.

Where are other work environments that stress “cleanliness?” (Ask participants to brainstorm: labs, dentist offices, food manufacturing plants, etc.)

Try to think of at least three Vocational Themes™. Only having one theme narrows your job search. Most of us have more than one interest, and choosing three can give you lots of ideas about possible work!

## 11 MATCHING INTERESTS TO POTENTIAL VOCATIONAL THEMES™

Draw a line between the interest and the corresponding Vocational Theme™

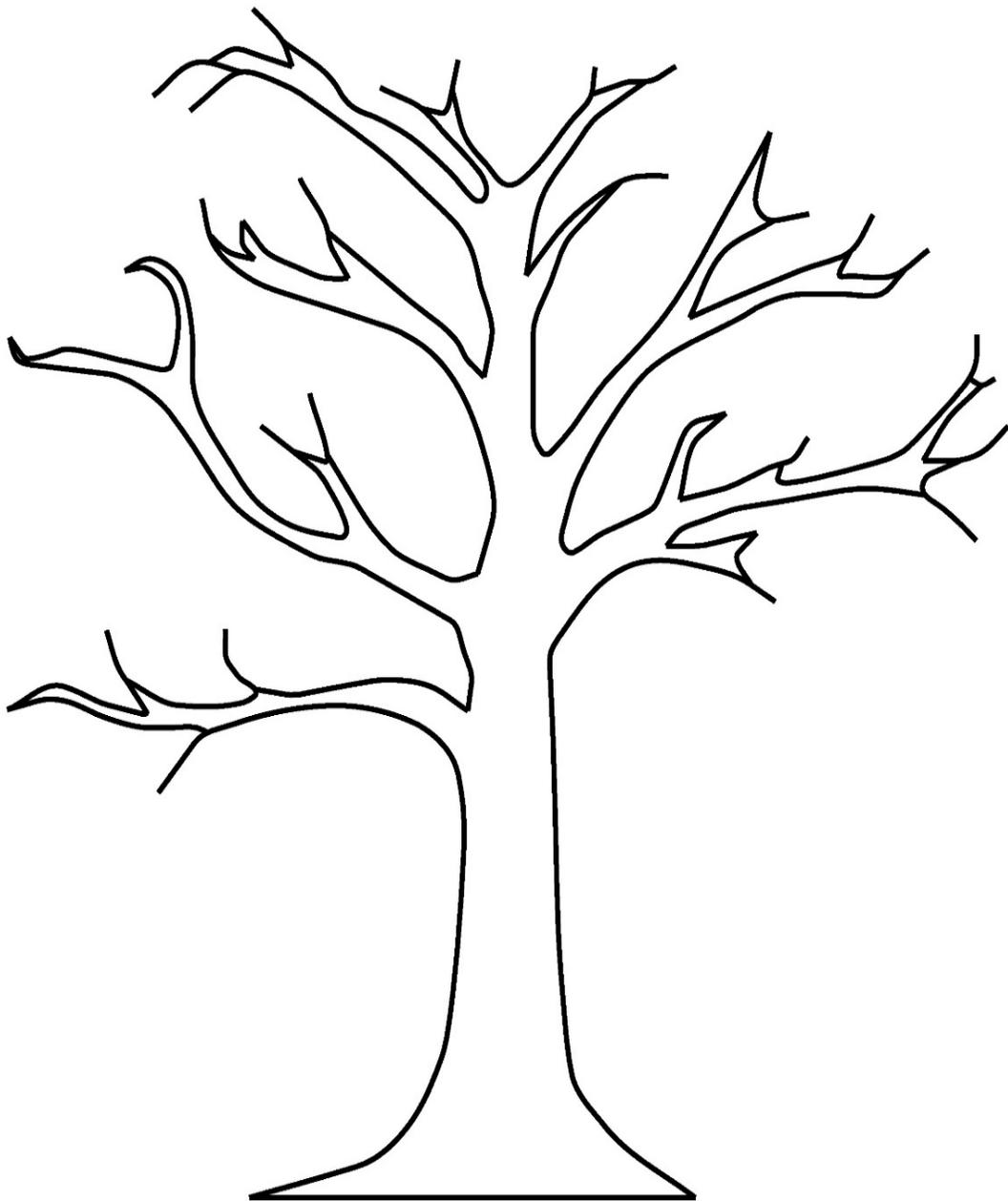
<u>INTEREST</u>	<u>POTENTIAL VOCATIONAL THEME™</u>
Using an iPad	Outdoors/Nature
Tattoos	Advocacy
Hiking	Art
Clothes	Technology/Computers
Gardening	Agriculture
Helping People in Need	Fashion

Think about your own interests, as well as your skills and the tasks you enjoy to develop your own Vocational Themes™:

INTERESTS, SKILLS, TASKS:	EMERGING THEMES:
_____	_____
_____	_____
_____	_____
_____	_____

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YOUR “THEME TREE”



Apple Tree Template

**DISCUSSION:**

Either print out, or have students draw a tree trunk. Have them label the various parts of the tree as follows (Also see Example in Workbook):

- Trunk – The trunk represents you (write your name here).
- Roots – The roots represent your contributions -- Your interests, skills/talents, tasks you enjoy performing, personality traits....those things that help you develop your themes.
- Main branches off the trunk – These are your vocational themes. Try to get at least 3 of them. If you only have one, it's easy to get stuck if that particular area doesn't work out right now.
- Small branches – List places that people with similar themes might work.

**FACILITATOR NOTES:**

It might also be fun to laminate the tree template and have participants post on the wall while they work on them. That would make them easier to share and to get ideas from others.

For example, if you have a **theme around “Food/Culinary”**, the **types of places** where people might work around food include: Restaurants, grocery stores, food manufacturing, food distribution, catering companies, etc. (Main branches) with **leaves representing specific employers** in your community.

**Main branches: Food (theme)**

**Smaller Branches: Types of businesses (Food Manufacturing, restaurants, grocery stores, distributions centers, etc.)**

**Leaves: Rogue Creamery, LaBaguette Bakery, Rising Sun Farms (specific employers in your community).**

**Session Two: Review and Assignment****SESSION TWO  
REVIEW**

Discovery helps you find a job that is a good "fit" by focusing on:



- Your interests
- Your contributions
  - skills,
  - tasks,
  - positive personality traits,
  - MORE

**DISCUSSION**

Stress the point that, by doing the homework and attending these sessions, participants will obtain a clear picture of the type of employment they need. If participants need help in doing the assignment, they should talk to the facilitators.

## ASSIGNMENT #2

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With at least one member of your job search team:

- Review your Contributions and “Themes Tree”.
- Ask team members to help you by adding contributions and potential businesses in your community.



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### **DISCUSSION:**

Review Assignment #2 and ask if the group has any questions.

Have each participant identify who (which team member) they will be reaching out to and when. They might do this with a peer, a family member, or someone at school/work.

### **FACILITATOR NOTES:**

Make sure to offer support for people who may have difficulty identifying or approaching someone from their team. Make suggestions or problem-solve individually with participants.

## Session Three: Conditions, Accommodations & Disclosures

### SESSION THREE CONDITIONS, ACCOMMODATIONS AND DISCLOSURE



#### DISCUSSION:

Session #3 deals with the things that you need to be successful, and how you might go about getting them.

The supplemental PPT “ENVIRONMENTS FOR SUCCESS” at

<http://www.leadcenter.org/resources/tool-manual/guided-group-discovery-youth-edition-facilitator-guide-and-supplemental-slide-deck>

may be helpful before beginning module 3. This supplement helps define different environments such as geographical, physical, social, and cultural.

## REVIEW OF ASSIGNMENT #2

- Review the Contributions Section of your Blueprint and your “Theme Tree”
- Given your Vocational Themes™ and tasks you would like to do, what employers did you/your team identify as possibilities?



### DISCUSSION

Ask participants to report on anything they added to their contributions chart. In talking with their Job Search Team member(s), were they able to identify at least three Vocational Themes™? Were they able to identify some places where people with similar themes might work? Or employers who could benefit from their contributions?



DISCUSSION:

Have participants share their “theme trees”.

## CONDITIONS, ACCOMMODATIONS & DISCLOSURE: OBJECTIVES

- Update Blueprint for Employment
- Define and discuss
  - Conditions of employment
  - Job accommodations
  - If, when and how to disclose sensitive information

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### DISCUSSION

Review of session's objectives.

## UPDATE YOUR BLUEPRINT

### Review Section 1

- Any updates or changes to make?

### Update Section 2

- Contributions (interests, skills, tasks, positive personality traits)



### **DISCUSSION**

This is a time to reflect and gather all the information you have on the Blueprint for Employment. You can continue to add to this as we progress through the course.

### **FACILITATOR NOTES**

Make sure participants are transferring the information to the Employment Blueprint as they go, rather than waiting until the final session.

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CONTRIBUTIONS: IT'S ALL ABOUT YOU	
INTERESTS	SKILLS
TASKS	POSITIVE PERSONALITY TRAITS

GO TO BLUEPRINT ON PAGE 27

VOCATIONAL THEMES™	
Emerging Vocational Themes:	Where would People with Similar Themes Work?

**Session 3 (A) Conditions & Accommodations**

## Icebreaker Activity: Conditions

- Think of a situation where you would definitely NOT accept a job, and write it down on a piece of paper (do not say it out loud)



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**DISCUSSION:**

Give directions to write down on an index card or piece of paper a situation where you would definitely NOT want to work and WHY.

Provide examples: I wouldn't take a job that involved going under a house/building because I'm afraid of spiders. I wouldn't take a job mowing lawns because I'm so allergic to grass.

**FACILITATOR NOTES:**

Collect all pieces of paper. Read each aloud and have participants write down who they think said each one. Remind participants that they should remain quiet and to write something when theirs is called to not "give away" that it is them! Go through once as participants write down names, and then review a second time asking the person to wrote each one to identify themselves. See how many people guessed correctly.

## CONDITIONS OF EMPLOYMENT

- **Conditions** are elements or circumstances you need to be successful. (Deal breakers!)
- **Preferences** are elements that you want or think would be nice to have (negotiable!)



### DISCUSSION

Conditions of employment are those elements or circumstances you *need* for employment success. Conditions for employment might be related to health issues, family responsibilities, and so on. Don't confuse conditions with preferences. Preferences are the things you *want* or those that would be *nice to have*.

*Examples of Conditions:*

- *I can't work around chemicals because I have a skin sensitivity.*
- *Florescent lighting triggers seizures.*
- *A job would need to be accessible by bus, walking, or biking (if that is the person's only transportation options).*

*Examples of preferences:*

- *I prefer not to work on the weekends.*
- *I prefer work to be close to home, though I do drive and could work further away.*

## QUESTION:

What might be going on in someone's life that could impact his/her conditions for employment?



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### DISCUSSION

Read the question on the slide aloud. Ask participants to give some examples of life circumstances that might impact the search for and acquisition of employment.

*Examples: Medical appointments, limited transportation options, needing to care for younger siblings after school, etc.*

Remind the group that no matter the reason, the more **conditions** you have, the longer it will likely take to secure employment. The goal here is not to make a long list of conditions, but to identify which conditions are essential and which are really “preferences.”

## YOU DECIDE: CONDITION OR PREFERENCE

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- Finding an employment location on a bus line (if you use public transportation)
- Having your own office
- Getting paid minimum wage or higher
- Reporting to a supervisor you like
- Other?



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### DISCUSSION

Discuss the difference between a condition for employment and a preference and refer to the list on the slide. Have participants complete Activity 15 (next slide).

Review as a group. Most people would say that having your own office or reporting to a supervisor that you like are “preferences.” Are there specific situations where you might say those are conditions? For example, if someone has a great deal of difficulty concentrating and is easily distracted, perhaps a quiet space is needed (although that may or may not mean their own office). If someone has lost their last five jobs due to conflicts with their supervisor, would reporting to a supervisor you like be a condition for them? Again, conditions are things that will make you successful!

Add to this list and/or ask participants to come up with other examples to “test” the group.

## 15 CONDITIONS VS. PREFERENCES

Decide whether the following examples describe a general condition for employment or a preference. Come up with your own situation and ‘test’ the group.

✓ C for CONDITION or P for PREFERENCE		Situation
C <input type="checkbox"/>	P <input type="checkbox"/>	Employment location on a bus line (if you use public transportation)
C <input type="checkbox"/>	P <input type="checkbox"/>	Having your own office
C <input type="checkbox"/>	P <input type="checkbox"/>	Getting paid minimum wage or higher
C <input type="checkbox"/>	P <input type="checkbox"/>	Reporting to a supervisor you like
C <input type="checkbox"/>	P <input type="checkbox"/>	Add your own to ‘test’ the group:

Review as a group. Most people would say that having your own office or reporting to a supervisor that you like are “preferences.” Are there specific situations where you might say those are conditions? For example, if someone has a great deal of difficulty concentrating and is easily distracted, perhaps a quiet space is needed (although that may or may not mean their own office). If someone has lost their last five jobs due to conflicts with their supervisor, would reporting to a supervisor you like be a condition for them? Again, conditions are things that will make you successful!

Add to this list and/or ask participants to come up with other examples to “test” the group.

## CONDITIONS AND PREFERENCES: ELEMENTS TO CONSIDER

ELEMENT	DESCRIPTION
TIME	When it occurs
TASKS	What you do
SETTING or ENVIRONMENT	Where you do it – outside, inside, noisy, quiet
PACE	Speed
EXPECTATIONS	Supervisor, co-workers, customers
COMMUNICATION	Sending or receiving information



### DISCUSSION

As a group, talk through the elements of work where people may or may not have conditions or preferences. Ask for examples of each element.

Examples:

- ➔ **Time** – Graveyard shift doesn't work for someone due to a sleep disorder.
- ➔ **Tasks** – Heavy lifting, standing, or sitting for long periods of time may be a condition for someone with a back injury.
- ➔ **Settings or Environment** – Someone may need a quiet space to work due to distractibility.
- ➔ **Pace** – Someone may become anxious in a fast-paced environment; therefore, a more moderately paced work environment might be a condition for success.
- ➔ **Expectations** – Having very clear expectations may be needed.
- ➔ **Interactions** – Limited interaction with the public may be a condition.

Ask the group to discuss the elements of work that are **most** important for them. What is negotiable? What isn't negotiable? What if you have too many non-negotiable conditions?

Discuss what people expect from a supervisor, co-workers, etc.

Ask how many people enjoy working with customers? Why or why not?

## WHAT ARE YOUR CONDITIONS?

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- **YOU:**  
Tell a partner what each of the elements of work need to look like for you, in order for you to be at your best.
- **PARTNER:**  
Is the description a condition or a preference?

Decide together whether these are conditions or preferences.



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### DISCUSSION

Exercise 16 provides a template for people to write down their thoughts about conditions they may have around each element. Once they are finished, discuss with a partner, decide whether each is a Condition or a Preference.

### FACILITATOR NOTES

After participants have had time for discussion, ask each participant to name one or more conditions they identified.

**See Activity 16, next slide.**

**16** WHAT ARE YOUR CONDITIONS FOR EMPLOYMENT?

Describe the elements of a workplace that you need to be your very best. Are these conditions or preferences for you?

<i>What you need to be at your best.</i>	C	P
		<u>Time</u> you work.
		Tasks you perform.
		The setting or environment where you work.
		Pace or speed of work.
		Interacting with people, places or things.
		Expectations of a supervisor, co-workers or customers.
		Communication.

**DISCUSSION:**

Have participants give examples of conditions they identified. Tease out whether it really is a condition for that person, as opposed to a preference.

**Session 3 (A): Reasonable (Job) Accommodations**

## Icebreaker: Job Accommodations

Someone who works in an office setting uses a wheelchair. The worksite is accessible, except they have difficulty filing paper work in the tall cabinets.



*How might this task be accommodated?*

**DISCUSSION:**

Divide into small groups or pairs. What are various ways strategies for making this task possible for this person?

Someone who works in an office setting uses a wheelchair. The worksite is accessible, except they have difficulty filing paper work in the tall cabinets.

- Possibly the work could be filed in lower cabinets
- Perhaps this person could ask a co-worker to file the paperwork while they cover phones, or do something for them
- Employer restructures job so that one person does all the filing (say at the end of the day).
- Other?

## Icebreaker: Job Accommodations

- Someone who is deaf works in a manufacturing setting packing materials. The job doesn't require a great deal of communication, but sometimes there are new things that they need to learn.

*How might this task be accommodated?*



### **DISCUSSION:**

Someone who is deaf works in a manufacturing setting packing materials. The job doesn't require a great deal of communication, but sometimes there are new processes that they need to learn.

- A sign language interpreter is used for training or staff meetings.
- Employer provides written instructions
- Employee uses text or email to ask questions or clarify responsibilities.
- Other?

## JOB ACCOMMODATION

- A job accommodation is a reasonable adjustment to a job or work environment that makes it possible for an individual with a disability to perform their job duties.
- It is any change in the work environment or in the way things are customarily done that enables an individual with a disability to enjoy equal employment opportunities.

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### DISCUSSION

A *reasonable accommodation* is an adjustment or modification to the job, work setting, or work environment that makes it possible for an individual with a disability to apply for a job, perform his/her job duties once employed, or access the same benefits of all other employees.

Can you name some accommodations that people may need? Give examples, if needed, such as an accessible building and work area for someone who uses a wheelchair, or a flexible schedule for someone with frequent dialysis appointments.

Stress that we all may need accommodations for different things (glasses for reading, sitting in the front of the class to hear better, etc.)

## Accommodations in School (Examples from IEPs)

- Listening to a recording instead of reading text
- Being given an outline of the class
- Use a spelling checker
- Take a test in a quiet room
- Have help coordinating assignments in a book or planner

How could these relate to accommodation on a worksite?



### DISCUSSION:

Have students think about accommodations that they use now in school. How might that translate to the work environment.

For example, one accommodation John has in his IEP is that he is given a written list of instructions for assignments. On the job, could he request written instructions for the work he needs to complete? Who would provide them? Who would he ask?

**Accommodations are not  
disability specific.  
They are people and job specific.**



---

## **DISCUSSION**

Accommodations are not disability specific. They are people and job or job task specific, since every person is different and every job is different.

Do all people who are blind require materials in Braille? (No; every blind person does not read Braille.)

Do all wheelchair users need a raised desk? (No; some wheelchair users can transfer to a chair. Some wheelchairs do not have arm rests; etc.)

Provide examples as needed.

Sam needs a task list to keep him on track. Is that reasonable for an employer to provide? Could that benefit other employees as well?

## EXAMPLES OF ACCOMMODATIONS

- Physical changes (ramps or modifying work stations)
- Adjusting work schedules or job restructuring
- Special equipment, devices or software
- Providing quiet work spaces to reduce distractions
- Services to ensure an employee can participate fully in meetings, seminars, etc., such as a sign-language interpreter or a reader
- Additional training
- Paid or unpaid leave needed due to the disability

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### DISCUSSION

While there are many different types of reasonable accommodations, according to the Department of Justice, these are some of the most common workplace accommodations (same list as above, but expanded):

- ➔ Physical changes, such as installing a ramp or modifying a workspace or restroom
- ➔ Sign language interpreters for people who are deaf or readers for people who are blind
- ➔ Providing a quieter workspace or making other changes to reduce noisy distractions for someone with a mental health condition
- ➔ Training and other written materials in an accessible format, such as in Braille, on audio tape, or in electronic form
- ➔ TTYs or amplification technology for use with telephones by people who are deaf or hard of hearing, and hardware and software that make computers accessible to people with vision impairments or who have difficulty using their hands
- ➔ Time off for someone undergoing treatment for a disability-related condition
- ➔ Additional training or extended time to learn a new task
- ➔ Adjustments to the work schedule

## ACCOMMODATION SCENARIOS



Lisa is 4'9" tall. She needs to regularly stock supplies on the top shelf of a utility closet.



It's Harry's turn to take notes for his team. He has trouble with short term memory.



Janita's job starts at 9am. She needs to go to dialysis several times each month at 8:30 am, which would make her late for work.



### DISCUSSION

Use the examples on the slide to come up with some creative solutions to help someone with job performance.

Read each bullet and ask the group to come up with some accommodations the person might be able to use on the job.

Discuss the fact that these scenarios are NOT disability specific, but job and person specific.

### FACILITATOR NOTES

Juanita's employer may be able to flex her work schedule. If, for example, Juanita is the only person to open the store at 8:00, this may not be reasonable, given her specific job.

### Session 3 (B): Disclosure

## WHAT IS DISCLOSURE (ON THE JOB)?

- Disclosure refers to releasing personal and private information to an employer or someone else at work for a specific purpose.
- Disclosure is a very personal decision – and one that deserves thought and reflection.



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### DISCUSSION

Sharing personal information with an employer (about a disability, medical condition, or other barrier to employment) is a **personal** decision. It is a decision that deserves some thought, discussion with people you trust, and then weighing your options. Many people are confused and unsure about disclosing a disability and need an accommodation from an employer. Even if they decide to disclose, they are often unsure *when* to do it. The reality is there is no absolute right answer. There are pros and cons when it comes to disclosure, and it is your decision to make.

Do you think you might benefit from an accommodation at work? If you are a person with a disability, it is your responsibility to let an employer know you need a reasonable accommodation in order to do your job. This is called **disclosure**. It is important to remember that requesting an accommodation at work does not mean you are asking for special treatment. It is just a way to alleviate a disability-related condition, to help you do your job, just like everyone else.

Often, people with physical disabilities or a disability that can be seen and recognized by someone else don't have too much trouble asking for an accommodation. However, the majority of people with disabilities working today have a non-visible disability, and they often are reluctant to request an accommodation.

## DISCLOSURE TRUE OR FALSE?

17

If you don't disclose when you are hired, you can't disclose later.



**DISCUSSION**

**False.** People might disclose later because they find a need to share that information. Perhaps they need an accommodation that they didn't realize they would need when they were hired.

**FACILITATOR NOTES**

Worksheet 16 provides a space for participants to answer **True or False** to the questions on the following slides, or you could walk through them together.

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**DISCLOSURE: TRUE OR FALSE?**

<b>T</b> <input type="checkbox"/>	<b>F</b> <input type="checkbox"/>	If you don't disclose when you are hired, you cannot disclose later.
<b>T</b> <input type="checkbox"/>	<b>F</b> <input type="checkbox"/>	If you choose to disclose, an employer is required by law to provide you with the accommodation you want.
<b>T</b> <input type="checkbox"/>	<b>F</b> <input type="checkbox"/>	An employer should provide you with an accommodation whether you disclose or not.
<b>T</b> <input type="checkbox"/>	<b>F</b> <input type="checkbox"/>	If you disclose a disability to an employer, you can never be fired.
<b>T</b> <input type="checkbox"/>	<b>F</b> <input type="checkbox"/>	If you communicate using sign language, you should bring a friend with you to an interview so he/she can interpret for you.

T <input type="checkbox"/>	F <input type="checkbox"/>	You should only disclose if you have a visible disability. People with hidden, or non-apparent, disabilities should never disclose.
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**FACILITATOR NOTES:**

You can have participants do this individually, in pairs, or as a large group. The following slides go through each potential condition.

## DISCLOSURE TRUE OR FALSE?

17

If you choose to disclose, an employer is required by law to provide you with the specific accommodation you request.



**LEAD CENTER**

**DISCUSSION****False.**

The employer and employee need to work together to find a suitable solution. For example, in the previous example where Lisa had to stock supplies on a tall shelf, some of you suggested a ladder or step stool. What if the employer thought this might pose a safety risk to other employees, and suggested instead that they move the supplies to a lower shelf? It still allows Lisa to complete her work –just a different strategy.

## DISCLOSURE TRUE OR FALSE?

An employer should provide you with an accommodation whether you disclose or not.



---

### DISCUSSION

**False.**

Employers are generally happy to accommodate people, but they are not mind readers. You need to let them know what you need and why (stress how the accommodation will help you do your job efficiently).

## DISCLOSURE TRUE OR FALSE?

If you disclose a disability to an employer, you can never be fired.



---

### DISCUSSION

**False.**

People can be terminated for various reasons. Disclosing a disability does not “protect” you from losing a job.

## DISCLOSURE TRUE OR FALSE?

17

You should only disclose if you have a visible disability. People with hidden, or non-apparent, disabilities should never disclose.



---

### DISCUSSION

**False.**

Accommodations apply to accessing employment, too! So, if you need an accommodation for an interview, or other “pre-hire” activity, you will need to disclose upfront. Can you name some other examples where someone might need an accommodation prior to being hired?

*Examples: Someone who uses a wheelchair may need to verify that the interview location is accessible; someone with a learning disability may need assistance with filling out paperwork or online applications.*

## DISCLOSURE TRUE OR FALSE?

17

You should only disclose if you have a visible disability. People with hidden, or non-apparent, disabilities should never disclose.



---

### DISCUSSION

**False.**

Examples of non-visible disabilities include, but are not limited to a learning disability, Autism Spectrum Disorder, depression or other mental health-related challenges. If you need accommodations, or there are other reasons to disclose, you may want to regardless of whether your disability is visible or not.

## TO DISCLOSE OR NOT TO DISCLOSE

- Why might someone choose to disclose a disability to an employer?
  - What are the benefits for the individual?
  - What are the benefits for the employer?
- Why might someone choose not to disclose a disability to an employer?



### DISCUSSION

Someone might choose to disclose for various reasons. For example, safety might be a reason if someone has seizures or another medical condition that might need attention.

Accommodations are a big reason why people choose to disclose. Do you think you might benefit from an accommodation at work? If you are a person with a disability, it is your responsibility to let an employer know you need a reasonable accommodation to do your job.

## TOP REASONS PEOPLE DISCLOSE

- To ask for job accommodations
- To receive benefits or privileges specifically for people with disabilities
- To explain any circumstances that could be misinterpreted as “unusual” or “out of the ordinary” to an employer
- To help an employer meet federal hiring requirements or receive tax credits



### DISCUSSION

Benefits or privileges specific to people with disabilities:

1. The employee gains protection under the ADA:

- ➔ Anti-discrimination
- ➔ Freedom from harassment
- ➔ Freedom from intimidation

2. To explain circumstance that could be misinterpreted. Example: Co-workers may think a person with hearing loss is ignoring them or not paying attention. Knowing the reason for not responding is due to hearing loss helps people understand and make sure you get the information.

The employer, staff, coworkers, etc. gain:

- ➔ Awareness
- ➔ Compassion
- ➔ Sensitivity
- ➔ A good worker

**Federal Hiring Initiatives:** The federal government encourages diversity and the inclusion of people with disabilities in the workforce. Sometimes you might be asked to disclose whether

you have a disability to make sure the employer is doing their part to actively recruit people with disabilities. Disclosure is still always voluntary.

### **FACILITATOR NOTES**

If participants want more information on employer incentives, briefly discuss or provide resources on the following:

#### **Federal Hiring Initiatives:**

- ➔ Schedule A Hiring Authority allows the federal government to fill positions non-competitively.
- ➔ OFCCP 503 encourages federal contractors to actively recruit and employ people with disabilities.

**Tax Credits** exist that can provide incentives for employers and help with accommodations, including offsetting additional training time.

Examples:

- ➔ The Work Opportunity Tax Credit (WOTC) provides a tax credit up to \$2,400 for the first year of employment. This amount is higher for Veterans.
- ➔ Disabled Access Credit assists employers who modify their businesses to accommodate persons with disabilities and can include changes to the workplace, acquiring or modifying equipment, or alternate forms of communication (such as sign language interpreter).
- ➔ Some states offer state tax credits.

Your Workforce Center can provide additional information about Federal Hiring Initiatives and/or Tax Credits.

## TOP REASONS PEOPLE CHOOSE NOT TO DISCLOSE

- Concern about being fired or not being hired
- Concern about being treated differently by supervisor/co-workers
- Concern that the employer may focus more on the disability than on actual work performance/abilities
- Fear that opportunities for promotion will be more limited
- Concern about losing or not receiving healthcare benefits
- Concern that one's supervisor would not be understanding/supportive
- Concern about being viewed differently by supervisor/co-worker
- A belief that the disability does not have an impact on ability to perform the job
- A desire to keep the disability private

---

### DISCUSSION

Again, disclosing is a personal decision. You need to think about the pros and cons of disclosing your situation. If there is no reason to disclose (don't need accommodations, not a safety issue, etc.), you may not need to disclose.

## IF YOU CHOOSE TO DISCLOSE...

Consider who needs to know:

- Immediate supervisor?
- HR representative?
- Co-workers?
- Other?

---

### DISCUSSION

Begin a discussion about who might need to know and why. Think of disclosure as information you provide on a “need to know” basis. Do co-workers need to know? Or only a supervisor or HR person?

Ask if the group has had any experience disclosing disability information on the job, and if it was a negative or a positive experience.

## WHEN IS THE RIGHT TIME TO DISCLOSE?

- Disclose disability-related information **only** as necessary
- Consider what you need...and when
- If you are working with an employment specialist, discuss what disability information you're comfortable with **them** sharing about you



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### DISCUSSION

If someone is working on your behalf, what information are you comfortable with them sharing? Example: Rod has schizophrenia but he was not comfortable with his Employment Specialist sharing that. What they decided together, after weighing the pros and cons, is that he was comfortable with the Employment Specialist sharing that his disability sometimes makes it difficult for him to focus, so a quiet work environment is best.

## HOW TO DISCLOSE (FRAMING SENSITIVE INFORMATION)

- Be straightforward in your statements
- Discuss your disability briefly and in a positive light
- Describe yourself by what you can do and your qualifications for the job, not by disability
- Articulate and demonstrate how you can perform the tasks the employer needs to have done

### DISCUSSION:

The bottom line with disclosure is figuring out how to discuss (or frame) information that is personal and sensitive. These two slides offer an opportunity to discuss how someone might choose to frame disability and other personal information in a professional environment.

## HOW TO DISCLOSE (FRAMING SENSITIVE INFORMATION) - CONTINUED

- Do not volunteer negative information
- Avoid medical terms or human service jargon as they can confuse and potentially scare the employer
- Emphasize current, positive activity rather than dwelling on past negative experiences

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**DISCUSSION**

The bottom line with disclosure is figuring out how to discuss (or frame) information that is personal and sensitive. These two slides offer an opportunity to discuss how someone might choose to frame disability and other personal information in a professional environment.

**FACILITATOR NOTES**

Examples to follow in the next slides.

---

## DISCLOSURE EXAMPLE #1

*"I have worked as an office assistant in nursing homes since I was 16 years old, and just love working with elderly people and brightening their day! I have arthritis in my hands, so I need speech-to-text software to complete my reports, but other than typing, my computer skills are top notch. When I need to make notes, I use voice memos on my phone, which get sent directly to my computer."*

**DISCUSSION:**

These next two slides offer examples of how someone might choose to disclose personal information.

Have participants identify the suggestions for framing sensitive information (being straightforward, focusing on qualifications for the job, discussing disability briefly and discussing how s/he can do the job, avoiding medical jargon, etc.

Discuss with participants what it might be like to be the person disclosing the information – and how an employer might react.

## DISCLOSURE EXAMPLE #2

*"I have experience in retail sales, and I just love meeting new people.*

*I have a learning disability that affects my memory, so I find written instructions more helpful than verbal. Because I write so much down, I've gotten very good at taking notes and keeping organized."*



### DISCUSSION

Again, have participants identify the suggestions for framing sensitive information (being straightforward, focusing on qualifications for the job, discussing disability briefly and discussing how s/he can do the job, avoiding medical jargon, etc.).

Discuss with participants what it might be like to be the person disclosing the information and how an employer might react.

## Video Examples

1. This one is a skit, showing what not to do/then how the situation works better after disclosing, which could be useful. 6 min

- <https://www.youtube.com/watch?v=GcHYF4gRScs>

2. Young adult with a disability (Asperger's) talking about her experience. 5-6 min

- <https://www.youtube.com/watch?v=I5gpZ-H0oU4>

3. Two youth speaking about disclosing, then a skit/scenario. 2 min.

- <https://www.youtube.com/watch?v=rYxV7clu-tg>



### **DISCUSSION:**

Use one or more of the videos. Video #1 shows a skit (bad examples and good examples) of a woman with vision loss. Use this to introduce next activity.

### **FACILIA TOR NOTES:**

If time allows, or depending on your group, you may want to use one of the other videos, instead of or in addition to Video #1.

## Create Your Own! Videotape.

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Bad Examples	Good Examples

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**DISCUSSION:**

Have students get into groups of 3 and develop a skit showing a bad and good example of disclosing a disability. They can use their own examples, or see situations on **next slide for ideas**. Once groups have prepared their skit, have them perform for the rest of the group.

**FACILIA TOR NOTES:**

Have the group debrief after each script:

- Who did they disclose to?
- When did they disclose?
- Do they think it was important to disclose?

## Disclosure Statements: Good and Bad Examples

1. A person who works more slowly than his/her co-workers.
2. A person who has been arrested for shoplifting.
3. A person with an anxiety disorder who has trouble focusing.
4. A person who uses a wheelchair who is concerned about getting in the interview room.



### DISCLOSURE STATEMENTS. “BAD” AND “GOOD” EXAMPLES

In groups of 3-4, prepare two skits: one a “bad” example of disclosure, and a corresponding “good” example. You can use your own examples or use one of these:

- A person’s who works more slowly than co-workers.
- A person who has been arrested for shoplifting.
- A person with an anxiety disorder who has trouble focusing.
- A person who uses a wheelchair who is concerned about getting into the interview room.

Think about when this person might disclose, and to whom.

ISSUE:	“BAD” DISCLOSURE EXAMPLE	“GOOD” DISCLOSURE EXAMPLE

Bad Example	Good Example
“My disability causes me to work more slowly than co-workers.”	“I pay attention to detail, and I am very accurate. I may not be fast, but I make sure I get it right.”

Bad Example	Good Example
<p>“I have an arrest on my record because I was set up. I didn’t do anything wrong, but now no one will hire me.”</p>	<p>“Two years ago, I was convicted for shoplifting. I served my community service time, and learned a lot from the experience. I regret what I did, and please know that is something I will never do again.”</p>
<p>“I suffer from an anxiety disorder and have been hospitalized a couple of times. I have a lot of trouble focusing.”</p>	<p>“I live with a health condition that I manage very well using a few simple strategies, such as having a workspace with plenty of light. I have a small light box that I can bring with me to work and set up at my desk. I am very motivated and committed to working and being a productive member of your team.</p>
<p>“I am a wheelchair user and have an interview next week. I’m worried your interview location will not be accessible.”</p>	<p>“I am really looking forward to our interview. I use a wheelchair and have already driven by your building, so I know where the accessible entrance is located. I just wanted to be sure the interview room would accommodate a wheelchair.”</p>

## Disclosure and Self-Advocacy/Self-Determination

- Taking control over your own life, without undue influence or control by others.
- Being in charge of decisions that are important to you.
- Speaking up for yourself, representing yourself



**DISCUSSION:**

Disclosing a disability and requesting accommodations requires that you advocate for yourself! Self-Advocacy/Self-Determination includes:

- Taking control over your own life, without undue influence or control by others. What are areas of your life that you feel you want to control? (e.g., school, work, housing, friendships/relationships, other)
- Being in charge of decisions that are important to you. Being in charge doesn't mean that you can't get support from others. Being in charge of decisions also means being in charge of collecting information or advice that will help you make good decisions.
- Speaking up for yourself, representing oneself. In terms of job search, this could mean actively seeking out work that fits your conditions, as well as letting people know what we need to be successful (accommodations).

Discuss examples of times when youth can advocate for themselves (e.g., in IEP meetings or transition planning meetings).

## Nikki advocates for herself at her IEP meeting.

- Nikki enjoys baking and is interested in this as a career.
- She advocates at her IEP meeting to spend part of her last year in school gaining work experience in a bakery setting.
- The local American Job Center has an "In School Youth" program that offers summer work experience.
- Nikki knows she will need to advocate with her employer for needed accommodations at work, including more frequent breaks.

**DISCUSSION:**

Your IEP/Transition planning meeting is a perfect time to advocate for yourself! Take your Blueprint for Employment to help people see how your vocational themes developed. Think about what would help you get a job – work experience? Classes or training? Volunteer work while in school? Speak up for yourself so that your IEP goals are meaningful for you!

For Nikki, her summer work experience turned in to a part-time job in her senior year!

## REVIEW OF SESSION THREE

- Conditions and preferences for employment are different.
  - Conditions are what you NEED for success
  - Preferences are “nice to have”
- Accommodations are reasonable adjustments made to help you perform your work successfully.
- Disclosure is a personal decision, but is a first step in requesting accommodations at work.

## ASSIGNMENT #3

### MAKING DECISIONS ABOUT DISCLOSURE

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- What information might you want to share?
- What are the pros & cons of disclosing?
- Why might you want to share this information?
- How might you frame it?
- When might you disclose?
- If you are working with a counselor or employment specialist, what information are you comfortable with them sharing on your behalf?



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#### DISCUSSION

Go to Activity 18 in your workbook. If time allows, have people start this in class, and they can refine it before the next session.

Assignment #3 is about Making Decisions about Disclosure. See Worksheet 19 and the example on the following page.

#### FACILITATOR NOTES

If participants have medical issues or other conditions that might significantly affect work, consider discussing personal routines. For example, needs assistance with toileting or personal care at work.

## Disclosure: Example

19

- I am creative, motivated and have great problem solving skills.
- I have ADHD and sitting and focusing for long periods of time doesn't work for me.
- Taking short, frequent breaks, where I can walk off some energy works best for me.
- A watch with a vibration alarm helps remind me to stay on task.

**18** ASSIGNMENT #3: PERSONAL DISCLOSURE DECISIONS

<p>What sensitive information might you need to share with an employer? (Disability, criminal history, something else?)</p>	
<p>What are some of the pros and cons of disclosing this information?</p>	
<p><u>Pros:</u></p>	<p><u>Cons:</u></p>
<p>Why might you want to or need to share this information?</p>	
<p>How might you frame this information?</p>	
<p>When might you share this information?</p>	
<p>If you are working with a job coach or an employment specialist (service provider), what information, if any, are you comfortable with <i>them</i> sharing with a potential employer?</p>	

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**ASSIGNMENT #3: PERSONAL DISCLOSURE DECISIONS**

EXAMPLE:

<p>What sensitive information might you need to share with an employer? (Disability, criminal history, something else?)</p> <p>I have ADHD and have trouble focusing for long periods of time.</p>			
<p>What are some of the pros and cons of disclosing this information?</p> <table border="1"> <tr> <td> <p><u>Pros:</u></p> <ul style="list-style-type: none"> <li>+ understanding of my needs</li> <li>+ possible accommodations</li> </ul> </td> <td> <p><u>Cons:</u></p> <ul style="list-style-type: none"> <li>- Supervisor may think I can't get the job done.</li> <li>- Concerns about co-workers treating me differently.</li> </ul> </td> </tr> </table>		<p><u>Pros:</u></p> <ul style="list-style-type: none"> <li>+ understanding of my needs</li> <li>+ possible accommodations</li> </ul>	<p><u>Cons:</u></p> <ul style="list-style-type: none"> <li>- Supervisor may think I can't get the job done.</li> <li>- Concerns about co-workers treating me differently.</li> </ul>
<p><u>Pros:</u></p> <ul style="list-style-type: none"> <li>+ understanding of my needs</li> <li>+ possible accommodations</li> </ul>	<p><u>Cons:</u></p> <ul style="list-style-type: none"> <li>- Supervisor may think I can't get the job done.</li> <li>- Concerns about co-workers treating me differently.</li> </ul>		
<p>Why might you want to or need to share this information?</p> <p>Supervisor initially. May only disclose to co-workers if there is a need to.</p>			
<p>How might you frame this information?</p> <p>I am creative, motivated and have great problem-solving skills. I have ADHD and sitting and focusing for long periods of time is difficult for me, but I find that taking short, frequent breaks, where I can walk off some energy keeps me working my best. I also use a watch with a vibration alarm to help remind me to stay on task.</p>			
<p>When might you share this information?</p> <p>After job offer has been made.</p>			
<p>If you are working with a job coach or an employment specialist (service provider), what information, if any, are you comfortable with <i>them</i> sharing with a potential employer?</p> <p>I am working with a counselor at the Workforce Center. I would be comfortable with them sharing that it helps me to concentrate on my work, if I can short, but more frequent breaks.</p>			

What sensitive information might you need to share with an employer?  
(Disability, criminal history, something else?)

I have ADHD and have trouble focusing for long periods of time.

## Session Four: The Art and Science of Networking

SESSION FOUR  
THE ART AND SCIENCE  
OF NETWORKING



## THE ART AND SCIENCE OF NETWORKING OBJECTIVES

20

- Review assignment #3- Disclosure Worksheet
- Discover how important personal contacts can be when looking for a job.
- Begin to develop and practice a “networking pitch” to use in your job search.



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## REPORTS FROM ASSIGNMENT

19

- What pros and cons did you identify in disclosing your disability/other personal information?
- What are you comfortable disclosing about yourself?
- When might you disclose?
- How would you talk about it?
- If you are working with a counselor or employment specialist, what information are you comfortable with them sharing?



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### DISCUSSION

Have each person discuss the assignment from Session 3.

**FACILITATOR NOTES**

Make sure people are capturing this information on their Employment Blueprint at the end of the Participant Workbook.

**Session Four: The Art and Science of Networking****19****OBJECTIVES:**

- Report and reflect on independent research assignment
- Update Blueprint for Employment
- Begin to map personal contacts
- Introduce the concept of networking and begin to map personal contacts
- Review and discuss independent research assignment

**Session Four (A): Mapping Personal Contacts****DID YOU KNOW?**

**About 80% of all jobs are never formally advertised!**

If employers don't advertise, how do people find their jobs?

**DISCUSSION**

How else to people find jobs? What do we mean by “word of mouth”? Ask if anyone has found a job through their parents? Siblings? Friends? School counselor or teacher? Other?

How do people get their first jobs if they don’t have experience? It is generally through “who they know” – people willing to recommend them and speak positively on their behalf.

Facilitate a discussion on why it is important to reach out to people and let them know you are looking for work, and the type of work that would be a good match.

## GIVEN THE CHOICE

- People are almost always more willing to hire someone that is recommended to them by a colleague or a friend.
- About 60% of people looking for employment find a job with the help of friends, family members, and acquaintances.

## DISCUSSION

Given the choice, most employers prefer to fill positions without advertising. It saves money and time. More importantly, managers who do the hiring often believe the best candidates are people who already work for them (or used to) or are referrals from people they know. People tend to be *much* more willing to offer an opportunity to a person who is recommended to them by a friend or colleague.

About 60% of people looking for employment find a job with the help of friends, family members, and acquaintances – and many people get their first job through a friend or family member. Think about *your* first job or a time when you, or someone you know, got a job because they had a “connection” or knew someone.

Networking is all about connecting with people who you can help and who can help you. Your network begins with the people you know and the people who *they* know.

Think about who you know that could help you in your job search. You already started this list when you identified your network of support.

Now it's time to add to it. Map out your personal contacts by making a list of the different people in your life who can help you find employment.

## WHO DO YOU KNOW THAT GOT A JOB THROUGH:

20

- Friends
- Family
- Teacher, Counselor, Other Helper
- Community





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### DISCUSSION

In activity 20, write the names of people in each category. For example, Jason listed “Larry,” “Dawn,” and “John” as friends. He lists “Mom” and “sister” under family. Under “Helper,” he lists “Stephanie,” his case manager at the Workforce Center, and “Kari,” his VR Counselor. For Community, he identifies his neighbor and some acquaintances from church.

Try to identify at least a few in each category.

- ➔ How can these people help?
- ➔ Who are you willing to ask for help?
- ➔ What would you ask?
- ➔ Is it reasonable to ask that person based on your relationship?

Example:

- Larry is interested in doing lawn care in his community. His friend Brian is a taxi driver, and meets people all the time who might need help with their yards. Also, Larry’s sister is in the property management business and often needs someone to clean up property.

## **20** HOW MOST PEOPLE FIND JOBS?

Think of at least one person who you know who found a job through a friend, a family member, a teacher or counselor, a work experience or volunteer work.

## **22** MAP YOUR CONTACTS



MAP YOUR CONTACTS		21
<p><b>FRIENDS</b></p> <ul style="list-style-type: none"> <li>• Where do your friends work?</li> <li>• Where do their friends work?</li> </ul>	<p><b>FAMILY</b></p> <ul style="list-style-type: none"> <li>• Where do your family members work?</li> <li>• Who does your family know?</li> <li>• What community connections do they have?</li> </ul>	
<p><b>TEACHER/COUNSELOR/ OTHER HELPER</b></p> <ul style="list-style-type: none"> <li>• If you are in school, who are the teachers you see frequently?</li> <li>• Do you have a case manager, counselor, or someone else you see frequently?</li> </ul>	<p><b>COMMUNITY</b></p> <ul style="list-style-type: none"> <li>• Do you know any neighbors well?</li> <li>• Do you belong to any groups? Church?</li> <li>• Businesses you frequent?</li> </ul>	


LEAD CENTER
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**DISCUSSION** Once you've identified your contacts, consider how they might help you.

- ➔ How can these people help?
- ➔ Who are you willing to ask for help?
- ➔ What would you ask?
- ➔ Is it reasonable to ask that person based on your relationship?

Example:

- ➔ Larry is interested in doing lawn care in his community. His friend Brian is a taxi driver, and meets people all the time who might need help with their yards. Also, Larry's sister is in the property management business and often needs someone to clean up property.

## CASUAL CONTACTS

- What businesses do you or your family frequently use in your community for groceries, clothing, auto repair, home services and/or other purchases?
- Do you or your family know anyone who owns a business? Do you think they would be willing to network for or with you?



### DISCUSSION

Discuss "parameters" of relationships and who is and is not reasonable to ask.

Talk about how casual contacts can be used for informational interviews, how businesses you frequently use are sometimes happy to help with ideas or answer questions related to their businesses. Most people love to talk about what they do. Mention that, if people are interested in self-employment, it is really helpful to talk to other business owners about their business and experiences.

## NETWORKING IS...

- Interacting with other people to exchange information and develop contacts, especially to further one's career
- Letting other people know you are looking for a job



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### DISCUSSION

Networking is equally important in the business world. Small business owners use networking as a marketing strategy to get the word out on their products and services. Everyone networks, and people enjoy helping people they know and like.

## PLACES YOU MIGHT NETWORK

- At a formal event (a Job Fair, Career Fair)
- At an informal event (a neighborhood BBQ, the grocery store, etc.)
- An arranged event (an informational interview)
- Industry related events (a trade show, class, or training event)
- Other?



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### DISCUSSION

Networking can happen in formal and informal settings. Think about with whom you want to network and where you might connect with them. Sometimes there are formal events to meet employers (Job Fairs), but more likely, you'll be depending on informal and arranged events.

Informational Interviews are when you set up a time to talk to a business owner or manager about what they do and get ideas and recommendations from them. You might call and ask if you could set up time to meet with them for 15-20 minutes. Come prepared with questions to ask, and make sure you ask for their advice on next steps!

Where might you be able to network with people who share your Vocational Themes™?

## NETWORKING STRATEGIES

- Be prepared. Research the person or company you want to meet.
- Focus on getting to know the person for who they are – not for what they can do for you.
- Be confident. Know who you are...your positive personality traits, skills, interests, etc.
- Be positive and smile 😊.
- What else?

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### DISCUSSION

If you want something from this person, make sure you know what it is (information, a recommendation, ideas about employers who might need help).

## Session Four (B): Networking Pitch

# NETWORKING PITCH

A Networking Pitch is a tool job seekers use to quickly describe who they are, the type of job they are seeking, and what they can offer to an employer... to anyone who might be in a position to help.



## DISCUSSION

A Networking Pitch needs to be practiced enough so that it is smooth and you can use it flexibly in different situations, whether you're at the Job Fair or the Neighborhood BBQ. It should be short enough that you could give your pitch on a short elevator ride (sometimes called an "elevator pitch"). Thirty seconds is all you need.

## DEVELOP YOUR NETWORKING PITCH

- Smile and introduce yourself
- Name-drop if someone recommended you.
- State the type of work you are interested in doing
- Describe your skills or positive personality traits related to the type of work you are seeking
- Give an example of at least one success
- Make a specific request. (Ask for their advice, ask for an informational interview, etc. If you can, give an example of the types of tasks you could offer a company and how the company would benefit)
- Thank the person

---

### DISCUSSION

You want to be able to use this flexibly, so if you already know the person, there is no need to introduce yourself. You could start by letting them know that you're looking for work, and would appreciate any assistance they could offer.

## NETWORKING PITCH SAMPLE

“Hi! My name is Sarah Smith. Nancy, your neighbor, recommended I talk to you. I’m looking for a job that involves data entry.

I’ve been into computers since I was a kid, and my keyboarding skills are excellent. In fact, I scored first in my keyboarding class for speed and accuracy. I am primarily interested in doing data entry, maintaining data bases, or similar tasks on the computer.

Would it be possible to come by next week and learn more about your business?



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### DISCUSSION

In this example, Sarah is approaching a person who works in the IT department at the Head Start Program in her community.

#### READ SLIDE

Ask participants to identify what Sarah included in her networking pitch:

- ➔ She introduced herself.
- ➔ She name-dropped (“Your neighbor, Nancy, recommended I talk to you.”).
- ➔ She stated the type of work she was seeking.
- ➔ She provided examples of the types of tasks she can offer an employer.
- ➔ She ended with a specific request for an informational interview.

## NETWORKING PITCH SAMPLE #2

Hello. My name is Nikki Dough, and I'm interested in a career in baking. I'm wondering if you could help me? I'm going to culinary school in the fall, but in the meantime, I need to get some work experience. I'm good at working with dough, making pastry and decoration. My friends and family all ask me to make cakes on their birthdays! I'm hard-working and dependable. Would you, or maybe someone you know, be able to use someone like me for the summer?



### DISCUSSION

Nikki is approaching a Bakery Owner in her community.

#### READ SCRIPT

Ask participants to identify what Nikki included in her networking pitch:

- She introduced herself.
- She stated the type of work she was seeking (“career in baking”).
- She highlighted potential contributions.
- She highlighted a success (“My friends and family all ask me to make cakes for their birthdays!”).
- She specifically asked about work opportunities, and asked for advice about who else she might talk to.

### FACILITATOR NOTES

After examples, go back to slide 141 and refer to Activity 23 in the Participant Workbook. Have people develop a pitch with their partner. After they've had some time to do this, get 1-2 people to volunteer to read their pitches. You might time them to give people an idea of how long it takes. Try to keep it to 30 seconds or so.

## 23

**NETWORKING PITCH**

A networking pitch is a tool job seekers use to quickly describe who they are, the type of work they are seeking, and what they have to offer an employer . . . to anyone who might be in a position to help you find a job.

**Develop your pitch:**

1. Smile and introduce yourself	
2. Name-drop if someone recommended you	
3. State the type of work you are <u>interested</u> in doing	
4. Describe your <u>skills</u> , <u>abilities</u> , and/or <u>positive personality traits</u> related to the type of work you are seeking	
5. Give an example of the types of <u>tasks</u> you could offer a company (and how the company would benefit)	
6. Give an example of at least 1 success	
7. Make a specific request (ask for their advice, ask for an informational interview, etc.)	
8. Thank the person	

## Session Four (B): Informational Interviews

### Icebreaker:

- Practice your Networking Pitch!
- Give others feedback – how could their pitch be improved?



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### DISCUSSION:

As a follow-up from Session 4 (A), have each participant stand up and give their networking pitch. Ask others what they liked about the pitch, and what might make it even more effective?

## Informational Interviews

- An informational interview is an arranged time to network with an employer, manager, or someone who performs the job you are interested in.
- The purpose of the informational interview is to obtain information and advice about the specific business or the general field.



### DISCUSSION

Ask participants to give on ideas of people they may want to interview, based on their vocational themes. For example, Larry has shown interest and skills in working with bikes. Perhaps he could interview a local bike shop owner, or someone who works at the bike shop.

### Example NIKKI

- Nikki loves baking cookies! She wants to learn more about the industry.
- Nikki sets up a time to meet with the owner of her local bakery.
- When they meet, she asks questions that guide the discussion.
- At the end of the informational interview, the bakery owner gives her a tour.



## Informational Interviews: Starting the Conversation...

- Tell me about how you got started in this field?
- Tell me about what you like most about your job?
- Tell me about the different types of jobs in your company.
- What does a typical day look like?



### DISCUSSION:

Stress to participants that this is meant to be a conversation. Try to use open ended questions, such as “Tell me about...” versus more closed ended questions that could be answered yes/no, or with a single word responses.

Initial questions should “break the ice”, so getting the interviewee to talk about themselves will help get the conversation going.

- Tell me about how you got started in this field?
- Tell me about what you like most about your job?
- Tell me about the different types of jobs in your company.
- What does a typical day look like?

What other questions might you use to start the conversation?

## Informational Interviews: Seeking Advice

- What do you look for in employees (skills, other contributions)?
- What kind of training or preparation might be needed?
- Is this field growing? Will more people be needed in the future?
- What advice would you have for someone entering this field?



### DISCUSSION:

The primary purpose for the informational interview is to **SEEK ADVICE**. The questions may vary a bit, depending on if you are interviewing the business owner, a manager, or someone who performs the job you're interested in. Think about what you would need to know to make a decision about if this type of work is a good fit for you.

- **What do you look for in employees (skills, other contributions)?**
- **What kind of training or preparation might be needed?**
- **Is this field growing? Will more people be needed in the future?**
- **What advice would you have for someone entering this field?**

What other questions might you ask to get advice?

## Informational Interviews: Identifying Needs

- How is your business/field changing?
- How has technology changed the way things are done?
- Are there tasks that don't get done, or don't get done to your satisfaction?
- If you could hire an additional person 10 hours per week, what might you have them do?



### DISCUSSION:

You may also want to ask some questions that get at **EMPLOYER NEEDS**.

- **How is your business/field changing?** Changes can sometimes create additional work. For instance, Uber is now delivering food, as well as transporting riders.
- **How has technology changed the way things are done?** Changes in technology, or the way things are done, can also create jobs. For example, a move to electronic medical records may require medical offices to scan in prior medical records.
- **Are there tasks that don't get done or don't get done to your satisfaction?** When Shawn asked this question to a local hardware store manager, he noted that the shelves didn't get dusted as frequently as he would like. This led to a part time job at the hardware store. While dusting wasn't the job Shawn wanted, it got him in the door and led to other duties that he was really interested in (like assembling wheelbarrows and other equipment).
- **If you could hire an additional person 10 hours per week, what would you have them do?** Karen asked this question to an Assisted Living Facility Manager and she responded that they would love to have an additional staff person from 4-6 pm each day to help seniors coming back from activities get ready for dinner. She was hired to do just that!

Additional Examples:

Karla interviewed the Director of her local YMCA, and when she asked about needs, she learned that they were having difficulty maintaining their database and needed someone temporarily to verify member contact information. This led to a part-time, temporary job that matched her interest and skills. Later she was moved into a permanent office position at the YMCA.

## What Did Nikki Learn?

- That the Bakery owner started out working in a bakery as a dishwasher (entry-level position).
- Later he sold baked items at farmer's markets and fairs (self-employment possibilities)
- He attended school at the Culinary Institute near his hometown (training opportunities).
- What he loves most about baking is making people happy (birthday cakes, wedding cakes, etc.)



### DISCUSSION:

What are “take aways” from this interview?

- May need to start in an entry level positions (dishwashing)
  - There may be opportunities for self-employment, as well as wage employment.
  - Training may be required and should be explored.
- Nikki may want to think about what SHE loves most about baking.

## How To Set Up An Informational Interview

- Call the employer
- Tell them who you are and why you are calling (interested in their field)
- Ask for a specific amount of time (20 minutes) to meet with them to ask questions about their business and get advice
- Set a date and time.



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### **DISCUSSION:**

This will be part of the assignment for this lesson, so be thinking about who you might interview!

### Facilitator Notes

If time allows, perhaps have participants develop bullet points on what they would say on the phone. They could even call and make appointments during class.

## Be Prepared!



- Research the company before going
- Develop a list of questions for the employer
- Be on time!
- Dress appropriately for the job site.
- Use open-ended questions to get the employer talking.
- Remember, they are not interviewing you. You are interviewing them!



### DISCUSSION:

Research the company before going – You don't want to appear like you already know everything about the company, but it could help you generate questions.

Develop a list of questions for the employer – Include questions that

1. "Break the ice" ("Tell me about how you got started in this field?"),
2. Seek advice ("What sort of training is required?" "What do you look for in employees?"),
3. Focus on employer needs ("if you had someone an extra 10 hours per week, what would you have them do?")

Be on time and stick to the schedule. If you asked for 20 minutes, stick to 20 minutes. If the person you are interviewing seems to want to continue talking (which they often do), just make sure you acknowledge that you don't want to take too much of their time ("I know we're going over the 20 minutes. This is really interesting, but I don't want to take too much of your time). If the employer is fine with taking more time, then it is fine to continue.

Dress appropriately for the job site (think about what other people wear – if going to a farm, jeans and boots may be acceptable. If going to a bank, dress is more business-like).

Use open-ended questions to get the employer talking. "Tell me about..."

Remember, they are not interviewing you. You are interviewing them! You are not there to ask for a job, but to seek advice that will help you in your job search!

## Who would you like to interview?

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- Based on your vocational themes, list three businesses that you would like to interview:
  1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
- Develop a list of questions you might ask. Activity 25 provides some examples, but add your own!



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### DISCUSSION:

Have each participant list at least 3 businesses where they would like to conduct an informational interview.

Share responses. Ask if anyone knows the owner, the manager, or anyone who works there (connections). If so, could they potentially provide a contact? (“My classmate Sherry use to work for you and recommended I call”)

Discuss how participants feel about conducting the interviews? What would make them more comfortable? (e.g., having a team member go with them, practicing with a team member before conducting the interview, help with developing a list of questions).

### FACILITATOR NOTES:

One of the assignments will be to conduct an informational interview. If time allows, participants could make call during the session to schedule these interviews. It’s fine to do a “practice” interview with someone familiar. For example, the school librarian, the bus driver, a friend’s parent who owns a business. Just try to do something that relates to your own themes.

## ASSIGNMENT #4

- Finish mapping out your personal contacts and developing your Networking Pitch
- Practice your Networking Pitch on at least two contacts. Be ready to do your pitch in class next time we meet.
  - Who will you practice with?
  - When?
- Schedule and conduct one informational interview.

### DISCUSSION

These are all tasks that you've started today (mapping personal contacts, developing your networking pitch, arranging an informational interview). Now you need to use them!

**Networking Pitch** – Decide before you leave today who you will “pitch” to. If you're not feeling really comfortable, start with someone you feel comfortable with, like someone on your job search team (a teacher, a parent, a friend). Get feedback and use it to refine your pitch – we'll be practicing and giving each other feedback next week.

**Informational Interviews** – These are best done in person. Again, to get comfortable you might do this first one with someone you know, such as a friend of the family who owns a business, someone at school (e.g., the school librarian), or a business you frequent (e.g., comic book store owner). Just make sure you interview someone who has similar vocational themes! You might also ask a member of your Job Search Team to go with you.

### FACILITATOR NOTES:

Help participants identify how they will get these done prior to the next session.

**24** **ASSIGNMENT #4: MAPPING PERSONAL CONTACTS & PRACTICE NETWORKING**

1. Finish mapping out your personal contacts and developing your Networking Pitch
2. Practice your Networking Pitch on at least 2 new contacts. Get feedback and be prepared to share it with the group.
3. Update your Job Search Blueprint

**Networking Pitch**

1. Smile and introduce yourself	
2. Name-drop if someone recommended you	
3. State the type of work you are <u>interested</u> in doing	
4. Describe your <u>skills</u> , <u>abilities</u> , and/or <u>positive personality traits</u> related to the type of work you are seeking	
5. Give an example of the types of <u>tasks</u> you could offer a company (and how the company would benefit)	
6. Give an example of at least 1 success	
7. Make a specific request (ask for their advice, ask for an informational interview, etc.)	
8. Thank the person	

**FEEDBACK RECEIVED:**

**REVISED Networking Pitch**

1. Smile and introduce yourself	
2. Name-drop if someone recommended you	
3. State the type of work you are <u>interested</u> in doing	
4. Describe your <u>skills</u> , <u>abilities</u> , and/or <u>positive personality traits</u> related to the type of work you are seeking	
5. Give an example of the types of <u>tasks</u> you could offer a company (and how the company would benefit)	
6. Give an example of at least 1 success	
7. Make a specific request (ask for their advice, ask for an informational interview, etc.)	
8. Thank the person	

## Session Five: Putting it All Together—Taking Action!

### SESSION FIVE PULLING IT ALL TOGETHER: TAKING ACTION



#### FACILITATOR NOTES

This is the culminating session. Give time and thought to the following:

1. Practice and give feedback on the Networking Pitch.
2. Finalize the Blueprint for Employment, including action steps.

Some Facilitators have scheduled additional topics or information during this session:

1. Information from agencies/resources who might help people in their next steps (Vocational Rehabilitation, Community Partners)
2. Information on how to access WIOA services, if not already enrolled

## REVIEW OF SESSIONS

- Session 1 – Discovery and a different way to approach job search
- Session 2 – Interests and Contributions
- Session 3 – Conditions, accommodations and disclosure
- Session 4 – Networking
- Session 5 – Taking Action

### DISCUSSION

**Session 1: Discovery and a different way to approach job search.** Here, we talked about approaching job search differently. Instead of waiting for jobs to be posted, think about what you have to offer an employer, and actively propose employment to employers who are a good match.

**Session 2: Interests and Contributions.** In the second session, we talked about interests and skills, leading into identifying Vocational Themes™. By identifying at least three Vocational Themes™, you are more likely to get lots of ideas for jobs to explore.

**Session 3: Conditions, accommodations and disclosure.** This session focused on identifying those conditions you need to be successful. We also asked you to think about the differences between conditions (must have) and preferences (nice to have). We discussed how and when to request needed accommodations, and some of the pros and cons of disclosing a disability or other sensitive information. Disclosing is probably necessary if you need to request an accommodation.

**Session 4: Networking.** Many people find their jobs through who they know. It's important to reach out and let people know you are looking for work. You might even actively identify employers for whom you would like to work (and match with themes and tasks you would like to do), and set up time to talk to them.

**Session 5: Taking Action.** Today is our last session and we would like to focus on where to go from here. We'll start with reviewing our assignment from last session--your Networking Pitch!

## 23

**NETWORKING PITCH**

A networking pitch is a tool job seekers use to quickly describe who they are, the type of work they are seeking, and what they have to offer an employer . . . to anyone who might be in a position to help you find a job.

**Develop your pitch:**

1. Smile and introduce yourself	
2. Name-drop if someone recommended you	
3. State the type of work you are <u>interested</u> in doing	
4. Describe your <u>skills</u> , <u>abilities</u> , and/or <u>positive personality traits</u> related to the type of work you are seeking	
5. Give an example of the types of <u>tasks</u> you could offer a company (and how the company would benefit)	
6. Give an example of at least 1 success	
7. Make a specific request (ask for their advice, ask for an informational interview, etc.)	
8. Thank the person	

## NEXT STEPS

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Refer to Section 5 of your Blueprint

- Consider at least 3 initial action steps you will take and share them with members of the group.
- Be prepared to discuss who you will ask for support and why.
- Decide on a reasonable time frame to complete the action.
- Don't forget to check off the action step once it's completed!



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### DISCUSSION

***Have participants go to their Employment Blueprint in the Participant Workbook and complete the final section (Action Items).***

How has the information you gained during this course helped you as you begin or continue your search for employment?

What's next? How will you use the information you learned from this course to take control of your job search?

Think about the networks you've created during this Guided Group Discovery workshop. What connections have you made? Who will you continue to network with to help you with your employment search?

Think about your next steps. What are some action steps you can take?

- Do you need to sign up for services with the One-Stop Career Center, also known as American Job Centers (AJCs), Vocational Rehabilitation, or another agency?
- Do you need information on how working will affect your Social Security or other benefits (SNAP, housing, Medicaid, etc.)?
- Do you need to schedule an appointment with a job coach or employment specialist (service provider)? If so, show them this Blueprint and ask them to help you explore jobs that match your Vocational Themes™ and the contributions you've identified.
- Do you need to schedule an informational interview?

- What other employers might you want to reach out to?
- Should you schedule time to meet with the people in your Network of Support?

### FACILITATOR NOTES

Activity Worksheet 27 has space to draft out Action Steps, or they can work directly from their Blueprint for Employment.

Have people share their action steps with the group and get feedback. This can be done verbally, or, if possible, projected on a screen. If laminated, poster-size Blueprints were used in the course, they can share using these.

#### 28 LOCAL ADULT SERVICE CONTACTS

There are agencies that can provide support to you as you transition from school to the world of work. Work with your Guided Group Discovery Facilitators and your IEP team so that you understand where these agencies are located in your community, and what you need to do to apply for services. Make sure to take your Blueprint for Employment when you meet with them – it will help guide the help they provide to you.

<p><b>American Job Center</b> (also called One-Stop Career Centers)</p> <p>Name of Agency: _____</p> <p>Contact Person: _____</p> <p>Address: _____</p> <p>Phone: _____</p> <p>Website: _____</p>	<p><b>American Job Centers</b></p> <p>American Job Centers (or AJCs) provide free help to job seekers for a variety of career and employment-related needs. More than 2,500 AJCs, funded by the U.S. Department of Labor's Employment and Training Administration, are located throughout the United States. Find your nearest AJC at:</p> <p><a href="https://www.careeronestop.org/localhelp/americanjobcenters/find-american-job-centers.aspx">https://www.careeronestop.org/localhelp/americanjobcenters/find-american-job-centers.aspx</a></p>
<p><b>Vocational Rehabilitation</b></p> <p>Name of Agency: _____</p> <p>Contact Person: _____</p>	<p><b>Vocational Rehabilitation (VR)</b></p> <p>The Vocational Rehabilitation program provides vocational and rehabilitative services to individuals with disabilities to help them prepare</p>

## ACTIVITY 28 WORKSHEET



### DISCUSSION:

Where can you get help? There are agencies that provides support to people wanting to go to work. Three of the main ones are:

#### **American Job Centers**

American Job Centers (or AJCs) provide free help to job seekers for a variety of career and employment-related needs. More than 2,500 AJCs, funded by the U.S. Department of Labor's Employment and Training Administration, are located throughout the United States. Find your nearest AJC at:

<https://www.careeronestop.org/localhelp/americanjobcenters/find-american-job-centers.aspx>

#### **Vocational Rehabilitation (VR)**

The Vocational Rehabilitation program provides vocational and rehabilitative services to individuals with disabilities to help them prepare for, secure, regain or retain employment. State VR can help you if you want to return to work but need more significant services (For example, tuition for school, extensive training, rehabilitation services, vehicle modifications, etc.) before you can start. <https://choosework.ssa.gov/findhelp/>

### **Work Incentives Planning and Assistance (WIPA)**

WIPA projects are community-based organizations that work to enable beneficiaries with disabilities to make informed choices about work, and to support working beneficiaries to make a successful transition to financial independence

<https://choosework.ssa.gov/findhelp/>

### **FACILITATOR NOTES**

If you plan to use Session Five (B) to review this information, you might hold off. Or you could use class time to have students look up information on the internet.

## **TAKE OUT YOUR BLUEPRINT**

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- **Review your Blueprint**
  - **Section 1 – Your Job Search Team**
  - **Section 2 – Contributions**
  - **Section 3 – Vocational Themes™**
  - **Section 4 – Conditions, Accommodations and Disclosure**
  - **Section 5 – Action Items**

### **DISCUSSION**

Give people time to finalize their Blueprint. Some information from activities may be in your workbook, but not on the Blueprint itself. This is time for you to make sure you have all the information in one place – on the Blueprint! Let us know if you have questions or need some

help, as we'll be collecting these at the end of today's session to make a copy so that you can keep a copy and we can have one to assist you with follow-up.

Job Search Team: See Blueprint and Assignment #1

Contributions and Emerging Vocational Themes™: See Activity 11

Conditions, Accommodations, and Disclosure: See Activity 15 and Assignment #3

### FACILITATOR NOTES

Work the room as people are completing their Blueprints. Make sure people have information in all sections, and that it is relevant information. **DO NOT move forward until everyone has completed this.** If people don't have the information, use the group to help them finalize Sections 1-4.

## NEXT STEPS

### Refer to Section 5 of your Blueprint

- Consider at least 3 action steps you will take and share them with members of the group.
- Be prepared to discuss who you will ask for support and why.
- Decide on a reasonable time frame to complete the action.
- Don't forget to check off the action step once it's completed!

### DISCUSSION

*Have participants go to their Employment Blueprint in the Participant Workbook and complete the final section (Action Items).*

How has the information you gained during this course helped you as you begin or continue your search for employment?

What's next? How will you use the information you learned from this course to take control of your job search?

Think about the networks you've created during this Guided Group Discovery workshop. What connections have you made? Who will you continue to network with to help you with your employment search?

Think about your next steps. What are some action steps you can take?

- ➔ Do you need to sign up for services with the One-Stop Career Center, also known as American Job Centers (AJCs), Vocational Rehabilitation, or another agency?
- ➔ Do you need information on how working will affect your Social Security or other benefits (SNAP, housing, Medicaid, etc.)?
- ➔ Do you need to schedule an appointment with a job coach or employment specialist (service provider)? If so, show them this Blueprint and ask them to help you explore jobs that match your Vocational Themes™ and the contributions you've identified.
- ➔ Do you need to schedule an informational interview?
- ➔ What other employers might you want to reach out to?
- ➔ Should you schedule time to meet with the people in your Network of Support?

### **FACILITATOR NOTES**

If participants are not enrolled in services with the AJC or VR, this would be a good time to discuss the process for doing so.

Have people share their Blueprints with the group and get feedback. This can be done verbally, or, if possible, projected on a screen. Another idea is to have laminated, poster-size Blueprints that can be worked on throughout the course and presented in final form at the end.

**Session Five (B): Pulling it all Together!****FACILITATOR NOTES:**

This could be one or more sessions, meant to provide information on local resources and/or provide additional opportunity to practice some of the things learned in Guided Group Discovery. Some examples of how groups have used this last session:

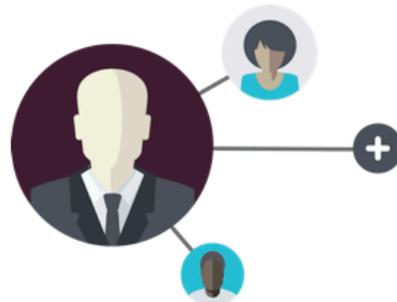
1. To do a field trip to the local American Job Center – Job Center staff could provide an orientation, orient participants to the computer lab and job search resources, discuss the application process for in-school and/or out-of-school youth programs, etc.
2. To do a field trip to the local Vocational Rehabilitation Services office – VR Staff could do an orientation, reviewing eligibility, application process, and services provided.
3. Have local Adult Service providers come to class to talk about the services they offer, eligibility, and application processes.
4. Provide an opportunity to practice skills through an employer engagement session. This has involved bringing employer is to hear and respond to networking pitches, conduct informational interviews, and/or provide advice on approaching employers.
5. Additional practice on networking pitches and/or informational interviews with school, AJC, or VR staff.

This should be a fun culminating activity! Have youth dress for the event! Some groups have awarded certificates or brought in refreshments. Make it a celebration!

## CONGRATULATIONS!!

26

- You took a big step starting this workshop... and an even BIGGER step finishing it!
- Remember: Customizing your job search begins with you – but no one expects you to do it alone!
- Use what you learned during this Guided Group Discovery course to continue to grow and learn about yourself.
- Most importantly, never stop networking.



### DISCUSSION

Reiterate the pride each participant should take in themselves and the fact that they finished this course. Consider the following thoughts:

- ➔ Be brave enough to accept the help of others.
- ➔ Take control: determine next steps and set goals.
- ➔ When you find an employer that matches your contributions, propose employment!

*The following information appears on the last page of the participant workbook. Facilitators can use it for bringing the course to an end.*

#### **Here are some things to remember:**

1. *Customizing your job search starts with YOU. It focuses on how job seekers can contribute to an employer's unmet needs. It creates a win/win situation –for both the job seeker and the employer.*
2. *Discovery is a process you can use to identify your interests and skills, conditions for employment, and more. It also helps you to identify the tasks you would like to do for pay.*
3. *Searching for employment truly “takes a village.” Use your support team to help you as you continue your journey. Be brave enough to accept the help of others.*

4. *Take control and schedule regular meetings with your employment team to determine next steps and set goals.*
5. *Continue to network and conduct informational interviews.*
6. *When you find an employer that matches your contributions, propose employment!*

***What additional items can you add to this list?***

7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

**FACILITATOR NOTES**

Have participants complete the evaluation.

Collect Blueprints and make copies or discuss how you will get them back to participants later if they can't be copied on-site.

Let people know to contact you if they need assistance with their next steps, and that you may be contacting them regarding their progress.

## **ADDENDUM: Optional Activities**

[Inspirational Quotes](#)

[TED Talks](#)

[Blueprint for Employment](#)

[Sample Recruitment Fliers](#)

[Checklist for Facilitators](#)

[Sample Authorization Form](#)

[Facilitator Feedback Form](#)

[Certificate of Completion](#)

## Quotes

Some people enjoy inspirational quotes and reflecting on their meaning. Below is a series of different quotes that relate to the Guided Group Discovery sessions. Read each quote and think about how this information might be helpful to you as you continue this journey. What other quotes might you add to this list?

“I love meeting new people; I think everyone has a story to tell. We should all listen sometimes.”	Kim Smith, actress
“I get by with a little help from my friends.”	John Lennon, musician
“Life isn't about finding yourself. Life is about creating yourself.”	George Bernard Shaw, author
“If you want to discover the true character of a person, you have only to observe what they are passionate about.”	Shannon L. Alder, author
“Success is not a function of the size of your title, but the richness of your contributions.”	Robin Sharma, author
“If we all did the things we are capable of doing, we would literally astound ourselves.”	Thomas Edison, scientist/inventor
“Success is a little like wrestling a gorilla. You don't quit when you're tired. You quit when the gorilla is tired.”	Robert Strauss, author
“He who looks outside dreams. He who looks inside awakes.”	Carl Jung, psychiatrist
“I don't need easy. I just need possible.”	Bethany Hamilton, surfer
“Just because a man lacks the use of his eyes doesn't mean he lacks vision.”	Stevie Wonder, musician
“The world worries about disability more than disabled people do.”	Warwick Davis, actor
“Understand that you can't achieve your dreams if you don't connect with people who guide you to improve upon the skills you have.”	Israelmore Ayivor, author
“You can do anything as long as you have the passion, the drive, the focus, and the support.”	Sabrina Bryan, singer

“Success doesn’t come to you; you go to it.”

Marva Collins, educator

“Every successful individual knows that his or her achievement depends on a community of persons working together.”

Paul Ryan, politician

“The journey of a thousand miles begins with one step.”

Lao Tzu, philosopher

## TED Talks:

Consider watching one or both of these TED Talks.

How can this information be useful to you as you continue Discovery and plan to find the “right” job?

### ① Your body language shapes who you are.

Amy Cuddy is a social psychologist with a very interesting message: Our bodies change our minds, our minds change our behavior, and our behavior changes our outcomes.

[http://www.ted.com/talks/amy\\_cuddy\\_your\\_body\\_language\\_shapes\\_who\\_you\\_are#t-532462](http://www.ted.com/talks/amy_cuddy_your_body_language_shapes_who_you_are#t-532462) (21:02)

### ② The power of vulnerability.

Brené Brown studies human connection –our ability to empathize, belong, and love. In a poignant, funny talk, she shares deep insight from her research, one that sent her on a personal quest to know herself as well as to understand humanity.

[http://www.ted.com/talks/brene\\_brown\\_on\\_vulnerability?language=en](http://www.ted.com/talks/brene_brown_on_vulnerability?language=en) (20:16)

## BLUEPRINT FOR EMPLOYMENT

Update this Blueprint based on the outcomes from each session of Guided Group Discovery.

JOB SEARCH TEAM		
<i>Person</i>	<i>Relationship</i>	<i>Contact information</i>

CONTRIBUTIONS: IT'S ALL ABOUT YOU	
<b>INTERESTS</b>	<b>SKILLS</b>
<b>TASKS</b>	<b>POSITIVE PERSONALITY TRAITS</b>

VOCATIONAL THEMES™	
Emerging Vocational Themes™:	Where would People with Similar Themes Work?

CONDITIONS FOR EMPLOYMENT	ACCOMMODATIONS, DISCLOSURE, AND FRAMING SENSITIVE INFORMATION

ACTION ITEMS			
<i>I will</i>	<i>I will ask for support from...</i>	<i>By when?</i>	<i>Complete (✓)</i>
1.			<input type="checkbox"/>
2.			<input type="checkbox"/>
3.			<input type="checkbox"/>
4.			<input type="checkbox"/>
5.			<input type="checkbox"/>
6.			<input type="checkbox"/>
7.			<input type="checkbox"/>
8.			<input type="checkbox"/>
9.			<input type="checkbox"/>
10.			<input type="checkbox"/>

**(On your organization's letterhead)**

## **Guided Group Discovery Course**

Wednesdays, April 22-May 13, 1:30-3:30 p.m.  
Topeka Workforce Center, 1430 Topeka Blvd.



- *Getting frustrated with the job search process?*
- *Feel like you're not competing well for open positions?*
- *Feel like you have skills and talents to bring to the workplace that are being overlooked?*

If you answered “yes” to any of the above questions, Group Discovery might be right for you! Group Discovery is the first step in a process known as “Customized Employment.” The idea behind customizing a job is that we all have skills and talents to bring to an employment situation, but may not compete well in the open market. The traditional way of getting a job (identify job openings, fill out application, interview) is a very competitive process where the employer must decide who best meets the requirements of the job description.

Customized Employment focuses on YOU! The Discovery Process will help you identify your interests, potential contributions, and conditions for success. This information will be translated into tasks that can benefit a business, and help you proactively approach employers about how you might be able to help them meet one or more unmet business need.

The Group Discovery course consists of four weekly sessions held each Wednesday, beginning April 22 through May 13. Each session will be held from 1:30-3:30 p.m. at the Topeka Workforce Center, 1430 Topeka Blvd., Topeka, Kansas.

**“Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid.”**

— [Albert Einstein](#)

You can learn more about the LEAD Center Customized Employment Initiative at [www.leadcenter.org](http://www.leadcenter.org).



## Guided Group Discovery Course

Wednesdays, April 22- May 13, 1:30-3:30 p.m.

Topeka Workforce Center, 1430 Topeka Blvd., Topeka



- *Interested in “taking control” of your own job search?*
- *Seeking full-time employment (30 hour or more per week)?*
- *Someone who enjoys working in small groups, both helping and learning from others?*
- *Able to attend a four-week workshop (One two-hour session per week for four consecutive weeks)?*
- *Are you a person with a disability who believes you would benefit from a different approach to finding employment?*

If you answered “yes” to any of the above questions, Group Discovery might be right for you! Group Discovery is the first step in a process known as “Customized Employment.” The idea behind customizing a job is that we all have skills and talents to bring to an employment situation, but may not compete well in the open market. The traditional way of getting a job (identify job openings, fill out application, interview) is a very competitive process where the employer must decide who best meets the requirements of the job description.

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**“The voyage of discovery is not in seeking new landscapes. But in having new eyes.”**

— Marcel Proust

You can learn more about the LEAD Center Customized Employment Initiative at [www.leadcenter.org](http://www.leadcenter.org)



## Checklist for Facilitators

### Prior to Group Discovery Sessions:

- Review session materials
- Divide up responsibilities for co-facilitating
- Make copies of Participant and Facilitator evaluations
- Make copies of Interagency and Photo release forms (1<sup>st</sup> session)

### Morning of Group Discovery:

- Set up room (so people can see each other)
- Set up PowerPoint
- Nametags
- Pens
- Refreshments, if desired

### During Session:

- Walk through material
- Assist participants with activities
- Ask participants to complete evaluation forms
- Make sure participants who need help with assignments have a plan

### After Group Discovery:

- Debrief
- Complete Facilitator Feedback Forms
- Discuss and divide responsibilities for next session
- Send Participant and Facilitator Feedback Forms to LEAD Contact

## SAMPLE - AUTHORIZATION TO SHARE INFORMATION

### Guided Group Discovery Pilot

**NAME:** \_\_\_\_\_ **SS#:** \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_

Thank you for agreeing to participate in our systems-collaboration pilot: *Guided Group Discovery!*

Please know the confidentiality of your records and personal information is of the utmost importance to all agency/program partners involved in this effort. Program partners and agency staff associated with the *Guided Group Discovery Pilot* will not disclose your personal information without your written consent/authorization and only as needed to carry out the goals of this project.

\_\_\_\_\_ I authorize the Guided Group Discovery facilitators and case-management staff associated with the agencies indicated below to communicate about me, for the sole purpose of streamlining employment services and supports. Specific information may include one or more of the following:

- Demographic information (name, social security number, date of birth, address)
  - Workshop progress/facilitator notes
  - Services provided/service provider
  - Supportive services needed/requested
  - Program referrals requested/discussed
  - Blueprint for Employment (as a result of Guided Group Discovery)
  - Employment Plans developed by program partners
  - Disability verification and program or workforce accommodation needs
  - Employment information (employer name, hours worked, wages, hire date, job classification, benefits, length of job retention, and case closure status)
- Other (please indicate): \_\_\_\_\_

\_\_\_\_\_  
Agency

\_\_\_\_\_  
Agency

\_\_\_\_\_  
Agency

\_\_\_\_\_  
Agency

*A photocopy of this authorization shall be considered as valid as the original. A copy of this authorization has been given to me.*

### SIGNATURES

\_\_\_\_\_  
Jobseeker Name (please print)

\_\_\_\_\_  
Jobseeker Signature

\_\_\_\_\_  
Date



## GUIDED GROUP DISCOVERY FACILITATOR FEEDBACK

**FACILITATOR:** \_\_\_\_\_

**SESSION #:** \_\_\_\_\_

**SITE:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

Please use the scale below to rate your experience with the Guided Group Discovery materials.

**5 = strongly agree   4 = agree   3 = no opinion   2 = disagree   1 = strongly disagree**

	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1. The workshop materials were user-friendly.					
2. The content offered a balance of instruction vs. group work.					
3. I was able to comfortably cover the session material in the allotted time-frame (1 ½ - 2 hours).					
4. The hands-on exercises were clear.					
5. The supplementary PowerPoints were helpful.					
6. The materials kept participants engaged.					
7. (SESSIONS 2, 3, AND 4 ONLY): Participants were able to complete the independent research (homework) activities.					

8. Were there any particular activities in this session that worked extremely well? YES NO  
Please describe:

9. Were there any particular activities that bombed? YES NO  
Please describe:

10. What specific suggestions can you offer to help us improve the materials from this session?

**AFTER FINAL SESSION:** Would you recommend this curriculum to others? Why or why not?

**SITE:** \_\_\_\_\_

**SESSION #:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

Please use the scale below to rate your experience with the Guided Group Discovery materials.

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
1. The workshop materials were easy to follow.	4	3	2	1
2. The information presented in this session will help me in my job search.	4	3	2	1
3. The facilitators were knowledgeable about the material they presented.	4	3	2	1
4. I enjoyed this session.	4	3	2	1

5. What did you like best about this session? Why?

6. What did you like least about this session? Why?

7. What would you add or change about this session?

8. Is there anything else you would like us to know?



# LEAD CENTER

## GUIDED GROUP DISCOVERY PARTICIPANT WORKBOOK

A journey in self-exploration for job seekers with disabilities who are ready to take control of their employment search.

2019 EDITION

The National Center on Leadership for the Employment and Economic Advancement of People with Disabilities (LEAD) is a collaborative of disability, workforce and economic empowerment organizations led by the National Disability Institute. LEAD Center was fully funded from the U.S. Department of Labor's Office of Disability Employment Policy, Grant No. #OD-23863-12-75-4-11.

This document does not necessarily reflect the views or policies of the Office of Disability Employment Policy, U.S. Department of Labor, nor does the mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.



## Session 1: Introduction to Guided Group Discovery

### 1 OBJECTIVES:

1. Get to know each other
2. Discuss the different ways in which people tend to approach their search for employment
3. Introduce the concept of *Discovery*
4. Present the Blueprint for Employment
5. Think about your personal employment network
6. Review assignment

### 2 TAKE A FEW MINUTES TO THINK ABOUT YOUR EXPECTATIONS FOR THIS COURSE.

1. What do you hope to learn?

---

---

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---

2. What expectations do you have for yourself?

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---

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---

---

3. What will you expect of others?

---

---

---

---

---

**3 THINK OF 3 SKILLS OR TALENTS YOU HAVE. FOR EXAMPLE:**

- What do you do well?
- What have people complimented you on in the past?
- What types of activities did you do well on a previous job?
- What tasks at home do you do well?

Make a list of your skills and/or talents in the spaces provided below.

**Skill or Talent  
#1**

**Skill or Talent  
#2**

**Skill or Talent  
#3**

Now, turn to the person next to you and introduce yourself. Be sure to tell the person about your skills and/or talents (or what you like and can do well).

Then be sure to listen carefully when your partner tells you about him/herself. Ask more questions – because in a few minutes you will be introducing your partner to the rest of the group.

About your partner: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**4 THINK ABOUT AND BE PREPARED TO DISCUSS THE FOLLOWING QUESTIONS:**

Have you ever helped a friend or family member in need?	
What did you do?	
How do you think it made them feel to know they could depend on you?	
How did it make you feel to help someone else?	

**5 BLUEPRINT FOR EMPLOYMENT**

*Update this Blueprint based on the outcomes from each session of Guided Group Discovery.*

JOB SEARCH TEAM		
Person	Relationship	Contact information

CONTRIBUTIONS: IT'S ALL ABOUT YOU	
INTERESTS	SKILLS
TASKS	POSITIVE PERSONALITY TRAITS

VOCATIONAL THEMES™	
Emerging Vocational Themes:	Where would People with Similar Themes Work?

**VOCATIONAL THEMES™**

SECTION 3

<b>CONDITIONS FOR EMPLOYMENT</b>	<b>ACCOMMODATIONS, DISCLOSURE AND FRAMING SENSITIVE INFORMATION</b>
----------------------------------	---

SECTION 4

**ACTION ITEMS**

<i>I will</i>	<i>I will ask for support from...</i>	<i>By when?</i>	<i>Complete (✓)</i>
1.			<input type="checkbox"/>
2.			<input type="checkbox"/>
3.			<input type="checkbox"/>
4.			<input type="checkbox"/>
5.			<input type="checkbox"/>
6.			<input type="checkbox"/>
7.			<input type="checkbox"/>

SECTION 5

8.			<input type="checkbox"/>
9.			<input type="checkbox"/>
10.			<input type="checkbox"/>

## 6 ASSIGNMENT #1 – BUILDING YOUR TEAM OF SUPPORTERS

*Identify 3 people you know and trust. On each page, list the person’s name, why you have chosen the person to be part of your job support network, and be sure to include his/her contact information.*

*Interview each person using the interview questions provided. Be prepared to share your interviews in the next session*

### Support Person #1:

---

This person is part of my network because:

---

Phone:

---

Email:

---

### Interview Questions

What do you admire most about me?	
What do you think are my best skills?	
What do you think I have to offer an employer?	

In what type of environment do you think I would work best?	
What do you consider my most positive personality characteristics	

**Support Person #2:**

---

This person is part of my network because:

---

Phone:

---

Email:

---

**Interview Questions**

What do you admire most about me?	
What do you think are my best skills?	
What do you think I have to offer an employer?	
In what type of environment do you think I would work best?	
What do you consider my most positive personality characteristics	

**Support Person #3:**

This person is part of my network because:

Phone:

Email:

**Interview Questions**

What do you admire most about me?	
What do you think are my best skills?	
What do you think I have to offer an employer?	
In what type of environment do you think I would work best?	
What do you consider my most positive personality characteristics	



## Session 2: Interests and Contributions

### 7 OBJECTIVES

1. Identify interests that could focus your job search
2. Generate a list of contributions (what you bring to the job)
3. Identify tasks you would like to do

### 8 THINK ABOUT YOUR INTERESTS

<ul style="list-style-type: none"> <li>– What activities do you enjoy?</li> <li>– What do you do in your free time?</li> <li>– What hobbies do you have?</li> <li>– What are things in your home/bedroom that might relate to your interests?</li> </ul>	
--	--

Listen to a partner’s interests. Based on his/her interests, what types of work might he/she enjoy doing? Can you think of different places that might use his/her skills?

### 9 CONTRIBUTIONS: SKILLS, TASKS AND POSITIVE PERSONALITY TRAITS

**Think about the work you would most like to do.**

*Don’t think about job titles, think about the actual work you would do*

What skills would you be using?	What tasks would you be performing?

**10a**

**WHAT ARE SOME POSITIVE ASPECTS OF YOUR PERSONALITY? ARE YOU:**

<input type="checkbox"/> Action oriented	<input type="checkbox"/> Patient
<input type="checkbox"/> Ambitious	<input type="checkbox"/> Positive / upbeat
<input type="checkbox"/> Approachable	<input type="checkbox"/> Punctual
<input type="checkbox"/> Confident	<input type="checkbox"/> Resourceful
<input type="checkbox"/> Cooperative	<input type="checkbox"/> Responsible
<input type="checkbox"/> Creative	<input type="checkbox"/> Self-motivated
<input type="checkbox"/> Dependable	<input type="checkbox"/> Team-oriented
<input type="checkbox"/> Effective communicators	<input type="checkbox"/> Works well under pressure
<input type="checkbox"/> Flexible	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Hardworking	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Meticulous	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Organized	<input type="checkbox"/> Other: _____

10b

**MATCHING INTERESTS TO POTENTIAL VOCATIONAL THEMES™**

Draw a line between the interest and the corresponding Vocational Theme™

INTEREST

POTENTIAL VOCATIONAL THEME™

Using an iPad

Outdoors/Nature

Tattoos

Advocacy

Hiking

Art

Jewelry

Technology/Computers

Gardening

Agriculture

Helping People in Need

Fashion

Think about your own interests and Vocational Themes™:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**11** **ASSIGNMENT #2: CONTRIBUTIONS CHART**

Consider your contributions. Ask one of your job search support people to assist you – OR – share the information with someone you know and trust. Ask for their feedback.

Type of contribution	What does this mean?	What employer might be interested in this contribution
<b>SKILLS</b>	<i>I am able to...</i>	
<b>TASKS</b>	<i>I enjoy...</i>	
<b>POSITIVE PERSONALITY TRAITS</b>	<i>I am...</i>	
<b>OTHER types of contributions:</b> For example: <ul style="list-style-type: none"> <li>- Education</li> <li>- Certification</li> <li>- Equipment</li> <li>- Transportation</li> </ul>	<i>I have...</i>	



## Session Three: Conditions, Accommodations and Disclosure

### 12 OBJECTIVES

- Update Section 2 of your Blueprint for Employment
  - Share two new items with the group
- Define and discuss
  - Conditions of employment
  - Job accommodations
  - If, when and how to disclose sensitive information

### 13

CONTRIBUTIONS: IT'S ALL ABOUT YOU	
<b>INTERESTS</b>	<b>SKILLS</b>
<b>TASKS</b>	<b>POSITIVE PERSONALITY TRAITS</b>

VOCATIONAL THEMES™	
Emerging Vocational Themes:	Where would People with Similar Themes Work?

## 14 CONDITIONS VS. PREFERENCES

Decide whether the following examples describe a general condition for employment or a preference. Come up with your own situation and ‘test’ the group.

✓ C for CONDITION or P for PREFERENCE		Situation
C <input type="checkbox"/>	P <input type="checkbox"/>	Employment location on a bus line (if you use public transportation)
C <input type="checkbox"/>	P <input type="checkbox"/>	Having your own office
C <input type="checkbox"/>	P <input type="checkbox"/>	Getting paid minimum wage or higher
C <input type="checkbox"/>	P <input type="checkbox"/>	Reporting to a supervisor you like
C <input type="checkbox"/>	P <input type="checkbox"/>	<i>Add your own to ‘test’ the group:</i>

## 15 WHAT ARE YOUR CONDITIONS FOR EMPLOYMENT?

Describe the elements of a workplace that you need to be your very best. Which are the most important? Are these conditions or preferences for you?

Very important	Important	Not very important	
			Time you work.
			Tasks you perform.
			The setting or environment where you work.
			Pace or speed of work.
			Interacting with people, places or things.
			Expectations of a supervisor, co-workers or customers.
			Communication.

16

**DISCLOSURE: TRUE OR FALSE?**

T <input type="checkbox"/>	F <input type="checkbox"/>	If you don't disclose when you are hired, you cannot disclose later.
T <input type="checkbox"/>	F <input type="checkbox"/>	If you choose to disclose, an employer is required by law to provide you with the accommodation you want.
T <input type="checkbox"/>	F <input type="checkbox"/>	An employer should provide you with an accommodation whether you disclose or not.
T <input type="checkbox"/>	F <input type="checkbox"/>	If you disclose a disability to an employer, you can never be fired.
T <input type="checkbox"/>	F <input type="checkbox"/>	If you communicate using sign language, you should bring a friend with you to an interview so he/she can interpret for you.
T <input type="checkbox"/>	F <input type="checkbox"/>	You should only disclose if you have a visible disability. People with hidden, or non-apparent, disabilities should never disclose.

17

**READ THE FOLLOWING DISCLOSURE STATEMENTS. WHAT IS WRONG WITH EACH ONE? WHAT INFORMATION WOULD YOU CHANGE – AND WHY?**

<i>"My disability causes me to work more slowly than co-workers".</i>	
<i>"I have a felony on my record because I was set up. I didn't do anything wrong, but now no one will hire me."</i>	
<i>"I suffer from an anxiety disorder and have been hospitalized a couple of times. I have a lot of trouble focusing."</i>	
<i>"I am a wheelchair user and have an interview next week. I'm not sure if the interview location will be accessible."</i>	

**18** ASSIGNMENT #3: PERSONAL DISCLOSURE DECISIONS

<p>What sensitive information might you need to share with an employer? (Disability, criminal history, something else?)</p>	
<p>What are some of the pros and cons of disclosing this information?</p>	
<p><u>Pros:</u></p>	<p><u>Cons:</u></p>
<p>Why might you want to or need to share this information?</p>	
<p>How might you frame this information?</p>	
<p>When might you share this information?</p>	
<p>If you are working with a job coach or an employment specialist (service provider), what information, if any, are you comfortable with <i>them</i> sharing with a potential employer?</p>	



## Session Four: The Art and Science of Networking

### 19 OBJECTIVES:

- Report and reflect on independent research assignment
- Update Blueprint for Employment
- Begin to map personal contacts
- Introduce the concept of networking and begin to map personal contacts
- Review and discuss independent research assignment

### 20 HOW MOST PEOPLE FIND JOBS?

Think of at least one person who you know who found a job through:

A friend: \_\_\_\_\_

A family member: \_\_\_\_\_

A counselor, teacher or other “helper”: \_\_\_\_\_

Someone in the community: \_\_\_\_\_

21

MAP YOUR CONTACTS

Friends

Family

Teacher/  
Counselor/  
Other Helper

Community

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**NETWORKING PITCH:**

A networking pitch is a tool job seekers use to quickly describe who they are, the type of work they are seeking, and what they have to offer an employer . . . to anyone who might be in a position to help you find a job.

**Develop your pitch:**

Smile and introduce yourself	
Name Drop if someone recommended you	
State the type of work you are <u>interested</u> in doing	
Describe your <u>skills</u> or <u>positive personality traits</u> related to the type of work you are seeking	
Give an example of the types of <u>tasks</u> you could offer a company (and how the company would benefit)	
Give an example of at least 1 success	
Make a specific request (ask for their advice, ask for an informational interview, etc.)	
Thank the person	

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**ASSIGNMENT #4: MAPPING PERSONAL CONTACTS & PRACTICE NETWORKING**

- Finish mapping out your personal contacts and developing your Networking Pitch
- Practice your Networking Pitch on at least 2 new contacts. Get feedback and be prepared to share it with the group.
- Update your Job Search Blueprint

**Networking Pitch**

Smile and introduce yourself	
Name Drop if someone recommended you	
State the type of work you are <u>interested</u> in doing	
Describe your <u>skills</u> or <u>positive personality traits</u> related to the type of work you are seeking	
Give an example of the types of <u>tasks</u> you could offer a company (and how the company would benefit)	
Give an example of at least 1 success	
Thank the person	

**FEEDBACK RECEIVED:**

**REVISED Networking Pitch**

Smile and introduce yourself	
Name drop if someone recommended you	
State the type of work you are <u>interested</u> in doing	
Describe your <u>skills</u> or <u>positive personality traits</u> related to the type of work you are seeking	
Give an example of the types of <u>tasks</u> you could offer a company (and how the company would benefit)	
Give an example of at least 1 success	
Thank the person	



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### Session Five: Pulling It All Together – Taking Action

- Review your Blueprint
- How has the information you gained during this course help you as you begin or continue your search for employment?
- What’s next? How will you use the information you learned from this course to take control of your job search?

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- Consider at least 3 action steps will you take and share them with the group
- Be prepared to discuss who you will ask for support and why.
- Decide on a reasonable time frame to complete the action.
- Don’t forget to check off the action step once it’s completed!

ACTION ITEMS			
<i>I will</i>	<i>I will ask for support from...</i>	<i>By when?</i>	<i>Complete (✓)</i>
			<input type="checkbox"/>

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**CONGRATULATIONS!**

You took a big step starting this workshop...and you have taken an even bigger step finishing it! You should be extremely proud of yourself – and feel better prepared to continue your journey.

**Now that you have finished this course, what's next?****Here are some things to remember:**

1. Customizing your job search starts with YOU. It focuses on how job seekers can contribute to an employer's unmet needs. It creates a win/win situation – for the job seeker *and* for the employer.
2. Discovery is a process you can use to identify your interests and skills, conditions for employment and more. It also helps you to identify the tasks you would like to do for pay.
3. Searching for employment truly “takes a village.” Use your support team to help you as you continue your journey. Be brave enough to accept the help of others.
4. Take control and schedule regular meetings with your employment team to determine next steps and set goals.
5. Continue to network and conduct informational interviews.
6. When you find an employer that matches your contributions, propose employment!

**What additional items can you add to this list?**

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_



## BLUEPRINT FOR EMPLOYMENT

*Update this Blueprint based on the outcomes from each session of Guided Group Discovery.*

JOB SEARCH TEAM		
<i>Person</i>	Relationship	<i>Contact information</i>

CONTRIBUTIONS: IT'S ALL ABOUT YOU	
<b>INTERESTS</b>	<b>SKILLS</b>
<b>TASKS</b>	<b>POSITIVE PERSONALITY TRAITS</b>

VOCATIONAL THEMES™	
Emerging Vocational Themes:	Where would People with Similar Themes Work?

CONDITIONS FOR EMPLOYMENT	ACCOMMODATIONS, DISCLOSURE AND FRAMING SENSITIVE INFORMATION

ACTION ITEMS			
<i>I will</i>	<i>I will ask for support from...</i>	<i>By when?</i>	<i>Complete (✓)</i>
11.			<input type="checkbox"/>
12.			<input type="checkbox"/>
13.			<input type="checkbox"/>
14.			<input type="checkbox"/>
15.			<input type="checkbox"/>
16.			<input type="checkbox"/>
17.			<input type="checkbox"/>
18.			<input type="checkbox"/>
19.			<input type="checkbox"/>
20.			<input type="checkbox"/>

# CERTIFICATE OF COMPLETION

Congratulations! This award certifies that

*[Recipient Name]*

Has Successfully Completed

## GUIDED GROUP DISCOVERY



# LEAD CENTER

PRESENTED BY: \_\_\_\_\_

DATE: \_\_\_\_\_