



INTRODUCTION TO SECTION I.

Goal B: Exploring Choices

Goal A helped you to determine the individual's initial job and task preferences. In Goal B, you should further explore choices by setting up shadowing opportunities at jobsites matching the individual's choices. The purpose of exploring choices by shadowing is to facilitate informed choice making by providing first-hand experiences at preferred jobs. When setting up sites to shadow, let local businesses know what you are trying to accomplish. Tell them about the self-directed supported employment concepts and procedures. Most businesses are glad to participate in the shadowing process. They generally appreciate the opportunity to give something back to the community in a way that does not require a monetary donation. Once businesses understand that you only want to observe some of their employees work, you will find that most are happy to show you what they do. Business people love to talk about their successes. Capitalize on this pride.

Explain that the purpose of your visit is to explore what it would be like to have a job in a business similar to theirs. For example, you may say:

Hello! My name is _____. I work for _____. My organization serves people who need a little extra help with getting employed. My job is to help them figure out what job best matches what they like and can do. We have found that the best way to do this is to give people the opportunity to see what jobs look and feel like.

Explain the following points:

- You need 20 minutes or less to conduct a quick interview, and you will stay about 1 hour to watch an employee perform the required tasks.
- The person determines what characteristics he or she likes versus what is at this site.
- The person determines which skills are needed and matches his or her skills to those of the employee.
- The person determines if this job matches what he or she would like to do.
- You are not there to get a job for anyone at this time. You are there with the individual to shadow an employment site.

- It is important to you and your organization not to interfere with the daily operation of the business in any way.
- You and any individual you bring are insured by your program.

Once employers understand exactly what you are trying to accomplish, most will arrange a convenient shadowing time.

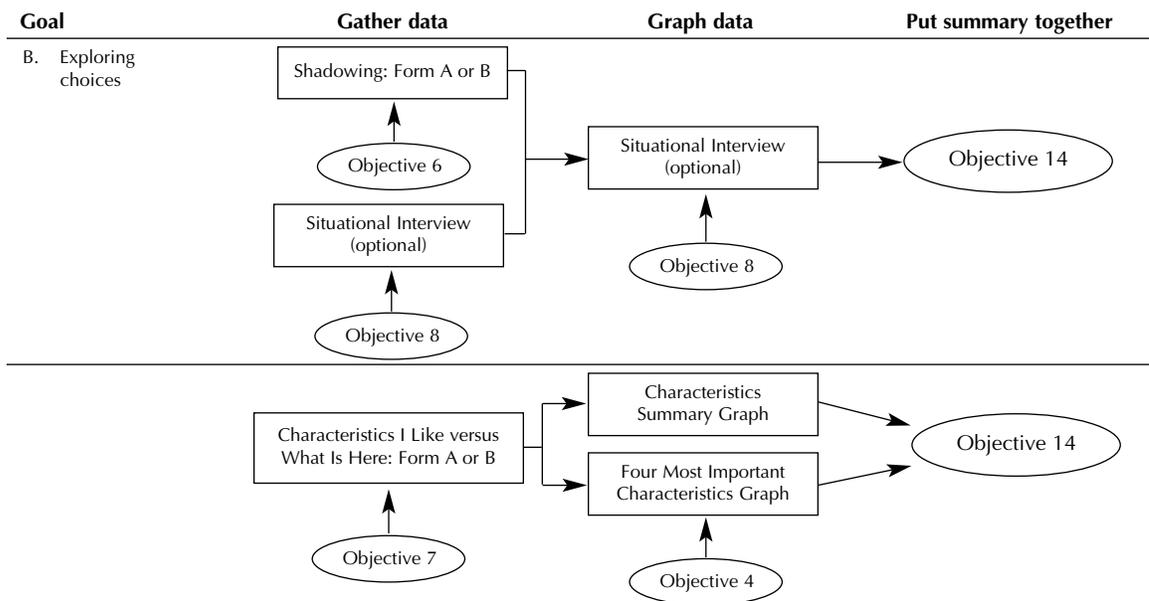
When you are done shadowing at the jobsite, leave a good impression. If a store site is set up and there is a good rapport between your agency and the store manager, it may become a site that you can return to. Observation of specific tasks can be negotiated with the manager to meet an individual's needs. For instance, a store may offer a wide variety of tasks, such as taking carts in, sacking, stocking, processing returns, pricing, working as a cashier, or providing customer service. Tailor the tasks that you need to observe to the individual's choices. Get to know each manager of each jobsite.

While shadowing, keep in mind that the purpose is to provide information about vocational interests to the individual. Be careful not to tell the individual that he or she cannot do a particular job. Let each person discover what he or she can or cannot do through the match process. If you do tell a person that he or she cannot do a particular job, chances are that person will not believe you. As you become more skilled at setting up sites for shadowing, you will be able to better match each individual's needs to the appropriate site and its environment.

After shadowing, summarize the individual's experiences on the Shadowing Summary Graph (see p. 310). Involve the individual as much as possible. Record and graph each shadowing site per the instructions. When analyzing the summary form, pay attention to both the individual's preferences and the skills the person believes he or she possesses. Keep in mind that some individuals may overestimate the skill match when there is a high preference for that job. Pay attention especially to the individual's preference match, particularly if the person chooses a job that is impossible to explore further or if the person does not have the skills to do the tasks.

Note: As you read through the procedures, you may notice that neither marketing plans nor job prospecting ideas are addressed. We believe that most organizations have already begun to network in their community. If not, there are many good books that explain how to do marketing.

As you read the procedures, note that each individual makes site choices at three points: before, during, and after each shadowing experience. Be sure to follow the directions given for each of these steps. You may notice that at one point in Objective 6, the instructions direct you to begin Objective 7. These objectives should be presented at roughly the same time because the information that each objective provides is necessary to the completion of the other. You may want to refer to the Implementation Reference Guide in order to keep organized (Table 3.3).



SECTION I. ASSESSMENT: CHOICE MANAGEMENT

GOAL B: EXPLORING CHOICES

Objective 6: Completing Shadowing Skill and Preference Match

CONTENTS

Introduction
Preparing for shadowing
Interview and observe
Using Shadowing: Form A
Shadowing: Form A: Part 1. What I Can Do
Shadowing: Form A: Part 1. What I Can Do: Calculations
Shadowing: Form A: Part 2. What I Like
Shadowing: Form A: Part 2. What I Like: Calculations
Using Shadowing: Form B
Shadowing: Form B: Calculations

MATERIALS NEEDED

Telephone book
Newspaper classified advertisements
Local Chamber of Commerce business directory
Assessment Event Organizer (I:B:6:1)
Questions for Shadowing (I:B:6:2)
Shadowing: Form A (I:B:6:3) or Form B (I:B:6:4)
Characteristics I Like versus What Is Here: Form A (I:B:7:1) or Form B (I:B:7:2)
Completed:
Initial Job Preferences Graph (I:A:4:1)
Initial Task Preferences Graph (I:A:4:2)

PURPOSE

To provide opportunities for the individual to match his or her skills and work condition preferences with a job of his or her choice

LOCATION

Office
Shadowing site

Introduction

Materials Needed

Assessment Event Organizer

Completed:
Initial Job Preferences Graph
Initial Task Preferences Graph

- A. Set up shadowing appointments at the individual’s preferred jobsites. Once at the site, the individual will observe workers and determine the employment skills and conditions.
- B. To set up shadowing appointments, talk with managers or owners of community businesses that match the jobs and tasks identified in the Initial Job Preferences Graph and Initial Task Preferences Graph.
 - 1. When you talk with the employer, introduce yourself and describe your employment program. Explain to the employer that you are working with an individual who has expressed an interest in the type of work that his or her company performs. However, the individual is uncertain about the job duties and work conditions.
 - 2. Consider the employer an expert who can provide information about the job. Ask the employer to assist the individual in exploring this job choice.

Preparing for Shadowing

Materials Needed

Questions for Shadowing
Shadowing: Form A and
Form B

Characteristics I Like versus
What Is Here: Form A and
Form B

Completed:
Initial Job Preferences Graph

3. Explain that the purpose of shadowing an employee is to provide the individual with an opportunity to observe the skills and conditions that exist on the job and to determine the match between the actual job and his or her work preferences.
 4. Schedule a time when the employee who is to be shadowed is working on tasks that exemplify the job.
 5. Make sure that the time is convenient for the employer and the individual with whom you are working.
- C. To schedule the shadowing appointments, you may wish to use the Assessment Event Organizer to facilitate the job match process (see p. 300). This form is a time and event organizer designed to manage the shadowing experiences of numerous people.
- A. Once a shadowing site is developed, you should locate the Characteristics I Like versus What Is Here: Forms A and B, Shadowing: Forms A and B, and the Questions for Shadowing form. These three forms should be used at each shadowing site (see pp. 301–303). Step 4 directs you to begin Objective 7.
1. Complete the “What I like” section in Part 2 of the Shadowing: Form A or item 1 on Form B. Ask the individual to state the two jobs he or she likes the most. You may need to prompt the individual by using the Initial Job Preferences Graph (see Objective 4). If the individual chooses jobs he or she has not chosen before, that is okay. If necessary, help the individual fill in the box labeled “Two jobs I like most” with his or her preferences.
 2. Similarly ask the individual to state the two tasks he or she likes most in the “What I like” section in Part 2 of Shadowing: Form A or item 2 on Form B. You may need to prompt the individual by using the Initial Task Preferences Graph (see Objective 4) to show what tasks he or she chose before. If the individual chooses tasks not chosen before, assist the individual to fill in the box labeled “Two tasks I like most” with their preferences. If appropriate, help write in the information.
 3. Review with the individual the questions that will be asked at the shadowing site. These questions are found on the Questions for Shadowing form. If necessary, change the questions to fit the needs of the individual and the site. For instance, a person with a chronic mental illness may want to ask about job sharing or permitted time away.
 4. Complete the “What I like (Before)” section of the Characteristics I Like versus What Is Here: Form A or B, found in Objective 7.

Interview and Observe

Materials Needed
Questions for Shadowing

- A. As you enter the site to begin the shadowing experience, introduce yourself and the individual to the manager. Ask which employees should be observed to see a full range of entry-level work.
- B. Go where directed and introduce yourself and the individual to the employees on the job. Explain to them why you are there. Establish rapport. Small talk works well. Make sure to address the employees with respect.
- C. Encourage the individual to ask the manager and employees for information that describes the job and addresses the questions found in the Questions for Shadowing form. Use this form to help prompt questions.
- D. The individual should observe the employees working at a variety of tasks for at least 45 minutes to 1 hour. Take detailed notes regarding answers given to the questions. Use this information to assist the individual in completing the Questions for Shadowing form immediately after the individual stops observing the employee.
- E. While observing the work being performed, point out the following skills to the individual if he or she does not appear to notice them:
 1. Main factors describing this job
 2. Characteristics of a person who is good at this job
 3. Duties of this job
 4. Daily routines
- F. After interviewing and observing the employees, help the individual to complete the Questions for Shadowing form. Find a quiet place to sit down at the jobsite to discuss what you and the individual have just shadowed. Completing the forms at the site is preferred—use a break room or other out-of-the-way location. If necessary, prompt the individual with the information from your notes. If you assist by writing the answers to the questions, write the information in the person's own words. An example of a filled-out Questions for Shadowing form is on page 76.

Using Shadowing: Form A

- A. Immediately after completing the Questions for Shadowing form, complete either Shadowing: Form A or B (see pp. 302–303). If the person can read, write, and understand abstract concepts such as the work skills, use Form A; otherwise, use Form B. A completed example of Form A is in page 78.

I:B:6:2

Questions for Shadowing

Exploring Choices

Name: Kelly Sample

Date: May 9, 2002

Jobsite: Do Drop Inn

Interviewee: John Patel

Main factors describing this job (Required work skills)

Clean bathrooms
Change bed linens
Put out fresh towels and hand soap
Vacuum rooms
Dust and empty trash
Take soiled linen to the laundry room

Characteristics of a person who is good at this job (Required social and personal skills)

Honest (must turn in items left in rooms)
Dependable and timely
Able to keep up a fast pace
Able to follow a supervisor's directions
Friendly and courteous to customers even when they aren't

Duties of this job (Required task skills)

Complete one room in 30 minutes
Complete eight rooms per shift
Deep cleaning is done during the winter.

Daily routines

Arrive no later than 9:00 a.m.
Check in at the office and get a room schedule
Get the cart and needed cleaning supplies
Report damages when cleaning the rooms

Experience, licenses, and education required for this job

None, but must have good references

How often do you hire for this position? Other positions?

Once a month during the summer; every three months during the winter

How much does a person doing this job get paid?

\$5.25 per hour

Shadowing: Form A: Part 1.
What I Can Do

Materials Needed
Shadowing: Form A

Completed:
Questions for Shadowing

A. Use the Questions for Shadowing to acquire information for the column called “Skills I need for this job” in Part 1 of Shadowing: Form A. List the most crucial work-related (quality and quantity), social (interpersonal interaction), personal (self-care), and task-related (equipment use and step completion) skills. A number of skills may fit more than one category. For example, in child care, talking to children is a work-related social skill. Put the skill in the category that balances examples across the crucial skill areas needed to do the job. Observe the worker completing several representative job tasks for at least 1 hour.

1. Use directed questioning to assist the individual in listing observed skills. The content of the questions should give clues to the answer. Questions might include “What do you have to be able to do to work at this job? What things do you have to be able to do to get along with people at this job?”
 2. List required items in the section labeled “Job experiences, licenses, and education” at the bottom of the “Skills I need for this job” section. These could include special licenses, transportation, skill in operating special machines, special hours, and so forth.
 3. Within each category skill box, number each listed skill. For each skill box, begin numbering with 1.
- B. For each numbered skill identified in the “Skills I need for this job” section, ask the individual whether he or she possesses this skill. If the individual says he or she has the skill, write the number corresponding to this skill in the “Skills I have” column. Repeat this procedure for each skills category.

Shadowing: Form A: Part 1.
What I Can Do: Calculations

- A. Count the numbers listed in each category in the “Skills I have” column. Put the count to the left of the slash (as the numerator) in the “Matches” column. Count the number of skills listed in each category in the “Skills I need for this job” section. Write each total to the right of the slash (as the denominator) in the “Matches” column.
- B. Add all the numbers that are to the left of the slash and write this total in the blank labeled “Skills I have” in the “Average skill match” box. Add all the numbers that are to the right of the slash and write this total in the blank labeled “Skills I need” in the “Average skill match” box. Divide the number to the left of the slash by the number to the right of the slash. Write the resulting decimal number to the right of the equal sign. The result should be equal to one or less.
- C. Multiply the answer by 100 to calculate the percentage of skill match, and write the percentage in the “Percentage of average skill match” shaded box.

I:B:6:3

Shadowing: Form A

Exploring Choices

Name: Kelly SampleJobsite: Do Drop InnDate: May 3, 2002**Part 1: What I can do**

Skills I need for this job (Get the answers from the Questions for Shadowing Form)	Skills I have (write the number of each)	Matches
Work skills 1. Work at a fast pace 2. Be timely 3. Deep clean	2	1 / 1
Social skills 1. Be friendly to customers when they aren't friendly		0 / 1
Personal skills 1. Be honest (turn stuff in) 2. Be dependable 3. Wear a clean uniform	1, 2, 3	3 / 3
Task skills 1. Clean restrooms 4. Put out fresh linens and soap 2. Change bed linens 5. Get cart and cleaning equipment 3. Vacuum 6. Dust and empty trash	1, 3, 4, 5, 6	5 / 5
Job experience, licenses, and education 1. Good references	1	1 / 1

$$\frac{\text{Skills I have: } 10}{\text{Skills I need: } 14} = .71 \times 100 = 71\% \text{ Percentage of average skill match}$$

Part 2: What I like

Two jobs I like most	Is this job one of my top choices?	Matches
1. Maid service 2. Janitorial	<input checked="" type="radio"/> Yes No	1 / 1 = 1 Site match
Two tasks I like most	Is this task performed here?	Matches
1. Vacuum 2. Sweep and mop	<input checked="" type="radio"/> Yes No <input checked="" type="radio"/> Yes No	1 / 2 = 1 Task match

$$\frac{\text{Site match} + \text{Task match} + \text{Characteristics match}^*: 2.89}{3} = .96 \times 100 = 96\% \text{ Percentage of average preference match}$$

*From the Characteristics I Like versus What Is Here Form

Shadowing: Form A: Part 2.
What I Like

A. Complete the “Part 2: What I Like” section.

1. Direct the individual to refer to the box labeled “Two jobs I like most.” Ask if the job that he or she just shadowed is one of the top two choices written in the box. If appropriate, help the individual choose the appropriate answer in the box labeled “Is this job one of my top choices?”
2. Direct the individual to refer to the box labeled “Two tasks I like most.” Ask if the tasks performed at this site match the two tasks written in the box. If appropriate, assist the individual to circle the appropriate answer in the box for each task labeled “Is this task performed here?”

Shadowing: Form A: Part 2.
What I Like: Calculations

A. Perform the following calculations.

1. If this job is one of the individual’s two top-ranked choices, then put a 1 to the left of the slash in the first row of the column labeled “Matches.” Perform the division to get the “Site match.” The answer will be 1 or 0.
2. If both of the tasks are performed at this site, put a 2 to the left of the slash in the column labeled “Matches.” If one of the tasks is performed at this site, write a 1 in this space. If none of the top-ranked two tasks are performed here, write a 0 in this space. Perform the division to get the “Task match.” The answer will be 1, .5, or 0.
3. From the calculation field of the Characteristics I Like versus What Is Here: Form A or B (see Objective 7), transfer the decimal number from the blank labeled “Characteristics match” to the “Characteristics match” blank.
4. Add the “Site match,” “Task match,” and “Characteristics match” numbers. Divide the total by 3 to get the average preference match for this site. Write the answer in the blank at the bottom of the page.
5. Multiply the average preference match by 100 to get the percentage for the average preference match for this site. Write the answer in the shaded box labeled “Percentage of average preference match.”

Using Shadowing: Form B

Materials Needed

Shadowing: Form B
Characteristics I Like versus
What Is Here: Form A or
Form B

Completed:

Questions for Shadowing
Initial Job Preferences Graph
Initial Task Preferences Graph

- A. Always try to complete Form A with individuals first. Form B is designed for individuals who cannot complete Form A. Once a shadowing site is developed, you should locate the Questions for Shadowing form, Shadowing: Form B, and the Characteristics I Like versus What Is Here: Form A or B. These three forms will be used at each shadowing site. Typically, individuals who use Form B cannot independently identify work skills and tasks at a shadowing site. They need concrete examples to make decisions. The illustrations pro-

vided in Form B aid understanding. An example of a filled-out Shadowing: Form B is on page 81.

- B. Before going to the shadowing site with the individual, prepare the illustrated Shadowing: Form B:
1. Review the Initial Job Preferences Graph from Objective 4. Using the “Four top-ranked jobs” section, select the four jobs most frequently chosen by the individual. Place illustrations of the preferred choices on line 1, line 3, and line 8 of Shadowing: Form B. (You can download pictures from www.brookespublishing.com/picturebank for use with this form.)
 2. Using the Initial Task Preferences Graph, select the tasks most frequently chosen by the individual in Objective 4. Place pictures of the preferred tasks on line 2.
 3. When setting up the shadowing site, be sure to arrange which tasks will be observed with the manager. Place selected pictures of the major tasks on lines 4, 5, 6, and 7 of Shadowing: Form B in order to individualize the form. Place one picture per box. You may leave some boxes empty.
- C. Before going the shadowing site, ask the individual to select his or her most preferred jobs and tasks.
1. Circle the two jobs he or she likes the most on line 1, “Jobs I like (Before)” and the two tasks he or she likes the most on line 2, “Tasks I like (Before).”
 2. In Objective 7, locate Characteristics I Like versus What Is Here: Form B and then complete the “What I like” section.
 3. Review the questions found on the Questions for Shadowing. The individual will need to become familiar with these questions in order to interview the manager at the jobsite being shadowed. If appropriate, change the questions to fit the needs of the individual or the site. For instance, a person with a physical limitation may want to ask about job sharing or task exchanges with co-workers.
- D. After arriving at the shadowing site:
1. Ask the individual to confirm the site that is being shadowed by circling the appropriate box on line 3, “This job here.”
 2. Meet the manager, and have the individual ask the questions listed on the Questions for Shadowing. You may need to prompt or assist the individual with the questions. Write the responses under each respective question.
 3. While observing an employee at the jobsite, assist the individual to list the tasks that the employee is doing. Prompt the individual to generate as many tasks as possi-

Name: Pat Sample Jobsite: UltraPlastics Date: May 9, 2002

Row	Jobs I like (Before): Circle two.
1	
2	Tasks I like (Before): Circle two.
2	
3	The job here: Circle one.
3	
4	Tasks here: Circle all the tasks that are here.
4	
5	Tasks here I can do: Circle all the tasks you can do.
5	
6	Tasks here I have done: Circle all the tasks you have done.
6	
7	Tasks here I like: Circle all the tasks you like.
7	
8	Jobs I like (After): Circle two.
8	
1.	Matches for Rows 1 and 3 = 1
2.	Matches for Rows 1 and 8 = 0
3.	Items circled in Row 2 divided by total of Row 7 = .29
4.	Characteristics match (from I.B.7.2) = .58
Sum of 1-4: $\frac{.87}{4} = .47 \times 100 = 47\%$ Percentage of preference match	
5.	Items circled in Row 5 divided by total of Row 4 = .86
6.	Items circled in Row 6 divided by total of Row 4 = .29
Sum of 5 and 6: $\frac{.86 + .29}{2} = .58 \times 100 = 58\%$ Percentage of skill match	

ble. Direct the individual to circle the major tasks illustrated on line 4, "Tasks here." Continue to shadow the worker until either the worker has run out of tasks to do, or the 1-hour observation is complete.

E. Immediately after shadowing, find a quiet place at the jobsite, if possible. You may need to assist the individual by going through each task one-by-one on each line. Help the individual complete the following steps:

1. Confirm the tasks he or she saw performed and circled on line 4, "Tasks here." If there are blank boxes and the person wants to add a new task that was not illustrated, ask the individual to draw a picture of the new task in the blank box.
2. Circle tasks he or she can do on line 5, "Tasks here I can do."
3. Circle the tasks he or she has done on line 6, "Tasks here I have done."
4. Circle the tasks he or she likes on line 7, "Tasks here I like."
5. Circle two jobs he or she likes on line 8, "Jobs I like (After)."

F. Complete the Characteristics I Like versus What Is Here: Form B found in Objective 7.

Shadowing: Form B: Calculations

A. Assist the individual to perform the calculations at the bottom left side of the page in the box.

1. On item 1, assist the individual to match the items circled on line 1, "Jobs I like (Before)" and line 3, "The job here." If one of the two jobs circled in line 1 matches one of the two jobs circled in line 3, write a 1 in the blank provided. Otherwise, write a 0.
2. On item 2, assist the individual to match the items circled in line 1, "Jobs I like (Before)" and line 8, "Jobs I like (After)." If one of the two jobs circled in line 1 matches one of the two jobs circled in line 8, write a 1 in the blank provided. Otherwise, write a 0.
3. On item 3, assist the individual to count the number of circled tasks on line 2, then count the total number of pictured tasks in the boxes on line 7, "Tasks here I like." Divide the numbers, and place the decimal number after the equal sign.
4. From the Characteristics I Like versus What Is Here: Form B, transfer the decimal number in the blank labeled "Characteristics match" to line 4 of the Shadowing: Form B.
5. Finally, add all four numbers together and divide by 4. Your answer will be a decimal number. Multiply this number by 100 to find the "Percentage of preference match."

-
- B. Assist the individual to perform the calculations at the bottom right side of the page.
1. For item 5, assist the individual to count the number of items circled in line 5, "Tasks here I can do." Assist the individual to count the number of items circled in line 4, "Tasks here." Divide line 5 by line 4, and write the decimal number after the equal sign.
 2. For item 6 of the box, assist the individual to count the number of items circled in line 6, "Tasks here I have done." Assist the individual to count the number of items circled in line 4, "Tasks here." Divide line 6 by line 4, and write the decimal number after the equal sign.
 3. Finally, add the two numbers together and divide by 2. Your answer should be a decimal number. Multiply this number by 100, and fill in the blank labeled "Percentage of skill match."
- C. Discuss the preference match and the skills match with the individual.
1. As a general guide, you use a criterion of 75%–80% to determine a strong preference and skills match.
 2. How strong is the individual's preference for doing this type of job? What characteristics exist that make the job attractive?
 3. What skills does the individual feel he or she has to do the job? What skills will be needed?
 4. Review the responses from the Questions for Shadowing to determine an overall subjective match.

Objective 6: What If?

<p>What if the individual is interested in work that is not easily observable? For example, the individual wants to be an airline pilot?</p>	<p><i>Set up a situational interview (see Objective 8). Do not use the process described in Objectives 6 and 7.</i></p>
<p>What if you cannot find an employer willing to let you shadow the job the individual is interested in?</p>	<p><i>Shadow all other choices first. The individual may find that he or she likes a different job. Attempt to find a similar jobsite to shadow. If this is not possible, see the response to the first question.</i></p>
<p>What if the individual indicates he or she has the skill to do the tasks at the shadowing site, but you don't agree?</p>	<p><i>Accept the individual's response. Ask the individual to explain why he or she can do the skill. If this becomes a preferred site, the individual will have an opportunity to demonstrate this skill when an internship is arranged.</i></p>
<p>What if, when using Form B, the individual is not able to verbalize the tasks he or she sees at the site?</p>	<p><i>You can verbalize the task list or have the individual point to preselected pictures of the tasks.</i></p>
<p>What if, while using Form B, you run out of room to list tasks?</p>	<p><i>Try to group tasks together. List the tasks that are done most often.</i></p>
<p>What if there is a high skills match but a low preference match?</p>	<p><i>Let the preference match guide your efforts toward the individual's job choice.</i></p>
<p>What if the individual expresses frustration after finding that the jobs shadowed pay only entry-level wages?</p>	<p><i>Explain to the individual that these jobs may serve as stepping stones to higher paying jobs.</i></p>
<p>What if the individual lists a work skill as a social skill?</p>	<p><i>List the skill in the category that the individual chose.</i></p>

SECTION I. ASSESSMENT: CHOICE MANAGEMENT

GOAL B: EXPLORING CHOICES

Objective 7: Completing the Characteristics I Like versus What Is Here: Form A or B

CONTENTS

Choose characteristics
Determine match
Characteristics I Like versus What Is Here:
Form A: Calculations

MATERIALS NEEDED

Characteristics I Like versus What Is Here:
Form A (I:B:7:1) and Form B (I:B:7:2)

PURPOSE

To determine the match between the characteristics that individuals like and the characteristics that are available at different shadowing sites

LOCATION

Office
Shadowing site

Choose characteristics

Materials Needed

Characteristics I Like versus What Is Here: Form A and Form B

Note: Introduce Objective 7: Completing the Characteristics I Like versus What Is Here Forms and the Shadowing Forms from Objective 6 at the same time.

- A. Explain to the individual that the purpose of the Characteristics I Like versus What Is Here forms is to
 - 1. Explore characteristics central to a preferred job
 - 2. Identify characteristics that exist at the jobsite
 - 3. Compare the characteristics that are important to the individual with the characteristics that exist on a jobsite
- B. Choose the appropriate format to meet the needs of the individual.
 - 1. Form A requires the ability to read.
 - 2. Form B requires picture discrimination skills. It is designed for individuals whose reading skills are limited or nonexistent.
- C. The items in the Characteristics I Like versus What Is Here Form are presented as contrasting pairs (see pp. 304–306). Instruct the individual to choose the preferred item out of each pair.
 - 1. Teach this form by first reading the contrasting pairs, explaining the terms, and then asking the person to choose one. Repeat this for the first two or three pairs.

2. The individual may be able to complete this form independently. Give him or her the opportunity to do so. If help is needed, read and briefly explain each item.
3. If the individual is undecided about which item to choose, ask him or her to circle neither or both.

D. Before going to the jobsite, follow these steps.

1. Ask the individual to complete the column labeled “What I Like (Before)” in Characteristics I Like versus What Is Here: Form A or B by circling the item that he or she prefers in each pair.
2. Add any additional preferred characteristics in the blank boxes noted during Objective 3: Teaching Characteristics I Like at the bottom of the form next to “Other.”
3. Using the circled characteristics, assist the individual, if necessary, to draw a star next to the 10 most important characteristics in the column labeled “★.”
4. Next, assist the individual to check the four most important characteristics in the column labeled “✓”.
5. Once again, discuss the final four characteristics chosen by asking the individual to describe the important features of each selected characteristic. If the individual wants to change the top-ranked characteristics, the final choice must be his or hers. *Do not* try to influence the decision.

E. Complete the shadowing session in Objective 6. Then, ask the individual to complete the “What is here (After)” section of the Characteristics I Like versus What Is Here Form. The individual should circle the characteristic that best describe the jobsite from each of the contrasting pairs.

Determine match

- A. Next, the individual completes the “Matches” column. Assist the person to determine the match between “What I like” and “What is here” for each characteristic. For each row, have the individual indicate a match by circling “Yes” in the “Matches” column. If the circled characteristics do not match, have the individual circle “No,” indicating no match.

Characteristics I Like versus
What Is Here: Form A:
Calculations

- A. Help the individual to complete the calculations as directed. An example of a completed Characteristics I Like versus What Is Here: Form A is on page 87.
1. Divide the total number of “Yes”s by the total number of matches available. The total will be a decimal number. (This is also the number that should be transferred to the appropriate blank on the Shadowing Form in Objec-

I:B:7:1

Characteristics I Like versus What Is Here: Form A

Exploring Choices
Testing ChoicesName: Kelly SampleJobsite: Do Drop InnDate: May 20, 2002

What I like (Before)	★	✓	What is here (After)	Matches
Work alone <u>okay</u> Work with others	★	✓	Work alone Work with others	Yes No
Quiet workplace Noisy workplace			Quiet workplace Noisy workplace	Yes No
Part-time Full-time	★		Part-time Full-time	Yes No
Weekdays only <u>Weekends, too</u>			Weekdays only <u>Weekends, too</u>	Yes No
Hard job <u>Easy job</u>			Hard job <u>Easy job</u>	Yes No
Work inside Work outside	★		Work inside Work outside	Yes No
<u>Few rules</u> Defined rules	★	✓	Few rules <u>Defined rules</u>	Yes No
Work standing up Work sitting down	★		Work standing up Work sitting down	Yes No
<u>Mornings</u> Evenings			<u>Mornings</u> Evenings	Yes No
Attractive place <u>Looks of place do not matter</u>			Attractive place <u>Looks of place do not matter</u>	Yes No
Detail is important <u>Detail is not important</u>			Detail is important <u>Detail is not important</u>	Yes No
Dress up for work <u>Do not dress up</u>	★		Dress up for work <u>Do not dress up</u>	Yes No
<u>Physical work okay</u> Thinking work	★	✓	<u>Physical work</u> Thinking work	Yes No
<u>Important to work fast</u> Speed is unimportant			<u>Important to work fast</u> Speed is unimportant	Yes No
<u>Same tasks every day okay</u> Different tasks every day	★	✓	<u>Same tasks every day</u> Different tasks every day	Yes No
Work with people <u>Work with things</u>			Work with people <u>Work with things</u>	Yes No
<u>Little supervision</u> A lot of supervision	★		<u>Little supervision</u> A lot of supervision	Yes No
<u>Daytime work</u> Nighttime work			<u>Daytime work</u> Nighttime work	Yes No
<u>Small business</u> Large business	★		<u>Small business</u> Large business	Yes No
Other: Other:			Other: Other:	Yes No
Other: Other:			Other: Other:	Yes No

Number of characteristics matches: 17Number of matches available: 19= .89

Characteristics match x 100

= 89%

Percentage of characteristics match

100%	<u>89%</u>
Good match	
75%	<u>75%</u>
Okay match	
50%	
Poor match	
25%	
Not a match	
0%	

After determining the four top-ranked characteristics and checking them, write "okay" beside each checked item that matches the characteristic circled in the "What is here" column.

Number of okays: 3

4

x 100 = 75%

Percentage of most important characteristics match

tive 6.) Multiply this number by 100. Write the percentage in the blank provided. Use this percentage to mark the scale.

2. For each of the four characteristics checked in the “✓” column that matches the site in the “What is here” column, write “Okay” beside the item. Divide the total number of “Okays” by four. The total will be a decimal. Write this number on the appropriate line, and multiply by 100. The number you get will give the percentage for the “Percentage of most important characteristics match.” Write this number in the labeled blank, and use it to mark the scale.
3. Discuss the scores with the individual. Review the “Characteristics match” score with the individual. Using the graph, determine if the match is a strong score. Review the characteristics that the individual likes and the characteristics that the individual said was there. What items made this jobsite attractive to the individual? What items made this jobsite unattractive to the individual? What were the individual’s most important characteristics? What was the final score? Ask the individual why the chosen items are most important to have at a job.

Objective 7: What If?

What if the individual chooses “Weekends, too” and the job is on weekdays only?	<i>These choices should be considered a match.</i>
What if the individual chooses “Looks of place do not matter,” but the jobsite is characterized as an “Attractive place”?	<i>These choices should be considered a match.</i>
What if the individual chooses both characteristics by circling both of the contrasting items in a section? For example, the individual chooses “Working with things” and “Working with people.” Employees at the jobsite that was shadowed work with things.	<i>This would be considered a match. The opposite is also a match.</i>
What if the individual does not indicate a preference?	<i>The section would not be counted as an available match. This section would be excluded in the match calculation.</i>
What if the individual’s characterization of the jobsite is different from yours? For example, you perceive the site as being relatively loud, and the individual perceives it as being quiet.	<i>Ask the individual to explain why he or she chose to describe the jobsite as quiet. Do not try to persuade, and make sure your questions are neutral. After the individual explains why he or she chose that characteristic, accept his or her characterization.</i>
What if the jobsite can be described by both contrasting pairs? For example, the job requires working in the morning and the afternoon.	<i>Circle both items. This is always a match.</i>
What if the individual has a strong preference for a jobsite and forces a match between “What I like (Before)” and “What is here (After)?”	<i>When the individual completes the “What is here (After)” section, cover the “What I like (Before)” section with a piece of paper.</i>
What if, when completing the “What is here (After)” section, the individual does not know when the job is performed?	<i>Instruct the individual get the needed information from a co-worker or the manager.</i>
What if the paired comparison characteristic does not apply to this job?	<i>Leave blank or scratch through the comparison. The match would not be available for calculation.</i>

SECTION I. ASSESSMENT: CHOICE MANAGEMENT

GOAL B: EXPLORING CHOICES

Objective 8: Doing the Situational Interview (Optional)

CONTENT

Prepare
Introduce the Situational Interview Interview
Determine matches and calculate
Use the Situational Interview Summary
Situational Interview Summary: Part 2. What I Like: Calculations
Situational Interview Summary: Part 1. What I Can Do
Situational Interview Summary: Part 1. What I Can Do: Calculations

MATERIALS NEEDED

Situational Interview (I:B:8:1)
Situational Interview Summary (I:B:8:2)

PURPOSE

To enable individuals who are interested in jobs that are either impossible or inconvenient to shadow to gain information about that job

LOCATION

Office
Interview site

Prepare

- A. For an individual who is interested in a job that cannot be shadowed, the situational interview may be more appropriate. The process described in this objective replaces that described in Objectives 6 and 7. We found that this process works well for people who had previous professional careers and acquired their disabilities in adulthood.
- B. Make an appointment to interview the manager or personnel director at a preferred jobsite.
 - 1. Explain that the individual has expressed an interest in the kind of work performed at the business.
 - 2. Explain that the individual needs to gain information about the job to determine if his or her skills match those required by the job.

Introduce the Situational Interview

Materials Needed

Situational Interview
Situational Interview Summary

- A. Before going to the interview site, follow these steps:
1. Take time to review the two-page Situational Interview form and the Situational Interview Summary (see pp. 307–309). The individual must be familiar with these forms in order to understand the interview process and the information he or she will be expected to gather. If the individual cannot read the questions, then you should read them out loud.
 2. Ask the individual to circle his or her preferred characteristics in the “What I like” side of the “Work characteristics questions” section on the first page.
 3. Fill out the “Part 2: What I like” section of the Situational Interview Summary. Ask the individual to fill out the box labeled “Two jobs I like most.” You may need to prompt the individual by using the Initial Job Preferences Graph (see Objective 4). If the individual chooses jobs he or she has not chosen before, that is okay. Assist the individual to fill in the section, if appropriate.

Interview

- A. Be sure to bring two copies of the Situational Interview form with you to the interview so that both you and the individual can make notes.
- B. When meeting with the manager, use the Situational Interview form to ask questions about the skills and job conditions. Specifically ask the company culture questions on the first page and the skills-oriented questions on the second page.
- C. Both you and individual should take notes by filling in the blank next to each question during the interview.
- D. Cordially ask for a tour to get additional information about work conditions.

Determine matches and calculate

- A. After the interview and tour, find a quiet place or return to the office. Ask the individual to complete the “What is here” side of the “Work characteristics questions” section on the first page of the Situational Interview form.
1. Instruct the individual to determine the match between “What I like” and “What is here” for each characteristic.
 2. The individual should circle “Yes” in the “Matches” column whenever “What I like” and “What is here” match. Circle “No” if they do not match.
- B. Assist the individual to complete the calculations at the bottom of the section.
1. Write the total number of “Yes”s in the space labeled “Number of characteristics match.”

Use the Situational Interview Summary: Part 2. What I like: Calculations

2. Write the number of characteristics available in the space labeled "Number of available matches."
 3. Perform the division, and write the decimal number in the blank.
 4. Multiply this number by 100. Write the answer in the shaded box labeled "Percentage of characteristics match."
- C. Discuss the characteristics matches with the individual.
- D. Look at the company culture answers from the Situational Interview. If the individual likes the answer, write "Okay" in the labeled column. If not, write "Not okay."
1. Assist the individual to count up the number of "Okay"s. Write this number in the blank labeled "Number of culture items okay."
 2. Assist the individual to count up the number of culture questions that were answered and write this number in the space labeled "Number of available answers."
 3. Perform the division and write this decimal number in the blank. Multiply by 100, and write this number in the shaded box labeled "Percentage of culture match."
- A. Complete the calculations to determine the preference match.
1. If one of the preferred jobs is the job here, then write a 1 to the left of the slash in the first row of the column labeled "Matches." If not, write a 0. Perform the division to get the number for the "Site match."
 2. Assist the individual to transfer the "Culture match" number from the first page of the Situational Interview to the second row of the "Matches" column labeled "Culture match."
 3. From the "Work characteristics questions" section on the first page of the Situational Interview, transfer the decimal number from the "Characteristics match" section to the "Characteristics match" box on this form.
 4. Add the site, culture, and characteristics match numbers. Divide the total by 3. Write this number on the blank line.
 5. Multiply the answer by 100, and write this percentage into the blank next to "Percentage of average preference match."
- B. Discuss the results of the situational interview with the individual. Find out what things about the culture of the organization were appealing. Did the characteristics exist at this job that the individual needs? What was the "Percentage of average preference match" score? Does this person have a strong preference for this type of job? Find out why.

Use the Situational Interview Summary: Part 1. What I Can Do

Materials Needed

Situational Interview
Situational Interview Summary

A. Using the notes taken on the second page of the Situational Interview, complete the Situational Interview Summary. An example of a completed Situational Interview Summary is on page 95.

1. Review and compare notes written on the second page of the Situational Interview.
2. Using the skills-oriented answers on the second page of the Situational Interview, list all of the required skills in the "Skills I need for this job" column on the Situational Interview Summary. Let the individual recall the skills, and prompt the individual to list the skills in the appropriate work, social, personal, or task boxes.
3. List the most crucial job requirements in the box labeled "Job needs, requirements, and conditions." These could include special licenses, transportation, skill in operating special machines, and so forth.
4. Use directed questioning to help the individual list skills that have not been addressed. Questions might include "What do you have to be able to do to work at this job? What things do you have to be able to do to get along with people at this job?" Add the answers to the directed questions to the appropriate box.
5. Within each box, number each skill. Begin numbering with 1. (Numbers do not have to correspond with numbers on the Situational Interview.)
6. For each skill identified in the "Skills I need for this job" column, ask the individual whether he or she possesses this skill. If the individual feels he or she does, write the number corresponding to this skill in the same category in the "Skills I have" column. Repeat this procedure for each category presented on the form.

Use the Situational Interview Summary: Part 1. What I Can Do: Calculations

A. Perform the calculations.

1. Count the numbers listed in each category in the "Skills I have" column. Write the total to the left of the slash (as the numerator) in the "Matches" column.
2. Count the number of skills listed in each category in the "Skills I need for this job" column. Write each total to the right of the slash (as the denominator) in the "Matches" column.
3. Add all the numbers that are to the left of the slash and write this total on the line labeled "Skills I have." Add all the numbers that are to the right of the slash and write this total next to "Skills I need." Compute the fraction, and write the resulting decimal number in the blank provided.
4. Multiply this number by 100, and write the percentage in the screened box labeled "Percentage of average skill match."

I:B:8:2

Situational Interview Summary

Exploring Choices

Name: Kelly Sample Jobsite: Fancy Nursery Date: May 31, 2001**Part 1: What I can do**

Skills I need for this job (Get the answers from the Situational Interview Form)	Skills I have (write the number of each)	Matches
Work skills 1. Be on time 2. Work fast 3. Follow directions 4. Use feedback to do a better job	1, 2, 3	3 / 4
Social skills 1. Get along with others 2. Help others out 3. Have a positive attitude	3	1 / 3
Personal skills 1. Dress is casual 2. Aprons and boots are provided	1, 2	2 / 2
Task skills 1. Fill flats and pots with soil 2. Transplant plants 3. Water 4. Clean work area 5. Clean bathrooms and break area	1, 2, 3, 4, 5	5 / 5
Job needs, requirements, and conditions 1. A lot of standing 2. A lot of walking 3. A lot of bending and reaching 5. The job is part time afternoons at \$4.35 per hour	1, 2, 3, 4, 5	5 / 5

$$\frac{\text{Skills I have: } 16}{\text{Skills I need: } 19} = .84 \times 100 = 84\% \text{ Percentage of average skill match}$$

Part 2: What I like

Two jobs I like most	Is this job one of my top choices?	Site match
Maid service Working with plants	Yes No	1 / 1 = 1

$$\frac{\text{Site match} + \text{Culture match}^a + \text{Characteristics match}^b}{3} = .89 \times 100 = 89\% \text{ Percentage of average preference match}$$

^aFrom the Situational Interview (page 1)^bFrom the Characteristics I Like versus What Is Here Form

Objective 8: What If?

What if the individual has identified the job of his or her dreams but learns that employment opportunities are rare or nonexistent in your community?

Assessment staff should find out what parts of the job are appealing. Explore other jobs that possess similar characteristics.

What if the individual identified the job of his or her dreams, but certifications are required that the person does not have?

Explore possibilities for jobs in the same area that do not require certification, or look into educational programs in which the person could earn the needed certificate.

What if, after arriving at the prearranged interview site, the employer tells you that the meeting has to be cut short, and you are not able to ask the full set of questions?

The assessment staff should ask the questions and write the answers as quickly as possible. Choose specific questions that you know will be most important for the individual to hear the answers to. Ask the individual if there are any further questions that he or she would like to ask the employer.

What if, during the interview, you discover that the employer is not giving information that is critical to the job and will have a direct effect on the individual. For example, you are interviewing the owner of a cabinet shop, and the owner does not emphasize the fact that precise measurement is critical. You know that measuring skills are not a strength of the individual you are working with.

Specifically ask the employer to elaborate on the required measuring skills. Ask questions about the required skill, such as "What are the specific tools used to attain accurate measurement?" If possible, ask the employer to give examples or show you both some completed work.

What if the employer says that there is a checklist that the individual can use to compare his or her skills to those that are needed at the jobsite?

Complete the checklist with the individual, but also set up an interview at that site if possible. If this is not possible, attempt to arrange an interview at a similar jobsite.

SECTION I. ASSESSMENT: CHOICE MANAGEMENT

GOAL B: EXPLORING CHOICES

Objective 9: Completing the Shadowing Summary

CONTENTS

Summarize the Shadowing Forms (corresponds with Objectives 6 and 7)
OR
Summarize the Situational Interview Summary Forms (corresponds with Objective 8)
Determine the results of shadowing sites
Determine top-ranked characteristics

MATERIALS NEEDED

Shadowing Summary Graph (I:B:9:1)
Completed:
Characteristics Summary Graph (I:A:4:3)
Four Most Important Characteristics Graph (I:A:4:4)
Shadowing: Form A (I:B:6:3) or Form B (I:B:6:4)
Characteristics I Like versus What Is Here: Form A (I:B:7:1) or Form B (I:B:7:2)
Situational Interview (I:B:8:1)
Situational Interview Summary (I:B:8:2)

PURPOSE

To provide a process for individuals to find out the shadowing sites or interview sites that best matched their skills and preferences

LOCATION

Office

Summarize the Shadowing Forms

Materials Needed
Shadowing Summary Graph
Completed:
Shadowing: Form A or Form B

- A. Collect all the completed Shadowing Forms that the individual used to shadow his or her preferred jobsites.
- B. Along the top row of the Shadowing Summary Graph (see p. 310), fill in the names of each shadowed jobsite in the boxes labeled “Shadowed site 1” through “Shadowed site 6.” (An individual may shadow up to six jobsites, but it is unlikely that he or she would need to shadow more than six.)
- C. For each completed Shadowing Form, follow these steps.
 - 1. Locate the section called “Part 1: What I can do.” Find the box labeled “Percentage of average skill match.” Transfer the decimal number to the box labeled “Skill match” on the Shadowing Summary Graph.
 - 2. Locate the section called “Part 2: What I like,” and find the box labeled “Percentage of average preference match.” Transfer the decimal number to the box labeled “Preference match” on the Shadowing Summary Graph.

Summarize the Situational Interview Summary

Materials Needed

Shadowing Summary Graph

Completed:

Situational Interview

Situational Interview Summary

Determine the results of shadowing sites

Materials Needed

Shadowing Summary Graph

Determine top-ranked characteristics

Materials Needed

Completed:

Characteristics Summary Graph

Four Most Important

Characteristics Graph

Characteristics I Like versus

What Is Here: Forms A or

Forms B

Situational Interview

3. Repeat this procedure for each site where the Shadowing Form was used. The box labeled "Culture match" remains blank.
 - A. Collect all of the Situational Interviews and Situational Interview Summaries that the individual used.
 - B. For each Situational Interview Summary, complete these steps.
 1. Locate the section called "Part 1: What I can do," and find the box labeled "Average of total skill match." Transfer the decimal number to the box labeled "Skill match" on the Shadowing Summary Graph.
 2. Locate the section called "Part 2: What I like," and find the box labeled "Percentage of average preference match." Transfer the decimal number to the box labeled "Preference match" on the Shadowing Summary Graph.
 - C. For each Situational Interview, find the box labeled "Percentage of culture match." Transfer the decimal number to the "Culture match" box on the Shadowing Summary Graph.
 - A. After entering the skill, preference, and culture match scores for each site, shade in the graph in order to represent each score. The scale is located on the left side of the Shadowing Summary Graph. For each shadowed site, draw a column matching the score for each skill, preference, and culture match. Shade in each column up to the appropriate point.
 - B. At the bottom of the page is a section labeled "Three internship sites." After reviewing the scores by looking at the graph for each shadowed jobsite and discussing the results, determine the three top-ranked jobsites, and fill in the three blanks from the highest to lowest score. These will be internship jobsites in the next objective.
- A. Collect all of the completed Characteristics I Like versus What Is Here forms and the completed Situational Interview.
- B. To summarize the characteristics the individual chose most frequently, continue to add the individual's choices to the Characteristics Summary Graph. Circle "Exploring Choices" in the upper right corner of the form.
 1. As before in Goal A, for each characteristic chosen for the first shadowed jobsite, shade in a blank box for the corresponding characteristic. Leave any characteristics not chosen blank.

-
2. Continue to record the individual's choices for each shadowed site. Help the individual to complete the form or complete it yourself, if necessary.
- C. To summarize the four most important characteristics the individual chose most frequently, continue to add the individual's choices to the Four Most Important Characteristics Graph. For each characteristic form completed at the shadowed jobsite, shade in one box for each of the four checked items. Leave boxes blank for those characteristics that were not a top-ranked preference. Continue to record the individual's four top-ranked preferred characteristics for the second and third days. Help the individual to complete the form or complete it yourself, if appropriate.
 - D. Review the summarized characteristic information with the individual to determine the individual's top-ranked characteristic choices and the individual's four most important characteristics that must exist at a job.

Objective 9: What If?

What if an individual uses a combination of Form A for the Initial Job Preferences Graph and the Initial Task Preferences Graph and a combination of Shadowing: Form A and the Situational Interview form for shadowing?

Enter all per directions. To compare them, look for the averages. This is not unusual for an individual who acquired disabilities during adulthood.

What if there is a tie between two, three, or four shadowed jobsite scores on the Shadowing Summary Graph?

Ask the individual to make a choice. Where does he or she most want to intern? Have the individual choose his or her most preferred two or three sites.

What if, throughout the shadowing process, the individual has been insistent that he or she must have a job now?

Consult the individual's vocational rehabilitation counselor. Determine the true financial need. After reviewing the Shadowing Summary Graph, determine whether preferred internship sites have immediate job openings that are appropriate.

What if the individual has shadowed a job and has a high skill match but a low preference for the job?

Discuss the shadowed jobsite. Discuss skills and preference scores. Let the individual choose whether he or she wants to intern this job.

What if the individual has shadowed a job and has a low skill match but a high preference match?

Discuss the shadowed jobsite. Discuss skills and preference scores. Let the individual choose whether he or she wants to intern this job. When setting up the internship, try to arrange tasks that you feel the individual might perform well. Do not ignore the individual's preference. You do not want someone to believe that you never gave him or her a chance!