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***Missouri Division of Developmental Disabilities***

***Employment Services Toolkit***

**Tool #5 – *Career Planning:* Personal Employment Profile Instructions**

**Tool purpose:** The Personal Employment Profile is used to synthesize all relevant information collected and documented in Tool #3: Career Planning – Job Exploration Interview/Profile, and Tool #4: Career Planning – Experience Summary, and other information sources. The Personal Employment Profile summarizes a job seeker’s preferences, interests, support needs, accommodations, and skills. This information is then used by the person and their team to determine potential best matches for employment success, the supports and services needed to achieve that success, and as the basis for an action plan to achieve the desired outcome. The profile can also be used as the basis for a resume.

**Directions and Guidance for Tool Use**

1. In partnership with the individual, review the results of Tool #3 *(Job Exploration Interview/Profile)* and the Tool # 4 (*Discovery Experience Summary)*. From these results, and other information sources, fill in the information in each of the sections in the Personal Employment Profile. See below the descriptions for each of the categories.
2. As the Personal Employment Profile is intended as a summary tool, the responses in each section should be short and to the point.
3. The final document should be no more than 4 pages. Reference can be made to other documents if more detail is needed.
4. If there are areas where information is lacking, this is an indication of a need to conduct further exploration and Discovery activities regarding that particular area.
5. After completion of the profile, in partnership with the individual, review the document with other team members, supporting the individual to get feedback – i.e., the individual should be fully engaged in the feedback process.
6. Use the Personal Employment Profile as the source document for team discussions regarding directions and action steps regarding job development and placement, and to guide the development of Tool # 6: The Placement Plan. All members of the team should be aware of the information in the Personal Employment Profile and keep the information in mind when considering potential jobs and support needs in partnership with the individual.
7. Refer back to the Personal Employment Profile often during all phases of employment development to ensure the actions being taken are aligned with it.
8. The Personal Employment Profile is a living document. In collaboration with the job seeker, update the document as necessary, when additional information is generated.
9. As appropriate, use the Personal Employment Profile as the basis for the job seeker’s resume.

**Tool categories:**

1. ***Dreams and goals***: What is the individual’s overall employment goal? What are their personal goals and dreams? Do they have a dream job? What is important about a job to them? What is fulfilling to the individual? Where do they fall on the continuum of wanting a very specific type of job vs. any job that they are competent in with a minimum of negative factors?
2. ***Interests:*** What are the things that grab and hold the individual’s attention? What are the things that energize them physically, mentally, emotionally, and/or spiritually? What interests are expressed through hobbies, leisure time pursuits, recreation, and avocations?
3. ***Talents:*** What talents does the individual have – the abilities with which an individual seems to have been born (i..e., “natural gifts”) or developed over time? What have they always had a knack for?
4. ***Skills and knowledge:*** Skills and knowledge are acquired over time through exposure, life experience, education, and training. What are the individual’s abilities that are academically related (example: languages, writing, mathematics, science)? What are the individual’s abilities regarding daily living, creative arts, physical activity, communication (written, oral, and gestural)? What are the individual’s abilities in mechanics, use of equipment/ tools, devices, and computers? What skills has the individual acquired through training?
5. ***Learning styles:*** Learning styles are the manner in which an individual naturally prefers receiving, processing and expressing information. What are the individual’s preferred learning style(s)?

* Visual (spatial): Prefers using pictures, images, and spatial understanding.
* Auditory (auditory-musical): Prefers using sound, music, rhythms, and rhymes.
* Verbal (linguistic): Prefers using words, both in speech and writing.
* Physical (kinesthetic): Prefers learning through physical activities, and using hands and sense of touch.
* Logical (mathematical): Prefers using logic, reasoning and systems.
* Social (interpersonal): Prefers to learn in groups or with other people.
* Solitary (intrapersonal): Prefers to work alone and use self-study.

1. ***Values:*** Values are an individual’s life philosophies - their perspective on what is important to attain in life and in their job/careers. Identify the values that are important to the individual in terms of a job. Examples of possible values include: high status, a minimum annual income, personal fulfillment, a feeling of respect, a feeling of accomplishment, something they can do easily, making a difference, being of service to others, opportunities for self-expression, schedule that works well with family needs and/or outside interests, etc.
2. ***Positive personality traits:*** These are the things about an individual’s character that are recognized and appreciated by others.
3. ***Preferred methods of communication:*** Most people have a preferred method for communication (for example, written, verbal, use of technology, sign language, etc.). This is particularly important to document if the individual uses an alternative form of communication or has communication challenges.
4. ***Temperament:*** An individual’s temperament is an outward expression of their self-concept. It plays a key role in an individual’s job and career success, and in matching an individual with the right work environment.
5. ***Environmental preferences:*** The types of environments individual prefers (checklist provided).
6. ***Conditions of employment:*** Specific conditions of employment that are important to the individual (checklist provided)
7. ***Dislikes and environments to avoid:*** These are things in which an individual has no interest, would personally prefer to avoid, or environments that are not a good fit for the individual. Along with consideration of the individual’s previous experiences (environments where they have not succeed or are a catalyst for negative behavior), and results of exploration activities (documented in Tool # 4), these can also be identified by asking the individual, “What don’t you really like?”, “What is a job, or a job setting, or type of work task that you know you do not want to do?”.
8. ***Life and work experience:*** Provide a short summary of paid work experience, internships, volunteering, hobbies, sports, recreation, community activities, special recognitions and awards, degrees, certificates.
9. ***Specific challenges:*** These are items that might create challenges in terms of employment. This can include challenges that are directly related to the individual’s disability (e.g., lack of reading skills, communication issues) as well as those that are not (e.g., not comfortable with change). Challenges can be about the individual, but also about external factors: concerns over benefits, lack of transportation, etc.
10. ***Support system:*** List the people in the individual’s circle of support, including family members, friends, acquaintances, neighbors, co-workers, and professionals.
11. ***Support needs:*** Types of supports will the individual need to succeed in employment (checklist provided).
12. ***Transportation:*** Note the possible transportation options for the individual, and what considerations need to be made in terms of transportation in relation to employment options,and the type of transportation support will the individual need. Consideration should be given to whether the individual will need/could benefit from travel instruction, and the full range of transportation options that might be available.
13. ***Creative solutions and accommodations:*** An accommodation is any strategy that effectively solves or lessens the impact, of a specific challenge. They fall into three primary categories: 1) physical accommodations, such as equipment, devices, assistive technology, modified work spaces; 2) special services, such as those provided by interpreters, translators, personal assistants, job coaches; 3) creative thinking and common sense problem-solving.

*This tool is based on information from the article* [*Developing a Positive Personal Profile*](https://wi-bpdd.org/wp-content/uploads/2020/01/BFL_ProviderToolkit.pdf)*, by Dr. George Tilson, TransCen, Inc. -*