**A red and blue circle with white text and a map in the middle

Description automatically generated**

***Missouri Division of Developmental Disabilities***

***Employment Services Toolkit***

**Tool #3 - *Career Planning:* Job Exploration Interview/Profile**

**Tool purpose:** The purpose of this tool is to conduct initial collection of information from the individual and others as a starting point in the career exploration and job search process, and identify areas to be further explored through experiential activities. Aligned with Employment First, the focus should be on identifying an individual’s strengths, with a presumption that with the right job match and supports, the individual will become successfully employed.

**Directions and guidance for tool use:**

1. It is recommended that the initial means of collecting information be an interview and discussion with the individual, supplemented by sources of information from others. The information collection can also occur in a facilitated group discussion, with the individual driving the discussion. However, it is important to recognize the dynamics of a group discussion need to be well-managed to ensure the individual is not deferring to the opinions of others, or that other individuals are driving the discussion.
2. Determine if the individual already has a *person-centered plan*. If so, that information should be reviewed and used as a source of information to supplement what is obtained via interviews and discussion. Information to note might include daily/weekly routine, current goals, and likes/dislikes.
3. For those individuals for whom verbal communication and understanding is a challenge, consider showing pictures that reflect the items in this tool. For example, the individual could be shown pictures of uniforms in order to understand what wearing one might mean.
4. If an individual doesn’t have a preference or isn’t sure of an answer, that’s fine. This indicates areas that can be investigated further through exploration in the community.
5. Begin the discussion with the individual by being clear that there are no right or wrong answers, and that responses should reflect their choices and preferences.
6. This tool consists of a large series of questions and areas of inquiry. While each area of inquiry should be discussed,individual, the individual should not simply be asked the questions one after the other like an interview. Instead, use the items listed as the basis of a discussion and back and forth dialogue. The intent in listing the questions is to ensure that they are raised while discussing employment interests and preferences.
7. Staff asking questions should remain completely neutral and avoid coaching for answers. For example, in asking about preferences in work times, staff should avoid comments such as “They don’t want to work weekends, do they?.”, or “They can’t work weekends because there’s no staff to support them.” At the same time, staff may need to explain items to an individual (for example, if a person says they are okay working weekends, the staff may want to probe a bit about typical weekend recreational activities and determine if the individual would be okay doing those at another time).
8. Information from the individual can be supplemented by other sources (other professionals, family members, friends, etc.). Work with the individual to map out their network, including family, friends, other professionals, community members, etc., who are important in the person’s life, who know them well, and could possibly serve as important sources of information regarding the individual’s interests, preferences, and past experiences. Always get permission from the individual before reaching out to members of their network.
9. While staff should consider the input of others, bear in mind that the information recorded should reflect the choices and preferences of the individual. These take precedence and should be honored as much as possible. However, information from others can be helpful in clarifying and confirming information gathered from the individual.
10. In recording responses, note the source of the information (i.e., the individual or someone else).

**Next steps:**

This tool is only the first step in development of a *Personal Employment Profile*. Keep in mind, the frame of reference for responses will be an individual’s own personal experiences, which may be limited, supplemented by input by others. Therefore, a verbal interview and discussion, while a good starting point, is limited in its ability to discern what type of job would be a good fit for an individual. The next step is take the information obtained through this tool, and use it as the basis for exploration and discovery in community settings (documented in Tool #4 – *Career Planning:* Experience Summary), to both further explore and confirm the information obtained.

**Job Exploration Interview/Profile**

### **JOB SEEKER:**

### **DMH ID**:

### **EMPLOYMENT SUPPORT STAFF:**

### **AGENCY**:

### **DATE:**

**Additional individuals identified to be interviewed/participate in discussion (family, friends, other staff)**

Name: Relationship:

Name: Relationship:

Name: Relationship:

Name: Relationship:

Name: Relationship:

Name: Relationship:

**Part 1: Background and Experiences**

Review with the individual, and other individuals as appropriate, the following questions. If the information is not provided by the individual, note the source of the information.

**Home**

* What do they do when at home?
* What do they like to do to relax or have fun at home?
* How do they help out at home?
* What chores do they like doing?
* What chores do they not like doing?

**Community and Recreation**

* When they go out, what do they like to do for fun?
* What kind of things do they do in their community? Why do they enjoy them?
* Are they part of any groups? (Give examples: volunteer, recreation, sports, faith community, self-advocacy, etc.).   
  What do they enjoy about these groups?
* Do they have any hobbies?   
  What do they like about their hobbies or interests?

**Friendships and Relationships**

* Who do they like to spend time with?
* What do they like to do for fun with their friends?
* Do they like spending time alone or with others?

**Money and Finances**

* What living expenses do they need money for?
* What do they like to spend money on for fun and enjoyment?
* Is there anything they would like to save money for?
* Do they have any concerns about making money from a job?
* Do they want benefits planning?

**School**

• What classes did they like in school?

• What classes did they not like in school?

• What activities and clubs did they participate in at school?

• What school activities did they like?   
Why did they like them?

• What school activities did they not like?   
Why didn’t they like them?

• What did they like about school?

• What did they not like about school?

* Did they participate in any type of transition to employment program in school, such as CBVI (Community Based Vocational Instruction) VSP (Vocational Skills Program), or summer work? What employers/types of businesses did they have work experience with? What did they learn through these transition experiences? What did they like and dislike?

**Skills and Vocational Training**

* What specific skills do they have? What are they good at?
* Have they ever had any type of specific vocational training? If so, describe what the training was and the outcome.

**Volunteering**

* Do they currently or have they done any volunteer activities? If so, where?
* What do they/have they liked about these activities?
* Is there anyone from this experience that might serve as a potential reference (group leader, manager, etc.)?

**Daytime Activities**

* What do they currently do during the day?
* What do they like about what they do?
* What don’t they like?
* If they could change anything about what they’re currently doing, what would it be?

**Work** (this includes sheltered employment)

• Where do they/have they worked?

• What jobs have they liked? Why did they like them?

• What jobs have they not liked? Why didn’t they like them?

• What were the things about the job(s) that they liked? (Probe a bit about specific tasks, working conditions, co-workers, pay, etc.)

• What were the things about the job(s) that they didn't like?

* Why do they want to work?
* Do they understand what working in the community means?
* What is their general view of work

**Goals**

* What are their personal and professional goals?
* What would like to be different in their life in the future?

**Access to and Experience with Technology**

* Do they have experience using a computer? If not, could they learn how to use one?
* Do they have experience using a smartphone? If not, could they learn how to use one?
* Is there any technology they currently use to assist with activities?

**Place Preferences**

* What type of places do they like to spend time?
* Where are they happiest?
* What type of environments do they like to avoid?
* What type of experiences do they like to avoid?

**Transportation**

* How do they get around in the community, and get where they need to go?
* What has been their experience traveling independently?
* What type of assistance do they need with transportation?
* Do they know how to arrange for their own transportation?
* Would they benefit from travel instruction?

**Accommodations and Supports**

* What kind of accommodations need to be in place for the individual to succeed?
* What kind of supports will the individual need in a job either initially or ongoing?

**Health and Safety**

* Do they have specific medical issues that need to be considered in terms of their employment setting and type of job?
* Are there specific safety issues that need to be considered?
* Do they have any safety concerns about working in the community?

**Part 2: What is okay and not okay in a job?**

The purpose of this section is to get a sense of the conditions of employment that are preferred or acceptable by the individual as the starting point for identifying potential jobs and places of employment. The intent at this stage is to not necessarily identify the perfect conditions of employment, but to instead get sense of options that can be explored further. A potential option is having the individual complete this section on their own, and then review it with them.

The individual should serve as the primary source for this information. If the source of the information is someone besides the individual, enter this information in the “Notes” section.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Prefer** | **Okay** | **Not Okay** | **Not Sure/ Don’t Know** | **Notes** |
| Working indoors |  |  |  |  |  |
| Working outdoors (including bad weather) |  |  |  |  |  |
| Doing physical labor (give examples if needed) |  |  |  |  |  |
| Lifting things |  |  |  |  |  |
| Doing clerical work (like filing & copy work) |  |  |  |  |  |
| Doing cleaning |  |  |  |  |  |
| Organizing and sorting things |  |  |  |  |  |
| Working with food |  |  |  |  |  |
| Working on a computer |  |  |  |  |  |
| Working with animals |  |  |  |  |  |
| Counting ~~Handling~~ money |  |  |  |  |  |
| Reading |  |  |  |  |  |
| Writing |  |  |  |  |  |
| Doing math |  |  |  |  |  |
| Doing the same thing all day |  |  |  |  |  |
| Doing lots of different things during the day |  |  |  |  |  |
| Working in an office |  |  |  |  |  |
| Working in a factory |  |  |  |  |  |
| Working in a store |  |  |  |  |  |
| Working in a hospital |  |  |  |  |  |
|  | **Prefer** | **Okay** | **Not Okay** | **Not Sure/ Don’t Know** | **Notes** |
| Working in a warehouse |  |  |  |  |  |
| Working in a small building |  |  |  |  |  |
| Working in a big building |  |  |  |  |  |
| Working alone |  |  |  |  |  |
| Working with a few people |  |  |  |  |  |
| Working with lots of people |  |  |  |  |  |
| Working in a place that is noisy |  |  |  |  |  |
| Working in a place that is quiet |  |  |  |  |  |
| Having to talk to people |  |  |  |  |  |
| Having to be quiet all day |  |  |  |  |  |
| Having a supervisor nearby most of the time |  |  |  |  |  |
| Not having a supervisor nearby |  |  |  |  |  |
| Helping customers |  |  |  |  |  |
| Dressing up for work |  |  |  |  |  |
| Wearing a uniform |  |  |  |  |  |
| Dressing however I want |  |  |  |  |  |
| Moving and walking around |  |  |  |  |  |
| Staying in one assigned work area |  |  |  |  |  |
| Sitting all day |  |  |  |  |  |
| Standing all day |  |  |  |  |  |
| Getting dirty at work |  |  |  |  |  |
| Having to stay clean at work |  |  |  |  |  |
| Starting work in the morning |  |  |  |  |  |
| Starting work in the afternoon |  |  |  |  |  |
|  | **Prefer** | **Okay** | **Not Okay** | **Not Sure/ Don’t Know** | **Notes** |
| Starting work in the evening |  |  |  |  |  |
| Working on weekends |  |  |  |  |  |
| Working on holidays |  |  |  |  |  |
| Working with people my own age |  |  |  |  |  |
| Work mainly with people older |  |  |  |  |  |
| Working mainly with people younger |  |  |  |  |  |
| Working with/around children |  |  |  |  |  |

+ How many hours per day would they like to work?

+ How many days per week would they like to work?

**Summary**

1. What are the key themes that are emerging from the initial information? (interests, knowledge, skills, abilities, preferences)
2. What is clear about the individual’s job preferences?
3. What is unclear about the individual’s job preferences and need to be further explored?
4. What are some places in the community (employment settings and others) that the individual can explore/spend time to confirm and expand on the information generated, and further inform the development of a Personal Employment Profile? Identify at least 5 locations.

Amount of time spent providing this service (including preparation, coordination, meetings, service delivery, and documentation):

Hours: Minutes: