

I Want To Work Partner Guide

Use this guide with the **I Want To Work** workbook.

I Want To Work Partner Guide March 2012

**You can find this guide and the *I Want To Work*
workbook at: [Person Centered Practices website](#).**

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I Want To Work Partner Guide

Introduction

This guide is a companion to the *I Want To Work* workbook. It provides guidance and instruction to the person's workbook partner on how to get the most useful information from the workbook. The workbook partner should be someone who knows the person well and is familiar with a person's routines, likes, dislikes, interests, and work history. ***It is recommended that the partner read the entire guide before starting to assist someone.***

PURPOSE

The *I Want To Work* workbook is designed to assist people with intellectual and other disabilities assemble information that they can use to obtain employment. It is grounded in person centered principles so all of the information gathered will be unique to the person. By completing the *I Want To Work* workbook, a person will:

- identify two areas of interest in which they would like to work.
- develop a plan document that describes supports needed to be the most successful at work.
- prepare a résumé.

Working in a field that is based on interests and passions provides rewards and benefits. Finding out and understanding what a person loves and what sort of things they like to do, will help give direction for a job search.

The work support document may be used in a variety of ways. It is not intended to be handed to a prospective employer. Instead it is meant to give information to someone supporting a person such as a job coach, a Department of Rehabilitation Services counselor, or a teacher. Once a job is obtained and a relationship has been established with an employer, it may be given to that employer.

The résumé, once typed, may be given to prospective employers. Résumé formats are discussed later in the guide. A functional résumé format is used in this workbook but this may not be the best kind for all people filling out the workbook. If the person has a paid work history, it may be best to use a chronological format.

PARTNER ROLE

The partner's primary role is to have conversations with the person so that information will be recorded that best reflects the ideas, personality, preferences, and dreams/wishes of the person seeking work.

Because you, as the workbook partner, know the person well, you will often have answers to the questions asked. Your input is a valuable addition to the person's history. As a rule, always give the person a chance to answer the questions first, then have a conversation and then remind them of things you know or ways you might answer the questions. The person has the final say so about what is included in the workbook.

Other partner's responsibilities are:

- To work side-by-side with a person to complete the workbook.
- To make sure the person understands the contents of the workbook so that information may be gathered.
- To explain any concepts that are new to the person.
- To offer information that you know about the person to see if they wish to include it.
- To assist in obtaining information, especially for the résumé, if the person nor you know it.
- To assist in typing the work support document and résumé.

PROCESS

The workbook is divided into four chapters. It is recommended no more than one chapter be attempted in one meeting. For some people, doing just a few pages at a time is more appropriate. This will depend on the person's preferences, personality, style and schedule. The time of day when it is completed should suit the person's preference and personality, as should the setting. The format is mostly question and answer and the person has final say so over what is recorded in the workbook. However, the best information gathered will come from conversations between the person and the partner guide.

When using the workbook, the instructions will often say "**read aloud.**" Ask the person what their preference is—to read aloud themselves, to have you read aloud, or to read it silently. No matter which method is used, always check for understanding of what is being asked. During the pilot, explained below, all participants chose to read the workbook aloud.

The instructions will often say "**write**" the answer. The workbook is designed to have the person fill in the workbook. This is the recommended way of completing the workbook. However, if the person cannot write or does not wish to write, the partner may do so. When instructions say to "**write,**" use whatever method has been agreed upon. During the pilot, all participants chose to write themselves.

Instructions will often say "**explain, tell.**" Always give the person an opportunity to describe what they have read before explaining it to them. You will find that often an explanation is not needed, that the person fully understands what is being asked.

Although your role is to help the person understand what is being asked, it is important not to get too hung up on the person answering the questions "correctly." Sometimes the answers the person gives, even though it doesn't exactly answer the question asked, can provide useful information.

Throughout the workbook, reassure the person that the number of lines under each question is just to help them write more clearly. Sometimes the person will have enough answers to fill in all lines, less lines, or more than what's provided. If there are more answers than there are lines, you may record answers on the **notes** pages scattered throughout the book.

PILOT

The workbook was developed by the Partnership for People with Disabilities/ Virginia Commonwealth University using several tools and concepts from the **Learning Community for Person Centered Practices**. It was piloted with five young adults with intellectual disabilities. The pilot provided instructive insight into content and process. Jack Brandt and Dawn Machonis facilitated the pilot sessions guiding the young adults through the entire workbook process. Both group and individual sessions were conducted to help get an idea of which worked better. After each chapter, the participants were asked what they liked and didn't like about the chapter. The mothers of each of the young adults participated during Chapter 3 of the workbook.

Following the pilot, the mothers were brought together for their feedback. Many changes were made to both the content and process as a result of the pilot and the recommendations from the young adults and their mothers.

COVER PAGE

PURPOSE:

To introduce the I Want To Work workbook and explain its purpose

INSTRUCTIONS:

- Read aloud the title of the workbook and write in the person's name.
- Discuss with the person how you will work together in the notebook, i.e., who will read and write. As stated in the Partner Guide introduction, throughout the workbook, "**read aloud**" can mean the person reads aloud (preferred), the partner reads aloud, or both read silently and then talk about what was read to check for understanding. Similarly, "**write**" can mean the person writes (preferred) or the partner writes.
- Also discuss when, where, and how often you will be meeting to complete the workbook.
- The workbook schedule and setting should be one that best suits the preference and personality of the person. For example, some people concentrate better in the mornings, or need total quiet to focus. Some people focus better after lunch or in the evening. Have a discussion about this with the person before scheduling your sessions.

PAGE 3

PURPOSE:

To acknowledge the people who helped develop the I Want To Work workbook
To introduce the concept of "contributor"

INSTRUCTIONS:

- Read aloud the information on this page, excluding the bottom paragraph.
- Explain that many people helped develop this workbook.
- In particular point out the section that lists "contributors." Ask the person if they know what this word means. If not, tell them the meaning.
- Explain that these five young adults tried out the workbooks and gave many suggestions on how to change it. These young people all have intellectual disabilities. Use your judgment and knowledge of the person filling out the workbook to decide how or if to share this piece of information.

NOTES:

PAGE 4

PURPOSE:

To explain the process you and the person will be using to complete the workbook

INSTRUCTIONS:

- Read each bullet aloud.
- In particular, make sure the person knows it is okay to ask if they do not understand something.
- Write the partner's name in the blank.
- Discuss when, where, and how often you will be meeting to complete the workbook. The schedule should be in a setting and at a time of day that best suits the preference and personality of the person.

PAGE 5

PURPOSE:

To describe what the person will have after completing the workbook

To introduce the concepts of "support" and "résumé"

INSTRUCTIONS:

- Read this page aloud, one bullet at a time.
- Ask if the person knows what "support" means. If necessary, explain what "support" means by saying that all of us need help in one way or another when we are at work. Give an example of how you need support to complete things at work or in the home if you do not work outside the home. Ask the person if they can think of a way they need support to complete a task.
- Ask if the person has ever heard of the word "résumé". Perhaps the person already has a résumé. If necessary, explain that a résumé is a typed paper with information about someone that is helpful in getting an interview and a job.

NOTES:

PAGE 6

PURPOSE:

To introduce the chapter names and predict what will be covered in each
To reinforce the concepts of “support” and “résumé”

INSTRUCTIONS:

- Read each of the chapter titles, one at a time.
- Ask the person to guess what each chapter might be about. Tell the person that together you will see if their answer was accurate. You may want to note what the person says in the **NOTES** section below so you can come back to see if their prediction was correct.
- When reading chapter headings 3 & 4, see if the person remembers what support means and what a résumé is. Remind them when needed.

PAGE 7

PURPOSE:

To introduce Chapter 1: Great Things About Me

INSTRUCTIONS:

- Read aloud the chapter title.
- Explain that this chapter will help them recognize the great things about themselves, who the important people are in their lives and will explain why people work. If the person predicted accurately what this chapter will cover, let them know.
- Tell the person there will also be a homework assignment.

NOTES:

PAGE 8

PURPOSE:

To identify positive qualities the person possesses
To introduce/review the concept of “feeling proud

INSTRUCTIONS:

- Read aloud each question one at a time. Have a conversation about each question before writing in the answers.
 - *What are some words that describe you?* These are meant to be descriptive words/adjectives that describe the person. We found in the pilot, that the young adults tended to list their likes, such as dancing, likes movies, I clean my room. Although these are descriptive, it is preferred that the person find ways to describe their personality. This may be a new concept for many. Use yourself and others you both know to give examples of descriptive words, such as responsible, caring, timely, great attention to detail, willing to try new things, easy going, etc.
 - *What do you like about yourself?* Listen to the person’s answers and fill them in.
 - *What are some things you have done that you are proud of?* Have a discussion about what it means to be “proud”. Prompt some thought by asking about any awards won at school, any special recognitions at work, school or in the community, something they worked hard for and accomplished, etc. Give an example from your own life. You may know of something that the person accomplished that you can mention.

PAGE 9

PURPOSE:

To document the people who are close to the person
To gather information that may be helpful for future support and networking around employment

INSTRUCTIONS:

- Read aloud each question.
- Write in the first names of the people or the way the person identifies them, i.e., Mom, Dad, Grandma, Coach Lawson, Ms. Jane, Mr. Anderson.
- Remind the person, as stated in the Partner Guide introduction, that not every line has to be filled in; they are there to make writing easier.

NOTES:

PAGE 10 & 11

PURPOSE:

- To explore the many reasons people work
- To introduce the concept of “feeling useful”
- To give the person an opportunity to talk about reasons they want to work

INSTRUCTIONS:

- Read aloud the top of the page.
- Read each reason aloud one at a time. Ask the person what they think each means to check for understanding. Discuss each one as little or as much as you wish to make sure the reason is understood. “Feeling useful” may be explained as “having a purpose” or “being helpful.” Give an example of “feeling useful” in your own work and ask the person to think of a time they felt useful.
- If the reason is one that the person has for working, check the box.
- Read the last question aloud. Check to see if there are any other reasons the person wants to work. Write it in the blank.

PAGE 12

PURPOSE:

- To introduce the first homework assignment
- To explain the instructions for the homework assignment

INSTRUCTIONS:

- Read each paragraph aloud and check for understanding.
- Discuss how the person wants to do the homework. Do they want to interview someone and record the answers, or have someone fill the pages out?

NOTES:

PAGE 13, 14, & 15

PURPOSE:

- To pick someone to interview for the homework assignment
- To introduce the concept of “interviewing” and practice interviewing someone
- To collect more information about the person

INSTRUCTIONS:

- Tear out pages 13/14, 15/16. Ask the person who they want to interview/have fill out the information. It can be more than one person. Write the name(s) and the relationship down in the blanks on page 13. If the person has trouble thinking of someone to ask, look at page 9 of the workbook to get some ideas.
- If the person wants to interview someone, have them practice reading the questions aloud. Practice a mock interview with you. Check for understanding of the questions.
- If the person does not want to interview someone, still read the questions aloud and check for understanding.
- This may be a good time to also talk about “interviewing” in the context of looking for a job. Tell the person that in order to get a job, they will need to talk with the future employer, who will ask them questions and they will get to ask the future employer questions. Ask if they have ever been on an interview and what they remember about it.

PAGE 17

PURPOSE:

- To ask the person to be thinking about their dream job so it can be discussed at the beginning of the next chapter

INSTRUCTIONS:

- Read aloud the page.
- Ask the person to begin thinking about what they want to do for a job so that next time you meet you can talk about it. Explain that a dream job is one that answers: If you could have any job in the world, what would it be? Give an example of a dream job you have or had and why that was what you wanted to do.
- Tell them that dreams and wishes can change over time. This is just what they are thinking about now.

NOTES:

PAGE 18

PURPOSE:

To summarize what was covered in Chapter 1
To celebrate completing Chapter 1: Great Things About Me

INSTRUCTIONS:

- Ask the person what they liked best about doing Chapter 1. If you need to go back and look at the chapter, do so together.
- Ask the person what they didn't like about Chapter 1.
- Congratulate the person for all the hard work and thinking they did to complete Chapter 1. Find something to compliment about their work on Chapter 1.
- Remind the person of their 2 homework assignments.
- Remind the person of the date, time and place you will continue with the workbook.

PAGE 19

PURPOSE:

To review the assignment from Chapter 1
Introduce Chapter 2, *The Job I Want*

INSTRUCTIONS:

- Review what you talked about in Chapter 1. You may want to review a couple of pages from Chapter 1 to remind them what they wrote down in the workbook.
- Look over the homework assignment. Ask if the person interviewed someone or had someone fill out the pages. Read the answers together. Ask if the person agrees with what was written. Slip the pages back into the appropriate place in the workbook for future use.
- Read aloud the title of Chapter 2.
- Explain that this chapter will help them think about what sort of jobs they might like to do. If the person predicted accurately what this chapter will cover, let them know.

NOTES:

PURPOSE:

To identify the person’s dream job.

To provide a deeper understanding of why the person wants the dream job

INSTRUCTIONS:

- Read the page aloud.
- Ask if they thought about their dream job.
- Write the dream job in the first space.
- Ask the person the reason they would like his job or what it is about this job that they like. For example: If a person identifies that they want to be actor, you can ask them several questions about it:
 - What does an actor do that they want to do?
 - What would the best part of being an actor be?
 - Do they know any actors?
 - Have they performed before?
 - Having a conversation about someone’s dream job will provide valuable information and get deeper into the reasons someone has this dream. So if for some reason, just like with any of us, if a dream job is unattainable, what part of that dream is attainable? Keep your questions open ended. Listen carefully to what the person says. Keep notes in the **NOTES** section below. We have found that sometimes people want a particular job because of one duty the job entails, or wearing a uniform is involved, or they want the status it provides, or because they want to be like a family member, or for reasons that sometimes have little to do with the actual duties of the job.
- Write down the reasons they would like this job.
- Ask them if they want to draw a picture of them doing their dream job. If they do not want to draw a picture, they do not have to.
- Have a discussion about the importance of having a dream job, or goal to strive for. Explain that sometimes we cannot work at our dream job, but we can find things that are like our dream job that will make us happy. Give a personal example of this concept.

NOTES:

PAGES 21 & 22

PURPOSE:

To identify the person's interests and passions

INSTRUCTIONS:

- Explain that the following two pages will talk about what the person likes to do in general and that later in the chapter they will focus on what they like to do for a job. These will hopefully overlap.
- Read each question aloud, one at a time, have a conversation about each and write in the answers.
 - *What do you like to do for fun?* Ask questions to prompt answers. Ask how the person spends their time. You may want to go through their day, week and month to examine how their time is spent. Ask about hobbies. Ask about things you know they like doing. Give examples in your own life. Mention things that you know the person likes doing if they haven't listed it.
 - *What things do you enjoy doing with others?*
 - *What do you love learning about?* Give examples, like learning about history, theater or crafts.
 - *What chores do you do at home?* Explain that most people have to do chores and they like certain ones better than others. Ask them what chores they like to do, if any.
- Remind the person that they do not have to write on every line on the pages, but the more information provided here, the better.

PAGE 23

PURPOSE:

To identify things the person does not like to do

To get a clearer picture of things that the person may not like to do in a work environment.

INSTRUCTIONS:

- Read each question aloud, one at a time.
 - *What things do you not like to do?* Explain that everybody has things that they do not like to do. Give an example from your own life or use an example of taking out the trash or using a computer. If the person identifies that they like to do these things you may want to give them other examples.
 - *What makes you mad or unhappy every time it happens?* Explain that some things make people angry every time it happens. You may want to give an example from your own life or use the following example: people being late or people making fun of others.
- Explain that when they look for a job they may not want to look at jobs that include things that they do not like to do or things that makes them mad or unhappy.

NOTES:

PAGES 24, 25 & 26

PURPOSE:

To introduce the word “volunteer”

To identify the opportunities the person has experienced in paid and volunteer work

To discover a person’s likes and dislikes about work

INSTRUCTIONS:

- Read the heading aloud. Ask if the person knows what “volunteer” means. Ask if they have ever done a volunteer job. If need be, explain the meaning of volunteering as a job they do but they are not paid. Explain that even though volunteering is unpaid, it still has all the responsibilities of working e.g., being on time, calling in if you are sick, performing all the agreed upon duties. You may also introduce the words “community service.” Give some examples of possible volunteer work such as going to a soup kitchen or visiting someone in a nursing home. If they are in a civic organization such as Kiwanis, Knights of Columbus, Boy or Girl Scouts, they probably have done volunteer work or community service.
- Explain that they may pick three work experiences they have had for the next three pages. It can be volunteer or paid work they performed in their school or community.
- Discuss each job they have chosen one at a time and write the information about what they did and didn’t like about the experience. We found that each person in the pilot was readily able to answer what they liked and didn’t like about each job chosen.

PAGE 27

PURPOSE:

To reflect on information already recorded in the workbook

To identify two things that the person would like to do as a job

INSTRUCTIONS:

- Read aloud the first paragraph.
- Review what was written on page 13 under, “What do you think some of my interests are?”, and the information on pages 20-22.
- The person will need to pick two areas of interest that they would like to do for a job. Be careful not to assume that everyone wants to work in every particular area of interest. One of the young men in the pilot loves sports, but when it came time to pick 2 areas he would like to work in, he did not choose this. Although he loves sports, he does not want to make this his career.
- Read the second paragraph aloud to introduce the next two pages.

NOTES:

PAGES 28 & 29

PURPOSE:

To compile a list of places the person could work based on their interests, likes and dislikes
To introduce how to find jobs that match a person's interest

INSTRUCTIONS:

- Read the first sentence aloud and fill in the blank with the first interest from page 27.
- Read aloud the paragraph. Together think of as many places as possible that someone could work that has this interest. It would be helpful to ask other people for ideas here or to look on the internet for possibilities. The more the better. Samples of pages 28 & 29 may be found in the Resource and Samples section of the Partner Guide.
- Remind the person that the job needs to be based on what they like to do and what makes them happy.
- Do the same as above for interest #2 from page 27.

PAGE 30

PURPOSE:

To identify someone in their life who knows the person well and who can fill out their Personal Profile.

INSTRUCTIONS:

- Read aloud the first paragraph.
- Explain that this homework assignment is a way to collect more information about them.
- Explain that sometimes other people see things about ourselves that we don't see or don't remember.
- Talk about people in their lives who know them very well. If need be, refer to page 9 to help identify someone.
- Write the person's name, their relationship and how long they have known each other. If at all possible, we recommend that the person not be the partner. This will add another perspective and lead to a richer wealth of information about the person.

NOTES:

PAGE 31

PURPOSE:

To review what is being asked on the Personal Profile
To obtain more information about the person from someone who knows them well

INSTRUCTIONS:

- Read each question aloud and check for understanding.
- Tear out the page so the person can take it with them.
- Remind them to bring the Personal Profile back to the next session as it will be reviewed before starting Chapter 3.

PAGE 33

PURPOSE:

To summarize what was accomplished in Chapter 2
To celebrate completing Chapter 2: The Job I Want

INSTRUCTIONS:

- Ask the person what they liked best about doing Chapter 2. If you need to go back and look at the chapter, do so together.
- Ask the person what they didn't like about Chapter 2.
- Congratulate the person for all the hard work and thinking they did to complete Chapter 2. Find something to compliment about their work on Chapter 2.
- Remind them to bring the completed homework assignment when they come for Chapter 3.
- Remind the person of the date, time and place you will continue with the workbook.

NOTES:

PAGE 34

PURPOSE:

To introduce Chapter 3: How to Best Support Me at Work
To reinforce the concept of “support”

INSTRUCTIONS:

- Read over the Personal Profile that was completed as homework from Chapter 2. See if they agree with all the information, or what they disagree with. Put the Personal Profile back into the workbook.
- Read aloud the title of Chapter 3.
- Check for understanding of the word “support.”
- Tell the person that in this chapter they will look at what the types of work environments they prefer, what things they like about people, and what makes a good day or bad day for them. If the person “predicted” what this chapter will cover, let them know.

PAGE 35

PURPOSE:

To gather information about the person’s preferences on a job

INSTRUCTIONS:

- Read the top of the page aloud.
- Ask the person if they wish to check their answers or circle them.
- Once that is decided, read aloud each box, one at a time. Check for understanding of each concept.
- The person then picks which they prefer in each box. If there is no preference, check or circle both.
- At the bottom of the page, it refers you back to page 15. Turn to page 15. Review the information on this page. Add any additional preferences that were identified on page 15 to the bottom of page 36.

NOTES:

PAGE 36

PURPOSE:

To think about and document characteristics of the people the person likes to be around
To gather information that may be helpful when hiring someone such as job coach or for a co-worker who acts as an informal support at work

INSTRUCTIONS:

- Review the names and people that are listed on page 9.
- Have a conversation about the people listed. Ask what the person likes about the people listed.
- Give examples of people you both know and words to describe them. It can be that they are calm, or have a great sense of humor, or have similar interests, or that they like to talk or don't talk all the time. In the pilot, it was helpful to identify a person that they liked and then talk about the characteristics of that person before filling in the circles.
- Write the characteristics, one to a circle, on the page.

PAGE 37

PURPOSE:

To obtain information that will help figure out what is important to the person, especially at work
To obtain information to help figure out what support a person needs especially on a job

INSTRUCTIONS:

- Read the top of the page aloud.
- Explain that everyone has good and bad days. In the pilot we found that it was more helpful to talk about good and bad moments in someone's day. A sample of a Good Day/Bad Day sheet may be found in the Resource and Samples section of the partner guide.
- Check for understanding of good days and bad days before starting to fill out this page.
- List things or moments that happen in the person's day that would contribute to making it a **good day**. Tell the person that these do not all have to happen on the same day. Also say that it cannot be "made-up" things like winning a year-long supply of pizza.
- Then list things or moments that would contribute to having a **bad day**. Again, these are things that have actually happened in the person's life.
- It might be helpful to walk the person through their day from getting up in the morning to going to bed at night. It is particularly helpful to ask about "good day/bad day" at a person's work, school, day support center, or day activities.

NOTES:

PAGE 38

PURPOSE:

To understand what types of things would help the person if a bad day happens

INSTRUCTIONS:

- Read each question aloud one at a time. Ask about specific things listed under “bad day” on page 38. This may be a tough concept for the person to understand. As a person who knows them well, you may have a better idea of what helps them when things don’t go as expected.
- Make sure you always ask the person if what you think helps them, actually does. For example, if a change in routine is listed on the “bad day” and you know that giving the person an explanation for the change and a little extra time to accept the change seems to be helpful, let them know what you think. Ask if this works for them before writing it down.

PAGE 39

PURPOSE:

To use information already collected to complete the support page
To add any pertinent additional information

INSTRUCTIONS:

- *As the partner, make sure you have reviewed the sample pages provided in Resource and Samples section of the partner guide so you are familiar with what is being asked on this page.*
- Read the top box aloud. Go back and review pages 8, 13, and 14. Ask the person to select what words they would like people to know about them. Remind them that they might want to choose characteristics that an employer would value. Write the words in the spaces provided.
- Read the next box, “What is important to. . .” Start with reviewing page 38 under the “good day” column. Have a conversation with the person and using the information they wrote, figure out together what is important to them at work. Go back and review pages 23-26, 31, 32, and 36 to get ideas of what else to include in the “important to” box. Write them down as you go.
- Read the last box, “Instructions for supporters.” Start with reviewing page 38 under the “bad day” column and page 39 to get ideas about what others need to know to support the person. Have a conversation with the person about what types of help they might need if these things happen. Write detailed instructions down. **Remember, this is not about fixing** a person or every bad moment. Since bad moments are unavoidable in everyone’s life, we need to discover how to support someone when the bad moment occurs. Go back and review page 31 to see what could be added.
- Often, as someone who knows them well, you may recognize the type of support needed more readily than the person. This was true in the pilot. The mothers who took part in the pilot contributed a great deal to the support page.

NOTES:

PAGE 41

PURPOSE:

- To summarize what was covered in Chapter 3
- To celebrate completing Chapter 3: How to Best Support Me at Work

INSTRUCTIONS:

- Ask the person what they liked best about doing Chapter 3. If you need to go back and look at the chapter, do so together.
- Ask the person what they didn't like about Chapter 3.
- Congratulate the person for all the hard work and thinking they did to complete Chapter 3. Find something to compliment about their work on Chapter 3.
- Tell the person that there is no homework for this chapter!
- Remind the person of the date, time and place you will continue with the workbook.

PAGE 42

PURPOSE:

- To introduce Chapter 4: My Résumé
- To reinforce what a résumé is, a useful tool in getting an interview and a job.

INSTRUCTIONS:

- Read aloud the title of Chapter 4.
- Check for understanding of the word résumé.
- Explain that everyone needs to develop a résumé to obtain a job.
- Tell the person that in this chapter they will learn what is on a résumé and that they will develop one for themselves. At the end of this chapter their résumé will be ready for typing. If they predicted correctly what this chapter will cover, let them know.
- Explain that they will also look at a sample résumé.

NOTES:

PURPOSE:

To inform the person what a résumé is in more detail
To explain in general what is included on a résumé

INSTRUCTIONS:

- Read each sentence aloud, one at a time. Discuss each one and check for understanding.
- Other ways to explain a résumé may be:
 - a summary of your experiences and skills that are needed for the job you are applying for.
 - a written picture of you.
 - a useful tool in getting an interview and a job.

There are various types of résumés but the functional model will be the main model used to develop the résumé in this workbook. Below is a brief description of the types of résumés.

CHRONOLOGICAL

The chronological résumé is the more traditional structure for a résumé. The experience section is the focus of the résumé. Each job (or the last several jobs) is described in some detail, and there is no major section of skills or accomplishments at the beginning of the résumé.

FUNCTIONAL

The functional résumé highlights major skills and accomplishments from the very beginning. It helps the reader see clearly what the person can do for them, rather than having to read through the job descriptions to find out. It targets the key skills and qualifications a person possesses that would make them a valuable employee.

COMBINED

A combined résumé includes elements of both the chronological and functional formats. It may have a shorter list of job descriptions preceded by a short "Skills and Accomplishments" section or it may be a standard functional résumé with the accomplishments under headings of different jobs held. **If the person has a solid paid work history, it may be advantageous to use this type of résumé, listing work experience directly under the job objective.**

NOTES:

PAGES 44 & 45

PURPOSE:

To introduce pieces of information to be included on the résumé

INSTRUCTIONS:

- Read aloud the first paragraph and then tear out Jane Doe's résumé, page 61.
- Read aloud the next paragraph and then each of the parts of the résumé, one at a time. Explain that there are certain pieces of information that need to be included on their résumé. As you read each component, have the person find them on the sample. They may want to read aloud each component of Jane Doe's résumé. When you are finished with this page, put Jane Doe's résumé back in the workbook, as you will be using it later in the chapter.
- Explain that you will be discussing each part of the résumé in detail in the rest of the chapter.

PAGE 46

PURPOSE:

To begin the person's résumé
To introduce the concept of "contact" information

INSTRUCTIONS:

- Read aloud this page and tear out the Résumé Preparation pages, 55/56, 57/58.
- Ask if the person knows what the "contact" information is used for.
- Explain that this always goes on the top of the résumé and is a way for the future employer to get in touch with them, especially if they are offering them a job.
- Write in their contact information.

NOTES:

PAGE 47

PURPOSE:

- To gain understanding of what a job objective is
- To formulate a job objective that matches the person's interest (s)

INSTRUCTIONS:

- Read aloud the information on this page.
- Review examples of job objectives and ask the person to identify in each sample, the type of work the person would be looking for.
- Look back to page 27 in their workbook. In the space provided on the Résumé Preparation pages, write a job objective that matches one or both of the interests they listed.

PAGE 48

PURPOSE:

- To explore what the person has accomplished
- To document what accomplishments the person is most proud of

INSTRUCTIONS:

- Read aloud the information on this page.
- Accomplishments may include any special projects at work or as a volunteer, any awards, recognitions or anything that makes the person stand out or demonstrate their positive qualities.
- Give several examples of general accomplishments.
- Look back on pages 8 (the last question) and 31 to get some ideas.
- Remind the person of the things you know the person has accomplished.
- Write the accomplishments on the Résumé Preparation pages in the space provided.

NOTES:

PAGE 49

PURPOSE:

To identify the skills a person has that would be valuable to an employer

INSTRUCTIONS:

- Read aloud the information on this page.
- Explain that skills are tasks that the person knows how to do such as organization, being on time, computers, etc.
- Look back to pages 14 and 31 to get ideas of what skills the person possesses and that could be included on the résumé. In the Resource and Samples section of the Partner Guide, there is a list of numerous job skills for examples.
- You may have to explain that even though the person may be good at doing many things, for the résumé, skills should be written down that will be valuable to an employer. For example, being skilled at dancing may be true but not fit with the type of work the person is looking for.
- Write the skills on the Résumé Preparation pages in the space provided.

PAGE 50

PURPOSE:

To explain what work experience means on a résumé
To compile a list of the person's work experience

INSTRUCTIONS:

- Read aloud the information on the page.
- Explain that experience on a résumé is to tell what they have done before for work. This can include paid or volunteer experience.
- Look back to pages 24-26 and 31 to collect the person's work/volunteer experience.
- Include an additional work/volunteer experience that you know of or that wasn't included.
- Write the work experience on the Résumé Preparation pages in the space provided. List paid work experience first, followed by volunteer experience.

NOTES:

PAGE 51

PURPOSE:

To identify the person’s educational experience
To document education on the résumé

INSTRUCTIONS:

- Read aloud the information on this page.
- Explain that education includes high school, college, in-school training and internships, and any post-secondary classes and training.
- Remind the person of what you know about their education history.
- Write the names of the schools and the year they finished on the Résumé Preparation page in the space provided.

PAGE 52

PURPOSE:

To introduce and define the purpose of a “reference

INSTRUCTIONS:

- Read aloud the top paragraph on this page.
- Explain that references come from people who know you and can talk about your work and volunteer experiences.
- Read aloud each bullet and check for understanding.

NOTES:

PAGE 53

PURPOSE:

To assist the person to develop a list of references they can use on their résumé
To explain the homework assignment

INSTRUCTIONS:

- Read aloud the top sentence.
- Write 3 people down that would be good references. Discuss how they know the reference. Make sure they pick people who have knowledge as to how the person performs at work.
- Look at page 58.
- Explain that for homework, they will need to contact each reference and ask them if they will be their reference. They will then need to collect contact information for each one. The person will need three references.
- If the person has trouble identifying possible references, look back to page 9 or pages 24-26 to assist them.

PAGES 55, 56 & 57

PURPOSE:

To have a place to write a draft résumé

INSTRUCTIONS:

- Use these pages to write the draft résumé.

NOTES:

PAGE 58

PURPOSE:

To have a place to collect contact information for references

INSTRUCTIONS:

- Use this page to write down the contact information for references taken from the homework assignment.

PAGE 59

PURPOSE:

To reinforce the importance of a résumé and how a résumé might be used by an employer

INSTRUCTIONS:

- Look at Jane Doe’s résumé again, page 61. It has already been torn out of the workbook but should still be with the workbook.
- Read aloud the information on the workbook page.
- Answer any questions the person has. Write the answers on the page.

PAGE 61

PURPOSE:

To illustrate an example of a functional résumé

INSTRUCTIONS:

- Use this page when working on pages 45/46 and 59 in the workbook.

NOTES:

PAGE 63

PURPOSE:

- To celebrate completing Chapter 4: My Résumé
- To summarize what was accomplished in Chapter 4
- To celebrate the completion of the I Want To Work workbook

INSTRUCTIONS:

- Ask the person what they liked best about doing Chapter 4. If you need to go back and look at the chapter, do so together.
- Ask the person what they didn't like about Chapter 4.
- Congratulate the person for all the hard work and thinking they did to complete Chapter 4. Find something to compliment about their work on Chapter 4.
- Discuss when you want the reference page back from the person.
- Then, after that date, set a time to meet again to go over the typed support document and résumé. Give yourself time to type up the information on the Work Support Document (page 40) and Résumé Preparation pages (pages 55-58). Templates for the work support document and the résumé may be found at [Person Centered Practices website](#).

PAGE 64

PURPOSE:

To supply instructions on preparing the support document and résumé

INSTRUCTIONS:

- Read aloud each bullet and check for understanding.
- Decide if you will be typing the documents together or separately.
- Set a date to meet again to either type the information together or to have the documents completed to go over together.

NOTES:

PAGE 65

PURPOSE:

To explain how to use the support document and résumé

INSTRUCTIONS:

- Read each bullet aloud
- Check for understanding. Have a conversation about where the person might keep their workbook and documents and with whom they might want to share them.
- Explain that all of us change over time and add to our experiences. Therefore, the résumé and work support document should be updated on a regular basis.

PAGE 66

PURPOSE:

To provide information

INSTRUCTIONS:

- Read the page aloud.

NOTES:

Resources and Samples

An overall helpful website is: [oneline website](#)

Jobs by Interest: to use with pages 28 & 29

[Careers government website](#)

This page will allow you to match the person's interest with possible jobs that they may perform.

Samples: pages 28 & 29 (These are not exhaustive lists)

Interest # 1

I love to be around animals
Places I might be able to work doing this
include:

Animal hospital	Wildlife sanctuary
Vet's office	Pet store
Horse farm	SPCA/animal pound
Marine park	Zoo
Marine/animal museum	Animal daycare
Pet sitting	Groomer
State/National park	Animal Rehabber
Animal boarding	Maymont park/petting zoo

Interest # 2

I love U.S. and World History
Places I might be able to work doing this
include:

Elementary school library	Historical society
Middle/High school library	General library
History museum	Bookstore
Battlefield park	Antique store
College history department	State/ National park
Self-employment-historical figure impersonation for kids	

Sample Good Day/Bad Day: page 38 (This is a composite of several people. One person would probably not have this many listed on each side.)

Good Day	Bad Day
<ul style="list-style-type: none"> • Being on time to work • The van is on time to pick me up • I have my lunch ready • I get a snack at break time • I know who can help me if I need it • Working around people • People saying "Good job" • Having a schedule for the day • Pack my things the night before, being prepared for work • Having water with me • Having friends at work • Payday • Going to the store after work • Listening to my Ipod at lunchtime • When customers are nice • Talking with my co-workers • Using a computer on the job • Eating a good breakfast • Getting up early • Having a written routine/schedule • Working out/playing basketball • Making choices for myself 	<ul style="list-style-type: none"> • Getting in trouble • Being left out • A change in schedule • Forgetting something I needed to bring to work • When someone asks me to do something but doesn't show me how • Being late • When I don't have enough time in the day to get done what I need to get done • When my job coach keeps her cell phone on when we are doing something together • When things don't go as planned • When someone barks at me • When someone tries to take advantage of me • People raising their voices • Being tired at work • Arguments/disagreements • Being told what to do • Disorganization

My Support Page for Work

What people like and admire about John:	
<ul style="list-style-type: none"> • Creative, flexible 	<ul style="list-style-type: none"> • Peaceful, calm, gentle spirit
<ul style="list-style-type: none"> • Supportive of others 	<ul style="list-style-type: none"> • Fun loving
<ul style="list-style-type: none"> • Even tempered, good natured 	<ul style="list-style-type: none"> • Loyal
<ul style="list-style-type: none"> • Good public speaker 	<ul style="list-style-type: none"> • Time management with a to do

<p>These are important to John at work:</p> <ul style="list-style-type: none"> • Knowing in detail what is expected of him • Keeping his body evenly fueled • Working around others and having regular interactions with co- workers • Joining a work related sports team if there is one • Working at his own pace • Maintaining focus at work • Having a variety of duties 	<p>Instructions for supporters at work:</p> <ul style="list-style-type: none"> • Having a detailed written list of job duties • Having a specific person to direct him in his job • John needs support in learning to ask for help • John is afraid of thunderstorms, so needs reassurance and to stay busy at work during them • Repeating directions • Breaks in the a.m. and p.m. to refuel • John learns best by reading and experiencing, not hearing • John needs assistance to increase his pace gradually over time • If John is having a bad moment, being nice to him and talking to him helps a lot
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My Support Page for Work

What people like and admire about Vicky:	
• Positive attitude	• Likes to do a good job
• Nice manners	• Friendly
• Hard working	• Always willing to help
• Punctual	• Compassionate

<p>These are important to Vicky at work:</p> <ul style="list-style-type: none"> • Having a schedule and a consistent routine • Drinking water throughout the day • Being on time • Dressing the way she is supposed to dress for work • To be around others 	<p>Instructions for supporters at work:</p> <ul style="list-style-type: none"> • Giving Vicky clear, specific instructions • Showing her how to do new tasks; break tasks into small step verbally and through demonstration • Repeating directions • Vicky needs water regularly because she dehydrates easily (gets pale & shaky). She takes responsibility for this. • Advance notice, if possible, when a schedule changes • It is helpful for Vicky to know who she can go to for help with directions or in case unexpected things happen. You may need to check on her periodically. • Introduce yourself and ask Vicky questions to help her get to know you and other co-workers • Ask Vicky if she needs help if she looks confused. • Give Vicky regularly scheduled breaks and make it clear that breaks are to be used for snacks and bathroom. • Vicky does better with choices rather than open ended questions
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Skill Lists: page 50

Job Skills The following is a list of job skills. There are thousands of job-specific skills. This is just of list of examples. You will have to research the job skills specific to your occupation.

Auditing	Driving	Payroll
Brake Alignments	Editing	Accounting
Building	Electronic	Public Speaking
Maintenance	Repair Filing	Scheduling
Carpet Laying	Hammering	Soldering
Cleaning	Interviewing	Teaching
Engineering	Management	Technical Writing
Cooking	Mechanical	Telemarketing
Counseling	Drafting Metal	Typing
Customer	Fabrication	Welding
Service	Microsoft	WordPerfect
Desk Top	Word Operation	
Publishing Drill		
Press Operation		

Self-Management Skills These are the skills you use every day. These skills are often important because employers hire people who they feel will fit with the work group. Self- management skills are used to define "a good worker."

Critical Skills:

Responsible	Willing to learn new
Follows	things Get things done
instructions	Honest
Punctual	
Gets along well with	
others	

Other Self-management Skills:

Ambitious Asks questions Assertive
Assumes responsibility Competitive
Completes assignments Creative
Decisive Dependable Detail-oriented Diplomatic Enthusiastic Flexible Friendly
Highly motivated Ingenious Integrity Intelligent Inventive Kind
Learns quickly Mature Outgoing Patient Persistent Physically strong Pleasant
Proud of doing a good job Results-oriented
Self-motivated
Sense of direction (purpose) Sense of humor
Sensitive Sincere Sociable Tactful Tolerant Tough Trusting Understanding

Transferable Skills: These are general skills that can be useful on a variety of jobs. They are called transferable skills because they can be transferred from one job to another.

Meets deadlines
Public Speaking
Supervises others
Accepts
responsibility
Solves problems

Project planning
Budgeting
Sales
Efficiency

Thing skills:

Sense of touch
Key boarding,
typing Manual
dexterity
Gathering
Separating
Sorting
Assembling
Driving
Observing/inspecti
ng Operating
machines
Balancing, juggling
Drawing, painting
Sewing

Weaving
Hammering
Hand Crafts
Precise tolerance or
standards Physical agility,
strength Endurance
Finishing\refinishing
Restoring
Sandblasting
Grinding
Keypunching,
drilling
Modeling or remodeling

People Skills:

Caring
Comforting
Counseling
Consulting
Diplomacy
Helping
others
Instructing
Interviewing
Listening
Mentoring
Negotiating

Outgoing
Mediating
Group facilitating
Communicating
Encouraging

Conflict
management
Tolerance
Diversity
Conflict
resolution
Respect
Empath

Sympathy
Sensitive
Responsive
Problem solving
Negotiating
Motivating
Inspiring trust
Developing
rapport
Interviewing
Inquiry

Data skills:

Analyzing
Auditing
Budgeting
Calculating/computing
Checking for accuracy
Classifying
Comparing
Compiling
Counting
Detail-oriented
Evaluating
Investigating
Financial records

Research
Financial Management
Recording facts
Synthesizing
Taking inventory
Surveying
Examining Detail oriented
Following instructions
Financial or fiscal analysis
Cost analysis
Organizing
Problem solving

Skills using words, ideas:

Articulate
Verbal
Communication
Correspondence
Brainstorming
Edit
Inventive
Logical
Public speaking

Writes clearly, concisely
Telephone skills
Imaginative
Quick thinking
Speech writing
Advertising
Publicity
Sign Language

Leadership Skills:

Competitive
Decisive
Delegates
Directs others
Influences others
Initiates new tasks
Decision making
Manages or directs others
Mediates problems
Motivates people

Negotiates agreements
Planning
Results oriented
Risk taker
Runs meetings
Self-confident
Self-motivated
Solves problems
Judgment

Integrity
Coordinating
Scheduling
Results oriented
Self directed
Multi-tasking
Decisive
Goal setting
Strategic planning

Creative/Artistic Skills:

Artistic
Drawing
Expressive
Performing
Presents artistic ideas
Dance, body
movement Visualizes
shapes

Designing
Model making
Handicrafts
Poetic images
Visualizing
Illustrating, sketching
Photography
Mechanical drawing

Adapted from *Creative Job Search*, on line guide, Minnesota Department of Economic Security, 1997

Sample resumes: pages 55-58
Functional resume

Samuel Jones

304 Tulip Street
Honaker, Virginia 238345
(540) 561-8920
sjones@aol.com

Job objective

To get a job that allows me to use and increase my knowledge of history.

Highlighted Accomplishments

- Honor roll, grades 9-12
- Co-captain of high school soccer team
- Six years participation in a community service group, Easter Seals
- Principal's pick award
- Member of high school basketball team
- Accepted and participated in Youth Leadership Forum ('09 & '10)

Skills

- Cleaning
- Researching on computer & in books
- Alphabetizing
- Organizing
- Doing laundry
- Cutting grass
- Attending to details
- Getting along with all types of people
- Being punctual
- Accepts responsibility
- Willing to learn new things
- Helping others

Work and Volunteer Experience

Cutting grass, two customers

Fredericksburg Auction, assistant automobile detailer

High School internships at:

- Walgreens, stocking shelves
- Honaker High School Library, cleaning & shelving books
- Lewis Ginter Botanical Gardens, cleaning and yardwork
- Honaker High School, cleaning, washing windows, vacuuming

Education

2011 Honaker High School

References

References furnished upon request.

Chronological resume

Anna Williams
679 Otterwoods Road
Powhatan, Virginia
804-555-3678 annaw@gmail.com

JOB OBJECTIVE

To obtain a job working for an organization that supports animals.

EDUCATION

2010 Powhatan High School

WORK EXPERIENCE

The Choice Group July 2010 - present Filing, office work

Einstein Bros. Bagels October 2007 – December 2011 Greeted customers, cleaned dining room and baskets, dressed bagels

Partnership for People with Disabilities/VCU September 2010 – October 2010 Contributed to the development of an employment workbook for people with disabilities

VOLUNTEER EXPERIENCE

Unitarian Universalist Community Church September 2009- present Greets congregation

Partnership for People with Disabilities/VCU June 2009 – July 2010 Collated notebooks, shredded documents, performed other office jobs

Richmond SPCA June 2009- December 2009 Washed, dried and folded laundry and pet toys

Dr. Elam's veterinarian office June 2009 – August 2009 Walked and played with animals, cleaned office, observed procedures and appointments

Graceful Sitters Pet Sitting Service May 2006 – August 2008 Provided paid pet sitting services within the neighborhood

Richmond SPCA June 2006 – August 2006 Volunteered two hours per week socializing animals, cleaning, folding towels, preparing mailings, feeding kittens

COMMUNITY ACTIVITIES

Project Success, Easter Seals June 2005 – present A weekly group that plans and carries out community service projects

Special Olympic sports (volleyball, swimming and/or bowling) August 2000 – present

Richmond SPCA Animal Brigade Program June 2005 – June 2006 Met 2 times per month. Activities include bathing dogs, socializing animals, clicker training, setting up agility courses, laundry

Cooking Club 4H September 2002 – May 2004

Girl Scouts of America September 1995 – May 2005

REFERENCES

Furnished upon request.

Notes:



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