

What's After High School Transition Training Session 3 Workbook

Transferable Skills

Transferable skills are the skills and abilities that people acquire during any activity in life. This can include things done at school, past jobs, volunteer work, projects, things that are done around the house, hobbies, sports, and more. These skills are often overlooked when we think about skills that are needed in the workplace. **Everyone has transferable skills.** If you use the Internet and put the words “transferable skills” into a search engine, you will find many check lists that can help to determine transferable skills.

Sometimes people think employers will not hire people with disabilities because they may not be able to do every part of a job description. Job descriptions are simply a bundle of tasks that have been put together to create a position for a worker. Many employers do not even have written job descriptions. Instead they have expectations of things they need to get done for their business to operate smoothly. You can find out what employers expect by talking with them. This is called informational interviewing. Another way to learn about jobs is observing people at work. This is called job shadowing. School staff or employment service providers can help to set up these career exploration opportunities.

The following worksheet provides a method for working with a planning team to document transferable skills. A planning team is made up of the people who are helping the job seeker work toward his/her goals. Team members could be school staff (school case managers, teachers, transition coordinator special education assistants, as well as family members and others who provide support at home or in the community. Transferable skills are identified through observation and discussion with the job seeker and/or team members.

Start by making a list of all the places the job seeker goes and things they do in the community or enjoy doing around the house, etc. For example:

- ✓ *School - art class, lunch helper, spirit chain business, mail delivery*
- ✓ *Baby sitting at sister's house*
- ✓ *Home - helping with dinner, cleaning bedroom and bathrooms, gardening*
- ✓ *Helping in Children's Worship Center at church*
- ✓ *Walking grandma's dog*
- ✓ *Using the computer*

Next, create a plan with the team to observe the job seeker in these activities and environments. Make assignments and give copies of the worksheet to those assigned. Ask them to complete the worksheet based on their observation and give it back to you. Once all the observations have been done, combine the task lists and look them over. Do you think that some of these things are done in a workplace? You may find that with certain skills, the person may be able to do light cleaning and organizing in a retail shop, bus tables in a restaurant, or work in a pet store.

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Specific tasks performed:	He/she can do this:		
	independently	with some training	with ongoing support



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Ideal Conditions for Employment

Everyone has what are called ideal conditions for work. Some people like to work outside. Some people like to work in the morning or on the weekends. Some people need flexible schedules because of circumstances in their life. Some people work best in quiet places where they are able to concentrate. Others like to be in vibrant, social work environments. These are called ideal conditions for employment. There are certain kinds of work environments that would fit people and their personalities best. In order to be successful on the job, it is important to figure out what kinds of places and people the job seeker prefers.

To help someone figure out what his/her ideal conditions are for employment, help them to think about and learn when he/she is at his/her best. What kinds of places does he/she like to be in? What does the environment look like, sound like, or feel like? Think about the person's life and how it fits with work. Think about his/her health, transportation options, and supports. Can he/she work any day of the week or anytime during the day? You should ask members of the planning team for their input also. Once you discuss and learn about these things, use the following worksheet to capture the information.

After you have developed the list of ideal conditions, circle up to five of them that are the most important. You will do this, not because all of the person's ideal conditions will be met but because it is important to emphasize the things that are the most important. To get a job the person may need to compromise. Sometimes people have to take jobs that are not their ideal so that they can build skills and advance to what they want. However, there may be things on the ideal conditions list that are "non-negotiable's." "Non-negotiable's" are the things that *have* to be in place for the person to be successful. A good job match occurs when you find a place that fits what is *the most* important to the person.

***Ideal conditions are when,
where, and with whom we are at
our best.***

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Complete this while (or just after) completing the observations for Transferable Skills. Also, seek input from other team members who know the person well. Once the list is complete, circle the five most important conditions.

The things I need to be a well-motivated employee...
Hours per week and times during the day
Days of the week and/or frequency of work
Geographic area the job
Workplace environment or area (e.g. indoors, outdoors, a quiet place or noisy place, office environment, a workplace with windows, do smells matter?, etc)
Workplace culture (dress requirements, socialization, communication, etc)
Level of autonomy (receive specific direction, work individually, as a team, etc)
Type or variety of work tasks (complexity, few or many tasks, etc)
Type of schedule or routine (flexibility, changes, stability, etc)
Type of supervisor
Type of co-Workers
Wages/benefits
Other:

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Identifying People & Places to Connect with to Explore Employment Opportunities

Relationship maps give structure for thinking about the people in your life and the places and associations in your community. You can complete this activity with the planning team. On a blank piece of paper, draw a copy of the circle below. Make the circle big enough to cover the entire page and label each section accordingly. Take 15 minutes to brainstorm all the people and places you are connected to. Write them down. Don't worry about coming up with the "right" people or "right" places.

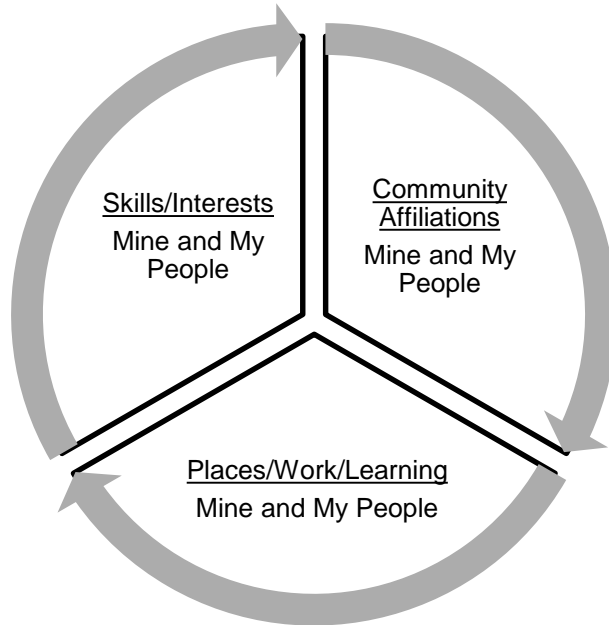
Once you have completed the map, you can use the table provided on the next page to organize the contacts and create an action plan to connect. Remember you are not approaching these people to ask for a job! Rather, these people and places can provide you with valuable information and insights, or connections to other people, resources, or ideas and places.

Skills and Interests: In this section, write down your skills and interest areas. Fill the section full of names of people you know that share those skills and interests. Also write down places that value those skills and interests and where people with those same skills and interests go. This could include businesses and employers.

Community Affiliations: In this section, list people and places you are connected to through associations in your community. These are things like churches, clubs, and groups you or the people you know belong to.

Places/Work/Learning: In this section, list the places you go to frequently (like cafes, salons, or grocery stores), the workplaces of the people you know, and the schools and places for learning in your community.

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*(Invitation and Networking Map
Cindy Kernan with Dave and
Faye Wetherow)*

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Action Plan to Connect for Employment:

People and Places I/We Know	Workplace & Job Title	His/her Interests and Community Involvement	What we have in common	Connection Strategy/Action Plan:
1.				
2.				
3.				
4.				
5.				
6.				