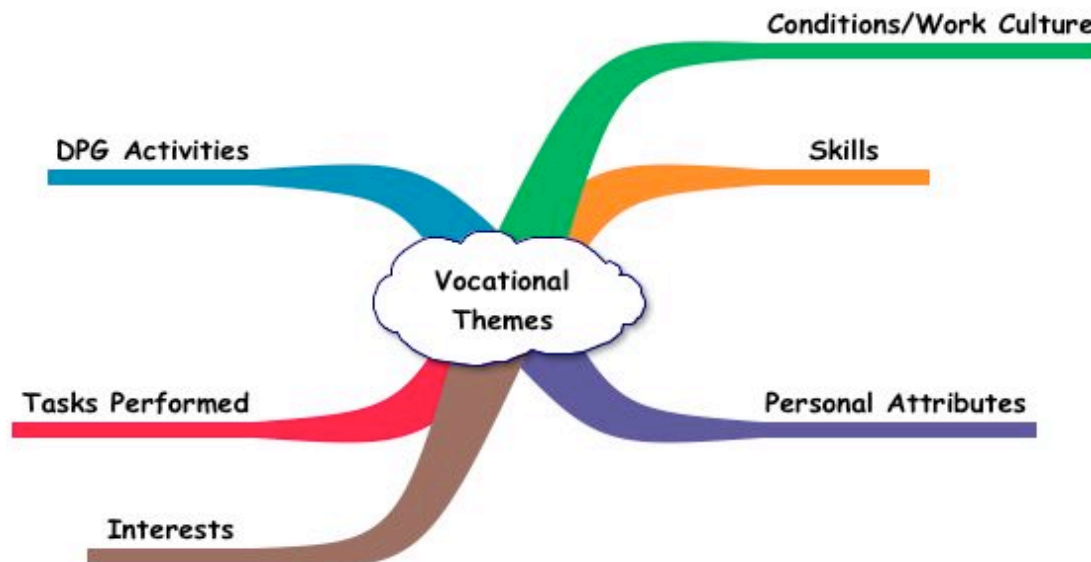


Developing Vocational Themes

Cary Griffin & Dave Hammis

Griffin-Hammis Associates & The Center for Social Capital

**Griffin-Hammis Associates:
Elemental Flow Chart for Developing Vocational Themes**



Developing Vocational Themes (Griffin-Hammis Associates)

This workbook is a **discussion guide** for those designing and overseeing **Discovering Personal Genius (DPG)** activities in order to capture critical elements for review by the “Discovery Team,” “Community Action Team,” the individual themselves, or any and all folks involved in establishing the vocational plan. *Training in DPG is highly recommended before using this tool.* This workbook supplements the **Discovery Staging Record (DSR)** and is meant to foster team conversation through the gathering of non-speculative observational data during DPG activities. Discussing the basic elements here, including the individual DPG **Activities**, the **Tasks** the individual performs, their **Interests**, the **Skills** they exhibit and those that can be built upon, their personal **Attributes** and **Characteristics**, and the **Conditions** of employment and the **Work Cultures** providing the best, most natural fit, helps discern the overarching **Vocational Themes**. These themes lead us to developing the **Lists of Twenty** places in our community “where the theme and career make sense.”

This workbook is designed for taking notes before and during DPG team meetings; the workbook is not meant to be another report...use it to inform your conversation and actions.

To briefly Recap: Discovering Personal Genius (DPG) is designed to generate no fewer than 3 overarching Vocational Themes. The themes are not job descriptions. They are large umbrella topics that represent an accumulation of many jobs, environments, skills/task sets, and interests. Too often someone may have an interest in say, flowers. The stereotypical job suggestion is likely to be: Work in a greenhouse or assist at a florist shop. This is very limiting for both the individual and the person charged with managing the career search. By thinking through the theme a bit, supported by DPG evidence of current skills, tasks that can potentially be taught/learned, and interests, as well as work environments & cultures that make sense, a broader, richer palette of opportunity emerges. By slowing down the process just a bit; engaging a team for ideas; and exploring the community using informational interviews and work try-outs, creative options emerge. And while none of us will ever be well versed in the intricacies of even a miniscule number of companies in our communities, the good news is that skills and tasks often transcend industry sectors. Someone who can wash a dish can also wash a car part in a solvent tank. DPG gets us to look in myriad places where similar skills and ecological fitment are found.

So, someone who helps their parents grow flowers in the family garden demonstrates that they know how to water the flowers, how to prune back dead leaves, and how to hoe weeds. This might mean, although additional Discovery is warranted, that there is an Agricultural Theme. This is not a flower or a plant theme; that would be too narrow. The same skills used in flower gardening are used across many types of agriculture (and within other themes too). The flower garden, after all, is likely the only place the opportunity to learn and perform these tasks has occurred. In fact, DPG challenges us to consider that this might not be an interest of the person at all. Perhaps this is just one of the only activities accessible to the individual. Still, the skills they have (watering, weeding, trimming) are relevant in many work environments and should not be dismissed. The DPG process helps determine where both interests and skills lie.

If Agriculture is indeed determined to be a theme through various DPG activities (e.g. a positive work try-out on a weeding team at the Botanical Gardens; trimming trees with in the backyard), then a List of Twenty is developed for that one theme....

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Activities: Briefly detail the DPG Activities observed to date. Discuss why they were chosen and what they revealed. What additional Activities are planned; What additional activities seem warranted?

Activity 1.

Activity 2.

Activity 3.

Activity 4.

Activity 5.

Add additional pages for more Activities...

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Tasks: In each of the Activities listed above, please describe the Tasks the individual performed during each (Note that a Task is generally a series of actions that complete a process: Changing the spark plug in a lawn mower is a task). Discuss the quality of the work performed; teaching & support strategies; where (and *where else*) these tasks are likely to be valued; new tasks that might be useful to introduce/teach...

Task 1.

Task 2.

Task 3.

Task 4.

Task 5.

Add additional pages for more Tasks...

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Skills: For the Tasks listed above, describe the discrete Skills exhibited during each (Note that a Skill is a learned/practiced action that contributes to the performance of a Task: Selecting the correct wrench; setting the gap of the spark plug are both discrete skills used when tuning up the lawn mower). Discuss the level of skill demonstrated; teaching & support strategies; where (and *where else*) these skills may be valued; new skills that might be useful to introduce/teach; and other skills the person has that are obvious or assumed even if not observed...

Skill 1.

Skill 2.

Skill 3.

Skill 4.

Skill 5.

Skill 6.

Skill 7.

Skill 8.

Skill 9.

Add additional pages for more Skills...

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Interests: The dictionary defines an interest as *an activity that diverts or amuses or stimulates*. The steps of DPG are designed to illuminate interests and the resident skills and tasks involved. Interests are important because being engaged augments skill development, but interests alone are not enough to build a job on; skills, even emerging ones, should also be in evidence. One discovers their interests through repeated exposure with family, friends, educational opportunities, and through personal exploration. Often, for individuals with significant disabilities, choices are limited and what appear as interests are actually the choices of others. List the Interests revealed through DPG observations & conversations. When discussing, match Interests with skills and tasks to help clarify *where the career makes sense*. Note that Interests often tend to be more like job descriptions than overarching themes. For instance, an Interest in Flyfishing may lead to the theme of Water, or Nature, or Animals, or perhaps Problem-Solving....

Interest 1.

Evidence of Interest:

Interest 2.

Evidence of Interest:

Interest 3.

Evidence of Interest:

Interest 4.

Evidence of Interest:

Add additional pages for more Interests...

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Personal Attributes: Describe the person in terms of personality or behavioral qualities they demonstrate. Be especially careful not to speculate; just report on what's been observed. Use these attributes as a guide to the type of environment most suitable/preferable for employment, and to determine what works and what doesn't work for the individual. Punctuality, style of dress, and sense of humor are common attributes. Note that attributes often inform the Conditions of Employment....

Attribute 1.

Attribute 2.

Attribute 3.

Attribute 4.

Attribute 5.

Attribute 6.

Attribute 7.

Attribute 8.

Attribute 9.

Add additional pages for more Attributes...

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Conditions of Employment/Work Cultures: These are the considerations for good worksite fitment and include such elements as preferred work hours, performance of specific tasks and the use of particular skills, regularity and intensity of supervision, etc. In almost any workplace, substantial deviation from the cultural norm of expected traits and performance may inhibit acceptance and inclusion, so knowing the Conditions and Cultural preferences of the individual minimizes bad job match. Note that the discussion again returns to asking: *where might folks with similar conditions work; where might such conditions be negotiated; where might this work culture exist in our community?*

Condition 1.

Condition 2.

Condition 3.

Condition 4.

Work Culture Element 1.

Work Culture Element 2.

Work Culture Element 3.

Work Culture Element 4.

Add additional pages for more Conditions/Cultural Elements...

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Vocational Themes: Based on the evidence collected and discussed so far, what are the solid themes; what are the emerging themes; what information do you need to solidify the list of Three Vocational Themes?

Solid Vocational Themes:

- 1.
- 2.
- 3.

Emerging Vocational Themes:

- 1.
- 2.
- 3.

What information and activities are needed to settle on the final list of Vocational Themes?

- 1.
- 2.
- 3.
- 4.