

# MG&A

## Plan Preparation Summary

### Profile Part III Sample

#### Bulleted Format

**Participant's Name:** Jack Monroe

**Facilitator:** Jane Jones

**Date:** June 20, 20xx

#### 1. Conditions for Success

##### a. General conditions for participant:

- A job within a 2 mile radius of Jack's home to allow for biking or walking.
- A job outside of a 2 mile radius could be considered if times coincide with commute times of his sister, mother, or father.
- Inside work during inclement weather, while outdoor work at other times is acceptable.
- Opportunity to have a variety of tasks that include standing, sitting, and moving about the workplace.
- Working alone or with not more than one person Jack sees as a mentor.
- A range of hours from 20-40 per week, Monday – Friday between the times of 9am and 7pm.

##### b. General conditions for family (or staff, as appropriate):

- Transportation and ensuring consistency are important for Jack's parents.
- Parents are open to possible ride share options as is common in their area.
- Parents would like a benefits analysis prior to employment to ensure they understand the implications of Jack earning a paycheck.
- Jack's mom expresses concern of him running into a brown bear if walking to work in warmer weather.

##### c. Conditions for task performance:

- Having specific tasks that Jack is responsible for.
- One clear go-to person (mentor or supervisor) rather than multiple people.
- Having his own work area is important for Jack.
- Environments free of a lot of background noise or a lot of people in Jack's work area.
- The ability to change tasks every 45 minutes to an hour.

##### d. Instructional strategies:

- Individualized 1:1 instruction, in everyday language with step-by-step instructions.
- Directions on a computer screen with both words and pictures/graphics.

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- Computer based training. Videos/speaking, with the ability to click on to the next segment works for Jack.
- The ability to see the task being performed, in person or video. He will then repeat what he has observed.

### **e. Environmental conditions:**

- Indoor or outdoor work, but primarily indoor focused in the Montanan winter.
- A defined work area that Jack understands is his workspace, along with his own equipment/materials.

### **f. Supervisory strategies:**

- A supervisor who Jack sees as a mentor is important.
- Jack has a history of building stronger relationships with men rather than women.
- A supervisor who partners and takes time to get to know Jack is important.
- Jack performs his best when he knows that others believe in him.

### **g. Supports needed for successful task performance:**

- Clear written instructions/expectations, on paper, or computer screen.
- Details of duties (steps) should be included in the written instructions.
- Someone to check on the quality of Jack's work as he is learning a task. This may be faded once he is comfortable.
- A clear training process in the way a task should be completed. Once Jack learns a task, he will not stray in the way it is completed each time.
- A job coach may initially be instrumental in helping with support to learn tasks but will fade as Jack's level of competence increases.

### **h. Conditions to be avoided:**

- Anything prior to 9am should be avoided.
- Jobs that would require working with multiple people in one work area should be avoided.
- Wet and cold working conditions for extended periods of time (greater than 30 minutes) should be avoided.
- Dusty, poorly ventilated areas should be avoided.
- Direct customer interaction where Jack would hear complaints should be avoided.

## **2. Interests toward an aspect of the job market**

### **a. General personal interests:**

- Jack uses the computer for research and entertainment almost daily. When Jack is on the

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computer or playing a video game, his mother says that he is totally absorbed in the activity. Jack specifically states his love playing video games, using the computer and watching movies. He describes the difference between various games and why certain ones are better than others. He has also taken a mapping course.

- He spends hours learning about new movies and whether they are controversial. He shares this information and information about the stars of his favorite TV shows with his family and friends. Additionally, Jack hunts and goes fishing with family. He says he likes putting pieces together to solve a problem. He seems to prefer talking with people on an individual basis.
- Jack takes apart and puts motor pieces together. He also assists his dad with chopping wood, using the snow blower and using the chain saw.

**b. General family interests (or staff, as appropriate):**

Jack's family's interests seem to center around taking advantage of the environment in which they live. Hunting, fishing, and camping are of particular importance to his mom and dad. Dan, Jack's dad, does have online association with a group of weather experts around the country and world and Dan expressed considerable interest in Jack's mapping course that he took a couple of years ago.

**c. Activities participant engages in without being expected to do so:**

- The most intrinsically motivating activity that Jack engages in combines the computer with movies. He watches movies 3 – 5 times per week and he is on the computer 2 – 3 hours per day.
- Jack also readily joins his father anytime equipment needs to be repaired. He constantly asks to drive the lawn tractor and operate the snow blower.
- He initiates politically oriented conversation and is interested, rather than angry, when someone disagrees with his positions.
- Jack is also energetic about the outdoors. He regularly asks his parents about the next hunting, fishing or camping trip.
- Jack also speaks often of Dan's work with both the air force and with NOAA. He jokes his dad about being attached to a computer all day, but he seems to associate with that role in a positive manner.

**d. General areas of current work interest:**

- Technology/Office
- Recreation and Leisure
- Mechanical

**e. Specific areas of past work experience:**

Jack's strongest interests regarding his work experiences seem to focus on the mapping course that he took at Access Montana. The activity seemed to blend several of Jack's interests – computers, outdoors, research and doing something similar to his dad's work. He

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also speaks of his interest in small engine and equipment repair, saying that if he had more training that he could “take apart, fix and put back together almost anything.”

### 3. Contributions

#### a. Strongest positive personality characteristics:

- Jack’s willingness to accept supervision from his boss is possibly his strongest personality attribute. Virtually everyone who has supervised him commented positively on this aspect.
- Jack is also described as very loyal to family, friends, and any entity that he feels respects and values him. His teacher described Jack as one of Cascade High School’s biggest supporters.

#### b. Most reliable strengths regarding performance:

- Jack has a strong interest in solving problems and will keep at an issue until he figures out a solution. His mom says that when he gets stuck on a problem regarding the computer that Jack will work for hours, including calling his friends, Luke, and Zack, and even a technical assistance number until the problem is resolved

#### c. Best current and potential skills to offer to potential employers:

- Data entry
- Internet searches/research
- Monitoring websites for orders
- Inserting clip art in documents/graphics
- Backing up files
- Inventory
- Uploading information to a website
- Fueling engines
- Checking oil
- Checking/changing air filter
- Checking/changing oil filter
- Adding oil
- Uses key, push to start, and pull string motors
- Uses tools for disassembly
- Operates blower
- Operates push mower
- Reads instructions written in everyday language

#### d. Credential training, certifications, and recognized skills:

- Jack has attended a mapping course which he completed as expected.
- He holds a diploma from Cascade High School.

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### e. Possible sources for recommendations:

- Jack's high school principal, Ms. Williams, has offered to write a general recommendation.
- His supervisor at the Access Montana GPS mapping project has indicated that he would write a letter detailing Jack's experiences and competencies regarding his computer mapping.
- His preacher has offered to provide a personal recommendation.

### f. Resources/Financial assets:

At this point, Jack does not have appreciable financial assets or personally owned resources to offer to a potential employer such as a laptop computer, work tools, etc.

## 4. Challenges

### a. Areas potentially needing matching to employment sites:

- Interest areas should be matched to ensure a good fit with Jack and potential employers.
- A workplace that values and respects the views of the younger generation, while fostering growth is necessary in matching potential employment sites.

### b. Areas potentially needing negotiation with local employers:

- For any job outside of his local neighborhood, the hours of work for Jack will need to be negotiated around transportation availability from home into Cascade or beyond.
- If a workplace has both inside and outside work, a predominance of inside work will need to be negotiated.
- If a workplace has both teams and individual work situation, a personal work area and set of tasks will need to be negotiated. Assuring that Jack has as few supervisors as possible will likely need to be negotiated.
- Jack will also benefit from having the discrete work tasks of his job description negotiated to give him access to his area(s) of interest.

### c. Physical/health restrictions:

- Jack would like to avoid dusty or poorly ventilated areas.
- He would like to work a minimum of 4 hours per day to start and increase that as he goes.
- There are no restrictions.

### d. Habits, routines, idiosyncrasies:

Since he has gotten out of school, Jack has been staying up until 2:00 AM – 3:00 AM watching movies or using his computer. When he becomes employed, this routine will either need to shift or a job will need to be negotiated for a starting time around noon. Jack has said that staying up late is not of great importance to him.

### e. Challenges related to disability/Need for accommodation & disclosure:

- Jack finds group interactions very difficult and he often responds by moving away from

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the group to a solitary activity.

- He takes longer to learn tasks than others but, once learned, retains information.
- Jack is sensitive to others feeling that he might be incompetent. He reacts strongly to those he perceives to be peers who try to supervise him or direct him to perform tasks.
- Jack needs written information to be provided in succinct, everyday language.
- He is often described as being either reluctant or unsure to take initiative, even on basic interactions like entering a room, and he needs to be prompted or assured that it is fine to proceed. This changes as his confidence and familiarity with a situation increases.

### **f. Financial issues:**

- Jack and his family agree that a job that pays at least Montana's minimum wage is suitable to start.
- Jack currently receives SSI/Medicaid and his family wants a benefits analysis to understand the circumstances around wage earning and reduction/loss of benefits. In general, finances are not a strong concern for Jack or his family, rather there is a clear desire for him to be fairly reimbursed for the work he does.
- Jack wants to start a savings plan with a portion of his paycheck, give money to his church and one day be off of federal benefits. He also wants to save for a car.

### **g. Transportation issues:**

- The work schedule and travel route for both his parents will need to be carefully examined.
- If suitable work can be developed in Cascade, Jack should be able to either walk or ride his bicycle to work.
- If work is developed in Fairmont or beyond, efforts will need to be made to either connect with his parents or to coincide with locals who commute.
- Jack agreed to post a note at church indicating his potential transportation needs.
- He and his family agreed to have the job search with a sequence that starts in his local area then extends to Cascade and finally to Great Falls as a last resort.
- Dan and Dee have agreed to poll co-workers to identify existing commuters from around their neighborhood and any carpooling arrangements that might exist.
- A note will be posted at the general store indicating his general interest in sharing transportation costs.

### **h. Promising solutions: Current, past or potential:**

Jack is talented and has skills in many areas. Following the customized job development process to develop a customized position should prove to be a successful solution for Jack.

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### 5. Potential Employer List

<i>Neighborhood</i>	<i>Technology/office</i>	<i>Mechanical</i>	<i>Movies</i>
1. Cascade Lumber Mill	x		
2. North Star General Store		X	
 <i>Cascade/Great Falls</i>			
1. Malstrom Air Force Base	x		
2. Ace Hardware		X	
3. Cascade Regional Hospital	x		
4. Ballistic Alchemy	x		
5. Lou's TV & Satellite Services	x		
6. L&A Construction	x		
7. Cascade Creek Rock	x		
8. Midstate Equipment	x	x	
9. Advanced Construction Tech	x		
10. Montana Contracting & Consult.	x		
11. Pocaro Communications	x		
12. Make Your Mark Printing	x		
13. NPS Logos	x		
14. Amundsen Environmental Svs.	X		
15. Movie Gallery			X

**Sensitive Information (optional)**

*This additions information is for the facilitator only:*

This section gathers information that is relevant to developing/negotiating a job, community experience, or other outcome for the participant and is information not covered in the profile. Additional information that could possibly be perceived as a barrier is described below to assist the developer in framing the issue to seek a workable perspective for the job developer. This information will not be shared with readers of the profile.

1. Describe any areas of concern relating to potential barriers to successfully negotiating an employment outcome.
2. Identify people within the participant's circle of professionals and friends who are aware of the areas of concern and specify their involvement.
3. Identify how the area(s) of concern impacts both developing and maintaining employment.
4. Describe current or past strategies implemented to minimize areas of concern or impact on employment.
5. Describe possible future strategies to minimize areas of concern or impact on outcome.
6. Describe any legal restrictions that may impede the hiring process, employment in certain types of business