

Supported Employment - Selecting an Occupation

Module 3

1.1 Title Slide



Notes:

Supported Employment – Selecting An Occupation: Values, Interests and Skills


Northeast and Caribbean MHTTC at Rutgers University

2022

1.2 About


About These Modules

SUPPORTED EMPLOYMENT



These modules consist of five one hour sessions with interactive exercises and assessments.

- 1 A Missing Piece to Recovery
- 2 Principles of Supported Employment
- 3 Selecting an Occupation: Values, Interests, & Skills
- 4 Job Development
- 5 Accommodations & Disclosure

Use headset for best audio experience 

Northeast and Caribbean (NHS Region 2)
MHTTC Mental Health Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

Notes:

Welcome to the third module in a series of five on Supported Employment. I am glad you could join us as we talk about this important topic.


There are five modules in this series, each taking approximately one hour to complete. Each module contains content focusing on different areas to consider, along with resources, multimedia, reflective opportunities and assessments.

Progressing through the modules is straightforward. There are links at the top area of the screen for resources and a transcript. You can pause the audio at any time.

1.3 Objectives

Module Objectives

Click on the tiles below to view the objectives for this module.
At the completion of this module you will be able to:



The image shows four hexagonal tiles arranged in a vertical sequence. The tiles are numbered 01, 02, 03, and 04. Tile 01 is dark grey, tile 02 is light blue, tile 03 is light grey, and tile 04 is red.

Notes:

Click on the tiles to view the objectives for this self-paced module.

At the completion of this module, you should be able to:

Define values, interests, and skills

Explain the importance of understanding one's values, interests, and skills in relation to employment

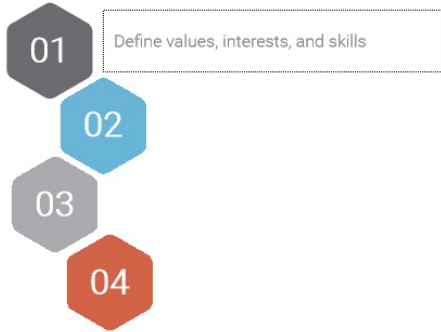
Identify online resources that assist with the exploration of work values, interests, and skills

Identify at least one resource you will incorporate in your work with job seekers

01 Objective (Slide Layer)

Module Objectives

Click on the tiles below to view the objectives for this module.
At the completion of this module you will be able to:



01 Define values, interests, and skills

02

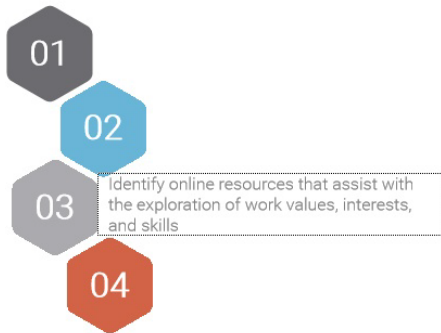
03

04

03 Objective (Slide Layer)

Module Objectives

Click on the tiles below to view the objectives for this module.
At the completion of this module you will be able to:



01

02


03 Identify online resources that assist with the exploration of work values, interests, and skills

04

04 Objective (Slide Layer)

Module Objectives

Click on the tiles below to view the objectives for this module.
At the completion of this module you will be able to:




Select at least one resource you will incorporate in your work with job seekers

02 Objective (Slide Layer)

Module Objectives


Click on the tiles below to view the objectives for this module.
At the completion of this module you will be able to:



Explain the importance of understanding one's values, interests, and skills in relation to employment

1.4 Your Guide

Your Guide



Francine M. Bates, Ed.D., LPC
Assistant Professor
Rutgers-School of Health Professions
Department of Psychiatric Rehabilitation and
Counseling Professions
Integrated Employment Institute

*Passionate about helping individuals
find employment where they can thrive.*

- Educator, trainer and consultant at the Integrated Employment Institute of Rutgers University
- Specializes in evidence-based employment services and employment parity for individuals with mental health conditions
- Co-authored training manuals on various employment support topics

Northeast and Caribbean (NHS Region 2)
MHTTC Mental Health Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

Notes:

Dr. Bates is a full-time faculty member within the Integrated Employment Institute, in the Department of Psychiatric Rehabilitation and Counseling Professions of Rutgers University. She has been providing career counseling services and related trainings for over 20 years. Dr. Bates specializes in the expansion of evidence-based employment services and employment parity for individuals with mental health conditions.

Her work includes teaching graduate and undergraduate level counseling and career theories courses and providing consultation with mental health organizations nationally. Her scholarly work includes research and publications in peer reviewed journals on topics related to employment and mental health. Additionally, Dr. Bates has co-authored training manuals addressing peer employment support, employment services' training of trainers, individual job search skills, and decision-making strategies.

1.5 Words Have Power

Throughout this course module we will be using the term **mental health condition** in lieu of "severe and persistent mental illness" or "serious mental illness".

This change in language aims to reduce stigma and the development of illness identity.

**WORDS
HAVE
POWER**



Notes:

Throughout this course module we will be using the term **mental health condition** in lieu of "severe and persistent mental illness" or "serious mental illness". This change in language aims to reduce stigma and the development of illness identity.

We encourage you to consider adapting your language in ways that reduce the development of illness identity for the people participating in services.

1.6 Introduction



Notes:


When deciding on an employment direction a crucial first step is assessing personal traits. When a person understands their personal characteristics, they are better equipped to make an informed decision about the type of job they want to pursue. Enjoying work and feeling successful benefits both the worker and the employer and supports job tenure and satisfaction.

1.7 Selecting an Occupational Direction

INTRODUCTION

Selecting an Occupational Direction

WHO AM I?



The Main Focus Of This Module
Exploring personal values, interests and skills as they relate to employment.

Key Questions to Explore
What do I like?
What am I good at?
What is important to me?

Finding a Match
Securing employment that fits us increases satisfaction and success in the workplace.

Notes:

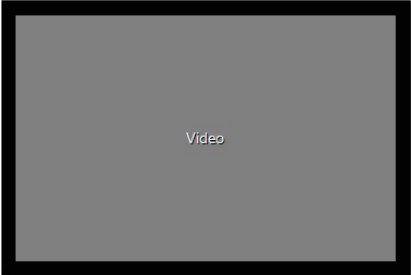
How do we help someone gain or articulate the self-knowledge that will assist them in making career decisions? Our main focus for this module is exploring personal values, interests and skills as they relate to employment. There are additional traits that influence a person's career or job choice, such as preferences, personality, abilities, and aptitudes and we will briefly touch on these as well. Additionally, we will provide resources to support the exploration of values, interests and skills.

We will begin by introducing a key resource, defining some terms, and exploring why self-knowledge and understanding of one's traits is important, not only in daily life, but when making employment choices.

Learning about ourselves and finding employment that fits us increases our satisfaction and success as a worker.

1.8 ONET

RESOURCE
O*Net



Occupational Information Network
Provides detailed and summary reports for almost 1,000 occupations and is available to the public for free. It matches knowledge, skills, education, training, values and work styles to occupations and includes a number of assessments.

Click on the play symbol to the left to view a short video on how to use O*Net.

[How to Use O*Net Video](#)

Notes:

Before we begin to explore helping someone identify their values, interests, and skills, I want to introduce a key resource that will come up throughout this module and with which you should be familiar. The Occupational Information Network or O*Net is one of the best resources available to explore values, interest and skills related to work. It is a national source of occupational information, sponsored by the U.S. Department of Labor and Employment and Training Administration. It provides detailed and summary information for almost 1,000 occupations and is available to the public, continually updated, and free. It matches knowledge, skills, education or training, interests, values, and work styles of job seekers to occupations. It also includes ability, interest, values, and work importance assessments. Understanding the information and resources available on O*Net will help you support job seekers.

This video begins by describing how O*Net works and what information related to jobs is available. It also shows you how to use the information you gather about a person's values, interests, and skills to identify jobs that could be a good fit. It mentions the Strong Interest Inventory and the MBTI, which are two paper and pencil inventories you might want to check out in the future.

Click on the play symbol to the left to view a short video on using O*Net.

Video: <https://www.youtube.com/watch?v=t2off17gymk>

1.9 Personal Values



Notes:

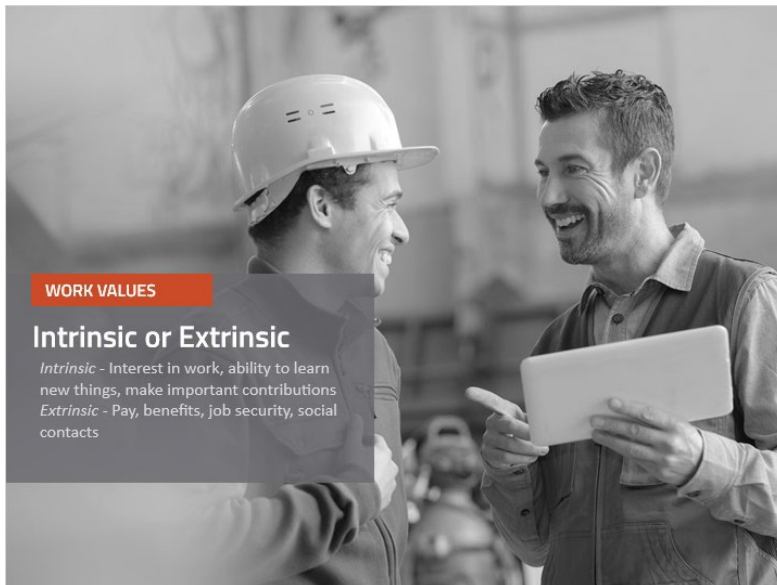
What are values; why are they important to identify; and how do they influence the work a person chooses?

According to the Career One Stop website, “Values are your beliefs about what is important or desirable. When your values line up with how you live and work, you tend to feel more satisfied and confident. Living or working in ways that contradict your values can lead to dissatisfaction, confusion, and discouragement. So there is good reason to clarify your values, and seek to match your work to them”.

<https://www.careeronestop.org/WorkerReEmployment/JobSearch/ReflectAnalyzeAndExplore/values-and-interests.aspx>

When supporting someone in their pursuit of employment, you are in a great position to help them identify their values and consider how their values match or don't match with different jobs. Take for an example a person who values creativity and flexibility. For them, working on an assembly line, doing work that can only be completed one way, and is repetitive, would be in conflict with their values. Yet, someone who values structure, predictability, and sameness may find this job fulfilling and satisfying.

1.10 Work Values

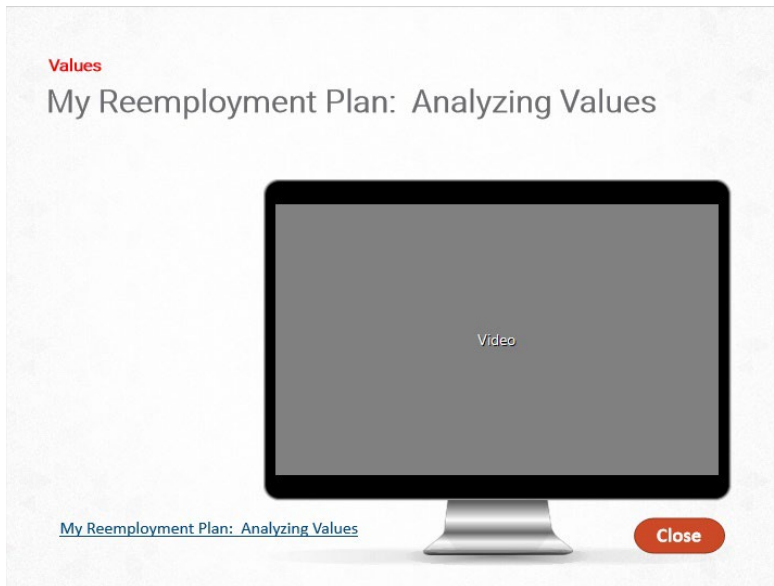


Notes:

Our values also influence what motivates us at work. Motivation can come from intrinsic or extrinsic values. Intrinsic value comes from within and can include things like interest in the work, the ability to learn new things, or feeling that you are making important contributions to others, the organization, or society. Extrinsic values come from outside of us and include things like pay and benefits, job security, and social contacts. These values should also be considered when making choices about work.


Work values also offer corresponding needs that fulfill a person's personal needs.

Video - Not Used (Slide Layer)



1.11 Identifying Values with a Client

VALUES
Identifying Values with a Client



Look for the Clues
Listen for what a person talks about often, says is important, or elicits an animated response.

For Example
"I feel close to my cousins and my aunts and uncles are always willing to support me in any decision I need to make."

Values: Family, Support, Close Friends, Receiving Sound Advice

Reflect back to the person, what you hear and the values you identified as being important to them. Open up the discussion and gather additional information.

Notes:

Having a conversation with someone is a good way to help them identify their values. Listen for things they identify as important or that they place great value on, talk about often, or elicits an animated response. You can help identify values the person considers important and not important this way. For example, a person may

become very animated when talking about something they really like or dislike. Consider what values are conveyed by the following statement: “I look forward to going to my grandmother’s for dinner every Sunday. I have a large family and many of my relatives are there. I feel very close to my cousins and my aunts and uncles are always willing to support me in any decision I need to make.” These statements might indicate the person values family, support, close friendships, and receiving sound advice when making decisions.

Reflect back to the person, what you heard and the values you identified in what they shared. Open up the discussion and gather additional information. On the next couple of slides, see if you can identify the important values shared from the statements made.

1.12 Q1 Values

(Multiple Choice, 0 points, 1 attempt permitted)

Correct	Choice
X	Work conditions, being active and outdoors
	Recognition, social status

Independence, creativity and autonomy
Support, company policy

Feedback when correct:

That's right! You selected the correct response. This individual has identified that it is important to them that they work in an active environment and ideally one that is outdoors.

Feedback when incorrect:

You did not select the correct response. Think again about what the person said. This individual has identified that it is important to them that they work in an active environment and ideally one that is outdoors.

Notes:

If someone states: "I love spending time outdoors in nature, surrounded by the beauty. I can't see myself sitting at a desk working on a computer all day." What are some values you can glean from this statement?

Work conditions, being active and outdoors (correct)

Recognition, social status

Independence, creativity and autonomy

Support, company policy

Correct (Slide Layer)

VALUES
MULTIPLE CHOICE

"I love spending time outdoors in nature, surrounded by the beauty. I can't see myself sitting at a desk working on a computer all day."

What are the values shared in this

Correct

That's right! You selected the correct response. This individual has identified that it is important to them that they work in an active environment and ideally one that is outdoors.

Continue

Support, company policy

ng active and
status
ivity and

Incorrect (Slide Layer)

VALUES
MULTIPLE CHOICE

"I love spending time outdoors in nature, surrounded by the beauty. I can't see myself sitting at a desk working on a computer all day."

What are the values shared in this

Incorrect

You did not select the correct response. Think again about what the person said. This individual has identified that it is important to them that they work in an active environment and ideally one that is outdoors.

Continue


Support, company policy

ng active and
status
ivity and

1.13 Q2 Values

(Multiple Choice, 0 points, 1 attempt permitted)

VALUES
MULTIPLE CHOICE



"I didn't like the long hours at my last job but I loved the comradery with my coworkers."

What are the values shared in this statement?

- Independence
- Relationships, coworkers
- Achievement, using my abilities
- Independence, being creative and autonomous

Correct	Choice
	Independence
X	Relationships, coworkers
	Achievement, using my abilities
	Independence, being creative and autonomous

Feedback when correct:

That's right! You selected the correct response. This person highlighted what they really liked about their last job was connection with peers, so we know relationships and coworkers are things they value.

Feedback when incorrect:

You did not select the correct response. Remember this person highlighted they really liked the connection with peers at their last job so we know relationships and coworkers are things they value.

Notes:

"I didn't like the long hours at my last job but I loved the comradery with my coworkers." What values are being expressed?

Independence

Relationships, coworkers (correct)

Achievement, using my abilities

Independence, being creative and autonomous

Correct (Slide Layer)

The image shows a quiz slide titled "VALUES MULTIPLE CHOICE" with a red square icon. The background is split into light and dark sections. On the left, there is a silhouette of a person. On the right, a quote reads: "I didn't like the long hours at my last job but I loved the comradery with my coworkers." Below the quote is the question: "What are the values shared in this statement?". A blue feedback box is overlaid on the slide, containing the text: "Correct", "That's right! You selected the correct response. This person highlighted what they really liked about their last job was connection with peers so we know relationships and coworkers are things they value.", and a "Continue" button. In the background, several value options are visible: "relationships", "my abilities", "creative and", and "autonomous".

Incorrect (Slide Layer)

VALUES
MULTIPLE CHOICE

"I didn't like the long hours at my last job but I loved the comradery with my coworkers."

What are the values shared in this statement?

Incorrect

You did not select the correct response. Remember this person highlighted they really liked the connection with peers at their last job so we know relationships and coworkers are things they value.

Continue

1.14 Values and Corresponding Needs

VALUES
Values and Corresponding Needs

Click on each rectangle to display the corresponding employment needs.

Achievement	Independence	Relationships
Recognition	Support	Working Conditions

Notes:

Another way to help someone identify what they value, is to think about it from the perspective of what that person needs to feel good about their work. When having discussions with people listen to what they express as their needs and think about what value that may represent. Below are six

values, click on the rectangle to display the employment needs that relate to that value.

Achievement

If someone values **Achievement**, they will want to work in jobs that let them use their best abilities and allow them to see the results of their efforts. They enjoy jobs in which they feel accomplished.

Independence

If one values **Independence**, they will want to look for jobs where they can take initiative, be creative, and make decisions on their own.

Relationships

If one values **Relationships**, they will want a job in which they're able to interact with co-workers and/or the public. They may be interested in work that allows them to be of service to others and it may be very important that their work supports their sense of right and wrong.

Recognition

If one values **Recognition**, they will want to explore jobs that allow for advancement and may be interested in work that comes with prestige or the potential for growth and leadership.

Support

If one values **Support**, they will want to look for jobs within organizations or companies that stand behind their workers and where the workers feel supported by the management's style of oversight or supervision. They will do best in companies with a reputation for competent, considerate, and fair management.

Work Conditions

If one values **Working Conditions**, they should consider pay, job security, and positive work environments when looking at jobs. They should also look for work that suits their personal style. For example, some people like to be busy all the time, or work alone, or have variety in their tasks. They should explore jobs that take advantage of their particular work style.

Achievement (Slide Layer)

VALUES

Values and Corresponding Needs

Click on each rectangle to display the corresponding employment needs.

Employment Need Ability utilization and accomplishment	Independence	Relationships
Recognition	Support	Working Conditions

Working Conditions (Slide Layer)

VALUES

Values and Corresponding Needs

Click on each rectangle to display the corresponding employment needs.

Achievement	Independence	Relationships
Recognition	Support	Employment Need Activity, compensation, security, and variety

Independence (Slide Layer)

VALUES

Values and Corresponding Needs

Click on each rectangle to display the corresponding employment needs.

Achievement	Employment Need Creativity, responsibility and autonomy	Relationships
Recognition	Support	Working Conditions

Support (Slide Layer)

VALUES

Values and Corresponding Needs

Click on each rectangle to display the corresponding employment needs.

Achievement	Independence	Relationships
Recognition	Employment Need Company policies, supervision: relational and technical	Working Conditions

Relationships (Slide Layer)

VALUES

Values and Corresponding Needs

Click on each rectangle to display the corresponding employment needs.

Achievement	Independence	Employment Need Co-workers, moral values, altruism, and social service
Recognition	Support	Working Conditions

Recognition (Slide Layer)

VALUES

Values and Corresponding Needs

Click on each rectangle to display the corresponding employment needs.

Achievement	Independence	Relationships
Employment Need Advancement, authority, and social status	Support	Working Conditions

1.15 Resources for Values

Notes:

As we've just discussed, listening for values that someone you're working with shares via your conversations is an important step. There are also various tools that can be used to help facilitate this process. These tools can be especially helpful when someone is struggling to identify the words that represent their values or when they aren't quite sure what it is that they value.

A very helpful tool is the Values Card Sort. On the left is a link to a pdf of values cards that you can print out and use with job seekers. There is also a link to a video that demonstrates how to use the values cards with job seekers.

Lastly, there is a link to a pdf of the O*Net Work Importance Locator which provides a guide for sorting work values cards and identifying work value scores in the following six work value areas: achievement, independence, recognition, relationships, support, and working conditions. An online version of this assessment can also be downloaded on the O*Net website.

Youtube Video

This video shows you how to use the cards with a client.

https://www.youtube.com/watch?v=k_FcpcRDyX0

Value Cards Sort

From this link you can actually print the cards themselves.

http://www.motivationalinterviewing.org/sites/default/files/valuescardsort_0.pdf

O*NET Work Importance Locator

https://www.onetcenter.org/dl_tools/WIL_zips/WIL-Instr-deskv.pdf

Youtube Video (Slide Layer)

VALUES
Values Inventories and Assessments

Explore these resources for evaluating personal and work values by clicking on the thumbnails on the left.

PERSONAL VALUES
Card Sort
W.R. Miller, J. C'ole Baca, D.B. Matthews, P.L. Wilbourne
University of New Mexico, 2001

work importance locator

Click for Value Card Demonstration

[Value Card Demonstration](#) **Close**

Value Cards Sort (Slide Layer)

VALUES
Values Inventories and Assessments

Explore these resources for evaluating personal and work values by clicking on the thumbnails on the left.

PERSONAL VALUES Card Sort
W.R. Miller, J. C'de Baca, D.B. Matthews, P.L. Wilbourne
University of New Mexico, 2001

IMPORTANT TO ME

VERY IMPORTANT TO ME **NOT IMPORTANT TO ME**

ACCEPTANCE **ACCURACY**
to be accepted as I am to be accurate in my opinions and beliefs

Click for Value Cards

[Value Cards](#) [Close](#)

O*NET Work Importance Locator (Slide Layer)

VALUES
Values Inventories and Assessments

Explore these resources for evaluating personal and work values by clicking on the thumbnails on the left.

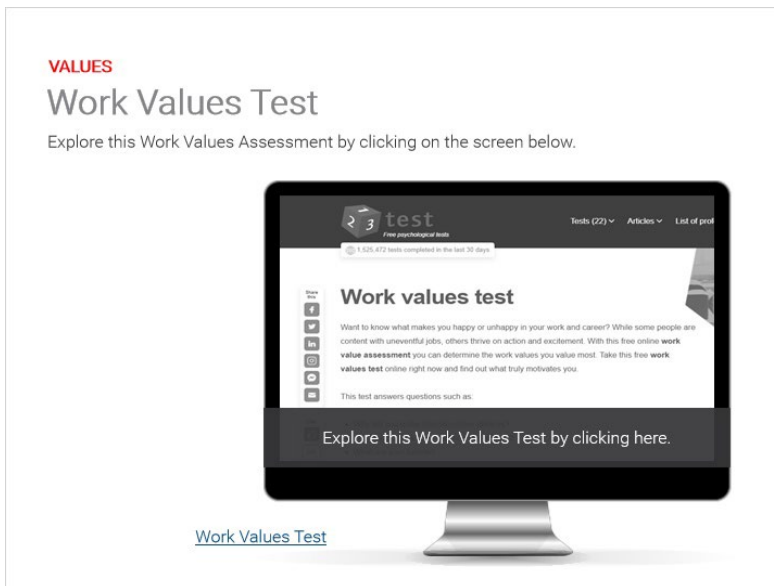
PERSONAL VALUES Card Sort
W.R. Miller, J. C'de Baca, D.B. Matthews, P.L. Wilbourne
University of New Mexico, 2001

o-net™
work importance locator

Click for O*NET Work Importance Locator Instrument

[O*NET Work Importance Locator](#) [Close](#)

1.16 Work Values Test



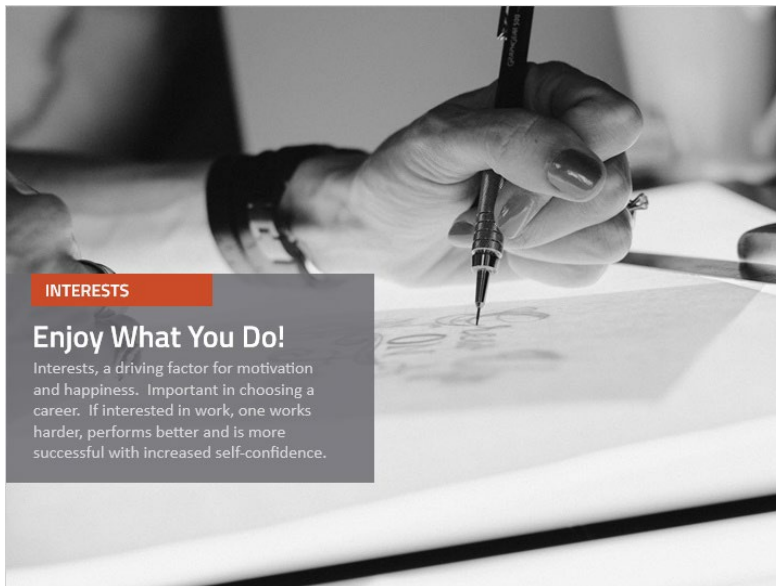
Notes:

An additional values assessment that job seekers can complete is this work values online assessment by 123 test. This assessment takes about 15 minutes to complete. The job seeker indicates how important certain work characteristics are to them from totally unimportant to extremely important. A value profile is compiled based on responses.

Note that these work values are identified differently than those on the O*Net list in the previous slide. While there is a good bit of overlap, the additional categories may assist in helping someone identify which work values are the most important to them. Doing more than one inventory can provide extra information or confirm previous findings. Plus, it is fun!

<https://www.123test.com/work-values-test/>

1.17 Personal Interests



Notes:

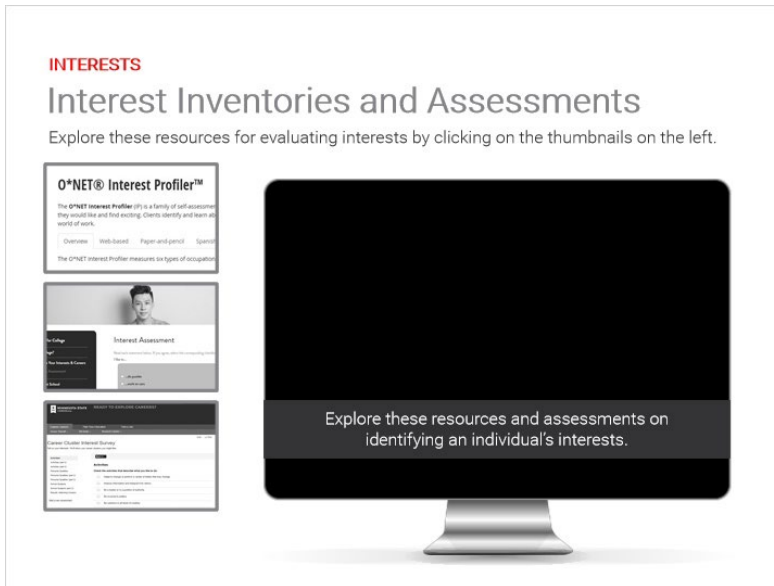
Finding a job that has tasks or duties that are interesting to you will make the job more enjoyable and help motivate you in that job.

Interests are what you like to do at work. You can choose a career based on your interests. Researchers have done extensive work looking at the interests of successful workers in specific jobs. They have found that successful workers in specific jobs tend to have the same interests. By identifying what these interests are and matching them to careers, job seekers can find jobs that are likely to be a good fit.

There are many ways to help someone explore potential career interests. You can talk with them about past and current hobbies and work experiences, books they read, activities they enjoy, school subjects they liked, and the types of people they like to be around. They can also speak with people currently working in certain fields and watch videos about various jobs. Additionally, job seekers can take web-based or paper and pencil interest assessments. These assessments then match identified interests to potential job options.

<https://careerwise.minnstate.edu/mymncareers/finish-school/your-interests.html>

1.18 Resources for Interests



Notes:

Explore these resources for helping someone evaluate their interests using inventories and assessments by clicking on the thumbnails to the left.

The first thumbnail takes you to the O*Net Interest Profiler. The O*Net Interest Profiler is a career exploration tool that asks job seekers to indicate how much they like or dislike a variety of work activities to identify their career interests. The Profiler can be completed online or via paper-and-pencil and is also available in Spanish. The Profiler measures six types of occupational interests and indicates which types the job seeker's responses match best with. We'll discuss the six types of occupational interests in more detail in just a few minutes.

<https://www.onetcenter.org/IP.html#overview>

The second thumbnail takes you to a very brief online interest assessment that provides information about the same six types of occupational interests as the O*Net Interest Profiler.

<http://www.ohe.state.mn.us/sPages/interestAssessment.cfm>

The last thumbnail is for the Career Cluster Interest Survey. This tool asks the job

seeker to identify activities, personal qualities, and school subjects that describe their interests. Based on the responses provided, career clusters that match the job seeker are identified. More information is available about each of the career clusters and related careers.

O*NET Interest Profiler (Slide Layer)

INTERESTS

Interest Inventories and Assessments

Explore these resources for evaluating interests by clicking on the thumbnails on the left.

O*NET® Interest Profiler™

The O*NET Interest Profiler (IP) is a family of self-assessment tools that help clients discover the type of work activities and occupations they would like and find exciting. Clients identify and learn about broad interest areas most relevant to themselves. They can use their interest results to:

- Discover
- Web-based
- Paper-and-pencil
- Spanish

The O*NET Interest Profiler measures six types of occupational interests:

- Realistic
- Investigative
- Artistic
- Social
- Enterprising
- Conventional

Formats

Features	O*NET IP Short Form 60 questions	O*NET Mini-IP 30 questions
Web-based version	<input checked="" type="radio"/>	<input type="radio"/>
	English, Spanish	
Paper-and-pencil version	<input type="radio"/>	<input type="radio"/>
	English	

Designed for mobile applications
Developing customized versions

Click for O*NET Interest Profiler

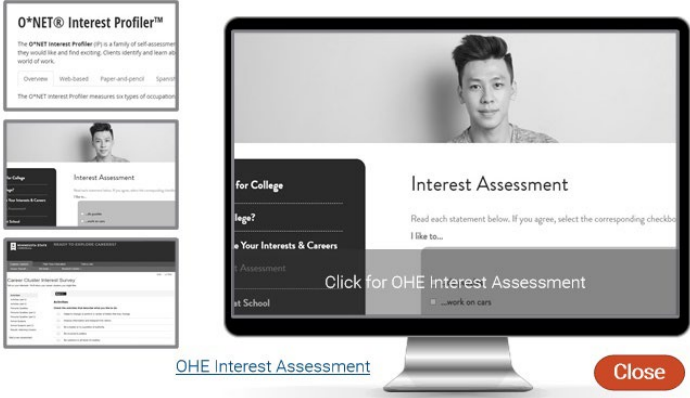
[O*NET Interest Profiler](#) Close

Interest Assessment (Slide Layer)

INTERESTS

Interest Inventories and Assessments

Explore these resources for evaluating interests by clicking on the thumbnails on the left.



The image shows a desktop monitor displaying the OHE Interest Assessment interface. On the left side of the monitor, there are three thumbnails representing different assessment tools: O*NET Interest Profiler, Interest Assessment, and Career Cluster Interest Survey. The main content area of the monitor shows the 'Interest Assessment' page with a navigation menu on the left containing 'For College', 'Age?', 'Your Interests & Careers', and 'at School'. The main text on the screen reads: 'Read each statement below. If you agree, select the corresponding checkbox. I like to...'. Below this, there is a large button that says 'Click for OHE Interest Assessment' with a subtext 'work on cars'. Below the monitor, there is a blue link labeled 'OHE Interest Assessment' and a red 'Close' button.

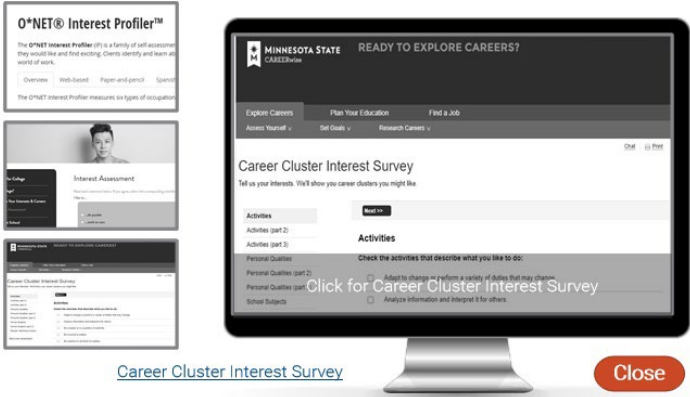
[OHE Interest Assessment](#) **Close**

Minnesota State (Slide Layer)

INTERESTS

Interest Inventories and Assessments

Explore these resources for evaluating interests by clicking on the thumbnails on the left.



The image shows a desktop monitor displaying the Minnesota State Career Cluster Interest Survey interface. On the left side of the monitor, there are three thumbnails representing different assessment tools: O*NET Interest Profiler, Interest Assessment, and Career Cluster Interest Survey. The main content area of the monitor shows the 'Career Cluster Interest Survey' page with a navigation menu on the left containing 'Explore Careers', 'Plan Your Education', and 'Find a Job'. The main text on the screen reads: 'Tell us your interests. We'll show you career clusters you might like.' Below this, there is a 'Next' button and a section titled 'Activities' with a subtext 'Check the activities that describe what you like to do:'. Below this, there are three sections: 'Personal Qualities (part 1)', 'Personal Qualities (part 2)', and 'School Subjects'. Below the monitor, there is a blue link labeled 'Career Cluster Interest Survey' and a red 'Close' button.

[Career Cluster Interest Survey](#) **Close**

1.19 Words Have Power



Notes:

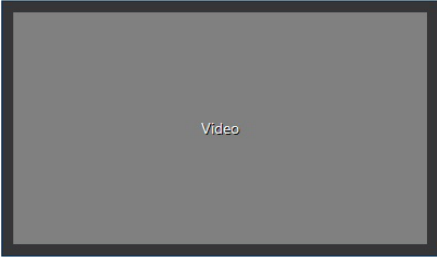
There are several methods to organize occupations. In this way comparable jobs are grouped together for ease of understanding similarities. Besides addressing job duties and responsibilities, occupational categories are also grouped by the shared values and interests of people who work in various jobs.

In the previous slide you explored the O*Net Interest Profiler and we mentioned that the results are provided in relation to six types of occupational interests. These six types are based on Dr. John Holland's Theory of Career Choice, one of the most well researched and applied theories of career development. Let's take a closer look on the following slide.

1.20 Holland's Six Types

INVENTORIES

Holland's Six Types



Video

Dr. John Holland provided a system of matching interests with a set of six types. He then matched these types with occupations.

Watch this video to find out more.

[Holland's Six Types Video](#)

Interesting Fact!
People who choose to work in an environment similar to their personality type, which match their values and interests, are more likely to be successful and satisfied.

The 6 Types
Realistic, Investigative, Artistic, Social, Enterprising, Conventional

Notes:

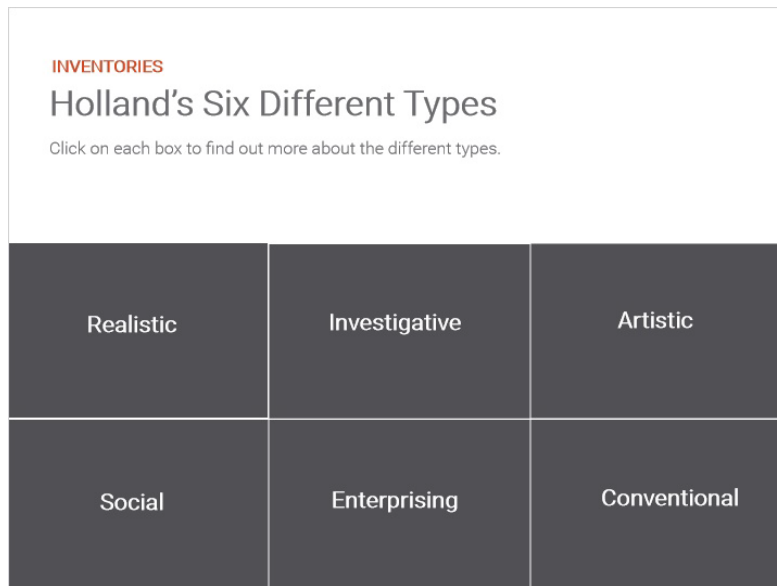
According to Holland most people fit into one of the following six personality types: realistic, investigative, artistic, social, enterprising, and conventional. He also categorized work environments into these same basic six types and matched these types with occupations.

According to Holland, if a person works with others who have a personality type, interests, and values similar to theirs, they will be more likely to be successful and satisfied.

Youtube

<https://www.youtube.com/watch?v=NI9tVEKXQdQ>

1.21 6 Different Types



Notes:

Let's learn more about each of the six types. Remember these types have corresponding professions or jobs that tend to be a good fit for individuals who fit into each type and the outcomes of some the interest inventories you learned about will correspond with these types. Click on each box to learn more about each type.

R = Realistic people are DOERS.

Realistic people often like to work with their hands and use tools. They like to fix things and use skills related to physical strength. Examples of occupations are carpenter, electrician, fire fighter, pilot, and police officer.

I = Investigative people are THINKERS.

Investigative people like to analyze data and solve problems. They usually prefer to work independently. Examples of occupations are biologist, computer programmer, dentist, pharmacist, and surveyor.

A = Artistic people are CREATORS.

Artistic people are self-expressive and often enjoy making things or performing. They prefer flexibility and tend to be introspective. Examples of occupations are actor, book editor, comedian, dancer, graphic designer, and musician.

S = Social people are HELPERS.

Social people tend toward work related to health, education, and helping others. They like working on teams and enjoy counseling and caring for others. Examples of occupations are athletic trainer, counselor, librarian, nurse, physical therapist, and teacher.

E = Enterprising people are PERSUADERS.

Enterprising people like to lead and be in a position to make decisions. They often enjoy selling things or managing people. They are often verbally skilled. Examples of occupations are city manager, judge, real estate agent, sales manager, school principal, and TV newscaster.

C = Conventional people are ORGANIZERS.

Conventional people like structured jobs and following rules and regulations. They often enjoy working with numbers and data and are skilled with organization. Examples of occupations are bank teller, court clerk, mail carrier, secretary, title examiner, and typist.

References for this information:

<https://careerwise.minnstate.edu/mymncareers/finish-school/your-interests.html>

<http://career.iresearchnet.com/career-development/hollands-theory-of-vocational-choice/>

Realistic (Slide Layer)

INVENTORIES

Holland's Six Different Types

Click on each box to find out more about the different types.

DOERS Like to work with their hands, either with plants and animals or tools. They like to fix things.	Investigative	Artistic
Social	Enterprising	Conventional

Conventional (Slide Layer)

INVENTORIES

Holland's Six Different Types

Click on each box to find out more about the different types.

Realistic	Investigative	Artistic
Social	Enterprising	ORGANIZERS Like structured jobs. They enjoy working with numbers and instructions. They often organize data and write.

Investigative (Slide Layer)

INVENTORIES

Holland's Six Different Types

Click on each box to find out more about the different types.

Realistic	THINKERS Like to analyze data and solve problems. They usually prefer to work independently.	Artistic
Social	Enterprising	Conventional

Enterprising (Slide Layer)

INVENTORIES

Holland's Six Different Types

Click on each box to find out more about the different types.

Realistic	Investigative	Artistic
Social	PERSUADERS Like to start projects and make decisions. They often enjoy selling things or managing other people.	Conventional

Artistic (Slide Layer)

INVENTORIES

Holland's Six Different Types

Click on each box to find out more about the different types.

Realistic	Investigative	CREATORS Enjoy making things or performing in front of other people. They like flexibility in their lives.
Social	Enterprising	Conventional

Social (Slide Layer)

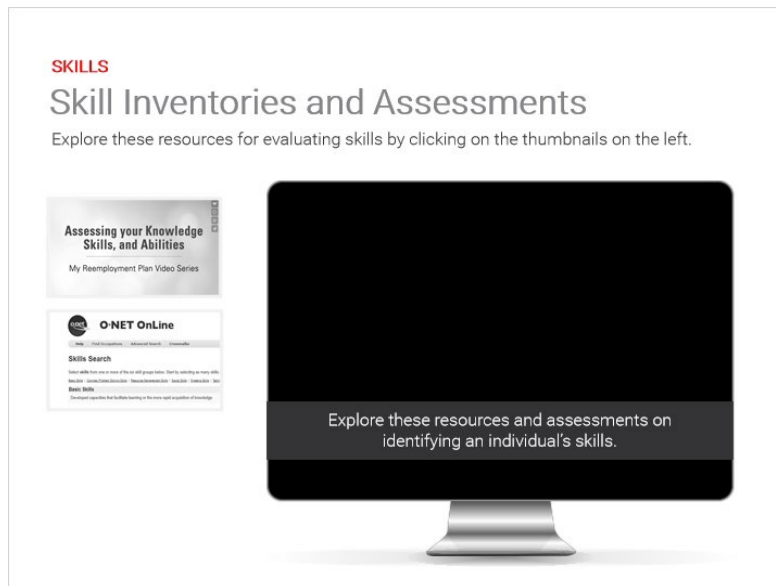
INVENTORIES

Holland's Six Different Types

Click on each box to find out more about the different types.

Realistic	Investigative	Artistic
HELPERS Like to work with other people, often on teams. They enjoy counseling or caring for others.	Enterprising	Conventional

1.22 Resources for Skills 2



Notes:

Now that we talked about values and interests, let's turn to skills. Knowing the general and specific skills that a person has are critical to knowing which jobs they may be successful in. Skills related to work can be categorized into two groups: technical skills and soft skills.

Technical skills are specific abilities related to specific tasks or the expertise needed to perform a task. They relate to specific occupations. Some examples are: maintaining an automobile engine, baking pies, teaching young children, or representing a client in court.

Soft skills are abilities related to working, communicating, and connecting with others. They allow you to "fit in" and are considered very valuable to employers. Some examples include: being a team player, effective communication skills, accepting feedback, being flexible, and time management.

As with values and interests, there are various ways to help someone identify their skills. Conversation with and observation of the job seeker can help to identify skills. You may also consider collecting information from others the job seeker knows. For someone who may not have a lot of previous work experience, you can consider setting up internships which can provide an opportunity for them to gain or demonstrate their skills. Identifying what someone isn't good at is also helpful. There are also assessments which can help evaluate someone's skills. To the left is a short video which talks about assessing knowledge, skills and abilities. After you

watch the video, explore the O*Net Skills Search assessment.

The O*NET online skills assessment is fun and asks about one's abilities in six skill areas including basic, complex problem solving, resource management, social, systems, and technical. Based on the skills selected occupations that match with those skills are recommended. You can select the occupations to learn more about them and the education, knowledge, skills, and abilities needed.

Video:

<https://vimeo.com/210288630>

<https://www.onetonline.org/skills/>

ONet Skills Search (Slide Layer)

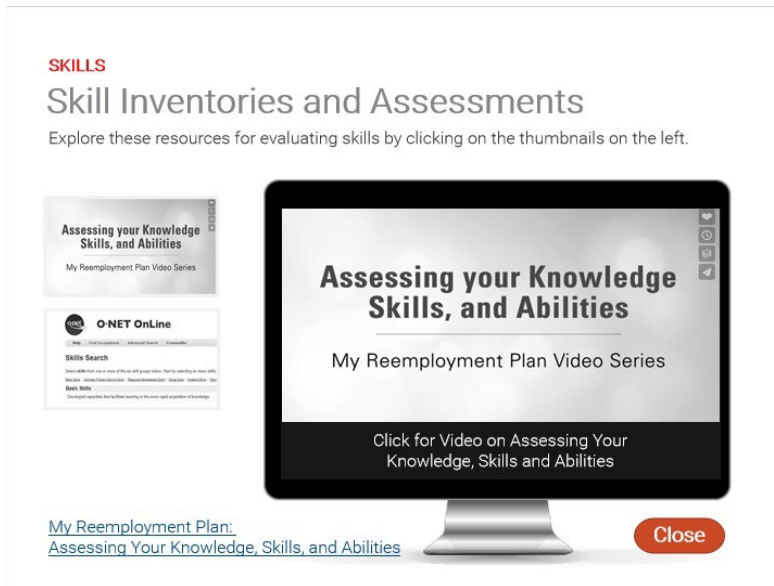
The screenshot displays the O*NET Skills Search interface. At the top, it says "SKILLS Skill Inventories and Assessments". Below this, it instructs users to "Explore these resources for evaluating skills by clicking on the thumbnails on the left." There are two thumbnails on the left: "Assessing your Knowledge Skills, and Abilities" and "O*NET Online Skills Search". The main content area shows the "O*NET OnLine Skills Search" page. It includes a search bar, navigation tabs (Home, Find Occupations, Advanced Search, Crosswalks), and a list of skills with checkboxes. The skills listed are: Active Learning, Critical Thinking, Learning Strategies, Mathematics, Monitoring, Reading Comprehension, Science, Speaking, and Writing. A "Click for O*NET Skills Search" button is overlaid on the bottom of the screen. At the bottom of the slide layer, there is a "Close" button and a link to "O*NET Skills Search".

Video (Slide Layer)

SKILLS

Skill Inventories and Assessments

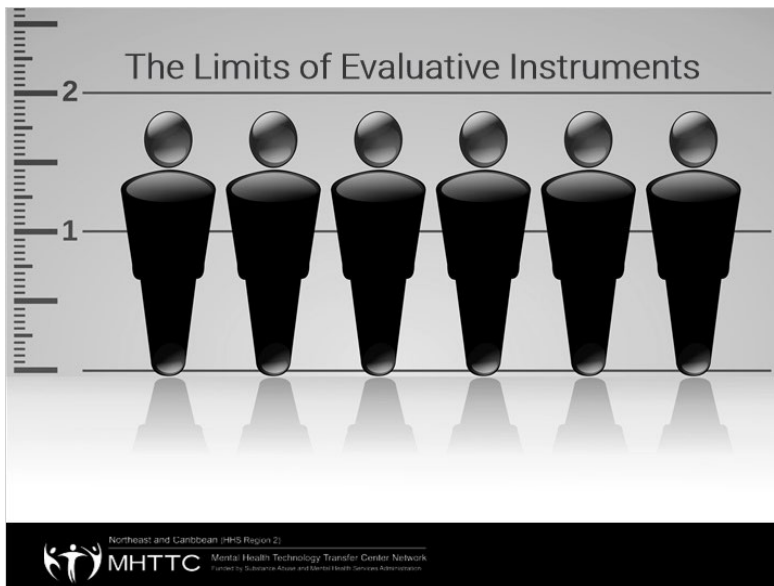
Explore these resources for evaluating skills by clicking on the thumbnails on the left.



[My Reemployment Plan: Assessing Your Knowledge, Skills, and Abilities](#)

Close

1.23 The Limits of Evaluative Instruments

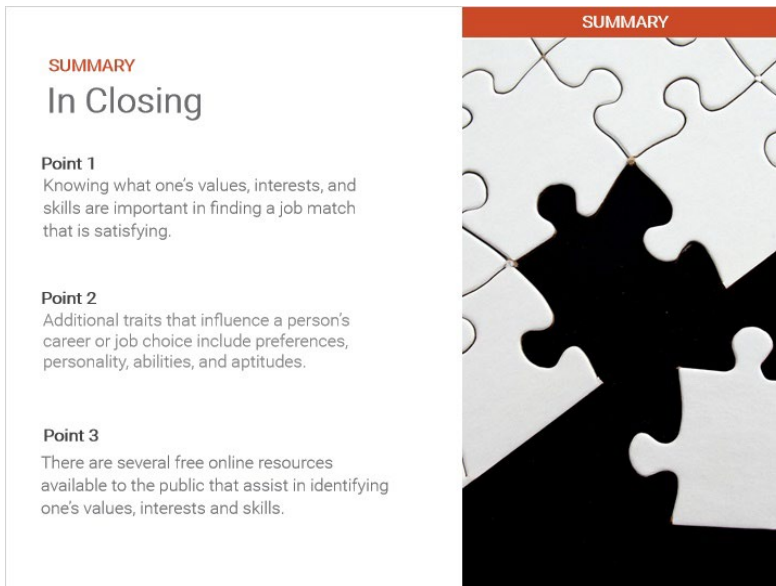


Notes:

It is important to remind job seekers that various inventories identify and assess in different ways so it can be helpful to complete more than one. Don't be surprised if they ask different things and classify responses in unique ways. Also remember that inventories and assessments are not tests

and there are no right or wrong answers. Another thing to keep in mind is that inventories do not provide definitive answers about the types of jobs or education an individual should pursue. Most importantly they are a tool to advance the conversation about a person's values, skills, and interests.

1.24 In Closing



SUMMARY
In Closing

Point 1
Knowing what one's values, interests, and skills are important in finding a job match that is satisfying.

Point 2
Additional traits that influence a person's career or job choice include preferences, personality, abilities, and aptitudes.

Point 3
There are several free online resources available to the public that assist in identifying one's values, interests and skills.

Notes:

Throughout this module you've learned what values, interests and skills are and how they relate to occupational choices. You've also learned about the importance of helping a job seeker identify their values, interests, and skills why having this self-knowledge is important to finding a good job match.

You've also explored the O*Net resource and a variety of other tools available to help someone identify their values, interests, and skills and find jobs that match these values, interests, and skills.

Before you complete this module, think about the resources you've reviewed and identify at least one resource that you can incorporate into your work with job seekers. You may want to consider several and think about how and when to utilize them in your work.

1.25 Exit


Moving On



Thank you for taking *Supported Employment – Selecting An Occupation: Values, Interests and Skills*, module 3 in the series.

Our next section focuses on job development. Join us!

Citation list can be found under Resources.

Northeast and Caribbean (NHS Region 2)
 **MHTTC** Mantra Health Technology Transfer Center Network
powered by the Institute of Health and Human Health Services & Innovation

Notes:

Thank you for taking part in the third module of *Supported Employment – Selecting An Occupation: Values, Interests and Skills*, module 3 in our series.

Our next module will focus on job development, a process of making employer contacts to find future job leads for clients. Please join us!