

Personal Career Profiles

Making sense of all the information learned during an assessment process can be challenging. Sometimes there are just vague visions of careers and lifestyles. Other times there may be more specific goals, but they can be difficult to describe or achieve. Without a coherent written vision of where someone is heading, it is hard to coordinate whatever supports might be needed.

A document for career planning begins by writing a personal career profile described by the job seeker and the people helping him or her plan. This information is then matched to prospective community settings and individuals in order to create meaningful employment opportunities.

Callahan (1991) noted key elements concerning the use of a vocational profile:

- uses existing information from the person's life

and not performance solely for evaluation

- used only as a guide
- is more important for a match to make sense in relation to a person's life than to predict failure or success
- is not reliant on norm-referenced tests to prove readiness
- is open-ended and narrative
- empowers the individual, family, and friends rather than relying on professional judgement

A personal career profile represents what has been discovered about someone and most of what is important to him or her right now. A profile summarizing this information should be written in everyday language. It should describe a person and his or her capacities, resources, dreams, supports, and other factors related to career planning.

Elements of a Personal Career Profile

- Personality traits, age, defining physical features and characteristics
- Places, activities, friends, pursuits, hobbies the person enjoys
- Social relationships with colleagues, friends, family, coworkers
- Personal history, including accomplishments and challenges faced
- Past and current living situations with supports and arrangements, neighborhood, and community (needed and preferred)
- Past and current employment with supports and accommodations needed and preferred, job title, employer, skills used
- Significant life events, achievements, personal and social growth, new experiences and roles
- Learning style, competencies, skills
- Manner of communicating needs and choices
- Health, stamina, considerations, mobility, medical needs

Career Profile Form

Attach information on separate sheets when necessary.

<p>Date of Profile:</p> <p>Name:</p> <p>Address:</p> <p>Date of birth:</p> <p>Physical Health:</p>	<p>Compiled by:</p> <p>Social Security #:</p> <p>Phone: Marital status: Single Married</p> <p>Describe personality:</p>
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<p>Residential/Domestic Information</p> <p>Family</p> <p> Parent/guardian:</p> <p> Spouse:</p> <p> Children:</p> <p> Siblings:</p> <p>Extended family:</p> <p>Housemates:</p> <p>Residential history:</p> <p>Family support available:</p> <p>Description of typical routines:</p> <p>Friends and social group(s):</p>	<p>Description and location of neighborhood in community:</p> <p>Services near home:</p> <p>Transportation available:</p> <p>General types of employment near home:</p> <p>Specific employers near home:</p> <ol style="list-style-type: none">1.2.3.4.5. <p>Business contacts through applicant, family, friends:</p>
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Career Profile (2)

Education and Training Information

Vocational training experiences:

	Strength	May Need Accommodation
Safety skills:		
Recognizes warning signs	<input type="radio"/>	<input type="radio"/>
Responds to emergencies	<input type="radio"/>	<input type="radio"/>
Works safely	<input type="radio"/>	<input type="radio"/>

Domestic skills:		
Self-care	<input type="radio"/>	<input type="radio"/>
Cleaning	<input type="radio"/>	<input type="radio"/>
Meals	<input type="radio"/>	<input type="radio"/>

Transportation skills:		
Drives	<input type="radio"/>	<input type="radio"/>
Street crossing	<input type="radio"/>	<input type="radio"/>
Bicycle use	<input type="radio"/>	<input type="radio"/>
Mass transit	<input type="radio"/>	<input type="radio"/>
Taxi	<input type="radio"/>	<input type="radio"/>
Bus	<input type="radio"/>	<input type="radio"/>
Walk/wheelchair to destination	<input type="radio"/>	<input type="radio"/>

Academic skills		
Reading	<input type="radio"/>	<input type="radio"/>
Math	<input type="radio"/>	<input type="radio"/>
Time	<input type="radio"/>	<input type="radio"/>
Money	<input type="radio"/>	<input type="radio"/>
Calculator use	<input type="radio"/>	<input type="radio"/>
Computer use	<input type="radio"/>	<input type="radio"/>

What instructional strategies work best:

Verbal instruction	<input type="radio"/>
Verbal mini-cues	<input type="radio"/>
Demonstration	<input type="radio"/>
Picture cues	<input type="radio"/>
Touch prompts	<input type="radio"/>
Other	<input type="radio"/>
Specify:	

Preferred method of correction:

Support required for learning and participation in community activities:

Strategies to be avoided:

	Strength	May Need Accommodation
Communication skills		
Makes self understood	<input type="radio"/>	<input type="radio"/>
Comprehends language	<input type="radio"/>	<input type="radio"/>
Follows written directions	<input type="radio"/>	<input type="radio"/>
Able to write	<input type="radio"/>	<input type="radio"/>
Listens, answers questions	<input type="radio"/>	<input type="radio"/>
Initiates, sustains, and ends conversations	<input type="radio"/>	<input type="radio"/>
Uses telephone	<input type="radio"/>	<input type="radio"/>
Uses sign language	<input type="radio"/>	<input type="radio"/>

Sensory skills	Strength	May Need Accommodation
Touch (textures, temperatures)	<input type="radio"/>	<input type="radio"/>
Auditory	<input type="radio"/>	<input type="radio"/>
Visual	<input type="radio"/>	<input type="radio"/>
Taste/Smell	<input type="radio"/>	<input type="radio"/>

Health:

Hobbies and Preferred Activities:

- 1.
- 2.
- 3.
- 4.
- 5.

Career Profile (3)

Social Skills	Strength	May Need Accommodation		Strength	May Need Accommodation
Maintains personal space	<input type="radio"/>	<input type="radio"/>	Does not converse with self	<input type="radio"/>	<input type="radio"/>
Polite	<input type="radio"/>	<input type="radio"/>	Reality oriented	<input type="radio"/>	<input type="radio"/>
Slow to anger	<input type="radio"/>	<input type="radio"/>	No inappropriate touching	<input type="radio"/>	<input type="radio"/>
Good hygiene	<input type="radio"/>	<input type="radio"/>	Handles teasing, negative comments	<input type="radio"/>	<input type="radio"/>
Appropriate dress	<input type="radio"/>	<input type="radio"/>	Appreciates and initiates humor	<input type="radio"/>	<input type="radio"/>
Responds to social cues	<input type="radio"/>	<input type="radio"/>	Demonstrates appropriate affect	<input type="radio"/>	<input type="radio"/>
Greetings	<input type="radio"/>	<input type="radio"/>	Resists negative peer pressure	<input type="radio"/>	<input type="radio"/>
Initiates	<input type="radio"/>	<input type="radio"/>	Cooperates and shares	<input type="radio"/>	<input type="radio"/>
Expresses feelings	<input type="radio"/>	<input type="radio"/>	Deals with strangers effectively	<input type="radio"/>	<input type="radio"/>
Stays on topic	<input type="radio"/>	<input type="radio"/>	Respects others' property/privacy	<input type="radio"/>	<input type="radio"/>
Takes turns	<input type="radio"/>	<input type="radio"/>	Follows rules	<input type="radio"/>	<input type="radio"/>
Appropriate conversations	<input type="radio"/>	<input type="radio"/>	Assists when needed	<input type="radio"/>	<input type="radio"/>
Non- argumentative	<input type="radio"/>	<input type="radio"/>			

Physical Capacities	Strength	May Need Accommodation		Strength	May Need Accommodation
<i>Without Load</i>			Fine Motor Skills		
Standing	<input type="radio"/>	<input type="radio"/>	a. right	<input type="radio"/>	<input type="radio"/>
Walking	<input type="radio"/>	<input type="radio"/>	b. left	<input type="radio"/>	<input type="radio"/>
Sitting	<input type="radio"/>	<input type="radio"/>	Motor Speed		
Reclining	<input type="radio"/>	<input type="radio"/>	a. right	<input type="radio"/>	<input type="radio"/>
Climbing	<input type="radio"/>	<input type="radio"/>	b. left	<input type="radio"/>	<input type="radio"/>
Balancing	<input type="radio"/>	<input type="radio"/>	Endurance	<input type="radio"/>	<input type="radio"/>
Stooping/Bending	<input type="radio"/>	<input type="radio"/>	<i>With Load (Specify Lbs.)</i>		
Crouching/Squatting	<input type="radio"/>	<input type="radio"/>	Lifting		
Kneeling	<input type="radio"/>	<input type="radio"/>	a. floor to waist	<input type="radio"/>	<input type="radio"/>
Crawling	<input type="radio"/>	<input type="radio"/>	b. waist to chest	<input type="radio"/>	<input type="radio"/>
Reaching			b. waist to over head	<input type="radio"/>	<input type="radio"/>
a. vertical	<input type="radio"/>	<input type="radio"/>	Carrying	<input type="radio"/>	<input type="radio"/>
b. horizontal	<input type="radio"/>	<input type="radio"/>	Pushing		
Gripping/Strength			a. whole body	<input type="radio"/>	<input type="radio"/>
a. right hand	<input type="radio"/>	<input type="radio"/>	b. upper extremity	<input type="radio"/>	<input type="radio"/>
b. left hand	<input type="radio"/>	<input type="radio"/>	Pulling		
Handling Dexterity			a. whole body	<input type="radio"/>	<input type="radio"/>
a. right hand	<input type="radio"/>	<input type="radio"/>	b. upper extremity	<input type="radio"/>	<input type="radio"/>
b. left hand	<input type="radio"/>	<input type="radio"/>			

Task Performance	Strength	May Need Accommodation		Strength	May Need Accommodation
Sustained attention	<input type="radio"/>	<input type="radio"/>	Supervision		
Efficient	<input type="radio"/>	<input type="radio"/>	Admits and corrects mistakes	<input type="radio"/>	<input type="radio"/>
Organized	<input type="radio"/>	<input type="radio"/>	Asks relevant questions	<input type="radio"/>	<input type="radio"/>
Adjusts to changes	<input type="radio"/>	<input type="radio"/>	Knows when to seek help	<input type="radio"/>	<input type="radio"/>
Works without supervision	<input type="radio"/>	<input type="radio"/>	Accepts directives	<input type="radio"/>	<input type="radio"/>
Completes tasks satisfactorily	<input type="radio"/>	<input type="radio"/>	Accepts criticism	<input type="radio"/>	<input type="radio"/>

Career Profile (4)

<p>Work Experience</p> <p>Informal work at home or for others:</p> <p style="padding-left: 40px;">References:</p> <p>Formal chores at home:</p> <ol style="list-style-type: none">1.2.3. <p>Job sampling or volunteering:</p> <ol style="list-style-type: none">1. _____ Position: _____ Dates: _____ Duties: _____Reference:2. _____ Position: _____ Dates: _____ Duties: _____Reference:3. _____ Position: _____ Dates: _____ Duties: _____Reference:	<p>Paid work history:</p> <ol style="list-style-type: none">1. _____ Position: _____ Dates: _____ Duties: _____Reason for leaving:Reference:2. _____ Position: _____ Dates: _____ Duties: _____Reason for leaving:Reference:3. _____ Position: _____ Dates: _____ Duties: _____Reason for leaving:Reference:
<p>Potential Accommodation Needs</p> <p>Accessibility:</p> <p>Rehabilitation technology:</p> <p>Personal care assistance:</p> <p>Flex-schedule:</p>	<p>Physical/health needs:</p> <p>Behavioral support:</p> <p>Other:</p>

Career Profile (5)

<p>Work Preferences</p> <p>Company size small medium large no preference</p> <p>Tasks very structured/routine variety mixed Materials or things people information mostly stationary mobile mixed Preferred work:</p> <p>Preferred work views of parent/guardian:</p> <p>Social Considerations Shared interests:</p> <p>Salary Minimal acceptable: Preferred:</p> <p>Clothing casual uniform business-like</p> <p>Hours: full time part time Preferred hours: Preferred schedule:</p>	<p>Benefits Health Insurance: Sick Pay: Disability Insurance: Retirement: Other: Vacation:</p> <p>Preferred commute time: ___ minutes. Maximum commute time: ___ minutes.</p> <p>Environmental Considerations indoors outdoors quiet noisy slow fast-paced clean dusty Other:</p> <p>Supervision Little or no moderate close Supervision needs:</p>
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Profile Summary

Ideal Career:

Ideal Setting:

Ideal Compensation:

Ideal Location:

Other Needs:

A Summary Career Profile: Wendy

My name is Wendy Smith. I am 25 years old and have recently moved to a new town and live in an apartment near my parents. I work part-time at a supermarket.

Important Things about Myself:

- I like being with people and enjoy helping others.
- I enjoy trying new things and like to learn new jobs and skills. I learn best if someone explains what to do and then shows me.
- I am neat, precise, and orderly. I like to clean and organize my room.
- I am in good health.
- I like drawing and writing, playing card games, and watching movies. I do not like to be bored.
- I like working and receiving praise from people I care about.
- My friends and family are very important to me. I send notes through the mail and telephone and visit people a lot.

Important People in My Life:

- My parents; my two brothers; Sara, a friend and staff member at an agency; Carl, my supervisor at work; Bob, a coworker; Alice, a friend at church.

My Dream Job:

I like being “on my own” and “my own boss.” My dream is to become a professional singer. In the next year or two I would like to:

- Change jobs to something related to music and work with people who share my love of music
- Work as close to full-time as possible earning at least \$5 per hour.
- Work in a setting with many other people.
- Have a chance to do a job my own way.
- Work fairly close to home so transportation isn’t a big expense.
- Have a job where I can use my organizational skills.

My Job Experiences:

- ABC Office Supply – clerical work (4/88–10/88)
- Sub-contract work – collating and assembling (AT&T; Benchworks; Century 21) (1/85–2/88)
- Friendly Grocers – grocery stocking (current)

A Summary Career Profile, Part II: Wendy

What Others Say about My Work:

- My Current Boss, Carl

Wendy is friendly and pleasant to be with. Her coworkers enjoy her and this is her great strength. After Wendy learns a job, she likes to change how it is done to her idea of how it should be. While she still finishes her work, she is not always efficient and she can make many mistakes. She is very precise and good with organizing things and is very dependable and on time.

- My Coworker, Bob

Wendy is great to work with, but she needs to be reminded of how certain things should be arranged or she'll rearrange them in her own way. Otherwise, she handles her work and the people here just fine.

- My Best Friend, Sarah

Wendy likes her job, but always talks about music and singing. She would be happier if she could do what she does at the supermarket and apply it to a music store or somewhere where she could be with other people who love music.

Other Things Related to My Work:

- I am near a bus route that runs until 7:00 pm Monday through Friday; I am learning how to use the bus on my own.
- Alice from church has said she will help me look for a new job.
- My resume needs to be updated.
- ABC Office Supply said they would give me a good reference and write a letter about my work there.

Note: the people who provided information on Wendy's work were selected with Wendy's guidance and permission.

From: David Hagner & Dale DiLeo, *Working Together*, Brookline Books, ©1993