

Co-creating Employment with Discovery



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Milton Tyree – MG&A

Topics

- Purpose of Discovery
- Characteristics of Discovery and its process
- Lessons learned through Discovery
- Discovery and its relationship with Job Development

What is Discovery?

Discovery is a common-sense process that involves:

- Getting to know people, or helping people get to know themselves, *before* developing plans;
- Spending time with people and learning (Who *is* this person?), instead of testing or evaluating;
- Learning about people's *interests* related to work, *conditions* that need to be in place for people to be at their best, and *contributions* they have to offer businesses;
- Preparing for job development – What's are personal characteristics of a good job!

The Iceberg Analogy of Discovery



← What we usually know about the people we try to assist – just the tip of the iceberg

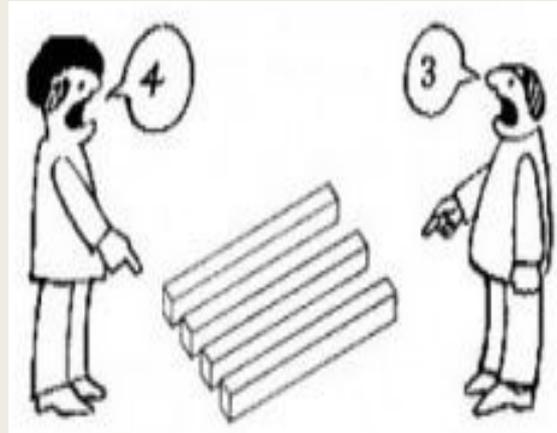
← We need to know much more

Discovery Characteristics

- Beginning with the person, not the job
- Finding ways to promote genuine involvement, opportunities for contribution and personal growth – rather than settling for keeping people busy, happy...
- Testing preconceived notions. (“Everybody knows that Tim can’t ____.” vs. “Are there circumstances where Tim can ____?”)
- Thinking in questions.
- Beginning with familiar.
- Moving toward new/novel.

Five things to keep in mind about Discovery

1. Balanced relationships are at the heart.
2. Honoring people's interests – learning more about things people want to learn and do.
3. Everyone is ready! Avoiding testing and the "readiness" myth.
4. Human beings have vastly more growth potential than is realized by most people, and this is especially true for people with disabilities.
5. Opportunities for contribution feed the human spirit.



“When you change the way you look at things, the things you look at change.”

– David Hohm, 1994

Discovery instead of:

- Testing
- Asking, "What do you want to do?"
- Placing in a readiness program or predetermined job

Instead of special work



Instead of special coffee shops



Instead of predetermined work transition sites for students



Lessons Learned through Discovery



- Instead of the "old story" – the potential peril of not using Discovery
 - *Congregation and segregation*
 - *Tasks not fitting – not interesting, not challenging, low pay*
 - *Getting "readiness" – simulations and approximations of the real thing instead of the real thing (real work, real employment)*
 - *Arbitrary "placements" performing low status tasks, without regard for interest or fit for student, in typically high-turnover businesses*
 - *Getting results from assessments having varied interpretations often used to (unfairly) predict future interest or potential in work*
 - *Experiencing low/limiting expectations by the family or others*
- In the chat box, indicate if these circumstances have affected the person of your focus (yes /no /unsure) *Share example in chat if you wish.*

Three primary ways of learning in Discovery



1. Focused time with person:

- First in familiar activities – especially things of interest and perhaps reflecting a skill
- Trying some new activities – things based on learning from positive experiences - stretching possibilities



From familiar to novel

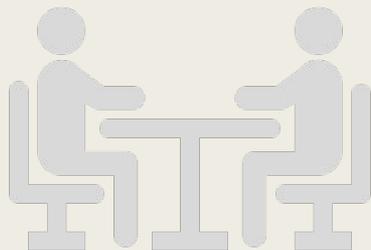
Claw machine expert



Three primary ways of learning in Discovery



- 2. Interviewing others**, both personal and professional connections – people that person feels know him or her best.



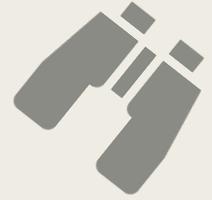
Three primary ways of learning in Discovery



- 3.** Later in the process, ask person for permission to review relevant documents about person's life experience. (Essential to take a discerning look.)



Three facets of learning in Discovery



- **Conditions for Success**
- **Interests** toward an aspect of the Labor Market
- **Potential Contributions** to Employers

Organizing three facets of learning in Discovery



- 1. Conditions** – What needs to be in place for this person to be at his or her best?

Conditions – examples

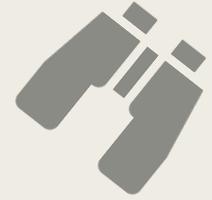
- *Types of tasks/activities*
- *Setting/environment features*
- *People/social situations*
- *Routines/rituals*
- *Timing/pace/scheduling*
- *Learning and support strategies/approaches/*

Organizing what we're learning in Discovery



2. **Interests** are characteristics that provide direction toward a certain area of life. These should be stated in the broadest possible manner.
 - *Can't simply rely on "What would you like to do?"*
 - *What kinds of things does the person do on his or her own, without request from others?*
 - *Especially seeking interests that are typical for age, gender, & culture that are most highly valued.*
 - *Given the person's strongest contributions, are there areas of interest that should be explored?*
 - *Often requires exploration, translating what is already known into new possibilities.*
 - *Includes preferences, subtle and specific interests, even contradictions.*

Organizing what we're learning in Discovery



- 3. Contributions** – Including: Skills, Personality characteristics, Credentials, Experiences, Recommendations & Connections, Resources, Knowledge, and Passion
 - *Skills* – e.g., innate mechanical ability, makes minute discriminations, an excellent cook
 - *Personality* – e.g., generous, hard-working, or determined
 - *Credentials* – secondary school diploma
 - *Experiences* - survived institutionalization, or success with weight watchers
 - *Recommendations* - Aunt/Uncle own a neighborhood café
 - *Resources* – e.g., sewing machine, or camera
 - *Knowledge* – e.g., sports facts, or species of plants
 - *Passion* – e.g., the environment, gender equality, social justice

Discovering positive possibilities previously not considered



A challenge of Discovery



“The people you see everyday can be the hardest people to get to know.” (Civa Shumpert)

Consider what Civa means by this statement. Have you seen examples? What could be ways of addressing this challenge?

A Before and After Story

Tim and Milt



High School Transition “Placement” Shaw’s
Grocery - Buckner, KY - `1987





**BEFOR
E**

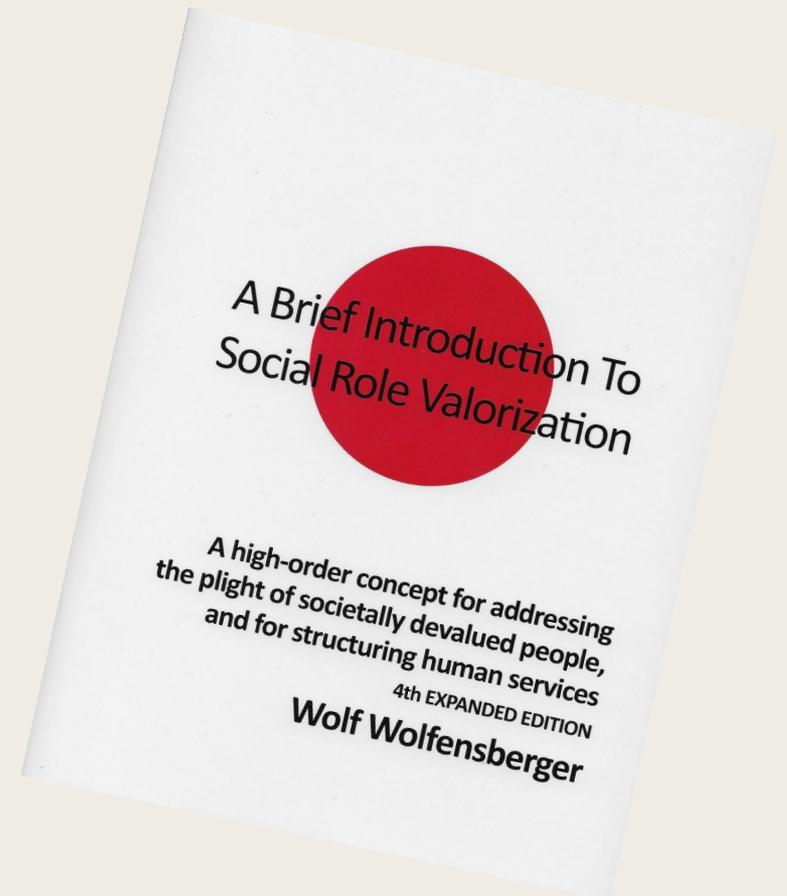
What I'd learned about Tim at Shaw's Grocery (during high school - 1987)

- Has always *needed* a job coach.
- Needed continuous supervision or prompts to stay on task (rotating stock, sweeping floor, tearing down boxes).
- Can't sit still -- has a short attention span.
- Doesn't watch for cars when crossing road.
- Likes to talk.

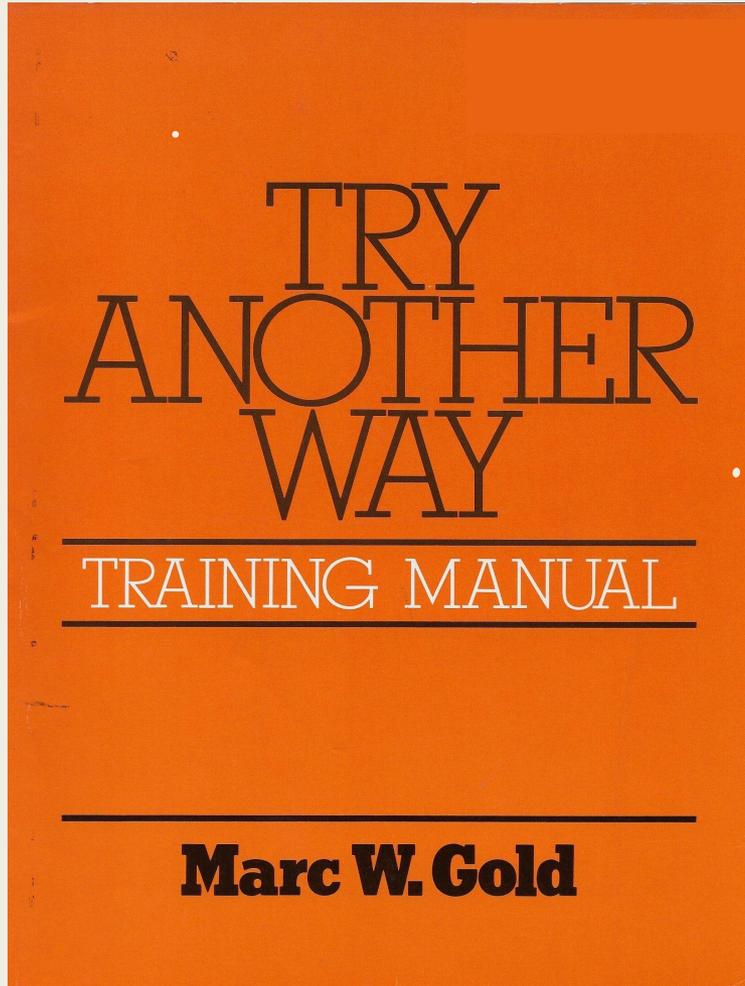


Human Development Institute

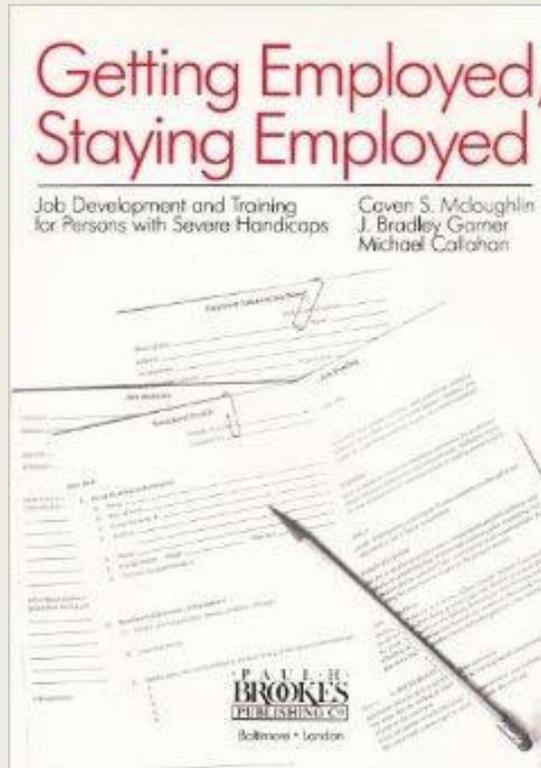
Introduced to SRV
theory with
opportunities for
significant study



Marc Gold, the person who'd
piqued my curiosity



Met Mike Callahan at MG&A, a key mentor in my learning



Became restless talking about open employment and not doing it (especially with all the new things I'd learned)

Returned to work in open employment

Started my own business and my first referral was...

Tim



High School Transition "Placement"
Shaw's Grocery - Buckner, KY - `1987



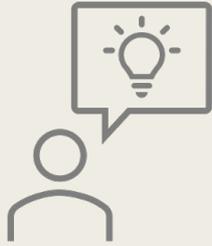


What I'd learned about Tim during first^R visit in his home (several years later)

- Remembered he'd always needed a "job coach," and other stuff about short attention span, safety concerns, talks a lot...
- Experienced lots of Tim coming and going when talking with his mom in their living room.
- Tim really wants to work but will say he wants to do any job.
- Takes apart VCRs and radios at home.

Lessons Learned through Discovery

- Starting with the person, not the job
- Challenging conventional wisdom/limiting beliefs about people
- Watching for a “spark”



A different, and emerging, set of questions

- What are times and circumstances when Tim *does* voluntarily sit still (in addition to disassembling the VCR)?
- What are conditions under which Tim *is* attentive to dangers around him?
- What are his interests and talents?
- Who are other people that would be interested in Tim “finding new stories.”
- “What brings out the employee in Tim?”

What I'd learned about Tim at Shaw's Grocery (during high school - 1987)



- Has always needed a “job coach.”
- Needed continuous supervision or “prompts” (including excessive praise) to stay on task (rotating stock, sweeping floor, tearing down boxes).
- Can't sit still -- has a short attention span.
- Doesn't watch for cars when crossing road.
- Likes to talk.

Can you think of similar limiting examples of “conventional wisdom” affecting the person of your focus? What are questions that could test these assumptions?



Beginning with familiar aspects of life



- . What are some things that you're good at doing and enjoy doing? May I join you?

- . *Weed trimmer and flower planting*



- . *Grocery trip*





Moving toward novel activities



- . Based on what's been learned
- . Preplanned and arranged to create the greatest likelihood that it will be a positive experience
- . Not a test, but an exploration

. *Rewire shop lights* 

. *Data entry* 

. *Introduction to Bill* 

Seeking allies
“interested in finding new stories”



A summary of Tim's Interests, Conditions and Contributions



Interests

- ✓ mechanical/electrical/assembly or disassembly

Conditions

- ✓ Tasks need clear parameters -- so Tim can see when the job is completed and when it's not
- ✓ The job should not have excessive down time.
- ✓ Not something others would see as easy.
- ✓ Talking should be part of the job -- at least not a quiet place.
- ✓ Needs a small and consistent group of co-workers – good model workers who will inform him of dangers.
- ✓ Tim needs to be in a work culture where employees are flexible and laid back.
- ✓ Job needs to be close to home.

Contributions

- ✓ innate mechanical aptitude
- ✓ strong work ethic
- ✓ physical energy
- ✓ completely authentic, transparent, genuine...

Job Planning Meeting

This meeting identifies an individual's **conditions** for employment, individual **interests**, and potential **contributions**. Based on this information, potential tasks to be offered to employers are developed as well as a listing of specific employers for job development.



Let's try

- Conditions

- Interests

- Contributions

- Tasks

- Businesses and Connections



Sample – Job Planning Meeting for Tim

Interests

- Mechanical/Electrical
- Assembly/Disassembly

Conditions

- Tasks with clear parameters
- Not something others would see as easy
- Small consistent group of co-workers (good model workers)
- Not a quiet place
- Flexible, laid-back place
- Close to home

Contributions

- innate mechanical aptitude
- strong work ethic
- physical energy
- completely authentic, transparent, genuine...

Tasks

-
- .
- .
- .
- .
- .

Businesses/Contacts

- /
- /
- /
- /
- /
- /
- /

Job Planning Meeting for Tim

Interests

- Mechanical/Electrical
- Assembly/Disassembly

Conditions

- Tasks with clear parameters
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Contributions

- innate mechanical aptitude
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Tasks

- Small appliance repair
- Auto parts assembly or disassembly
- Tool fabrication

Businesses/Contacts

- Cliff's Fix-It Shop/Cliff
- Parts Unlimited/Deb Baker
- Tool Craft/Don Michael

Networking – Who do you know, that knows somebody...?

oldham chamber
& economic development
connect. grow. succeed.

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Member Services

Business Development Support

- Access to the Small Business Resource Center including manuals, technology and consulting assistance.
- Existing business expansion support
- Business relocation/site selection assistance
- Relationship building and access to community leadership
- Business referrals (average of 50 calls a month in Chamber office)
- Much More!

Membership Networking Opportunities

- Regular scheduled networking events
- Free business promotional support (i.e.-- ribbon cutting, groundbreaking)
- Monthly Newsletter /Weekly email updates on community events and issues
- Discounts on advertising, events and other services
- Listing in relocation packet
- Business and community partnerships
- Much More!

Upcoming Events

Sep 19 Power Hour
Cattleman's La Grange

Sep 20 EDGE Workshop 2019

Sep 25 CoffeeTalk - Baptist Health La Grange

Product Handling Equipment, Inc.



Tim and Robert at Product Handling Equipment, Inc.



Before and After SRV - Tim and Milt



Before (1987) Shaw's Grocery

- “Job Placement” mentality - seeking employment based on available work
- Arbitrary, open-ended tasks, without connection to interests
- “Job coach”/employment specialist provided all training and support.
- Relationships were a secondary consideration



After (1991) PHEI

- Devoting time to know and understand Tim – his interests, talents, conditions for success...
- Mechanical tasks where it's clear when task is completed/finished
- Typical instruction and support for new employees studied and facilitated.
- Relationships and their nature were a primary consideration

Another Discovery nugget



"Establishing the practice of deep listening as the necessary foundation for co-creating valued community roles is the core of managing transformation. The appreciation of a person's gifts and capabilities that often emerge from careful listening, energizes a journey of discovery." (John O'Brien)

Consider what John means by “deep listening.” What are ways that you listen, in addition to listening to what people say?

DISCOVERY



A place to record your observations and conversations about your family member's interests, conditions for success and contributions.

INTERESTS

Preferred tasks, tasks done with enthusiasm and/or without being asked

OBSERVATIONS BY FAMILY

- Disassembly of family members electronic devices
- Household chores (having a clear range of correctness)
 - Yard work like weed trimming around backyard fence and planting flowers in a designated flower bed
 - Painting a bathroom vanity

OBSERVATIONS BY OTHERS

- Assisting with wiring shop lights (stripping wires and attaching to grounded plug and light fixture) – Milt
- Learning and performing data entry in a Community Employment data base using a DOS PC (using match to sample) – Milt
- Assisting his neighbor, Bill, rebuild a riding lawn mower - Bill and Milt

CONDITIONS FOR SUCCESS

WHAT WORKS WELL?

OBSERVATIONS BY FAMILY	OBSERVATIONS BY OTHERS
<ul style="list-style-type: none">•Tasks need clear parameters -- so Tim can see when the job is completed and when it's not•Tasks should not have excessive down time.•Job needs to be close to home.	<ul style="list-style-type: none">•Not something others would see as easy. Milt•Talking should be part of the job -- at least not a quiet place. Milt•Needs a small and consistent group of co-workers – good model workers who will inform him of dangers. Milt•Tim needs to be in a work culture where employees are flexible and laid back. Milt

CONDITIONS FOR SUCCESS

WHAT DOESN'T WORK WELL

OBSERVATIONS BY FAMILY

- Stern direction or supervision
- Poor models of desired behaviour
- Idleness

OBSERVATIONS BY OTHERS

- Type A personalities – Milt
- Not appreciating or understanding how Tim gets around in the world, and expecting him to appreciate social convention - Milt

POTENTIAL CONTRIBUTIONS

SKILLS, TASKS PERFORMED, TASKS COULD BE PERFORMED WITH SOME TRAINING

OBSERVATIONS BY FAMILY

- Honest, authentic, transparent, and genuine
- Strong work ethic
- Physical energy

OBSERVATIONS OF OTHERS

- innate mechanical aptitude

QUESTIONS FOR CONVERSATIONS

These questions may help to guide your conversations with others.

These discovery questions are based on questions by [Marc Gold and Associates](#). These are largely framed to elicit answers from the person with disability. Some people may need support to express their answers, requiring information from their family and others that know them well.

DISCOVERY QUESTIONS

- What parts of your community do you spend the most time in?
- Do you have an organisation/club/church that you are a member of?
- What are your weekday routines? (each day)
- What is the best part of your day/week?
- What friends or relatives do you see on a regular basis?
- When are you the most engaged/interested during the day/week?

An expanded list of questions can be found at

<https://www.marcgold.com/forms#:~:text=%22Discovery%20Questions%22>. You might choose questions that seem the most relevant to you.

Thank you!



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