

## **Job Matching Series, Part II: Job Seeker Profile (facilitator version)**

### *Lesson Summary*

The pressure to swiftly assist individuals to find and accept the job of their dreams can result in mismatches between the worker and the job that can ultimately result in job losses. The lesson focuses on a job matching strategy that allows a comparison of the job seeker's interests and strengths with the demands and characteristics of the employment site.

### *Learning Objectives*

- Review and discuss most of the factors that go into matching a job seeker with an employment opening.
- Learn how to use the CCER Job Seeker Profile form to develop a rich picture of the strengths, interests, financial requirements, and abilities of the individual looking for work.

### *The Ideal Participant for Lesson*

- Currently makes job development calls on local business community.
- Works with individuals with significant barriers to employment.
- Wants to do everything possible to help job seekers acquire great jobs.

### *Prep activities and time required*

- 10-20 minutes, including reading the lesson, making copies of handout exercises, and organizing
- All handouts are ready to use

### *Lesson length, other requirements*

- 30-60 minutes. Can be adjusted by modifying or removing exercises, lecture.
- Does not require whiteboard or PowerPoint.

### *Other related lessons*

- Job Analysis
- The Matching Process

# Using the Job Seeker Profile/Job Analysis Approach

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*We are preparing these lessons for individuals with a wide range of experience in providing training to their staff and co-workers. As a result, we have provided considerable structure and advice for those who would like it. Please feel free to change and improve on these lessons and make them your own. Our philosophy is that the best lesson is the one that reflects what you think is worth learning.*

## *What to do before the session*

- Read the lesson, decide if you want to make changes.
- Adjust the amount of materials covered by eliminating exercises or by deciding what to cover in greater detail.
- Make copies of handouts and exercises for each participant.
- Set up the presentation area to accommodate participants in groups of 3-5. It will be helpful but not critical if they have a surface to write upon.

## *Notes to the Facilitator*

*Notes to the facilitator of the lesson are written in blue and enclosed in a box. They include background information, questions to ask the learners, points to emphasize, and answers to exercise questions. The "student" versions of the handouts and exercises do not have them. Use them to orient yourself to the lesson, or simply ignore them if it is too much information.*

## *Introducing the topic -- here are some points you might want to make*

- Job matching is something we do all the time. Like any familiar task, it is easy to overlook some of the basics of good matching.
- In the past few years, we've learned that matching is important for a number of reasons beyond being able to complete the tasks. For example, job seekers with challenging behaviors can demonstrate remarkable improvements when matched to a job they value and enjoy.
- Good job matching can reduce the worker's need for job coaching support in the weeks and months following the start of the new job.

- In this lesson, we will be talking about the characteristics of our job seekers that might be a factor in job matching, and will look at a form used to profile the job seeker.

## Employer surveys for “desirable worker attributes”

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*Here is what employers have said are among the most important worker characteristics to be successful in their business. They want someone who is:*

- Productive
- Reliable
- Gets along well with others
- Punctual
- Takes directions / Listens to critical feedback
- Shows initiative
- Willing to learn new skills / will integrate new information
- Cooperates with others
- Competent at assigned tasks
- Loyal
- *[Being “disabled” did not make the top ten.]*

Use this page to facilitate a discussion about what employers want in hiring a new employee. It is important to keep in mind that even the job seeker with significant disabilities may have qualities that an employer would find attractive. Makes job matching very important, right?

*Do the employers you meet tend to agree with this list?*

*Does the fact that the job seeker is “disabled” in some way change what employers expect? Should it?*

*Can individuals with significant disabilities like the individuals in our services offer any of these attributes? And if so, how well will employers be able to detect those attributes in the routine job interview process?*

## Matching People and Jobs: *Focus on the individual*

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If some of the participants in the lesson are having a difficult time accepting the importance of "matching", this page can be used to generate a discussion about why it might make sense.

Listed below are three principles and some comments about each to discuss.

### Principle #1:

*Having a significant disability doesn't mean that an individual is unemployable, but it does increase the need to make careful job matches. Having a systematic way of collecting information about the individual helps to insure that issues important to the job seeker are covered.*

### Discussion Question

- How does the process of person-centered planning and individual choice work with profiling job seeker skills and attributes? In other words, does profiling Sam mean that he's best suited as a ditch digger when he really wants to repair computers? What safeguards need to be in place to preserve "choice"?

### Principle #2:

*Job matching is not solely of question of whether the job seeker can do the required tasks. Focusing too closely on the ability to perform specific tasks while ignoring the individual's social and environmental needs will result in some poor matches.*

- It is fair to say that pinning down the tasks is often simpler than identifying how the person will behave or exactly what they'll need in a (hypothetical) place of business. Is it reasonable to base job matching on factors that may represent some educated guesswork? Why or why not?

### Principle #3:

*Matching is enhanced by collecting information about the job seeker and about the job using the same frames of reference, e.g., setting up an "apples-to-apples" set of comparisons.*

- Would it be important to have a specific job seeker in mind when performing a job analysis at a place of business? Why or why not?

## Profiling the Job Seeker

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The idea here is to have a brief discussion about the kinds of considerations that go into the matching process. You may want to keep it relatively brief, since going over the Job Seeker form will take some time.

What would we want to know about the *person's ability to get to the job site*?

What would we need to know about his/her *career interests/ job goals* before making a job match?

What kinds of *financial considerations* should we be taking into account? Is there anything beside wages and benefits to consider?

*Soft skills* refer to abilities like communicating, problem-solving, personal and work ethics, team work, and flexibility. How might these be important in job matching?

Do job seekers ever have *environmental requirements* to consider when matching the individual to a job? What would be an example?

Some job seekers have specific *physical or sensory accessibility* issues when it comes to job matching. Can you give an example of one or both?

## Soft Skills? Do we even *want* to talk about soft skills?

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*In recent years, we've learned that matching people with jobs involves not only the "hard skills" that focus on the worker's ability to perform specific tasks and to follow procedures, but also on "soft skills" that focus on the worker's social skills, flexibility, and problem solving.*

### What are Soft Skills?

- ✓ Communicating effectively with others (written/oral)
- ✓ Being able to work as a member of a team
- ✓ When necessary, being flexible or able to adapt to new situations
- ✓ Capable of working under stressful conditions
- ✓ Willing to ask questions, to clarify instructions
- ✓ Showing some initiative rather than always waiting to be told
- ✓ Being dependable, displaying a good work ethic
- ✓ Solving some problems on one's own
- ✓ Having good personal ethics: *being honest, not gossiping about others, not starting rumors, treating others fairly and respectfully*

When we look at the characteristics that are attractive to employers, it becomes clear that social behaviors are just as important as work skills.

We may want to find a way to assess how well a job seeker matches to a specific employer's requirements/desires.

### What are Hard Skills?

- ✓ Being fully productive and meeting goals
- ✓ Meeting quality standards
- ✓ Using equipment correctly; following established procedures
- ✓ Completing work in an efficient manner; not wasting materials or time

**At first glance, it would seem that many of the job seekers we represent may not fare well in the area of soft skills. Yet if we look more carefully, this may be an area of numerous strengths. Think about specific individuals you support who may be looking for employment. Do they possess any of the soft skills listed above? If so, how do we insure the prospective employers see those qualities?**

# CCER Job Seeker Profile

Completed by: \_\_\_\_\_ Date: \_\_\_\_\_  
Job Seeker: \_\_\_\_\_ Email: \_\_\_\_\_  
Address: \_\_\_\_\_  
Contact Person: \_\_\_\_\_ Telephone: \_\_\_\_\_

You have permission to modify this form to meet the needs of your agency.

As you go through the form, you may want to ask participants if they see sections that could be modified to make them more relevant or useful.

## Transportation Definitions

Can get around town using: \_\_\_\_\_

*circle*

Y / N Safe on public transportation? Explain \_\_\_\_\_  
Y / N Safe moving around town? Explain \_\_\_\_\_  
Y / N Has areas where won't work? Explain \_\_\_\_\_  
Y / N Limits to commuting time? Explain \_\_\_\_\_  
Y / N Weather affect commuting? Explain \_\_\_\_\_  
Y / N Other issues? Explain \_\_\_\_\_

Emphasize that this form will be used to compare the Job Seeker to the characteristics of a specific job in a job matching process.

## Career Ambitions

Overall goals? \_\_\_\_\_

Current career goal \_\_\_\_\_

*Rate items below from "1" to "5" with "5" being most certain it is true*

You are confident current goal represents person's choice (rather than imposed) \_\_\_\_

You have confidence that the choice is an informed one \_\_\_\_

The career choice can be translated into an accessible job opportunity \_\_\_\_

The individual is ready to go to work (not needing any additional preparation) \_\_\_\_

Other thoughts? \_\_\_\_\_

**Financial Requirements**

Must earn at least \$ \_\_\_\_\_ per \_\_\_\_\_ or,

Cannot earn more than \$ \_\_\_\_\_ per \_\_\_\_\_

Will person accept job without benefits? Comments \_\_\_\_\_  
\_\_\_\_\_

Does person have pre-existing condition that may not be covered by benefits?  
\_\_\_\_\_

Does person have medical expenses that require a certain level of income if they are no longer covered? If so, what is necessary monthly income required? \_\_\_\_\_

On Social Security? Y / N      If "yes", which? \_\_\_ SSI \_\_\_ SSDI \_\_\_ CDB

SSDI/SSDAC Questions

How much can be earned per month on job before counting as SGA? \_\_\_\_\_

Has person used Trial Work Months? If so, how many? \_\_\_\_\_

Has person used Extended Period of Eligibility months? If so, how many? \_\_\_\_\_

Does person understand how employment may affect eligibility? \_\_\_\_\_  
\_\_\_\_\_

SSI Questions

How much can person earn per month before SSI check drops to \$0? \_\_\_\_\_

How much can person earn per month before no longer eligible to purchase medical coverage? \_\_\_\_\_

Does person understand how employment may affect eligibility? \_\_\_\_\_  
\_\_\_\_\_

Food Stamp Question

Does earned income affect continuing eligibility? \_\_\_\_\_

Subsidized Housing Questions

Does earned income affect continuing eligibility? \_\_\_\_\_

Soft Skill Attributes

How is the person at: Rate items from "1" to "5" with "5" being excellent

Table with 2 columns of soft skill attributes and 2 columns of rating lines (\_\_\_).

Comments? \_\_\_\_\_

Performance Characteristics

How is the person at: Rate items from "1" to "5" with "5" being excellent

Table with 2 columns of performance characteristics and 2 columns of rating lines (\_\_\_).

Comments? \_\_\_\_\_

Environmental Considerations

How important is: Rate items from "1" to "5" with "5" being most important

Table with 2 columns of environmental considerations and 2 columns of rating lines (\_\_\_).

Comments? \_\_\_\_\_

**Physical / Sensory / Cognitive Needs**

**How important is:** *Rate items from "1" to "5" with "5" being most important*

Physically accessible building	___	Building free from hazards	___
Building with Braille signs	___	Building free from smells	___

Comments? \_\_\_\_\_

Low demands for standing	___	Low demands for sitting	___
Low demands for lifting	___	Low demands for reaching	___
Low demands for grasping	___	Ergonomic equipment	___
Ergonomic furniture	___		

Comments? \_\_\_\_\_

Adaptations for vision	___	Adaptations for hearing	___
Interpreter services	___	Computer software	___

Comments? \_\_\_\_\_

High need for job structure	___	High need for job predictability	___
Simple social interactions	___	Low customer interactions	___
Low demands for math skills	___	Reading skills	___
Frequent monitoring	___		

Comments? \_\_\_\_\_

## Using the “Job Seeker Profile”

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*Job matching is a two-way process:* Jobs have characteristics that make each one unique. So do people. The closer the two match, the fewer the problems early in the new job, and the more likely the worker will still be employed a year later.



*Does this job really fit . . . . . this individual?*

The *CCER Job Seeker Profile* is half of the process. Filling it out completely requires one to consider a wide variety of questions about the individual. The *CCER Job*

### Suggestions for closing the discussion:

- Ask how using the Job Seeker Profile might change the way your agency screens job openings
- Ask if people thought that going to all the work of developing the information on the job seeker might pay off in staying on the job for longer times
- Set up the next part of the matching discussion by asking if people would be interested in looking at some of the challenges of making a good decision when matching a job opening to a job seeker.

*Analysis Form* looks at a position using many of the same questions, thus enhancing the comparison between job seeker and job.

**Modify these forms to meet your needs.** It would be very lucky if a pre-packaged form actually fit your agency’s needs exactly. More likely, you’ll need to tweak it to cover the topics and questions most importing to the job seekers using your services.

## 30 Minute Lesson: Feedback Form

Please let us know what you think of this product, so we can continue to better meet your training needs. Fax or mail to Laurie Ford at 6912 220<sup>th</sup> SW, Suite 105, Mountlake Terrace, WA 98043; Fax (425) 774-9303

Topic of Lesson \_\_\_\_\_

- Facilitator Version
- Participant Version
- Non-Facilitated Group Version
- Self-Study Version

1. On a scale of 1 to 5, please rate the relevancy of these materials to your job \_\_\_\_\_  
(1 is worst, 5 is best)
2. On a scale of 1 to 5, please rate the positive impact of these materials on your professional skills, knowledge, and abilities (1 is worst, 5 is best) \_\_\_\_\_
3. On a scale of 1 to 5, please rate the positive impact of these materials on your organization (1 is worst, 5 is best) \_\_\_\_\_
4. What was the most useful part of the lesson?
5. What was the least useful part of the lesson?
6. How could this lesson be improved?
7. What additional topics would you like to see in a 30 Minute Lesson?