

Job Matching Series, Part II: Job Seeker Profile

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

Employer surveys for “desirable worker attributes”

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
- *[Note: Being “disabled” did not make the top ten.]*

How would the employers you meet feel about 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*

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

When we look at the match between one of the people we support and a job opening, we usually determine whether he/she can perform each of the tasks. What else might we want to know about the individual to make matching process go well?

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?

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*

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: _____

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 _____

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/CDB 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”

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 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 220th 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?