

The lesson at a glance

Job Matching Series, Part I: Using Job Analysis (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. Learn to use a job matching strategy that facilitates a thorough comparison of the job seeker's interests and strengths with the demands and characteristics of the employment site.

Learning Objectives

- Learn how to approach an employer and analyze a specific position in the business.
- Become familiar with the job analysis process

The Ideal Participant

- 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

- 30-45 minutes. Can be adjusted by modifying or removing exercises, lecture.
- Does not require whiteboard or PowerPoint.

Other related lessons

- Job Seeker Profile
- The Matching Process

Using the Job Seeker Profile/Job Analysis Approach

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. As with any familiar task, it is easy to overlook some of the basics of good matching.
- This lesson offers some job matching forms which may be useful in our work. We have permission to change them in any way we want.
- It may be helpful to think about job matching as progressing somewhat simultaneously on two fronts: learning important information about the job seeker while exploring potential employment sites. It is likely that each will affect the other.
- The job analysis portion of the process offers an interesting structure for a first meeting with a potential employer. By focusing on the analysis, some of the awkwardness of the first meeting can be avoided.

Job analysis and why it's such a good idea

The idea of doing a "Job Analysis" may be intimidating to some. You may need to reassure participants that this analysis is simple and easy to do. Also, employers are often quite willing to answer your questions, so the first visit isn't a big selling hassle.

What is job analysis?

Job analysis involves a careful examination of one job describing its important characteristics. While there is a well-developed Dept. of Labor "job analysis" technology, for our purposes a less sophisticated approach will work nicely.

It makes sense to employers

Employers generally appreciate the focus on learning about their expectations for performing the work. Since most of the questions relate to existing practices and conditions, they are not threatening.

It doesn't take long to perform

Typically the interview takes about 20 minutes or less, which fits into the busy schedule of the employer. Additional information in the form of observing the work being performed usually does not require the employer to be present.

It provides a proven approach to job matching

Increasingly our field is moving toward careful matching of person to job, with less emphasis on providing lots of support in the form of job coaching. When the process is handled well, the new employee has an excellent chance of performing well on the job and enjoying it.

It reduces the issue of "disability"

Job analysis concentrates on the requirements to perform the job well. The matching process focuses on making sure that the person and the position are compatible. Disability issues become less relevant. When the match is a good one, employers may be less concerned about a job candidate's diagnosis.

A second feature of job analysis is that it changes "job development". Rather than selling the employer on *the advantages of hiring disability and our excellent support services*, the discussion with a potential employer focuses on the match.

How does a job analysis work?

We'll look at the process of analyzing a job as a series of questions a

How do I approach the employer?

- You can walk into business – ideally during a quiet time – and ask to see the manager.
- Call ahead, tell them you are working with an individual who has an interest in their business, and ask if you could spend 15-20 minutes asking some questions about [a specific] position.

Suggestion: You can read the question and ask for ideas, e.g., "Linda, how would you approach an employer?" It should be easy to get a brief discussion going for each question.

What do I say?

- Identify yourself and your agency. Tell him/her that you are trying to learn about the demands of [a specific] position. Ask if he/she could spend just a few minutes with you to answer some questions.
 - The very first time you do a job analysis, tell the employer it is a class assignment, thus explaining your nervousness to the employer.
- Some employers will pursue asking about your intentions. If pressed, you might say that you work with individuals seeking employment, and need to understand the specifics of a job before you know whether any might be qualified applicants for that type of work.

Do I fill out the form in front of the employer?

- Ideally, no. The first couple of times you may need it to remember the questions, but please do not expect the employer to wait for minutes while you write. Do the majority of your writing after you leave.

Keep your first visit short, sweet, and professional

- First impressions are important. Be business-like and don't waste the employer's time.
- Expect to get only 10-20 minutes.
- Don't ask for tours unless the employer is very, very willing.

Second visits are just as focused

- You're back because your first visit raised some questions:
 - How often does the worker?
 - Could you possibly get a tour?
 - Would the employer allow you to observe ...?

CCER Job Analysis Form

Surveyor: _____

Company: _____

Address: _____

Contact Person: _____

Position: _____

Make sure you go through the form before the class so you can answer any questions about the items listed. There is nothing like being asked to explain a simple term and having no idea of what it means.

Following the blank form is a detailed description of each section. You may want to briefly review the blank form, then spend more time on the section-by-section comments starting on page 8.

Transportation Accessibility

On bus line? _____

Comments on Location? _____

Position Job Title _____

Brief Description of Position () Full Time () Part Time

Pay: _____ Benefits: _____

Schedule: _____

Job Duties _____

Performance Expectations

Rate items from "1" to "5" with "5" being most critical to performance in this specific job.

Fast work pace	___	Dependable	___
Ability to work unsupervised	___	Use simple power equipment	___
Meet strict quality standards	___	Use Math/Reading skills	___
Follow multi-step directions	___	Correctly sequence multi tasks	___

CCER Job Analysis

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Social, Soft Skill Expectations

Rate items from "1" to "5" with "5" being most critical to performance in this specific job.

Works as team member	___	Communicates well with others	___
Adapts to changing conditions	___	Asks questions to clarify	___
Works under stress, <u>short</u> time	___	Solves problems on own	___
Works under stress, <u>long</u> time	___	Shows initiative to make changes	___
Displays high personal ethics	___	Flexible (<i>deals with unexpected</i>)	___
Dress/Appearance	___	Public visibility	___

Comments: _____

Environmental Considerations

Rate items from "1" to "5" with "5" being very true for or characteristic of this business environment

Loud working conditions	___	Hot/Cold (<i>circle</i>) conditions	___
Visually complex environment	___	Confusing physical setting	___
Co-workers are warm, supportive	___	Supervisors are warm, supportive	___
Interact with many co-workers	___	Positive company culture	___

Comments: _____

Physical / Sensory / Cognitive Demands

Rate items from "1" to "5" with "5" indicating a critical attribute needed in this business environment

Physical mobility required	___	Strength	___
Endurance	___	Grasping / Reaching	___
Excellent vision	___	Lifting: light/heavy (<i>circle</i>)	___
Questions from customers	___	Remembering	___
Close working conditions	___	Unexpected situations	___

Comments: _____

Additional Information: _____

Typical Work Shift

Time	Task	Description

Does the position vary from day to day? If so, how?

Making the job analysis que

Go through each section and spend some time discussing the items. Use the clients served by your agency as a reference point in the discussion. You can change the form to better reflect the needs of the job seekers you serve.

Performance Expectations	Rate		Rate
		critical to performance in this specific job.	
Fast work pace	___	Dependable	___
Ability to work unsupervised	___	Use simple power equipment	___
Meet strict quality standards	___	Use Math/Reading skills	___
Follow multi-step directions	___	Correctly sequence multi tasks	___

This section looks at “Hard Skills” and job performance demands by the employer. Asking about these first helps the employer understand why he/she is being interviewed, as well as provide important information. It is recommended that this information be obtained through a conversation with the employer rather than a question-and-answer format.

You may want to modify this section to reflect the types of jobs being sought by your job seekers. For example, office jobs may require different skills than service-type positions. Job seekers with psychiatric disabilities will be challenged by a different set of work requirements than will job seekers with a developmental disability.

Social, Soft Skill Expectations	Rate		Rate
		Rate items from “1” to “5” with “5” being most critical to performance in this specific job.	
Works as team member	___	Communicates well with others	___
Adapts to changing conditions	___	Asks questions to clarify	___
Works under stress, <u>short</u> time	___	Solves problems on own	___
Works under stress, <u>long</u> time	___	Shows initiative to make changes	___
Displays high personal ethics	___	Flexible (<i>deals with unexpected</i>)	___
Dress/Appearance	___	Public visibility	___

These questions focus on the worker’s behavior, social graces, and interactions with co-workers. You might try asking, “What makes someone an ideal worker?” Spend enough time to get a good feel for how the employer feels about these issues, discussing the attributes valued by the employer. Probe if necessary, e.g., “Does someone in this position need to solve problems on their own, or should they go directly to their supervisor and ask what to do?”

Keep in mind that many job seekers with significant disabilities may have (hidden) strengths in this area that increase their attractiveness as a potential employee.

Making the job analysis questions work for you

Environmental Considerations	Rate items from "1" to "5" with "5" being very true for or characteristic of this business environment		
Loud working conditions	___	Hot/Cold (<i>circle</i>) conditions	___
Visually complex environment	___	Confusing physical setting	___
Co-workers are warm, supportive	___	Supervisors are warm, supportive	___
Interact with many co-workers	___	Positive company culture	___

In asking these questions, it is very helpful to have a specific job seeker in mind, since a number of questions may be irrelevant. For example, if the job seeker has a disability which slows learning, you may want to concentrate on determining how workers support one another and the complexity of the work environment, while being less interested in heat or noise issues.

Physical / Sensory / Cognitive Demands	Rate items from "1" to "5" with "5" being a critical attribute needed in this business environment		
Physical mobility required	___	Strength	___
Endurance	___	Grasping / Reaching	___
Excellent vision	___	Lifting: light/heavy (<i>circle</i>)	___
Questions from customers	___	Remembering	___
Close working conditions	___	Unexpected situations	___

Again using the job seeker as a reference point, what information about the demands of the job will be helpful to determine the individual's fit? The questions listed above are really more of a prompt for you to remember to ask questions than they are a specific list.

The beauty of storing this form as a word processing file is that you can modify it according to the client's specific needs. So for Bill, who is blind, this section will focus on visual issues. For Susie, who has CP and uses a wheelchair, this section may concentrate on reaching concerns, the weight of items to be lifted, etc.

Making the job analysis questions work for you

Typical Work Shift

Time	Task	Description

This section allows you to sketch out a rough work schedule for the position being analyzed. While you may not have time to obtain this information on a first visit, it could be part of the focus of a second visit to an employer.

Why bother with obtaining this sort of information? Often, our image of what workers do is quite unrealistic. For example, a pot washer in a hospital cafeteria concentrates on washing pots, right? Or, does the position require the worker to help assemble patient trays, deliver carts of trays to various floors, and so on? Looking at the worker's responsibilities as he/she goes through a shift can provide very helpful matching information.

Discussion question: Does your agency already use another job analysis form? How does the CCER form compare? What might be good to add or change?

Exercise: Using the CCE

Option One is a weaker choice, but perhaps the best if a number of participants will not be using the form, or if most are very new to job development and scared to death of talking to a business person.

Option One: Classroom Exercise

In this exercise, form pairs and take turns asking using questions from the job analysis form. If you have had experience working in another field, such as a job at McDonalds, try answering the questions as if you were the manager there.

Shift roles frequently, so that both of you get a chance to ask the questions. Discuss ways in which the questions could be improved.

Option Two: Out in the Community

Go out into the community individually you can obtain much or most of the information needed to fill out the job analysis form. Tell the employer it is a class exercise if you are scared.

Option Two is the better choice, but takes about 75 minutes if the participant drives to the business. Have participants go individually to different businesses rather than in pairs; they'll get a lot more out of doing the exercise. Debriefing what happened when they return is very, very helpful to everyone involved. Participants are often surprised by how easy it was, and how much they learned.

Come back to class prepared to discuss the questions listed below.

- 1) How did your questions about "**Performance Expectations**" work out? Did you get the sense that you understand what the employer needs?
- 2) "**Social / Soft Skill Expectations**" can be difficult to pin down. How did you do? What did you learn that surprised you?
- 3) "**Environmental Considerations**" will vary considerably according to the job seeker. Assuming that you had a job seeker in mind, what types of information did you get that would be useful in job matching?
- 4) "**Physical, Sensory, Cognitive Demands**" also will vary according to job seeker. How did this section go?
- 5) Overall, how do you think you did?

Do's and Don'ts for using a job analysis

Do:

Respect the employer's time, even if you need few more minutes to complete your questions

Adjust to the employer who prefers to meet the Job Seeker right away. If so, go with the employer's wishes.

Some homework on the business before showing up at the door. You'll make a better impression by being prepared and (somewhat) knowledgeable.

Try to keep your focus on asking intelligent questions rather than on filling out the form. If you must write information, keep it to a minimum during the interview. When you leave the business, finish filling out the form.

Realize that you won't learn all there is to know about the job with one visit. Often the first visit raises additional questions and a reason to visit again.

Understand that hiring a worker with a disability can be intimidating to an employer. The job analysis process will allow you to begin establishing a business relationship with the employer before getting to hiring questions. It may take several visits to establish enough trust for the employer to consider taking a chance and hiring from your agency

Don't:

Be aggressive in quizzing the poor employer like this was a police investigation. You were hoping to make a good first impression, right?

Correct the employer when she learns you work with people with disabilities and says you must be so patient.

Ask a lot of "yes/no" questions.

Pretend you are doing an analysis but are actually getting around to asking for a job (gives job analysis a bad name).

Assume that no matter what you find, one of the job seekers you represent will fit into the job. Sometimes no one will.

Try to monopolize the conversation. You should be talking only about 1/3 of the time during this first visit.

Go into this first visit unaware of problems your agency has had in the past with this employer. Just because you are new doesn't mean the employer has forgotten the incident.

Use the first visit and the job analysis process to educate an employer about what wonderful workers people with disabilities are, and why hiring through you is such a good idea. Just stay focused on the job analysis.

Wrapping up the lesson

Here are some points you might want to make:

- Careful job matching can enhance the job seeker's chance of success.
- The process is particularly friendly to brand new job developers.
- It sets a positive tone with many employers, who appreciate your interest in their work before being asked to consider hiring.
- The use of job analysis may make good sense when the job seeker is unlikely to fit into an existing job description, and you are in the beginning stages of identifying tasks that might be accessible to the individual.

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?