

Employment Services Certificate: Course Overview

**Introduction**

Vermont Division of Vocational Rehabilitation in partnership with the Community College of Vermont and TransCen, Inc. is offering a series of courses for employment staff, working under the Creative Workforce Solution (CWS) umbrella, who serve job seekers from vulnerable populations. The course series is intended to provide the essential processes, tools and resources necessary for staff who are in the early stages of providing employment services to job seekers in Vermont. This Foundation Course is the initial course in the series and is a prerequisite to the other disability specific introductory courses in the series.

Upon the completion of the foundation course and one of the disability specific introductory courses (Developmental Disabilities, Mental Health or Transition), an ACRE (Association of Community Rehabilitation Educators) Certificate of Achievement will be issued. The completion of the ACRE Certificate and a minimum of 1 year of experience as an Employment Specialist will also prepare one to take the national Certified Employment Support Professionals (CESP) examination and receive the CESP Certificate.

Assisting job seekers from vulnerable populations achieve integrated employment outcomes of their choice requires employment staff to be competent in effective discovery and assessment, job development and placement; employer outreach and negotiation; and workplace supports. This on-line, instructor-led, 8 week, 30 hour Foundation Course provides sufficient depth to be valued across multiple levels of the CWS initiative, specific to the service delivery environment in Vermont; one that will enhance the quality of employment services to local employers; and increase the likelihood of successful employment outcomes. Employment specialists taking advantage this course series will be better equipped to serve as labor market intermediaries - not just assisting the people they serve in obtaining employment, but establishing a return on investment for employers as well. The Foundation Course consists of the following:

**Instructor-Led Modules (4)**

1. Application of Core Values and Principles of Practice

2. Individualized Assessment and Employment/Career Planning

3. Community Research and Job Development

4. Workplace and Related Supports

**Assignments, Readings, Quizzes**

To complement the content; tools, resources, activities, field based assignments, and quizzes have been designed to give the student, an opportunity to apply what is learned.

ALL activities, discussion boards, field based assignments and quizzes should be completed and submitted by the recommended course deadline dates. Students must compile a minimum cumulative score of 450 points out of a possible 562 points. The quizzes can be taken multiple times until all the questions are answered correctly.

Each student needs to recruit a mentor to assist them in the completion of the field based assignments. This mentor can be their supervisor, the Business Account Manager (BAM) assigned to their CWS region or an experienced co-worker/colleague. Your instructor can assist in recruiting a mentor if necessary.

There are additional resources and tools assigned to each module that will give you a further understanding and application of the content.

**Participant Accountability**

To successfully complete the Foundation Course, each participant will:

1. Review all archived webinars and module presentation materials.

2. Participate in the discussion boards in a timely manner.

3. Complete all activities, assignments, and quizzes to the satisfaction of the instructor.

4. Read through all resource material and review all tools provided for each module.

5. Upload assignments to the instructor by the recommended due date. Activity and assignment due dates are established by the instructor and are posted with each activity/assignment. It is expected that assignments will be submitted by the due date. However, there is a 1 week grace period at the end of the course to submit any assignments that were not completed by the due date. No activities/assignments will be accepted past the course end date.

It is the responsibility of the participant to communicate with the instructor if there are problems with meeting the course requirements and due dates.

**Instructor Responsibility**

The instructor will post module objectives, module presentation materials, tools, activities, assignments, and resources to the students on a weekly basis. The instructor will grade and provide feedback on activities, discussion boards and assignments within a reasonable amount of time. The instructor will be available to discuss any relevant course issues as needed.

The instructor will discuss and provide reasonable accommodations as requested. If you are experiencing any difficulties in keeping up with the demands of this course, please inform the instructor as soon as possible.

**Course Schedule and Module Requirements**

**Week 1 Course Overview**

* Complete Course Introduction Checklist, view tutorials on online learning system (Moodle)
* Complete Pre Self-Assessment Checklist: Employment Services Competencies

**Weeks 1 and 2 Module 1 Application of Core Values and Principles of Practice**

* Review Module 1 Checklist
* Review Module 1 Presentation materials
* Complete and Submit Module 1 Quiz
* Complete and Submit 2 Activities
* Complete and Submit 2 Field Based Assignments
* Participate in 2 Discussion Boards in a timely manner
* Review Module 1 Tools and Resources

**Weeks 3 and 4 Module 2: Individualized Assessment and Employment/Career Planning**

* Review Module 2 Syllabus
* Review Module 2 Presentation materials
* Complete and Submit Module 2 Quiz
* Complete and Submit 4 Activities
* Complete and Submit 4 Field Based Assignments
* Participate in 2 Discussion Boards in a timely manner
* Review Module 2 Tools and Resources

**Weeks 5, 6, & 7 Module 3: Community Research and Job Development**

* Review Module 3 Syllabus
* Review Module 3 Presentation materials
* Complete and Submit Module 3 Quiz
* Complete and Submit 4 Activities
* Complete and Submit 4 Field Based Assignments
* Participate in 2 Discussion Boards in a timely manner
* Review Module 3 Tools and Resources

**Weeks 8 and 9 Module 4: Workplace Supports**

* Review Module 4 Syllabus
* Review Module 4 Presentation materials
* Complete and Submit Module 4 Quiz
* Complete and Submit 4 Activities
* Complete and Submit 3 Field Based Assignments
* Participate in 2 Discussion Boards in a timely manner
* Review Module 4 Tools and Resources

**Week 10 Course Ends**

* All activities, assignments and quizzes must be received
* Complete Post Self-Assessment Checklist: Employment Services Competencies

**Employment Services Certificate**

The Association of Community Rehabilitation Educators (ACRE) awards nationally recognized Certificates of Achievement to providers of employment services to people with disabilities. This Certificate documents that the provider has satisfactorily completed a minimum of 40 hours of training or professional development provided by an ACRE-approved training resource.

|  |  |
| --- | --- |
| **Topic** | **Hours Needed for Basic Certificate** |
| Foundation Course - Application of Core Values and Principles to Practice | 5 |
| Foundation Course - Individualized Assessment and Employment/Career Planning | 9 |
| Foundation Course - Community Research and Job Development | 10 |
| Foundation Course - Workplace and Related Supports | 6 |
| Specialty Job Seeker-Specific Course – Intellectual Disability, Mental Health or Transition | 10 |
|  | **40 Hours Total** |

Module 1: Application of Core Values and Principles to Practice

**Key Concepts**

1. Underlying values, ethical guidelines, definitions, and philosophy of community employment.
2. Informed choice, self-determination, and active participation throughout the employment process,
emphasizing job seeker strengths, interests and talents.
3. Best practices in community employment services, from intake to follow along.
4. Rights and responsibilities of individuals in community employment.
5. History and status of community employment services in your state.
6. Employer’s perspective of community employment programs.
7. Vermont’s Progressive Employment Strategies.
8. Professionalism for Employment Specialists.

**Assignments, Activities, Tools Websites & Resources**

1. **Values, ethical guidelines, definitions and philosophy of community employment**

Activities: 1.1 – What do you value

1.2 –What does your agency value

Assignment: 1.1 – Assessing your agency’s practices

Website: Parallel in Time CD Rom website: [www.mnddc.org/parallels/index.html](http://www.mnddc.org/parallels/index.html)

1. **Informed choice, self determination and active participation**

Tool: 1.1 – Job Seeker and Employment Specialist Statement of Responsibilities

1. **Best practices in community employment services**

Resources: 1.1 – Employment Process

1.2 – Definitions of Community Employment Models

 1.3 – Customized EHmployment Q and A

 1.12 – Motivational Interviewing Definition and Principles

Websites: Customized employment, website <http://www.dol.gov/odep/pubs/custom/index.htm>

Evidence-Based Practice, website <http://www.evidencebasedpractices.org/>

ODEP Integrated Employment Toolkit <http://www.dol.gov/odep/ietoolkit>

1. **Rights and responsibilities of individuals in community employment**

Tool: 1.1 – Job Seeker and Employment Specialist Statement of Responsibilities

Websites: Laws Enforced by the EEOC <http://www.eeoc.gov/laws/statutes/>

1. **History and status of community employment services**

Resources: 1.2 – Definition of community employment models

 1.4 – Self Employment and Resource Ownership Websites

1.5 – Career One Stops

 1.6 – List of One Stop ODEP Partners

Websites: Disability History Timeline <http://isc.temple.edu/neighbor/ds/disabilityrightstimeline.htm>

<http://jobsearchtech.about.com/od/jobs/a/one_stop_center.htm?p=1>

<http://www.usworkforce.org/factsheets>

APSE Website: [www.apse.org](http://www.apse.org)

TASH Website: [www.tash.org](http://www.tash.org)

1. **Employer’s perspective on community employment programs**

Assignment: 1.2 – Obtaining an Employer’s Perspective

1. **Vermont’s Progressive Employment strategies**

Assignment: 1.2 – Obtaining an Employer’s Perspective

Resources: 1.7 – Progressive Employment expanded definition

 1.8 – Progressive Employment Desk Reference

 1.9 – Creative Employment Opportunities

 1.10 – OJT Desk Reference

 1.11 – Insurance for Progressive Employment Placements

**Activity Directions**

**Activity 1.1: What Do You Value?**

*Think about the things that you value most. What is most important in your life? What is most important about the work that you do when working with job seekers, when working with employers? What do the job seekers you work with value most in their lives, in the type of job they aspire to? As it relates to being an employment specialist, what do you hope to accomplish in your career? Write up your thoughts on the Activity 1.1 form and submit it to your instructor. When you are done, post responses to the discussion board.*

**Activity 1.2: What does your Agency Value?**

*Take a moment to think what your personal values are: your goals, your values, your role, your responsibilities?*

*Can you name some of the values for your organization? What are your agency goals? What is your agency trying to accomplish?*

*What are your supervisor’s expectations of you? How do you know if you are doing a good job?*

*Are your personal values and your organization’s values the same or different? How? What does this mean for you as an employment consultant?*

*Think how your job – its duties, responsibilities, and performance measurements - support the values of your organization? Your values?*

*Write up your thoughts on the Activity 1.2 form and submit it to your instructor.*

**Field Assignment Directions**

**Field Assignment 1.1: Assessing your Agency’s Practices**

*Think about the core values of community employment. Get the perspective your of your Executive Director or supervisor on how your agency’s employment program compares and contrasts with the core values of community employment. Which of the core values does your employment program most exemplify? Which of the core values does your employment least exemplify? What could you do to take advantage of the core values where you feel your program is strong? What could you do to enhance those core values where you feel your program could improve? Write up your leader’s response to the questions on the Field Assignment 1.1 form**and submit the form to your instructor.*

**Field Assignment 1.2: Obtaining an Employer Perspective**

*Obtain the name of one or two local employer contacts that your organization has successfully placed an employee in their workforce through a direct placement or utilizing progressive employment. You can obtain those contact names from your supervisor, mentor or Business Account Manager. Ask this business contact the questions listed on the Field Assignment 1.2 form. Write up their responses and turn the form into your instructor. After you submit Field Assignment 1.2 to your instructor, go the discussion board and post your answers to the discussion board questions and respond to at least two other discussion board postings.*

**Quiz—Module 1**

*Complete the Quiz for Module One.*

Module 2: Individualized Assessment and Employment/Career Planning

**Key Concepts**

1. Assisting job seekers with making a decision about disclosure considering both the risks and benefits of disclosing and providing approaches to disclosing.
2. Personal career profile development.
3. Situational assessments, paid work trials, job tryouts, volunteer work and job shadowing, including assistive technology and other accommodations.
4. Self employment opportunities.
5. Making referrals to appropriate agencies, organizations and networks based on individual career plans.

**Assignments, Activities, Tools, Websites & Resources**

1. **Assisting job seekers with making a decision about disclosure considering both the risks and benefits of disclosing and providing approaches to disclosing.**

Activity : 2.4 – Disclosure

Resources: 2.9 – Q and A on Customized Employment Disclosure

 2.10 – 411 on Disability Disclosure

Website: 411 on Disability Disclosure Website:

 <http://www.ncwd-youth.info/411-on-disability-disclosure>

http://www.t-tap.org/

1. **Personal career profile development**

Tools: 2.1 – Positive Personal Profile (PPP)

 2.2 – Multiple Intelligences Checklist

 2.4 – Job Development Plan

 2.6 – PPP Discovery Form

 2.7 – Features to Benefits Form

Activities: 2.1 – Deficits to Assets

2.2 – Case Study Stacy – PPP

* 1. – Case Study Stacy – Features to Benefits

Assignments: 2.1 – Preliminary PPP

 2.2 – Expanded PPP

 2.3 – Job Development Plan

 2.4 – Job Seeker’s Features to Benefits

Resources: 2.1 – Components of Career Development

2.2 – Online Self Directed Career Assessments

2.3 – Person Centered Planning Process

2.4 – What is the Positive Personal Profile

2.5 – Gardner’s Theory of Multiple Intelligence

 2.6 – All Kinds of Minds

 2.7 – Functional Resume

 Website: <http://www.quintcareers.com/career_assessment.html>

1. **Situational assessments, paid work trials, job tryouts, volunteer work and job shadowing, including assistive technology and other accommodations.**

Tools: 2.2 – Multiple Intelligences Checklist

2.3 – Job Site Functional Assessment

2.5 – Discovery Options

Assignment: 2.1 – Preliminary PPP

 2.2 – Expanded PPP

1. **Self employment opportunities**

Resource: 2.8 – Self Employment and Resource Ownership Website

Websites: [*http://www.sba.gov/community/blogs/laid-and-want-start-business-self-employment-assistance-programs-may-help*](http://www.sba.gov/community/blogs/laid-and-want-start-business-self-employment-assistance-programs-may-help)

[*http://www.dol.gov/odep/topics/SelfEmploymentEntrepreneurship.htm*](http://www.dol.gov/odep/topics/SelfEmploymentEntrepreneurship.htm)

1. **Making referrals to appropriate agencies, organizations and networks based on individual career plans**

Resources: 2.8 – Self Employment and Resource Ownership Websites

**Activity Directions**

**Activity 2.1: Deficits versus Assets**

In this activity, you have a table with two columns. On the left column there is a list of deficits. On the right column there are some samples on how those seemingly benefits can be presented as assets. Give it try and finish the rest of the list – how could those remaining deficits be seen as assets? Think about what types of settings you could see those deficits really be turned into assets. Think about yourself and how you perform better under certain circumstances or in certain settings. Think of jobseekers that you work with now.

On the second page is a list of Discussion Questions. Go to the discussion board, post your responses to the discussion board questions and respond to at least two other discussion board postings. You are not required to submit this word document to your instructor.

**Activity 2.2: Case Study: Meet Stacy**

Let’s review Stacy’s case study. You will see there is some basic information about Stacy revealed only through the eyes of school personnel. After using various Discovery Options (as referred to earlier in slide 13 when we talked about ways to assess an individual) to find out more about Stacy, there is more information to pull from. Use this to make a first draft of Stacy’s PPP. Complete page 2 and turn in to your instructor.

**Activity 2.3: Case Study: Stacy’s Features to Benefits**

Go ahead and review Stacy’s PPP. Now, let’s say Stacy is applying for a job at a children’s retail store. List off some of Stacy’s best features or assets on the left side and how you think each of those features might benefit the manager of a children’s retail store. Complete the Features to Benefits form and turn in to your instructor. Following that chart is a list of Discussion Questions. Go to the discussion board, post your responses to the discussion board questions and respond to at least two other discussion board postings.

**Activity 2.4: Disclosing Activity and Discussion**

Take a moment and review the stories of the three individuals and their circumstances posted in the Disclosing Discussion Board. Pick two individuals and answer the questions provided. Once you post your answer you will be able to go back and review other people’s responses. Respond to as least 2 other peers.

**Field Assignment Directions**

**Field Assignment 2.1: Preliminary Positive Personal Profile**

Start this Discovery Process with one of your own jobseekers from your organization. Based on what you know about that person, go ahead and complete a first draft of a PPP. If this person is new to you completely, meet with him or her to draft your first version. Turn that draft in to your instructor.

**Field Assignment 2.2: Expanded Positive Personal Profile**

You created a first draft of a PPP for your own jobseeker in Assignment 2.1. It is now time to expand that PPP with additional information you can gather about that person. The best way to create a thorough PPP on a jobseeker is to gather information about that person from many different resources and by observing in many different environments and situations. Perhaps conduct a situational assessment (refer to Tool 2.3 – Job Site Functional Assessment). Refer to Tool 2.5, the Discovery Options Handout as a guide to the various ways you can go back and work with your jobseeker to discover some more information about them. Add the new information to the Expanded PPP Form in this assignment and turn in to your instructor. You will eventually combine your first draft with this expanded form to have a much more complete PPP for job developing purposes.

**Field Assignment 2.3: Job Development Plan**

Complete the Job Development Plan based on information you gathered on your jobseeker during Assignment 2.1 and 2.2 and turn in to your instructor.

**Field Assignment 2.4: Job Seeker’s Features to Benefits**

Go ahead and review your full PPP for the jobseeker you chose in Assignments 2.1-2.3 (use the combined preliminary and expanded PPP). Brainstorm some possible places your jobseeker may want to work, and then complete the blank Features to Benefits form found in Tool 2.7. You will list the top features of your jobseeker on the left, and then describe ways each feature can benefit a business – particularly one of your brainstormed businesses. You may refer to Activity 2.3 for a sample - Stacy’s Features to Benefits Marketing Script chart. When you get to Module 3, you will learn strategies for getting to know businesses and how to target your Features to Benefits Marketing scripts even more strongly to individual businesses, to make the strongest sell you can make.

**Quiz—Module 2**

*Complete the Quiz for Module Two.*

Module 3: Community Research and Job Development

**Key Concepts**

1. Marketing plans targeted to employers, including researching opportunities and organizing information gathered.
2. Effective marketing tools for community employment.
3. Effective marketing messages for community employment.
4. Developing relationships with businesses.
5. Assisting job seekers in developing portfolios, resumes, cover letters, letters of introduction, references, and other job application documents in various media, including electronic and print and interviewing.
6. Assisting job seekers in their job search process.
7. Job matching considerations.
8. Negotiating accommodations and job details, including hours, wages, tasks, work area, breaks, orientation, training, supports and developing employment proposals based on business and job seeker preferences.

**Assignments, Activities, Tools, Websites & Resources**

1. **Marketing plans targeted to employers, including researching opportunities and organizing information gathered.**

Tools: 3.3 – Employer Contact Sheet

 3.14 – Employment Log

 3.15 – Organizational Marketing Plan Template

Assignments: 3.1 – Researching Potential Employers

 3.3 – Organizational Features to Benefits

Resources: 3.1 – Job Development Flowchart

 3.22 – Fix Attitudes and Bust Disability Myths

 3.25 – Key Marketing Strategies

 3.26 – National Marketing Initiatives on Supported Employment

Website: Virginia Commonwealth University Website on Supported Employment Resources

[www.worksupport.com](http://www.worksupport.com)

1. **Effective marketing tools for community employment.**

Tools: 3.15 – Organizational Marketing Plan Template

3.16 – Organizational Features to Benefits sample

3.18 – Organizational Features to Benefits form

Assignment: 3.3 – Organizational Features to Benefits

Activity: 3.1 – Work Your Networks

Resources: 3.2 – Increasing Placements through Professional Networking

 3.3 – The Best of Effective Networking for Professional Success

 3.22 – Fix Attitudes and Bust Disability Myths

 3.25 – Key Marketing Strategies

 3.26 – National Marketing Initiatives on Supported Employment

Websites: [www.salesforce.com](http://www.salesforce.com)

 <http://www.communityinclusion.org>

 <http://humanresources.about.com/od/careernetworking>

1. **Marketing messages for community employment.**

Tools: 2.1 – Positive Personal Profile Form

 3.2 – Job Development Plan

 3.15 – Organizational Marketing Plan Template

3.16 – Organizational Features to Benefits Form

Assignment: 3.3 – Organizational Features to Benefits

Activity: 2.4 – Disclosure

Resources: 3.4 – Creating Effective Business Partnerships

 3.20 – Presenting the Job Candidate

3.22 – Fix Attitudes and Bust Disability Myths

3.25 – Key Marketing Strategies

* 1. National Marketing Initiatives on Supported Employment

Website: <http://www.forjobseekers.com/article.php?article_id=176&staff_id=40&style=print>

 <http://www.worksupport.com/resources/printView.cfm/322>

**4 Developing relationships with businesses**

Tools: 3.2 – Job Development Plan

 3.4 – Informational Interview Site Visit Notes

 3.5 – Informational Interview Questions

 3.10 – Employer Proposal Template

 3.11 – Sample Proposal Letter

 3.12 – Sample Employer Presentation

 3.17 – How Business Friendly Are You?

Assignments: 3.1 – Researching Potential Employers

 3.2 – Get to Know Your Employer

 3.4 – Prepare an Employer Presentation

Activities: 3.1 – Work Your Network

 3.3 – Forecast Case Study

 3.4 – Addressing Employer Concerns

Resources: 3.1 – Job Development Flowchart

3.2 – Increasing Placements through Professional Networking

 3.3 – The Best of Effective Networking for Professional Success

3.4 – Creating Effective Business Partnerships

3.5 – Contacting Employers

3.6 – Cold Call Model

3.7 – Tips for Turning Cold Calls into Hot Leads

 3.8 – Referral Model

3.22 – Fix Attitudes and Bust Disability Myths

3.23 – Q and A on Employer Negotiations

 Website: <http://www.microsoft.com/business/en-us/resources/ArticleReader/website/default.aspx>

 <http://www.t-tap.org/>

1. **Assisting job seekers in developing portfolios, resumes, cover letters, letters of introduction, references, and other job application documents in various media, including electronic and print and interviewing.**

Tool: 3.1 – Functional Resume Template

Resources: 3.13 – Resume and Cover Letter Tips

 3.14 – Resume Workbook

 3.16 – Sample Functional Resume from Jobstar

 3.17 – Sample Functional Resume from MCEP

 3.18 – Interviewing Strategies

 3.19 – Dress for Success

Websites: <http://damngood.com/writers/workbooks.html>

 <http://jobstar.org/tools/resume/tempfun.php>

1. **Assisting job seekers in their job search process.**

Tool: 3.2 – Job Development Plan

Assignment: 3.1 – Researching Potential Employers

Activities: 2.4 - Disclosure

3.1 – Work Your Network

Resources: 2.12 – Disclosure 411

3.11 – Essential Elements of an Effective Job Search

 3.12 – Job Search Process

 3.19 – Dress for Success

1. **Job matching considerations.**

Tools: 3.4 – Informational Interview Site Visit Notes

 3.5 – Informational Interview Questions

 3.6 – Job Analysis Form

 3.7 – Job Analysis Form Long

 3.8 – Inventory of Employer Needs and Tasks

 3.9 – Features to Benefits Form

Activities: 3.2 – Ross Dress for Less Case Study

3.3 – Forecast Case Study

Resources: 3.9 – US Dept. of Labor – Customized Employment

 3.10 – job Carving

 3.15 – Know What’s Around You

 3.21 – Sample Task Lists

 Website: <http://www.dol.gov/index.htm>

1. **Negotiating accommodations and job details, including hours, wages, tasks, work area, breaks, orientation, training, supports and developing employment proposals based on business and job seeker preferences.**

Tools: 3.9 – Features to Benefits Form

 3.10 – Employer Proposal Template

 3.11 – Sample Proposal Letter

 3.12 – Sample Employer Presentation

 3.13 – Work Experience Agreement

 3.16 – Organizational Features to Benefits

Assignment: 3.4 – Prepare an Employer Presentation

Activities: 3.2 – Ross Dress for Less Case Study

3.3 – Forecast Case Study

 3.4 – Addressing Employer Concerns

Resources: 3.20 – Presenting the Job Candidate

3.23 - Q and A on Employer Negotiations

 3.24 – Steps to Successful Negotiations

**Activity Directions**

**Activity 3.1: Work Your Network**

Check the boxes where you know someone and they know you in that field or industry. It’s even better if you write the names of the persons you know in that line of work. On the second page, write out where you currently generate new business contacts, then write out additional activities and events where you could start generating new business contacts. It would be beneficial to then have your coworkers complete this activity and share the information with each other. This should give you a broad range of business contacts that you could then follow up on based on the interests and abilities of the job seekers on your case load. Go to the discussion board, post your responses to the discussion board questions and respond to at least two other discussion board postings. You do not need to submit the form to your instructor.

**Activity 3.2: Ross Dress for Less Case Study**

Review the Ross Dress for Less case study. On the worksheet, write up the manager's operational and customer needs based on the observations provided. Explain which tasks would have the greatest impact on the employer’s bottom line of saving money such as reducing overtime or generating more money by freeing up staff to work with customers, etc. After writing up the observed needs worksheet, submit it to your instructor.

**Activity 3.3: Forecast Case Study**

Meet Forecast, Inc.

Forecast, Inc – Read the results of the informational interview. Create 3 potential job descriptors based on the interview. What sort of employment could you see a job seeker holding at this company? What would be the operational benefits of these job descriptors to Forecast? When you are considering benefits to Forecast, think in terms of bottom line. What job descriptions would save Forecast money and how? What job descriptions would allow Forecast to be more productive? Based on the information provided, write up three potential customized job descriptions on the form provided and submit to your instructor.

**Activity 3.4: Addressing Employer Concerns**

How would you address the following employer concerns? Write up how you would respond to the employer concerns listed on the form provided. Submit the form to your instructor then go to the discussion board, post your responses to the discussion board questions and respond to at least two other discussion board postings.

**Assignment Directions**

**Field Assignment 3.1: Research Potential Employers**

Select an employer that is listed on your completed Job Development Plan and go to that employer's website. Answer the questions listed in the assignment on the provided form. Provide information from the website related to types of jobs available, hiring process and work environment that you would like to explore during an informational interview. Submit the completed form to your instructor. When you are on the employer’s website, also look for items that could ‘warm up’ your employer contact or informational interview. Items such as awards that they received (ie: won a best customer service award, milestones that they have accomplished (ie: largest Ford Dealer in the state) or anything else they are proud of as an organization. When you are on the employer’s website, also look for indications that the company is community minded or strives for diversity in their workforce.

**Field Assignment 3.2: Get to Know Your Employer**

Get to know an employer through an informational interview. Contact an employer that has the potential to be a job match for one or more job seekers and schedule an informational interview. Conduct the informational interview using Tool 3.5 – Informational Interview Questions to prepare for the interview. Write the employer’s responses on the provided Informational Interview Form. When you are there, ask if you can conduct a job analysis on a job of interest to your job seeker. You may need to schedule a separate time to conduct the job analysis. Complete the informational interview and job analysis form. Summarize what you learned about the employer’s labor needs and targeted job on the last page. Your summary conclusions of what was learned about the company, the targeted job and how you might be able to work with this employer in the future is an important part of this assignment. Return the completed informational interview, job analysis forms and your summary to your instructor.

**Field Assignment 3.3: Organizational Features to Benefits**

Review Tool 3.16 – Organizational Features to Benefits Sample then on the Organizational Features to Benefits form list the Employment Services you have to offer employers, then list the features and benefits of those services to your employer customers. You will be using this information in your employer proposal (Assignment 3.4). After completing this form, turn it into your instructor.

**Field Assignment 3.4: Prepare an Employer Presentation**

It’s always best to be prepared! Prepare an Employer Presentation in writing:

* How you will introduce yourself and what you do, and your agency?
* State your purpose for the meeting.
* What are the specific labor needs of this employer?
* What are the requirements of the targeted job?
* Introduce the job candidate(s) that you represent in a dignified and respectful way. It is more informative to the employer to describe the job candidate(s) in relation to their labor needs. Remember it is up to the job candidate to disclose a disability. You are representing them to the employer.
* Summarize what services you will offer the employer and the benefits of those services to the employer.

Make sure to ask for clarification and their opinions at each phase of your presentation.

Have a specific close in mind at the end of your presentation (how you will ask for the job).

When you finish your presentation, your goal is to obtain a yes/no hiring decision or another appointment that would yield a decision on your proposal such as a job interview.

Develop a professional presentation specifically for your agency’s employment services and a specific job seeker. This proposal should be based on what you learned during the informational interview. After writing up the employer proposal either in the template (Tool 3.10), letter (Tool 3.11) format, turn it into your instructor.

**Quiz—Module 3**

*Complete the Quiz for Module Three.*

Module 4: Workplace and Related Supports

**Key Concepts**

1. Building collaborative relationships
2. Managing travel/transportation
3. Ensuring that the employee enters the job in the most inclusive manner possible
4. Comprehensive job analysis
5. Helping individuals meet social/behavioral expectations of the workplace culture
6. Strategies for developing workplace supports
7. Providing systematic instruction based on individual learning styles and needs including task analysis with baseline and scheduled data collection, natural cues and reinforcement procedures
8. Maximizing worker job performance and social integration to achieve job stability
9. Strategies to provide support to the employee and employer in the event of a job separation or termination.
10. Providing an ongoing review of the employee’s performance and satisfaction with the job

**Assignments, Activities, Tools & Resources**

1. **Building collaborative relationships**

Tools: 4.1 – Workplace Supports Plan form

4.2 - Individual Supports Plan Template

 4.3 – Work Experience Evaluation

 4.4 – Sample Youth Performance Feedback form

4.7 – Sample Customer Satisfaction Survey for Employers

 4.8 – Sample Customer Satisfaction Survey for Employees

Resources: 4.1 – Family Supports

 4.2 – Supports and Accommodations

 4.6 – Natural Supports

Website: <http://www.pacer.org/>

1. **Managing travel/transportation**

Resource: 4.3 – Know the Job Site and the Job

1. **Ensuring that the employee enters the job in the most inclusive manner possible**

Activity: 4.1 – Fit into the Workplace

Resources: 4.3 – Know the Jobsite and the Job

4.8 – Customer Service

4.9 – How to Respond to a Customer with Complaints

1. **Comprehensive job analysis**

Tool: 4.5 – Sample Task Checklist

 4.6 – Job Analysis Form

Activity: 4.2 – Workplace Supports Plan Development

Resource: 4.4 – Task Analysis

1. **Helping individuals meet social/behavioral expectations of the workplace culture**

Tool: 4.1 – Workplace Supports Plan form.

4.2 – Individual Support Plan Template

 4.6 – Job Analysis Form

Activity: 4.1 – Fit into the Workplace

Resources: 4.3 – Know the Jobsite and the Job

 4.5 – Creativity is Essential

1. **Strategies for developing workplace supports**

Tools: 4.1 – Workplace Supports Plan form

4.2 - Individual Supports Plan Template

Assignment: 4.1 – Workplace Supports Plan for a Customer

Activity: 4.2 – Workplace Supports Plan Case Studies

Resources: 4.2 – Supports and Accommodations

 4.6 – Natural Supports

1. **Providing systematic instruction based on individual learning styles and needs, including task analysis with baseline and scheduled data collection, natural cues and reinforcement procedures**

Tool: 4.6 – Job Analysis Form

Resources: 4.3 – Know the Jobsite and the Job

 4.4 – Task Analysis

1. **Maximizing worker job performance and social integration to achieve job stability**

Assignment: 4.1 – Workplace Supports Plan for a Customer

Activities: 4.1 – Fit into the Workplace

4.2 – Workplace Supports Plan Case Studies

Resources: 4.2 – Supports and Accommodations

4.5 – Creativity is Essential

 4.7 – 15 Commandments to Keep the Job

1. **Strategies to provide support to the employee and employer in the event of a job separation or termination**

Tools: 4.1 – Workplace Supports Plan form

 4.2 – Individual Supports Plan Template

Resources: 4.2 – Supports and Accommodations

4.6 – Family Supports

1. **Providing an ongoing review of the employee’s performance and satisfaction with the job**

Activities: 4.3 – Customer Service

 4.4 – A Day in the Life of an Employment Specialist

Assignments: 4.2 – Complete an Employer Customer Satisfaction Survey

 4.3 – Put First Things First

Tools: 4.3 – Work Experience Evaluation

 4.4 – Sample Youth Performance Feedback form

Resources: 4.7 – Sample Customer Service Satisfaction Form for Employers

 4.8 – Sample Customer Service Satisfaction Form for Employees

 4.10 – All 7 Habits

Website: <http://www.information-management.com/issues/20040101/7912-1.html?type=printer_friendly>

**Activity Directions**

**Activity 4.1: Fit into the Workplace**

Review page one of the Activity 4.1 worksheet. These are examples of ways an Employment Specialist can facilitate the new jobseeker ‘fitting in’ to the new job site.

On the second page is a list of Questions. Answer the questions on this form then go to the discussion board, post your responses to the discussion board questions and respond to at least two other discussion board postings.

**Activity 4.2: Workplace Supports Plan Development Case Studies**

Choose 3 scenarios from the Accommodation Scenarios list. Complete a Workplace Supports Plan for each Scenario and turn in the completed forms to your instructor.

**Activity 4.3: Customer Service**

Can you think of a really good or really awful customer service experience you had recently? What made it really good or really bad? Be a Customer Service Star:

Your customer service of providing ongoing and regular contact may encourage businesses to hire other employees that you support. Review the following Qualities of good customer service. Answer the question on the form and turn it into your instructor then go to the discussion board, post your responses to the discussion board questions and respond to at least two other discussion board postings.

**Activity 4.4: A Day in the Life of an Employment Specialist**

Prioritize the messages and develop an action plan for dealing with the “Day in the Life” situation. Submit the prioritized messages and action plan to your instructor.

**Field Assignment Directions**

**Field Assignment 4.1: Workplace Supports Plan for a Customer**

For this Assignment, you are being asked to work with a customer that you have recently helped to find a job, OR work with a customer who has been working on a job for a while. Complete this worksheet as you determine the types and frequency of supports needed for this individual to do the job successfully. Please include any challenges or successes as you go through this process in the Notes section at the bottom. Turn this completed worksheet in to your Instructor.

**Field Assignment 4.2: Complete an Employer Customer Satisfaction Survey**

1. Pick an Employer Customer Satisfaction Survey. You may use one that your organization uses, or there is a sample in ***Tool 4.7***.
2. Pick an Employer Customer who has hired one of your organization’s jobseekers
3. Meet with the appropriate supervisor to complete the survey. If possible, complete the survey in person – as an interview. If that does not work for the supervisor, you can ask her or him to complete it on their own and you can follow up with questions.
4. Write a 1-2 page summary of the evaluation, and include any solutions you recommend to issues that might need addressing. If there are no issues, describe how you will maintain that relationship.
5. Turn in to your Instructor.

**Field Assignment 4.3: Put First Things First**

* Read Resource 4.10: The 7 Habits of Highly Effective Information Professionals, Part 5: Habit 3 – Put First Things First” ” pages 11 through 15.
* Review Time Management Matrix.
* Complete the Time Management Profile.
* Tally your totals and complete the Personal Behaviors Grid.
* Write a 1-2 page paper: discuss what you learned about yourself and describe the actions you will take to improve your self-management. Turn in the 1-2 page paper to your instructor

**Quiz—Module 4**

*Complete the Quiz for Module Four.*