

MANAGEMENT SKILLS FOR SEMP LEADERS VIRTUAL



Data Collection Exercise

What are 3 pieces of data you currently collect?	Why do you collect it?
Identify ways you use the data to drive decision-making	

Program Evaluation



LEADERSHIP

The degree to which your broader organization and supported employment program leadership understand and advance clear communication regarding the guiding principles of supported employment, performance excellence and sustainable strategies to advance integrated employment supports—leveraging the resources needed to achieve the program’s mission while maintaining brand integrity.



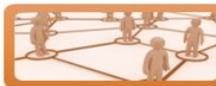
CUSTOMERS

The magnitude to which your supported employment program fosters a person-centered, job-driven demand culture that balances competing values, has a process for continuous feedback from all customers, and engages all customer groups in program innovation and improvement.



OPERATIONS

The extent to which your supported employment work systems, processes, and partnerships are designed and implemented to achieve programmatic success, sustainability, and quality integrated employment outcomes.



WORKFORCE

The level, to which your supported employment program engages, equips, manages, retains, and advances your workforce with the industry-driven skills and tools needed to realize its full potential in alignment with your program mission, strategy action, and succession plans.



DATA-DRIVEN MANAGEMENT

The degree to which your supported employment program evaluates its pursuit of program excellence through the use of data and information from all parts of the program—including satisfaction, compliance, administrative, and labor statistics data.

SEMP Director Expectations

Organizational Expectations:

OPWDD Expectations:

Audit / Accreditation Expectations:

Exercise – What am I Interviewing for?

<p>SKILLS</p>	<p>1.</p> <p>2.</p>
<p>Interview Questions</p>	
<p>KNOWLEDGE</p>	<p>1.</p> <p>2.</p>
<p>Interview Questions</p>	
<p>ABILITY</p>	<p>1.</p> <p>2.</p>
<p>Interview Questions</p>	

Open-Ended Questions

- ◇ What are your greatest talents?
- ◇ What, in your view, makes a person likable?
- ◇ What talents do you have that make you feel you will have success on the job?
- ◇ Do you prefer to work alone or with others?
- ◇ What have you learned about yourself in the last 5 years?
- ◇ What things come easily for you in work?
- ◇ How do you overcome differences in viewpoint?
- ◇ Do you anticipate problems well or do you merely react to them?
- ◇ What aspects of your job(s) have been the most rewarding?
- ◇ Tell me what aspect of your work you are still trying to master.
- ◇ What is your ideal job?
- ◇ What else would you like me to know about you that is not in your resume?
- ◇ What are you looking for in your next position?
- ◇ If I were to talk to the people that you work with, what would your co-workers say about you?
- ◇ What risks did you take in your last few jobs and what were the results?
- ◇ What do you think it takes for a person to be successful in this work?
- ◇ Define cooperation.
- ◇ What jobs have you enjoyed the most? The least? Why?
- ◇ What kind of tasks do you enjoy tackling?
- ◇ In what specific areas of knowledge required by this job do you feel especially proficient?
- ◇ What do you do well?

Behavioral Questions

- ◇ Tell me about a time that your work was criticized and how you responded to that.
- ◇ Give examples of your experiences at school or in a job that were satisfying.
- ◇ Give examples of your experiences that were dissatisfying.
- ◇ Describe some projects or ideas (not necessarily yours) that were implemented, or carried out successfully due to your efforts.
- ◇ Describe a situation that required a number of things to be done at the same time. How did you handle it and what were the results?
- ◇ Tell me about a time when you wrote a report that was well received. What do you attribute that to?
- ◇ Tell me about a specific project or program that you were involved with that resulted in improvement in a major work area.
- ◇ What is your idea of an ethical organization?
- ◇ Have you ever witnessed an issue of ethics arise in past positions? What happened and how did you handle it?
- ◇ Have you ever forfeited your job/career for doing what was right? If so, do you have any regrets?
- ◇ If your boss asked you to lie for them what would you do?
- ◇ Did you see the ethics statement/policy on our website?
- ◇ Tell me about a time when your ethics were challenged.
- ◇ Describe a time when you knew someone was doing something unethical. How did you handle the situation?
- ◇ Describe a time when you had to confront someone else's unethical behavior.
- ◇ What keeps you coming to work besides a paycheck?
- ◇ Give me an example of how you put your personal beliefs and values into action.

- ◇ Describe 3 work ethic values that you hold. (ex: honesty, positive attitude, integrity, accountability, dedication, responsibility)
- ◇ When you've had ethical issues arise in the past, whom did you consult?
- ◇ Sometimes it's easy to get in "over your head". Describe a situation where you had to request help or assistance on a project or assignment.
- ◇ What steps do you follow to study a problem before making a decision?
- ◇ There are times when a small problem can be identified and fixed before it becomes a major problem. Give an example of how you have done this.
- ◇ Describe a situation in which you had to collect information by asking many questions of several people.
- ◇ Recall a time from your work experience when your manager or supervisor was unavailable and a problem arose. What was the nature of the problem and how did you handle the situation?
- ◇ How do you determine priorities in scheduling your time? Provide examples.
- ◇ Describe a time in school when you had many projects or assignments due at the same time. What steps did you take to get them all done?
- ◇ Describe for me a situation where you may have missed an obvious solution to a problem.
- ◇ Tell me about a situation in which you were able to find a new and better way of doing something significant.
- ◇ Recall a time when you were creative in solving a problem.
- ◇ Tell me about a time when you had to bring out the creativity in others.
- ◇ Tell me about a time that you prioritized the elements of a complicated project.
- ◇ Describe a time when you had to make an important decision with limited facts.
- ◇ Describe for me a time when you had to adapt to a difficult situation. What did you do?
- ◇ Describe a situation where others you were working with on a project disagreed with your ideas. What did you do?

- ◇ Tell me about a time where you found that your results were not up to your supervisor's expectations. What happened and what actions did you take?
- ◇ Relate a time when you had to arrive at a compromise or guide others to a compromise.
- ◇ Tell of a time when your active listening skills really paid off for you – maybe a time when other people missed the key idea being expressed.
- ◇ Tell of the most difficult customer service experience that you have ever had to handle - perhaps an angry or irate customer. Be specific and tell what you did and what the outcome was.
- ◇ Give an example of when you had to work with someone who was difficult to get along with. Why was this person difficult and how did you handle that person?
- ◇ Describe a situation where you found yourself dealing with someone who didn't like you. How did you handle it?
- ◇ Tell me about a time when you had to present information to a person or group in authority and were able to do it successfully.
- ◇ Describe a situation where you had to be persuasive and sell your idea to someone else.
- ◇ Describe a time where you persuaded team members to do things your way. What was the effect?
- ◇ Recall a time when you were tolerant of an opinion that was different from yours.
- ◇ Give me an example that would show that you've been able to develop and maintain productive relations with others, even though there were differing points of view.
- ◇ Tell me of a time when you played an integral role in getting a team (or work group) back on track.
- ◇ Tell me about a time when you made a lasting, positive impression on a customer.

What do new employment support professionals need to know before providing supports?

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.



Staff Name: _____ Hire Date: _____

Job Title: _____

Innovations in Employment Supports (24 hrs. in first year from date of hire)	Scheduled Date	Completed Date	(6 hrs. continu- ing education) Completed Date
Introduction to Employment			
Discovery: Assessment and Planning			
Beyond Discovery			
Job Development			
Effective Job Coaching			
How to Deliver the OPWDD Designed Work Readiness Curriculum			
Pathway to Employment: OPWDD Required Training			
ETP 101			
Basics of Business Engagement			
Community-Based Prevocational Services			
Management Skills for SEMP Leaders			

4 Common Mistakes When Training Employees [And 4 Best Practices]

by Sheri Weaver

Part of being a hiring manager or supervisor is training employees. Too often, though, training employees fall short of expectations. Trainers are disappointed because **their trainee "just doesn't get it."** Trainees are disappointed because their trainers went too fast, assumed too much about previous knowledge, or didn't listen to their questions.



Mistake #1: Forgetting "the why"

Most training programs center on **HOW** an employee should do their job. **The how** is clearly important — a new employee needs to understand the nuts and bolts of their responsibilities, the tools they will use to do their job, and the expectations of the role. But the employee also needs to be trained on **the why**. Understanding "the why" gives them a deeper understanding of their role in the organization and what the organization is all about. It empowers them with problem-solving skills and allows them to evaluate processes and root out inefficiencies.

Trainers also must communicate expectations from all levels to the trainee: the company's expectations, the department's expectations, and the supervisor's expectations. For example, the company's expectation for an employee could be to pursue innovation in all work. The department's expectation could be to collaborate with department colleagues to execute innovative strategies. Finally, the supervisor's expectation for an employee is to integrate innovation into specific projects while meeting a deadline.

Expectations start broad and become more narrow. Training should reflect this broad to narrow shift, too.

BEST PRACTICE: Start with the "why" and explain expectations from a high level, gradually bringing it down to a personal level for the greatest context.

Mistake #2: Rushing the learning process [or telling employees everything at once before letting them get their hands dirty]

The goal of an onboarding process is to get an employee up to speed as fast as possible, right? But hitting them with all of the information upfront can make it difficult to digest. There are **five basic steps** in the learning process:

Communicate: Verbal, written, and through discussion of the task at hand.

Experience: Doing the task.

Practice: Doing the task over and over.

Feedback & Adjustments: Here the trainee receives constructive criticism and insight about how to stay on the right track.

Expanding Skills: Getting better at a task fuels more questions about the task and its mastery.

The learning process is cyclical. The final step, Expanding Skills, kicks trainees back to the first step, with a need to Communicate. Thus, the process starts over again. According to John Whitmore, a renowned trainer of employees and leadership **expert, learning best occurs when participants are told, shown, and experience in line with this cycle.**

Whitmore observed these results when comparing programs that tell, show and tell, and experience, show and tell:

	Told	Told and Shown	Told, Shown, and Experienced
Recall After 3 Weeks	70%	72%	85%
Recall After 3 Months	10%	32%	65%

The long and short is that **"telling" alone isn't training.** Until trainees gain experience, trainers must be prepared to keep sharing knowledge and reminders until trainees have a skill under their belt.

BEST PRACTICE: Don't rush the learning process, and incorporate hands-on learning as early as possible.

Mistake #3: Picking the wrong trainer

Communicating and learning are only as good as the trainer. It may seem obvious, but choose the right individual to lead the process of training employees. Keep in mind **the best teacher is not necessarily the person that's best at the role themselves.**

The trainer should be accessible to the trainee. This means that the trainer needs to physically be around, and the trainer's door needs to be open. What's more, the trainer needs to be emotionally and mentally available to the trainee — that is, the trainee shouldn't have reservations about approaching the trainer for help. When possible, **matching new hires with a mentor** from another department can also be a useful channel to help them gain institutional knowledge.

BEST PRACTICE: Pick the right teacher. High aptitude does not guarantee the patience required for the role.

Mistake #4: Missing an opportunity to continuously improve

Your newest hires and the teams they join can offer some of the best feedback on your training program! Don't forget to touch base with them **90 days** in to see how things went. Check in with the new employee to get a sense of their experience, and review with their team whether they effectively learned what they were supposed to learn.

Training programs that don't undergo regular review never will improve, which means your trainees — and trainers — **will remain underdeveloped.** Is that a risk your organization can afford to take?

BEST PRACTICE: Stay commitment to employee training and regularly review to identify areas for improvement.

Training Mistakes Cost Money!

- Failure to engage
- Diminish productivity
- Increased turnover
- Reduced respect for management and the company as a whole
- Reduced pride in the organization
- Others? What have you seen?



<http://www.hni.com/blog/bid/87797/4-Common-Mistakes-When-Training-Employees-And-4-Best-Practices>

LEARNING CONTRACT

NAME:

DATE ESTABLISHED:

KEY RESULT AREA:

COMPETENCY	LEARNING RESOURCES AND STRATEGIES	EVIDENCE OF ACCOMPLISHMENT OF COMPETENCY	TARGET DATE

DATE REVIEWED:

NEXT STEPS:

SEMP Service Definitions

Vocational assessment	Reviewing PTE Discovery Reports/Employment Plans, interviewing an individual and support team, observing in various settings, reviewing records, administering test or performance reviews, etc. to identify employment interests and support needs.
Person-centered employment planning	Person-centered employment planning is an approach to forming vocational goals that are centered on the dreams, interests, skills and desires of the person for whom they are built.
Job-related discovery	Observation of the individual performing work skills and career research with the individual in order to determine the person's career interests, talents, skills, and support needs.
Job development, analysis, customization, and carving	Includes developing relationships between an individual and business/potential employer to develop opportunities that facilitate matches among the person's strengths and interests and work conditions and the identified needs of the business. Includes job analysis, customization, and carving customized opportunities.
Training and systematic instruction prior to employment	Including individualized and appropriate work-related behaviors (e.g., resume building, interview instruction, customer service, following workplace policies, workplace communication, dressing for work).
Job placement	Includes planning and communication with the person and their support team, interviews, coordination and instruction, assisting with job applications and/or testing, developing job accommodations, acquisition of job supplies/clothing, creating a training and orientation plan with the employer and job negotiation.
On-the-job coaching, and training, and planning within the work environment	Includes training tailored to the needs of the individual including job analysis to identify job duties, assistance in learning work-related tasks and routines, providing support to the individual and business such as advocacy, disability awareness-building, job adaptations, social support, problem-solving, development
Development and review of a business plan (for individuals pursuing self-employment)	A business plan is for individuals who are pursuing self-employment or who are self-employed. Includes identifying skills that could be used to start a business, and identifying business training and technical assistance that could be used in
Transportation between activities	Transportation with the person includes time that the service provider spends transporting individuals to and from their jobs or employment-related activities such as transportation to an interview, job site, etc.

Travel training	Training designed to teach individuals how to travel safely and independently on public transportation (including buses, walking, subway, Para-transit, etc.)
Development of soft skills and retention strategies	Includes instruction and assistance with social interactions and customer service, maintaining relationships with coworkers and supervisors, team work, workplace etiquette, requesting assistance, etc.
Benefits support and asset development	Includes counseling an individual and his or her family about the impact of wages on Social Security, Medicaid, food stamps, and other benefits and providing information to an individual and his or her family on Work Incentive Programs and the Ticket-to-Work Program.
Career advancement services	Include reviewing and updating employment goals, developing plans to achieve his or her goals and assisting with the steps to assist the person to gain the skills, experience, and knowledge needed to be successful in their identified career.
Other workplace support services	Facilitating workplace accommodations such as assistive technology, job restricting, and schedule modification; co-worker and employer supports; and employer-sponsored programs and policies such as return-to-work policies, disability case management, and company policies.
Negotiating potential jobs with prospective employers on behalf of an individual	Job developers act as representatives or agents to the seeker, directed by the job seekers conditions, interests and specific contributions in strategically negotiating with an employer the best-fit employment conditions and environment that will ensure the
Communication with existing employers	Includes reviewing the individual's progress, work expectations, work challenges and developing strategies to address challenges and promote success in the job.
Communication with family/circle of support	Includes communication with family or other members of the person's support team to discuss and address employment-related issues such as management of benefits, challenges in the work environment, transportation, etc.
Communication with other OPWDD services staff	Includes communication and meeting with the person and the members of their support team regarding planning for employment, planning for job retention, strategies for employment challenges and career development planning.
Documentation of delivery of SEMP services	As required by the regulations and to evaluate the quality of services (e.g., purpose of services, response to services, tracking outcomes, planning for improved services for specific individuals).
Other activities previously approved by OPWDD	Contact OPWDD if you have questions.

Allowable Services without Individual Present	
Billing for SEMP Services Delivered Without the Individual Present	Some SEMP services may be delivered on behalf of an individual who is not actually present at the time of service delivery. Such services include: discussions with families about transportation to a job or benefits planning, meetings with businesses about hiring an individual, development of the SEMP Service Delivery Plan (also known as the Habilitation Plan), documentation of the delivery of SEMP services, travel to a job site to provide coaching services, etc. These services may be delivered and billed for during times when an individual may also be receiving another OPWDD service. This is not considered double billing because the individual is receiving two separate services.
Billing for Transportation (Staff Travel Time)	Transportation (staff travel time) is an allowable billable service in the Intensive and Extended phases of SEMP. Allowable travel time includes time that a job coach, job developer, employment specialist, or other staff with a similar job title travels during the day, evening, or weekend to job sites to provide SEMP services; meetings with potential and current employers, conducting vocational assessments; attending OPWDD Innovations trainings designed to enhance the quality of SEMP services, and providing other billable SEMP activities. Travel may be with or without the individual receiving SEMP services. Travel time that occurs during work hours when staff is being paid by a service provider is billable. Travel time should be billed to either an individual or group activity with specific SEMP participants identified. SEMP services provided during the evening or weekends are considered work day services.
Innovations Trainings	Travel time to OPWDD’s Innovations Trainings is billable as long as the staff is being paid by the service provider during the time of the travel. Such travel must be billed using the group fee for up to five individuals. Even if the staff has a larger caseload, billing is limited to a maximum of five individuals. If more than one staff travel to a 6 hour OPWDD Innovations Training, each staff person can bill using the group fee for travel time (up to five individuals), but they cannot bill for the same individuals. Staff travel to non-billable activities, such as travel to lunch or a destination where SEMP services are not being provided, is not considered allowable travel time. Service provider paid staff time spent participating in OPWDD’s Innovations in Employment Supports Trainings can be billed as “other activities”.
Billing for Meetings	Time spent attending meetings with an individual or on behalf of an individual receiving SEMP services is billable. If multiple staff attend a meeting, the billing may be split between the multiple staff or billed to only one staff person.

S A M P L E

SUPPORTED EMPLOYMENT (SEMP) MONTHLY SUMMARY NOTE

AGENCY NAME:		MONTH / YR OF SERV. DELIVERY:	
INDIVIDUAL'S NAME:	TABS ID:	MEDICAID #:	
Summarize the Supported Employment (SEMP) Services provided this month.			
Summarize the implementation of the individual's Supported Employment (SEMP) Habilitation Plan for the month			
Description of the individual's vocational progress			
Description of some of the actions of staff to address vocational challenges			
Description of the individual's response to services provided			
Describe any issues or concerns			
<i>The narrative monthly summary note must be completed, signed, and dated no later than the 30th day after the month of service.</i>			
SIGNATURE OF STAFF PERSON WRITING THE NOTE <i>(required)</i>		TITLE	DATE (mth/dy/yr)
SIGNATURE OF STAFF PERSON REVIEWING THE NOTE		TITLE	DATE (mth/dy/yr)
			2/16/2018

SAMPLE

SAMPLE - SUPPORTED EMPLOYMENT (SEMP) SERVICE DOCUMENTATION - CHECKLIST

Agency Name : _____
 Individual's Name: _____
 Month/Year: _____
 Medicaid ID: _____
 SEMP Billing Code(s): _____

Date:	Staff Initials	Service s were provide d to I- individu al or Gi- group	Time Start	Time Stop	Total Duration per Session	Total Number of Services Provided (At least 1 service from SEMP)	Description of Services:															
							vocational assessment	person-centered planning	employment planning	job-related discovery	job development, analysis, customization, and carving	training and systematic instruction prior to	job placement	job coaching, training, and planning within the work	development and review of a business plan (self	transportation	travel training	development of soft skills and job retention strategies	benefits support and asset development	career advancement services	other workplace support services	negotiating potential jobs

Purpose and/or Response to Services Provided (optional):

Staff Signature	Print Name	Initials	Title
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