

The Targeted Job Match



Innovations in Employment Supports

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TARGETED JOB MATCH MANUAL

ACTIVITY

01

Job Seeker Preferences &
Completed Job Development Plan



RESOURCE

02

Job Analysis - SHRM



RESOURCE

03

Q&A on Employment Negotiations



ACTIVITY

04

Discrepancy Analysis,
TJ Maxx Job Description,
Completed Job Analysis



RESOURCE

05

Responding to Objections



Activity: Job Seeker Preferences

Using the Job Development Plan for Jon, complete the sections below to help ensure the business will meet Jon's basic needs for work.

1. Location	
2. Skills	
3. Supports	
4. Non-negotiables	

**EMPLOYMENT TRAINING PROGRAM
Job Development Plan**

Name: Jon Smith

TABS ID #: 123456

JOB DEVELOPMENT PLAN

PURPOSE: To research and consolidate the pertinent information related to an individual’s employment related needs and qualifications **before** approaching businesses to develop a placement. By having this information, the Job Developer will be able to provide targeted job development at businesses who have positions that meet the individual’s skill, ability, preference, experience, schedule, transportation, environmental, cultural, and support needs. The Job Developer will be prepared to negotiate any necessary customization to positions so that they meet the individual’s needs. With the focus and strategies provided by this plan, the Job Developer is more likely to create effective job matches. The Job Developer should approach businesses the provider currently has relationships with as well as new businesses to build new relationships. Targeted job development is best accomplished by directly contacting businesses to develop placement opportunities. **Do not just focus on completing online applications.** The SEMP Manager should provide oversight and guidance throughout job development.

INSTRUCTIONS: Review Discovery documents and follow up as needed to fill out each section below with detailed, individualized information. Review the plan with the individual, the Job Developer, the SEMP Manager, and any other staff or stakeholders that support the individual for approval and collect signatures on page 6. This plan should be available to anyone supporting the individual with any part of their job development.

EMPLOYMENT TRAINING PROGRAM Job Development Plan

Name Jon Smith

TABS ID #: 123456

1. List the 2 career areas and possible positions that will be the focus of Job Development:
 - a. Career Area 1: Dining Room and Cafeteria Cleaners
 - i. Positions: Dishwashers, bussers
 - b. Career Area 2: Stockers and Order Fillers
 - i. Positions: Stocker, Material mover
2. List the hard skills **demonstrated** in previous employment or volunteer activities by the individual that support success in each career area: (examples: clerical, money handling, mechanical, and/or cleaning skills)
 - a. Career Area 1: Hand-washing dishes, pots, and pans; operating a dish machine, sorting dirty dishes, putting clean dishes away, wiping surfaces, sweep/mop.
 - b. Career Area 2: Organizing, stocking, lifting materials up to 50lbs, counting materials, grouping materials by category, recovery (collecting boxes and damaged goods), reading labels
3. List the soft skills **demonstrated** in previous employment or volunteer activities by the individual that support success in each career area: (examples: ability to focus, attention to detail, work pace, social skills)
 - a. Career Area 1: Attention to detail, focus on task, follow verbal directions, personable and polite, working well with coworkers, asking questions when needed
 - b. Career Area 2: Attention to detail, focus on tasks, following verbal directions, working at a reasonable pace, following safety protocol, asking for help when lifting heavy items
4. List any other factors that explain why these career areas are a good match for the individual: (examples: previous experience, strong interest, personal traits, transferrable skills)
 - a. Career Area 1: Jon has previous experience with washing dishes from his time at Tent & Party Rental. He also washed dishes at two out of his three assessments and reported thoroughly enjoying the task.
 - b. Career Area 2: Jon has previous experience with stocking. At his time at PARTY & TENT RENTAL, he moves tables and chairs and put them away in groups. He also did stocking at his assessment at the RETIREMENT HOME and reported enjoying the task. Additionally, he did recovery at his CBWA at BJ's and reported enjoying it. Jon is physically strong and enjoys a job that allows movement while working.

EMPLOYMENT TRAINING PROGRAM Job Development Plan

Name Jon Smith

TABS ID #: 123456

5. List and describe the factors that create an ideal workplace culture for the individual:
(examples: team structure, set routine, clear expectations, flexible supervisor)

Jon will work best in an employment setting where he can work independently. He will be able to stay engaged if given a variety of tasks but should not be given more than one or two tasks to complete at once. Jon responds from having clear expectations and open/frequent communication with management at any given time. Jon's employer should have a smaller group of staff, so that Jon can get to know his coworkers. Jon will do best with coworkers who are respectful towards him.

6. List and describe the factors that create an ideal workplace environment for the individual:
(examples: lighting, noise level, crowded, inside/outside)

Jon reports being sensitive to bright light, so the lighting in the work environment should be somewhat dim, or not have many windows. Jon works best in a temperature-controlled setting. Jon would prefer a workplace environment where there are not children. Jon would also like to stay away from a warehouse or office environment. It should also be noted that Jon is allergic to rabbits and should not work in an environment where there are rabbits.

7. Fill in the individual's weekly availability:

Day	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
From	9am	9am	9am	9am	9am	9am	9am
Until	5pm	5pm	5pm	5pm	5pm	5pm	5pm
List any times, days, or dates that the individual is NOT available to work and why:							
Jon would prefer not to work on the weekends but is willing to do so if needed.							

8. Transportation information:

- a. Available Mode(s): Rochester Public Transportation (RTS), Residential Staff, Walking, Biking, Com Hab, Family
- b. Travel radius / area: Public transportation (RTS), or walking distance from home
- c. Travel restrictions: Location must be on a bus line, possibly within walking distance. Jon prefers not to work on the west side of CITY.

EMPLOYMENT TRAINING PROGRAM Job Development Plan

Name: Jon smith **TABS ID #:** 123456

9. List potential employers that meet the criteria for success listed in 1-8 that the SEMP Agency or individual has an established relationship with:

Business	Career Area (1 or 2)	Location
Food Market	2	FULL ADDRESS
RETIREMENT HOME	1	FULL ADDRESS

10. List potential employers that meet the criteria for success listed in 1-8 that the SEMP Agency can contact to develop new relationships:

Business	Career Area (1 or 2)	Location
GARDEN STORE	2	FULL ADDRESS
Country Max	2	FULL ADDRESS
The Other Garden Center	2	FULL ADDRESS
Tops Friendly Markets	1 or 2	FULL ADDRESS
Pet Supplies Plus	2	FULL ADDRESS
SUB SANDWICH MARKET	1	FULL ADDRESS
Park Zoo	1	FULL ADDRESS
Home Depot	2	FULL ADDRESS

Job Development Plan

Name: Jon smith

TABS ID #: 123456

-
11. List and describe vocational gaps in the following areas that could create barriers to success in the chosen careers or with the potential employers:
- Hard Skills: Jon is not able to work with money or use a cash register. Jon does not have experience using a spreadsheet to input inventory data.
 - Soft Skills: Jon has trouble with social cues and making appropriate conversation. At times, Jon can become distracted, socializing instead of completing tasks.
 - Workplace Culture: Jon becomes frustrated if others are not respectful towards him, or he perceives them to be making fun of him.
 - Workplace Environment: Jon works well in a temperature-controlled environment. He has trouble keeping a steady pace when the environment is too hot. Jon also has hearing loss and will do well in an environment that does not have loud ambient noise.
 - Schedule / Availability: Jon's work schedule will need to be mindful of his com-hab services.
 - Transportation: Jon will need support learning new bus route to and from when he becomes employed.
12. List any other potential barriers to successful employment:
Jon will need employment that keeps him physically moving, rather than being stationary or sedentary.
13. List all supports that will address the gaps and barriers described in 11 & 12 and how each support plans to address them both on and off the job:
List specific Job Coach Supports: ESP will support Jon with finding employment that appropriately suits his skills. ESP will avoid employment that requires money handling and will seek out employment that has a welcoming culture, small staff, and supportive management. ESP will redirect Jon if he gets distracted and will review appropriate workplace conversation. ESP will teach Jon how to schedule rides independently.
- Other Supports:
14. List any employment conditions or environments that are non-negotiable to the individual:

See added page.

Job Development Plan


Name: Jon smith

TABS ID #: 123456

14. List any employment conditions or environments that are non-negotiable to the individual:
- a. Ensure there is no money handling in the job or computer input related to tasks. Ensure job includes 1-2 tasks at a time with clear expectations and in a smaller environment.
 - b. Coaching support with social cues and support on conversation appropriate to workplace through redirection via verbal prompt.
 - c. Coach will need to closely observe Jon's facial expressions as he begins to frown when he feels coworkers are disrespectful or talking about him. Coach will process with Jon to help him learn to communicate his with those coworkers for clarification. Coach can discuss a referral to CBPV to also help upskill social engagement supports.
 - d. Temp. controlled environment and no bright lights are needed. Jon and his coach will need to discuss variances in temp. if they happen, identify frequency of possible changes. Due to Jon's hearing loss, jobs with loud ambient noise should be avoided.
 - e. Coach will need to work with Jon and Comm Hab staff for work schedule. Jon's work schedule will need to consider transportation needs.
 - f. Jon requires a job accessible by public transportation and coach may need to assist in learning new schedule to and from work.

Job Analysis/Job Description Physical Activities Checklist

Download:

 [Job Analysis/Job Description Physical Activities Checklist \(www.shrm.org/ResourcesAndTools/tools-and-samples/hr-forms/Documents/Job%20Analysis%20Job%20Description%20Physical%20Activities%20Checklist.docx\)](https://des-www.shrm.org/hrtools/forms_published/1CMS_016064.asp#TopOfPage)

(https://des-www.shrm.org/hrtools/forms_published/1CMS_016064.asp#TopOfPage) (https://des-www.shrm.org/hrtools/forms_published/2CMS_003755.asp#TopOfPage)

Job title: _____

Department: _____

Physical Activities <i>Check all that apply</i>	Frequency <i>(N)Never, (O)Occasionally or (C)Constantly</i>
Ascending or descending ladders, stairs, scaffolding, ramps, poles and the like.	
Moving self in different positions to accomplish tasks in various environments including tight and confined spaces.	
Remaining in a stationary position, often standing or sitting for prolonged periods.	
Moving about to accomplish tasks or moving from one worksite to another.	
Adjusting or moving objects up to ___ pounds in all directions.	
Communicating with others to exchange information.	
Repeating motions that may include the wrists, hands and/or fingers.	
Operating machinery and/or power tools.	
Operating motor vehicles or heavy equipment.	
Assessing the accuracy, neatness and thoroughness of the work assigned.	

Environmental Conditions <i>Check all that apply</i>	Frequency <i>(N)Never, (O)Occasionally or (C)Constantly</i>
Low temperatures.	
High temperatures.	
Outdoor elements such as precipitation and wind.	
Noisy environments.	
Hazardous conditions.	
Poor ventilation.	
Small and/or enclosed spaces.	
No adverse environmental conditions expected.	

Physical Demands <i>Check only one</i>	
Sedentary work that primarily involves sitting/standing.	
Light work that includes moving objects up to 20 pounds.	
Medium work that includes moving objects up to 50 pounds.	
Heavy work that includes moving objects up to 100 pounds or more.	

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Q & A on Customized Employment: Employment Negotiations

While there is no magic formula for negotiating customized employment positions, there are some basic principles and strategies on how to negotiate. The job seeker may negotiate with employers, or a support person such as an employment specialist or job developer can represent the individual. When a seasoned job developer or employment specialist is asked if negotiating employment is more of an “art than science”, the reply most likely will be “it is both an art and a science.” Implementing strategies, such as the ones presented in this fact sheet, can lead to an employment relationship that mutually benefits both the job seeker with a disability and the employer who needs an employee.

O What does negotiation mean?

A

Some people think that negotiation means persuading other people to accept their point of view. For example, when someone haggles with a car salesperson and obtains the best deal, we might say, “Gee, she’s a great negotiator.” However, negotiation is not about using intimidation, getting your own way, or giving in. That is what happens when people fail to negotiate. One definition of negotiation is to discuss with the goal of finding a mutually acceptable agreement. The goal of customized employment negotiations is “real work” for competitive wages in a community business.

Negotiations with employers to identify a job of choice for an individual with disabilities might include a number of different approaches. A negotiator, such as the job developer or employment specialist, might work with an employer to create a new position through job restructuring that matches the job seeker’s interests and abilities. Another negotiation strategy might involve making changes to various aspects of existing jobs, such as allowing an employee to work different schedules or change the way a job duty is performed. This also could include discussing the need for accommodations and other workplace supports. Employment negotiations may require compromise from those involved (i.e. the job seeker and employer) but results in a win-win situation for both.

Q

What are some of the basic skills needed for successful negotiations?

Negotiation is a sophisticated form of communication. Therefore, job seekers or the agency staff who support them need to be able to speak in a clear and concise manner. Knowing the job seeker’s abilities as well as the supports that the agency has to offer businesses, anticipating an employer’s potential needs and questions in advance, and using marketing tools (i.e. brochure, educational materials, calling card) will be key to successful negotiations.

As soon as two people meet, a relationship begins to develop. Many meanings can come from a sentence just by emphasizing other words. Changes in your voice can also give clues. If the speaker is trying to



The Office of Disability
Employment Policy,
U.S. Department of Labor



Virginia
Commonwealth
University



Institute for Community
Inclusion at the University of
Massachusetts, Boston

Information for this FAQ sheet came from:

T-TAP (Training and Technical Assistance for Providers)

Contributors for this issue include:

Pam Targett, T-TAP Training Associate and RRTC Director of
Employment Services and **Dr. Katherine Inge**, T-TAP Director.

hide fear or anger, their voice may sound higher or louder, and the rate of talking will be faster than normal. Sadness will produce the opposite vocal pattern, quieter, low-pitched speech delivered at a slower rate.

Negotiations require good listening skills. When meeting with an employer focus on what the other person is saying. Turn off that inner voice that may be planning the next question rather than attending to what is being said. When a person puts his or her whole attention on listening, he or she is less likely to miss important nonverbal messages such as facial expressions and voice inflections that provide valuable cues.

Checking what has been heard may also prove useful. For example, ask, "I understood you to say...am I correct in this?" or "I hear you saying...Is that how you feel?" This type of active listening encourages understanding. It also assures the other person that he or she is heard, accepted, and respected. The ability to actively listen supports open, ongoing, negotiations.

Verbal messages certainly contribute to the tone of the relationship, but many climate-shaping messages are non-verbal. Nonverbal communication reveals attitudes and feelings. It consists of messages sent by the distance between negotiators, touch, body posture and orientation, expressions of the face and eyes, movement, vocal characteristics, clothing, and physical environment. Interpreting non-verbal messages plays an important role in reading an employer's point of view.

Employment specialists should consider the messages that they are sending through their body language. For example, sitting up straight and leaning slightly toward the person speaking shows confidence and interest. The eyes communicate another message. When someone glances toward us with the proper facial expression, a clear message of interest is sent. At the same time, when eye contact is avoided disinterest may be communicated.

Q What is the best way to negotiate?

A While there is no one "best" way to negotiate, there are some basic steps that can lead toward successful customized employment negotiations. Step one is to know the goal and stay focused. Remember, the goal is to come to an agreement that is mutually beneficial to both parties (job seeker and the employer).

This means beginning with a clear knowledge of the jobseeker's vocational interests, strengths, expectations, and support needs. If an employment specialist is representing the person with a disability, he or she must know the jobseeker's bottom line. This should include areas in which he or she can or cannot compromise. For instance, the job seeker may have some flexibility in the number of hours worked during the week but will not work on the weekends. Knowing the job seeker will ensure that negotiations move in the right direction from the beginning and that a job of choice for the individual is identified. Compromising on features of a job to satisfy the employer that do not meet the needs of the job seeker will not result in a mutually beneficial employment relationship.

Step two is to identify the employer's needs. Successful negotiations also require understanding the business and its operations. Time must be spent building rapport with the employers, before negotiation is attempted for a specific job seeker. Identify the company's needs and suggest possible work solutions that might resolve these needs.

One thing to remember is to not assume that what is important for one person will be the same for another. For example, one job seeker may be motivated to work for a paycheck while wearing a work uniform motivates another. Or, one employer may be motivated to negotiate a job to save money, while another may have a job task that current employees are not completing. Remember, the end result is a mutually agreed upon job. All sides should leave the negotiation feeling satisfied.

Q How can the employment specialist determine an employer's needs?

A Negotiations require spending time with the employer. During this period, a relationship can be developed and needs identified. The employment specialists should encourage an employer to share thoughts and feelings by asking for feedback on what is discussed. The negotiator's responsibility is to ask questions that will uncover the employer's needs and interests that can then be matched with the needs and interests of the job seeker. If the employment specialist creates a receptive climate, he or she is more likely to establish a relationship leading to a negotiated position.

Observing business operations and asking key questions may lead to discovering opportunities for customizing a job. For example, some of the following questions may be asked. Do employees have duties that take time away from their main area of expertise? Do you routinely pay overtime or need temporary work services? Are their tasks that do not get done or that you would like to see done more often?

The employment specialist must also be ready to probe below the surface. For example, consider asking questions such as the following: “What’s your real need here? What values are important to your company? What’s the outcome or result that you want?” The answers to these and other questions can lead to cooperative problem solving. This in turn may trigger discussions about negotiating a new job.

Q How does an employment specialist convince an employer that customizing a job is a good idea?

A The employment specialist must be ready to listen to employers! Listen and keep listening! It’s vital to really understand what employers are saying and their points of view. This shows respect and good intentions, and will make an employer feel valued.

In the process, the employment specialist should learn more about a company’s needs and what may be holding them back from proceeding with negotiations. “Reading” employers and overcoming objections will be key to success. Employment specialists should become familiar with typical employer concerns and be able to address them. For example, the employer may be wondering, “Will this cost my company money? Will this agency deliver what they are promising? Will the person be able to do the job?”

Pointing out that other businesses have successfully used the service and hired individuals with disabilities may address these concerns. Ask employers who have worked with the agency if their names can be used as references. Discuss in advance with the job seeker the accommodations that will be needed and what information is to be disclosed to the employer. Know how you are going to represent the person’s strengths and interests so that the employer does not have questions regarding the individual’s ability to do the job that is being negotiated. Be ready and able to describe how the job seeker will be a valued employee to the company.

Q Which employers should be approached to negotiate customized jobs?

A Large, medium, or small businesses can be approached or in other words, any company that matches the individual’s abilities and interests identified during the customized employment process. Some employers will be receptive to negotiations and others may not, but this is not necessarily dependent on the size of the company. Those who are not initially receptive may become open if the employment specialist identifies their concerns and is prepared to address them. Regardless of the size of the company, the employment specialist needs to determine who the decision maker is in the company. Who does the hiring? Sometimes, this can be easier to determine in a small company vs. a larger one.

Q What is an example of an employment negotiation?

A Randall is a 28-year-old man who has never worked. Due to the nature of his support needs, he has an employment specialist, Bonita, who will assist him with customizing a job. Bonita began the process by visiting Randall and his family in their home, and she also went with him to the local One-Stop career center. Bonita was able to learn about Randall’s abilities, work preferences, and support needs.

For example, Randall has an outgoing, though sometimes boisterous personality; learns new tasks with systematic instruction, prints first name, prepares a simple meal, enjoys folding towels at home, enjoys wrapping items, likes to go bowling, and assists with gardening. Bonita also learned about his work preferences. He enjoys being outdoors, prefers to work between the hours of 9am and 5pm, can work some weekends, dislikes washing and drying dishes, and has trouble tolerating pressure on his finger tips.

Bonita also learned about Randall's vocational challenges. For example, Randall gets easily distracted, performs some manual tasks at a slow rate, may act inappropriate to gain attention, needs forewarning of changes in routine, becomes frustrated when unable to complete task and has limited transportation options. This information helped Bonita create a vision of Randall's abilities and possible support needs.

With insight into Randall's vocational abilities and preferences, his employment specialist set out to customize a job in the community. She met with numerous employers, before identifying an employer who was interested in discussing their operations in more detail. Mr. Brady, the general manager of a large home improvement store, was interested and arranged for Bonita to meet with his department heads to learn more about the overall operations. During the meeting with the greenhouse manager, Mike Smith, Bonita learned that several hours a day, in the cold months and more in the summer, were spent watering and repotting plants. Bonita inquired about the possibility of customizing a job that involved watering and repotting plants.

Mike was interested, because this would allow him and his small staff of two to complete other tasks during these hours. This included ordering and stocking inventory, fertilizing and treating the plants for disease or parasites, and waiting on customer. He stated that the person would need to arrive at 7 am and would work until around noon, weekend work would be required, and the pay would be \$6.50 an hour.

With this information in hand, Bonita presented the idea to Randall and his family. Although interested, concerns were raised about Randall's ability to lean the job and how his fingertip sensitivity might interfere with potting the plants. They also hoped that the job could be further negotiated to meet some of his work preferences.

After confirming his interest in pursuing work at the company, Bonita went back to the store to further negotiate Randall's employment. She explained to Mike that the person she had in mind for the job must rely on specialized transportation and may not be able to arrive before 9 am each morning. She also stated that the person would like to have at least a two Sundays off each month to attend family functions.

Mike agreed to one Sunday off a month, with the caveat that the person would work every Saturday. But, he was reluctant to change the starting time to 9 am, because the plants would get dried out. Bonita then asked if the person could arrive to work at 9 am in the cool months (September until April) and arrive earlier in the summer months (April until September). Mike agreed that he was willing to try this schedule. Bonita discussed these negotiations with Randall and his family who agreed and an interview was arranged.

The interview seemed to go very well, however, Mike expressed concerns about Randall's ability to get the job done afterwards. Bonita reiterated the fact that after receiving his new employee training, she would be there to provide additional on the job skills training as needed. She emphasized that her role was to simply complement what the business already did well, and that she would be there to provide or facilitate any additional supports that might be needed. Upon remembering this earlier conversation, Mike decided to hire Randall.

This example illustrates a successful employment negotiation that resulted in a customized job for Randall. There was some give and take from each party with the end result being a mutually agreed upon employment. Of course, not every employer will be willing to negotiate. If this happens leave a positive impression by ending the negotiations politely, with a thank you, smile, and firm handshake. Then, follow up with a sincere hand written thank you note. This may pave the way for further job negotiations at a later date.

For additional information, you may contact:

ODEP -- (202) 693-7880 or T-TAP, Dr. Katherine Inge, Project Director -- kinge@atlas.vcu.edu or (804) 828-5956

For more information on T-TAP, please visit:

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



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DISCREPANCY ANALYSIS

Applicant's Name: Jon Smith		Job Analysis Site: TJ Maxx and Marshalls (TJX Co's)
Job Analysis / Requirement: Transportation: Located on public transit line.	Applicant Skill: Requires job on public transit line.	Match: Yes No Describe supports, interventions, comments: Jon will require support in learning any new bus routes he may need to go to work.
Job Analysis / Requirement: Rate of Pay: Job pays \$15 - \$15.50 per hour	Applicant Skill: Jon is open to min wage or better since he has not had paid work experience.	Match: Yes No Describe supports, interventions, comments: See below related to Benefits Counseling
Job Analysis / Requirement: Financial Considerations N/A	Applicant Skill: Jon gets SSI and will need support reporting wages to SSA.	Match: Yes No Describe supports, interventions, comments: Jon does receive benefits and will need to ensure benefits counseling is completed prior to starting work.
Job Analysis / Requirement: Work Schedule: Requires flexibility with schedule.	Applicant Skill: Jon prefers not to weekends but is willing to occasionally as needed.	Match: Yes No Describe supports, interventions, comments: ESP will need to ensure that Jon is accepting of occasional weekend hours, reminding him that he will not work every weekend. ESP will also support Jon to advocate for himself to not work every weekend.
Job Analysis / Requirement: Essential Job Functions: Job requires lifting, bending, twisting, communication with team and flexibility.	Applicant Skill: Jon has experience with physical jobs and prefers jobs where he is active and able to move around. Can perform skills of job.	Match: Yes No Describe supports, interventions, comments: Based on Job Analysis and Description, the position aligns with Jon's skills and abilities for work. Job may need assistance with learning the different processes of the job.
Job Analysis / Requirement: Secondary Job Functions: Job requires all staff to engage with other members of the team and assist as needed while also following safety guidelines.	Applicant Skills: Jon does like interacting with his coworkers but does occasionally lose focus from his job when he begins to talk with coworkers. Jon occasional becomes	Match: Yes No Describe supports, interventions, comments: Jon will need coaching supports not to let conversations distract him from his job tasks. Coach will also need to provide support with Jon to read social cues and to ensure topics stay appropriate for the worksite.

<p>Productivity Factors:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Quality <input type="checkbox"/> Speed <input type="checkbox"/> Precision; detail <input type="checkbox"/> Sustained concentration <input type="checkbox"/> Multi-step tasks <input type="checkbox"/> Flexibility (changes in routine, instruction) <input type="checkbox"/> Tolerance for repetition <input type="checkbox"/> Judgment (independent decisions based on established criteria) <input type="checkbox"/> Independence/initiative 	<p>Applicant Skills:</p>	<p>Match: Yes No</p> <p>Describe supports, interventions, comments:</p>
<p>Functional Academics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Math <input type="checkbox"/> Money Handling 	<p>Applicant Skills:</p> <p>Jon does not want a job with money handling due to not having good skills in that area.</p>	<p>Match: Yes No</p> <p>Describe supports, interventions, comments:</p>
<p>Physical Demands, Strength, and movement:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lifting/carrying <input type="checkbox"/> Walking <input type="checkbox"/> Sitting <input type="checkbox"/> Standing <input type="checkbox"/> Climbing (agility) <input type="checkbox"/> Balancing (equilibrium) <input type="checkbox"/> Twisting/bending <input type="checkbox"/> Stooping/kneeling <input type="checkbox"/> Reaching/handling <input type="checkbox"/> Fingering/feeling 	<p>Applicant Skills:</p>	<p>Match: Yes No</p> <p>Describe supports, interventions, comments:</p>
<p>Sensory/Communication:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Vision <input type="checkbox"/> Hearing <input type="checkbox"/> Speaking 	<p>Applicant Skills:</p>	<p>Match: Yes No</p> <p>Describe supports, interventions, comments:</p>

Environmental Demands: <input type="checkbox"/> Inside/outside <input type="checkbox"/> Temperature <input type="checkbox"/> Wet/humid <input type="checkbox"/> Noise/vibration <input type="checkbox"/> Hazards (tools, machines, toxic materials) <input type="checkbox"/> Air quality (fumes, odors, dust, gases)	Applicant Skills:	Match: Yes No Describe supports, interventions, comments:
Social Interaction: <input type="checkbox"/> Co-workers <input type="checkbox"/> Customers/public	Applicant Skills:	Match: Yes No Describe supports, interventions, comments:
Distractions: <input type="checkbox"/> Noise <input type="checkbox"/> Visual <input type="checkbox"/> People in proximity <input type="checkbox"/> Traffic/activity	Applicant Skills:	Match: Yes No Describe supports, interventions, comments:

Clothing/tools/equipment: Follow dress code guidelines provided when attend orientation. Generally, is casual but work appropriate.	Applicant Skills: No issues with Jon's attire during activities, when he is given information as to expectation for what to wear.	Match: Yes No Describe supports, interventions, comments:
Appearance/hygiene: Expectation for employees is to present neat and clean.	Applicant Skills: See above – no issues to date	Match: Yes No Describe supports, interventions, comments:
Typical job stressors: Backroom can become quite busy during high sales volume times and staff need to change tasks quickly due to daily truck deliveries.	Applicant Skills: Jon can follow 1-2 tasks at a time and if getting more tasks he may become overwhelmed.	Match: Yes No Describe supports, interventions, comments: Jon can do a variety of tasks but works best with getting 1 -2 at a time. Jon's ESP can support him helping to organize tasks with managers into a list to help Jon focus on the tasks in order, but only focus on 1 at a time.
Supervision: Job requires effective communication between all managers and staff.	Applicant Skills: Jon does well asking questions when he needs assistance and benefits when given clear expectations.	Match: Yes No Describe supports, interventions, comments: Jon's ESP can observe to ensure that if Jon does need assistance, prompting him to the appropriate people to direct his different questions.
Orientation & Training: (employer provided)	Applicant Skills: Jon will attend orientation to learn skills and policies and will have an ESP to assist as needed.	Match: Yes No Describe supports, interventions, comments: Jon's ESP should attend the Employee Orientation to also learn tasks, policy and procedures with Jon. ESP will be able to reinforce the information provided.

<p>Resources for support and reinforcement on the job: Managers, Team Leads and Dept. Supervisors are all available to assist staff at any time.</p>	<p>Applicant Skills: Jon has done well during assessments and observations reaching out to ask for assistance or find a person who can assist him.</p>	<p>Match: Yes No Describe supports, interventions, comments:</p>
<p>Resources for support and reinforcement off the job: Immediately, may not be evident but as opportunities for inclusion occur, co-workers may be sources for rides, activities and learning opportunities.</p>	<p>Applicant Skills: Jon has an ESP to support him and assist with inclusion to help Jon build relationships with coworkers.</p>	<p>Match: Yes No Describe supports, interventions, comments: ESP may encourage Jon to engage with coworkers to build natural supports for on the job as well as off the job.</p>
<p>Other:</p>	<p>Applicant Skills:</p>	<p>Match: Yes No Describe supports, interventions, comments:</p>



Merchandise Associate – Part time

Responsible for delivering a highly satisfied customer experience proven by engaging and interacting with all customers, embodying customer experience principles and philosophy and maintaining a clean and organized store environment. Adheres to all operational, merchandise, and loss prevention standards. May be cross trained to work in multiple areas of the store to support the needs of the business.

- Role models established customer experience practices with internal and external customers
- Supports and embodies a positive store culture through honesty, integrity, and respect
- Accurately rings customer purchases/returns and counts change back to customer according to established operating procedures
- Promotes credit and loyalty programs
- Maintains and upholds merchandising philosophy and follows established merchandising procedures and standards
- Accurately processes and prepares merchandise for the sales floor following company procedures and standards
- Initiates and participates in store recovery as needed throughout the day
- Maintains all organizational, cleanliness, and recovery standards for the sales floor and participates in the maintenance/cleanliness of the entire store
- Provides and accepts recognition and constructive feedback
- Adheres to all labor laws, policies, and procedures
- Supports and participates in store shrink reduction goals and programs
- Participates in safety awareness and maintains a safe environment
- Other duties as assigned

Who We Are Looking For: You!

- Possesses excellent customer service skills
- Able to work a flexible schedule to support business needs
- Possesses strong communication and organizational skills with attention to detail
- Capable of multi-tasking
- Able to respond appropriately to changes in direction or unexpected situations
- Capable of lifting heavy objects with or without reasonable accommodation
- Works effectively with peers and supervisors
- Retail customer experience preferred

This position has a starting pay range of \$15.00 to \$15.50 per hour. Actual starting pay is determined by a number of factors, including relevant skills, qualifications, and experience.

Applicants with arrest or conviction records *will* be considered for employment.

We consider all applicants for employment without regard to race, color, religion, gender, sexual orientation, national origin, age, disability, gender identity and expression, marital or military status. We also provide reasonable accommodations to qualified individuals with disabilities in accordance with the Americans with Disabilities Act and applicable state and local law.

Job Analysis Template

Job title: Merchandise Associate – Part Time

Department: General

Reports to: Unknown at this time

Employee(s) interviewed for this analysis:

Date: 12.18.2024 – Short observation by Leslie Knope, Job Developer, while on-site while receiving a tour of store.

11.02.2024 – Job Coach, Don Draper, observed activity while shopping at the store. He reported to Leslie that he overheard a conversation while shopping about the need for a part time stock person.

1.25.2025 – Leslie (JD) as given the opportunity to observe a person doing the Merchandise Associate job at a local Marshall's who does similar work and processes. This allowed her to gather information related to skills needed for the job.

Basic functions and scope of the job: Please provide a brief summary of the main purpose of this job and the prime reason for its existence. - A Merchandise Associate focuses on processing and putting out stock, organizing the store shelves and keeping the sales floor visually appealing for customers. Their efforts can help boost sales by making products easy for customers to find, but they are not responsible for generating sales. Main duties include stocking shelves, pricing and labeling, inventory management, and other duties as needed

Work performed: Describe in detail the duties performed. State specifically what is done and explain why and how. State the frequency of the duties performed.

<u>Duties:</u>	<u>Frequency:</u>
<u>Unload stock and put in correct processing area</u>	<u>(85%) 2-5 X's/week, based on truck schedule.</u>
<u>Unpack, sort and tag merchandise for salesfloor</u>	<u>(79%) As needed, often part of daily activity.</u>
<u>Stock shelves and racks on salesfloor</u>	<u>(80%) As needed, often part of daily activity.</u>
<u>Receive, count, and document stock items</u>	<u>(76%) Done monthly; may do bi-monthly during high sales volume seasons.</u>
<u>Uses baler to compact large cartons & boxes</u>	<u>(50%) Done as needed.</u>
<u>Sweep, mop, wipe down fixtures throughout store</u>	<u>(73%) Done as needed to maintain work areas and when working a closing.</u>
<u>Assist with store recovery process as needed</u>	<u>(46%) Done as needed during day, when asked.</u>
<u>Maintains and follow all labor and safety & Loss Prevention rules to reduce shrinkage</u>	<u>(100%) Always adhere to guidelines at work.</u>
<u>Engage with Customers and Coworkers</u>	<u>(90%) Engage with customers and coworkers</u>

Work contacts: The extent to which the position requires the ability to gain cooperation, persuade and influence other people.

Contacts	Frequency	Purpose of Contact	Means of Contact
Immediate Peers	Often as needed throughout shift.	To support team environment for all staff and customers.	Verbal, listening to pages for assistance.
Peers in other depts.	Often as needed throughout shift.	To support team environment for all staff and	Face-to-face or though walkie talkie

Contacts	Frequency	Purpose of Contact	Means of Contact
		customers.	
Immediate Manager	Throughout workday	If have questions or need support. Manager may contact if needs assistance	Face-to-face or though walkie talkie
Managers in other depts.	Throughout workday	If have questions or need support. Manager may contact if needs assistance	Face-to-face or though walkie talkie
Executives	Rarely	When come for store "visit"	Mostly face-to-face
Customers	Occasionally	Customers may ask questions when staff work on salesfloor.	Fact-to-face
Other (specify) Vendors & delivery drivers	Occasionally	May engage with staff when delivering items or meeting with managers.	Face-to-face

Decision-making authority: Indicate the level of discretion or authority allowed under company policies, procedures, and practices.

- People are provided autonomy when making decisions but need to be sure they adhere to company policies and guideline. Until they learn the P&P (Policy & Procedure) they need to seek the guidance of managers and colleagues. Staff are trained in different techniques to address questions/comments during training and throughout working with TJX Companies.

Supervisory responsibility: Extent to which the position controls, directs, or is accountable for work of others.

Titles of employees supervised: N/A

Physical effort: Amount of physical exertion expended in handling materials, tools, operating machines, or equipment. Identify tools, equipment, machinery, materials handled. Indicate % of work time involved.

___ Operates no tools, machines, or equipment. No significant lifting.

Tools, equipment, and/or machinery used:

- Working in this position requires occasional use of cardboard baler (compacting machine) once taught to use it. This does not require much physical skills, but NO ONE must operate until fully trained as it could be dangerous.
- Will use box cutter and follow safety precautions when using.
- Will need to lift boxes of merchandise, either independently or with partner while following lifting procedures taught to ensure safe lifting. *may lift between 50-75 lbs. Can/should ask for assistance when needed.
- Occasional use of a hand jack to move large boxes around storeroom or out to sales floor while maintaining all safety guidelines.
- Occasional use of other small tools or climb on ladders if necessary.

Position	% of time in position
Walking	90% or more, almost continuously throughout shift.
Standing	90% or more, almost continuously throughout shift.
Lifting	85% - lifting required throughout shift.
Climbing	>5% may need to climb ladder that is 5 feet high.
Pulling	50% of time may be asked to pull carts of materials in backroom or salesfloor.
Pushing	50% of time may be asked to push carts of materials in backroom or salesfloor.
Cramped or confined space	Seldom in cramped or confined area.
Sitting	Seldom sitting unless on break.

Work conditions: Degree of exposure to adverse conditions.

___ No adverse work conditions.

Condition	% of time
Dirt	Not a dirty environment, occasionally dusty in backroom.
Heat	Store and backroom are temperature controlled. Only windows are located at front of store. Backroom loading dock door opens briefly to unload trucks.
Fumes	Rarely are fumes from delivery truck an issue, may occur if windy.
Smoke	N/A

Water	Very rarely may be asked to perform task outside when raining.
Noise	Noise level is moderate overall. The cardboard baler can be a bit noisy when starting.
Vibration	Baler does have slight vibration when compacting cardboard.
Grease, Oil	N/A
Dust, Shavings	Occasionally dusty, no shavings.

Education and training required: Minimum academic, commercial, and technical qualifications needed for performing duties of job.

High school diploma/GED **Preferred but not required per job description

Associate degree

Trade or technical school (Certificate or diploma)

Bachelor's degree

Graduate (Master's Degree, JD or Ph.D.)

Certification (CPA, SHRM-CP, etc.)

Years of experience: Minimum previous experience required for performing the job.

0-1 **Preferred but not required per job description

1-3

3-5

5-more

Other requirements: List any other requirements for performing the job such as foreign languages, office or other equipment, licensure, etc.

- Job does encourage cross training to assist in other areas of store.
- Must be able to work flexible schedule to support business/customer needs.
- Ability to collaborate with other team members and supervisors.
- Able to respond to changes in duties when need to assist with unexpected situations

Responding to Employer Objections: Worksheet

Businesses often have concerns about and possible objections to hiring job seekers with disabilities. Often, these concerns can be addressed and fears alleviated if we are prepared to respond to particular issues. The point in preparing responses is not to make you “fast-talker” but rather to help you feel more confident and establish credibility in discussions with potential employers. The responses offered here are not comprehensive but provide a starting point for being responsive and helpful in addressing possible concerns. When dealing with employers, please keep the following strategies in mind:

Strategies

1. Draw out employer concerns/previous experiences
2. Be prepared: address possible concerns if you are doing a presentation
3. Avoid questions becoming objections: answer honestly and completely
4. Rephrase concerns/questions assuring understanding, showing empathy
5. Establish credibility: let your success with other businesses speak for you

Issues, Questions and Potential Ideas & Responses

“Can’t afford it...”

- Using us as an employee pool can save advertising and/or training dollars.
- Most accommodations are of minimal to no cost. Person has funding for accommodations.
- Can’t afford not to hire this qualified candidate.
- Tax incentives available.

“Is this a liability?”

- A common myth. Actually, research shows that people with disabilities don’t have any more accidents on the job than other employees.
- Workers Compensation is more a function of accidents in a workplace not a particular demographic group.

“Don’t have the time to give extra supervision...”

- Job training (e.g. OJT) and coaching may be provided through our organization.
- We provide ongoing support and resources to you, such as information about hiring people with disabilities, ADA and tax credits, etc.

“Bad past experiences...”

- It is so important to have a good job match, just as with any employees. I think that (job seeker) has the skills that you are looking for.
- Maybe we can talk about your experience and what the problem(s) were.

“Why hire them?”

- Qualified, organized, reliable, dedicated.
- We can provide support on the job that you won’t get from traditional hiring.

- Talk about specific skills as identified in job description and how they could match the job seeker, in the employer's language.

“Not qualified...”

- Identify previous experiences candidate has had for transferable skills.
- Restructure job so that candidate can do components for which he/she is qualified.
- Clarify specific qualifications for future candidates.
- Leave door open in case future opportunities arise for this candidate.

“It is a multi-tasked job...”

- Able to perform complex tasks despite the disability.
- Discuss job re-structure.

Safety issues

- Let's discuss the specific safety issues to determine if this would be relevant to (job seeker) doing this work.
- Many of our referrals are able to perform safely in this environment.

“Not safe for wheelchair accessibility ...”

- Candidate does not require a wheelchair on the job.
- Our agency can assist you with compliance with the ADA to prevent future situations.

“No driver's license...”

- Job share, para-transit, ride share...
- Is driving required to perform essential functions(?)....perhaps there are other positions or tasks that can be carved (i.e. Job re-structure).
- Has no difficulty getting to and from work without a license.

“The boss hired already...”

- That's great. Do you anticipate a similar position opening up in the future?
- Are there other positions available for which I may have qualified candidates?
- If I can be of assistance to you re: education about ADA, tax credits, training for disability awareness etc....

“I don't make those decisions...”

- Could you please give me the name/number of the person who does?
- I'd like the opportunity to speak to the person who does about (job seeker's) experiences and qualifications

“Call me later...”

- Thank you! When would be a good date/time for you?
- Perhaps we can set a time right now so I don't interrupt you....

“Everyone needs to do everything...”

- We would be happy to do a job analysis, to examine job tasks and help you to write a job description for a (job seeker) that alleviates some of the incidental tasks that you are currently paying top employees to perform.

General Obstnacy

- What a shame about _____, because (job seeker) has proven to be a great employee with long-term job retention. I hope you find someone as qualified. If you change your mind, feel free to call. (Bring up your testimonials/ success stories)

“I think we can find someone much more qualified...”

- Sometimes hiring someone overqualified leads to decreased employee satisfaction and high turnover. It is really all about the match (the skills = the job).
- How about if we stay in contact if other opportunities arise.
- This candidate’s dedication and strong work ethic enhances the likelihood of your satisfaction with hiring him/her.

They promise the job, but there is no follow through

- Show understanding about employers’ potential fears angst. I appreciate your ability to see the skills that (job seeker) possesses. Some employers feel too intimidated to hire, because they don’t understand how (job seeker) communicates.
- You were very open to exploring this opportunity and I am glad you felt comfortable asking questions. Please keep us in mind if future opportunities arise and I’ll be sure to stay in touch. I know (job seeker) has a lot to offer in the way of (specific job details).

“What about their productivity?”

- Our agency will assist (job seeker) with learning how to do the job in order to increase productivity to a level that meets your needs. This will spare you the resources you typically provide new employees.
- Research has shown that the performance of workers with disabilities is comparable to others
- I know you will be pleased with (job seeker’s) performance. He is a conscientious worker, who does not spend excessive time chatting with co-workers or taking extended lunches.
- There is no reason why (job seeker) cannot perform at the rate of any of his co-workers.

“Upper management said no...”

- I would really like to set up a meeting to speak with management, I am sure we can address concerns. Could I have his/her name/number?

After much work, no start date

- Follow up with calls to determine the problem
- Alleviate concerns before employer verbalizes them.
- Attempt to identify next steps that would be helpful.

“Not enough work now”

- Job shadowing opportunities in the meantime?
- Start with job training prior to official start date?

- Begin on part-time basis?
- When will business pick up/do you anticipate an opening?

Reviewing (or lost) applications

- Allow me to identify (Nancy's) skills that will meet your hiring needs.
- Keep in mind that (job seeker) brings you me as a resource for job training, information about current legislature, ADA, etc.
- What is your email/fax #, I'll send one right away.

"Too much supervision needed..."

- Our agency will arrange for the supervision needed to help get established in his/her new position. I will also be available anytime you have questions.
- Actually, friendly reminders from co-workers, other natural supports will suffice.
- We will have regularly scheduled supervisory meetings.

Security

- Pinpoint specific issues and address them

"I don't know about these job gaps on the resume..."

- Qualified candidates often do have gaps, particularly in today's economy. Fortunately, he/she has just the skill set you are looking for.

"How can a person with _____ do this type of work?"

- Let's allow (job seeker) to demonstrate how he would accomplish that task.
- I would be happy to explore accommodations that will allow him/her to do the job.

Business is waiting for something else to happen before hiring

- This candidate is eager to learn the job and would be happy to begin training in the interim.
- Let's get the preliminary paperwork underway so that your productivity needs do not suffer.

Union Issues

- I can contact the union rep and identify exactly what the issues are so we can address them.

"Won't this be disruptive to workplace...?"

- That is what the former employer expected, but later identified what an asset (job seeker) was to the overall dynamic of the team.
- When he/she is focused on work, behaviors subside.
- Working in a quiet environment allows him/her to be more productive.

Payroll issues (Worker's Compensation, insurance)

- There is no increase in WC claims for people with disabilities than with the general public.
- There are tax incentives that can actually save you money.

Image issues - Clothing

- This will be addressed and we will arrange for him/her to assist with dressing according to the work culture.
- This does not affect his/her job performance, and, his/her, maybe we can work out job duties would not require working with the public.

High Stress Environments

- Perhaps you will allow me to observe the job to see if the environment would be suitable, possible restructure or carving, an accommodation could work, etc.
- Stress is not a problem for this particular person. He/she thrives in a busy

Fast Paced Environment

- He/she works well/thrives under pressure and high-pace environment.
- He/she can be very flexible with hours, and may be supported by working during off-peak hours.

“Can’t hire for a part-time position”

- We’d like to talk about sharing this full-time position amongst two qualified candidates. This may help your current employee, who will be on maternity leave?

“Co-workers would feel awkward”

- As you’ve seen he/she has a nice way of helping people feel relaxed about the disability
- I would be happy to train/ tale with staff to address fears.

Paranoid about people with disabilities in general

- I understand. It can be very intimidating but with deeper awareness, you will realize that you already support your employees using strategies that will work just a well for people with disabilities. (Help address fears, angst.)

“No openings at this time”

- I can follow up on (a specific date) to help you maintain your staffing needs.
- When do you anticipate you will have positions opening up?

“Already filled that position”

- That’s great. Do you have any other openings?
- How is that experience working out for you?

“Did that already and it didn’t work”

- There is never a guarantee, is there? Let’s talk about what didn’t work.
- Now I can work with you and assist with job training, retention, etc. to ensure success.

“Already have a person with a disability working here....”

- And how is that working out?
- Yes, there are many qualified people who may have some sort of disability.
- Often employers have a few people with disabilities without realizing it, as disability is often not related to how a person performs on their job.

“They may need to take too much time off”

- Research shows attendance rates of people with disabilities are comparable to others
- He/she has a great attendance record. Very reliable and dedicated.
- He/she is able to work a flexible schedule to adjust for time taken off.

“We can’t have a job coach here...”

- (What is the real issue here?) Help employer feel at ease.
- Many of our referrals won’t need job coaches
- This job trainer is skilled at blending into the environment/non-intrusive.

“They won’t fit in...”

- Employers often underestimate the flexibility of their employees. I’ve found that in most cases, my candidates gain credibility as they perform their job well.

Language/communication barrier

- Let me show you how we communicate.
- I understand, I thought it would be a challenge to communicate, too, but there are a number of strategies....