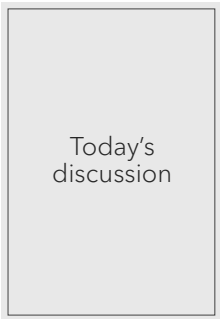




1



The role of the job developer in vocational services

Shifting from activity-based oversight to outcome-driven supervision

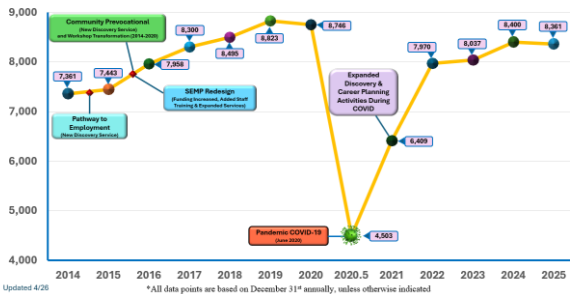
The manager's influence on capacity vs. expectations, quality, and consistency

What expectations do you have for today?

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2

Number of People Working in OPWDD Supported Employment

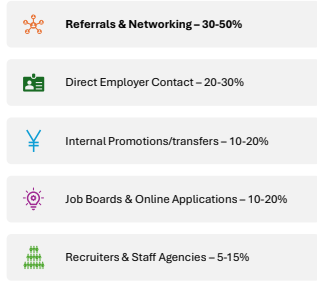


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Perception vs. Reality

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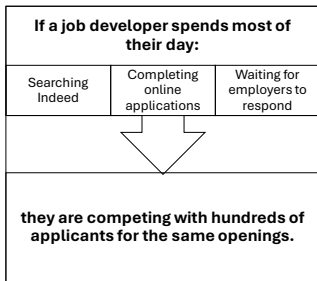
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Why This Matter for Job Developers

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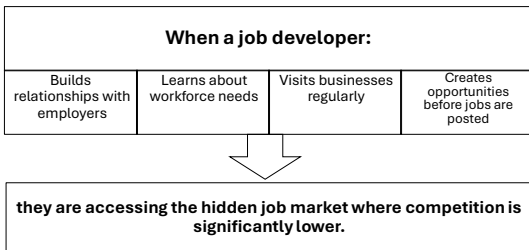
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Why This Matters for Job Developers

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Focus On:

High-growth industries

Employers with chronic vacancies

Businesses that can benefit from customized employment

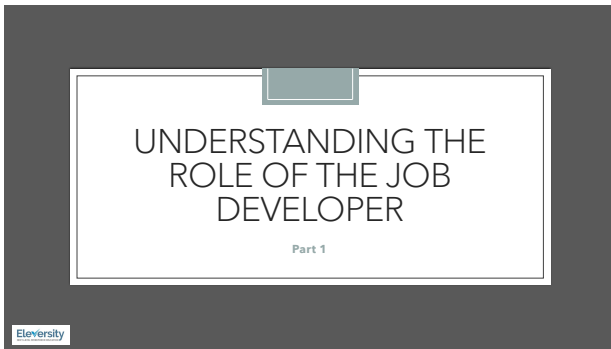
Career pathways rather than entry-level placements

Industries aligned with the individual's interests, strengths, and conditions for success

Five horizontal lines for notes.

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7



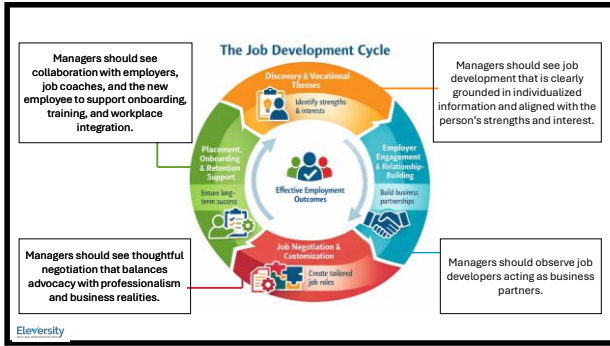
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Five horizontal lines for notes.

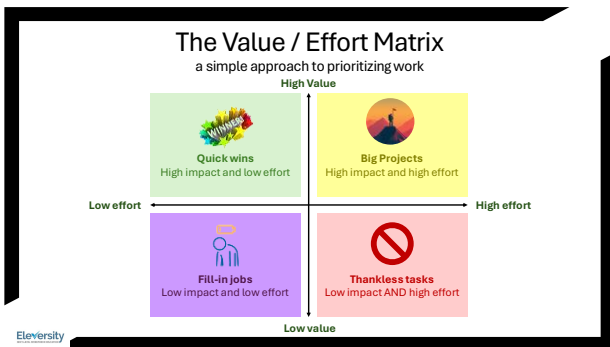


9

Five horizontal lines for notes.



10



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What are **High-Value**
vs.
Low-Value
Job Development
Activities?

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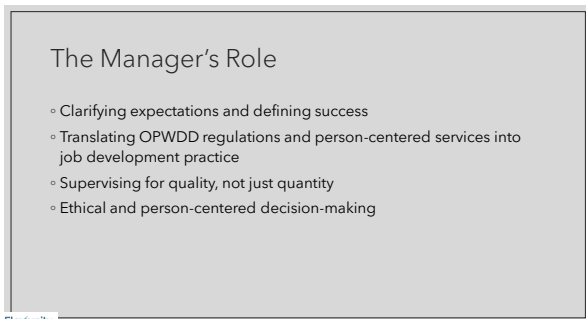
Low Value	High Value
Only online applications	Discovery-driven Job Match
One-time employer contacts	Employer relationship-building
Competing for posted jobs [Indeed]	Negotiation & customization
"Place and Pray" & "Plop and drop" placements	Post-placement support
Activity counting – the illusion of productivity	Quality conversations

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HOW DO YOU KNOW WHEN
QUALITY JOB DEVELOPMENT
IS HAPPENING IN YOUR
PROGRAMS?

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Let's Unpack Quality Indicators in JD

- 1 Discovery-Driven Practice
- 2 Purposeful Employer Engagement
- 3 Business-Focused Communication
- 4 Strong Documentation & Use of Data
- 5 Post-Placement Engagement & Retention
- 6 Professional Judgment & Ethics

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1 Discovery-Driven Practice

Quality is evident when...

- Job development is clearly based on Discovery information
- Vocational themes—not job titles—drive employer selection
- Job developers can explain why a business is a good match
- Individual preferences and conditions for success are honored
- Job searches are individualized rather than generic [not in reference to business engagement]

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2 Purposeful Employer Engagement

Quality is evident when...

- Employers are researched before contact
- Conversations focus on employer needs, not program services
- Job developers identify unmet needs or tasks; Roles are shaped to match vocational themes
- Job developers listen more than they talk
- Relationships continue beyond a single hire
- Employers recognize and remember the job developer
- Competitive, integrated employment standards are upheld

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3 Business-Focused Communication

Quality is evident when...

- Disability is not the focus of initial conversations
- Job developers speak confidently and professionally; Language is respectful, strengths-based, and employer-friendly; Use of business language
- Negotiation benefits both employer and job seeker; Customization is framed as a business solution

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4 Strong Documentation & Use of Data

Quality is evident when...

- Notes reflect substance, not just activity
- Data tells the story of progress and learning
- Documentation connects Discovery to outcomes
- Data is used in supervision to guide strategy

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5 **Post-Placement Engagement & Retention**

Quality is evident when...

- Job developers remain involved after hire
- Employers feel supported during onboarding
- Issues are addressed early and collaboratively
- Retention and job satisfaction are tracked
- Supports are faded thoughtfully

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6 **Professional Judgment & Ethics**

Quality is evident when...

- Job developers are well trained and use sound decision-making
- Ethical boundaries are maintained
- Confidentiality is respected
- Job matches prioritize long-term success
- Staff know when to seek guidance

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WHAT DO YOU SEE AS THE
MANAGER'S ROLE IN
DEVELOPING AND MAINTAINING
BUSINESS RELATIONSHIPS?

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COACHING JOB DEVELOPERS FOR SKILL DEVELOPMENT
Part 3

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Utilizing Planning and Managing

- Managers, supervisors, directors and/or staff with managerial responsibilities have met the SEMP staff training requirements.
- Planning and/or managing activities directly relate to the delivery of quality SEMP services to the person(s).
- Only managers* may bill for Managing SEMP services. Both managers* or SEMP staff may bill for Planning SEMP services, as long as they aren't billing the same services at the same time.

*THE TERM MANAGER INCLUDES SUPERVISORS, DIRECTORS OR STAFF WITH OTHER TITLES THAT HAVE MANAGERIAL RESPONSIBILITIES.

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Coaching Job Developers for Skill Development – Strategies

- Coaching**
• Coaching vs. directing vs. correcting
- Reflecting**
• Using reflective supervision techniques
- Asking**
• Asking effective coaching questions
- Supporting**
• Supporting problem-solving and creativity
- Developing**
• Developing confidence and professional judgment

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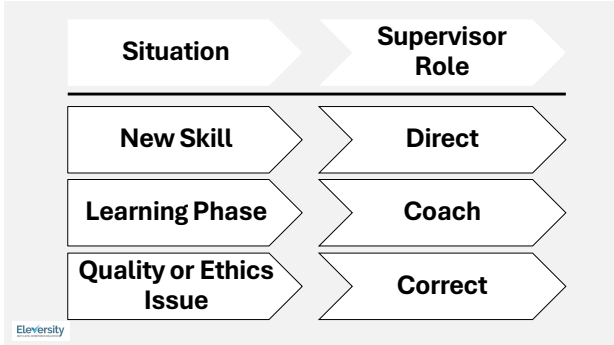
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Coaching vs. Directing vs. Correcting

Coaching: Used when staff are learning but capable	<i>Example:</i> "What did you notice about how the manager responded?"
Directing: Used with new staff or urgent situations	<i>Example:</i> "For your first employer visit, use this introduction script."
Correcting: Used when quality or compliance is off	<i>Example:</i> "That employer contact sounded more like a sales pitch than discovery. Let's review how to ask questions instead."

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Using Reflective Supervision Techniques

Structured reflection in supervision meetings. Use a consistent format:

- What happened?
- What did you notice?
- What worked?
- What would you try differently?

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Asking Effective Coaching Questions

Strong supervisors teach staff how to think critically rather than giving answers

Example:

- Instead of saying: "you should call HR"
- Ask: "who inside the company might influence this hiring decision?"

Discovery thinking: "What strengths did you see today that haven't been captured yet?"

Employer engagement: "What problem might the employer be trying to solve?"

Job match: "What part of this job aligns best with the person's interest?"

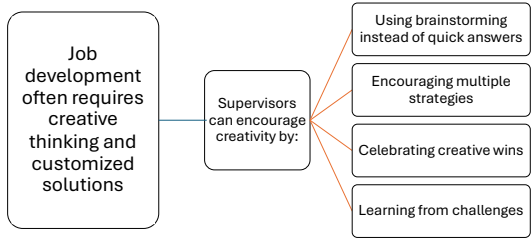
Reflection: "What surprised you during that employer visit?"

Supervisors can give staff a "question bank" for job development conversations

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Supporting Problem-Solving and Creativity



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How do you develop confidence and professional judgment in Job Developers?

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Case Scenarios -



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1 Scenario 1

A parent contacts you stating Benjamin has been in job development for 5 months and has yet to have an interview. They state that Benjamin is becoming disillusioned with employment and is expressing a desire to return to day services. Before speaking with the JD, you review the case notes and see that the JD has been occasionally submitting applications through Indeed but does not show any face-to-face meetings with Benjamin or businesses.

How will you direct, coach, and/or correct?

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2 Scenario 2

A new employment specialist has expressed an interest in job development. You ensure they have taken Basics of Business Engagement through Eleversity, have given them a list of SEMP job seekers, and assigned a co-worker to mentor the ESP. While the ESP is high energy and reports speaking with many businesses, effort has not translated into job placements. When you meet with the ESP, they report there just aren't any jobs willing to hire people with disabilities.

What coaching questions will you ask to understand the situation better?

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3 Scenario 3

A job developer has an internship match for someone who just completed ETP Discovery. The Discovery results indicate that the chosen career of customer service is good skill and interest match and the ETP supervisor agrees. The person requires assistive technology for low vision. The job developer reports that they can't "find" any employer who can offer assistive technology as an accommodation.

How will you coach to support problem-solving and creativity?

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4 Scenario 4

Your program does not have a designated job developer. ESPs in your program are expected to carryout job development for people on their caseload. You have a job coach who is very good in supporting people in their job but is resistant to job development as evidenced by the fact they only support people in applying online. You have been observing the ESP and have heard them voice their dislike of job development activities.

How will you support developing confidence and professional judgment?

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Supporting Professional Growth & Retention

Creating growth pathways for job developers

Ongoing training, mentoring, and peer learning

Implement strategies to prevent burnout and turnover

Building a learning-focused team culture

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USING DATA TO GUIDE SUPERVISION

Part 4

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Job Development Hours - Expectations

- How many hours of job development do you expect each month, for someone seeking employment?
- How do you manage the hours that have been approved?

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Identifying Meaningful Job Development Metrics


- **Activity metrics** – what staff are doing
- **Process & quality metrics** – how well the work is done
- **Outcome metrics** – what actually happens; the stuff funders care about
- **Quality of employment metrics** – the goodness of the job match
- **Employer engagement metrics** – system health; moving beyond cold calling
- **Equity & systems metrics** – are we serving everyone well?

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Sample supervisory tracking form

Observation checklist review



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Supervisor Field-based Responsibilities

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- Field-based supervision matters
- What you observe during employer visits
- Providing real-time feedback
- Supporting Relationship-based business engagement

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FROM INSIGHT TO IMPACT

STOP
Practices to leave behind

START
New actions to implement

CONTINUE
Strengths to build upon

MY ONE COMMITMENT THIS WEEK: _____

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