

Developing Jobs for Young People with Disabilities

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After completing this chapter,
the reader will be able to

- Define job development
- Describe what resources an employment specialist may have to offer to bring additional value to a business
- Identify some typical employer concerns associated with hiring individuals with disabilities and indicate how an employment specialist would address these
- Formulate questions an employment specialist might ask an employer to learn more about business operations
- Formulate a description of a job seeker to share with potential employers
- Understand the need for **workplace and job analysis**
- Describe how to carve or create jobs for youth with disabilities

Public schools are charged with providing a free and appropriate education that puts a young person on a path of prosperity. But the sad reality is that, for many students with severe disabilities, it is a path to unemployment or at best underemployment in facility-based programs to work in congregate settings or as part of a mobile work crew. In a national study on vocational outcomes for adults with developmental disabilities, Migliore and Butterworth (2008) reported that only 18% were employed in integrated community-based jobs, 41% were in facility-based programs, 9% worked in congregate or mobile work crews, and the remaining 33% were in nonwork programs. These and other statistics on employment outcomes paint the ugly truth—whereas most working-age adults in the United States are employed or can expect to find paid jobs, most adults with intellectual disabilities spend their days in sheltered workshops, day centers, and nonpaid community activities (Butterworth, Smith, Hall, Migliore, & Winsor, 2009; Winsor & Butterworth, 2008). In actuality, there are signs that efforts to support real work for real pay are stalling (O'Brien & Callahan, 2010). The unemployment problem is further amplified when one considers that the lack of work means an increased likelihood of poverty, welfare, government entitlements, and no tax revenues (Cimera, 2011; Fremstad, 2009).

With this shameful picture, one would be remiss not to ask the obvious question—What is the problem? Why is it that, after years of promoting evidence-based practices in transition to work and reform through legislation, the majority of youth with disabilities are either underemployed or unemployed upon leaving school? Why do individuals with severe disabilities not have the opportunity to experience employment and enjoy the quality of life that all people aspire to attain? Some are quick to point a finger at employers and blame it on bias, others blame a poor economy and high rates of unemployment, and then, of course, there are the schools' problems, which range from depleted budgets to a shortage of qualified teachers—and the list could go on and on. Given the gamut of problems and the possibility of even larger forces at work (i.e., societal prejudices, government scapegoating, family fears, and greediness of organizations operating workshops and day centers), one then has to wonder what, if anything, can be done to improve employment for youth with disabilities?

To begin, we must be honest with ourselves. It is a terrible dilemma, stimulated by a lack of sincere attention that leads to inaction on the part of many. Accepting the truth is the first step. Then, there is no longer a need to try to place blame on others, and, instead, we can get on with the real hard work ahead of us by renewing a commitment to focus on the solutions to this problem and becoming accountable. This means being responsible. Blaming provides an artificial solution to an often-complex problem. Whereas accountability recognizes that we all make mistakes or fall short on commitments, becoming aware of our past errors or shortfalls and viewing them as opportunities for learning and growth then enable us to be more successful in the future.

School's Role in Improving Outcomes

Describing all that needs to happen is beyond the scope of this chapter, or, for that matter, beyond the authors' expertise. However, it does not take a rocket scientist to see that all stakeholders need to stop hiding from the problem and tackle it head on. And, with that goal in mind, we begin by offering some brief guidance to the schools on how to do this.

If we are truly sincere about the responsibility to improve postschool outcomes for youth with disabilities, we need absolute commitment and far-reaching action. Schools must comply with federal transition mandates and responsibility of the school for the achievement of students' postschool outcomes must be expanded (Hughes & Avoke, 2010; Rusch, Hughes, Agran, Martin, & Johnson, 2009; Wehman, 2011a). For youth with disabilities who are leaving school, competitive work before exiting is the best way to negate these poor employment outcomes (Luecking, 2009; Wehman, 2011a). Some testimony and

research support that, for students with severe disabilities, achieving employment before leaving school is mandatory (Rusch et al., 2009; Wehman, 2011a). Going to work not only teaches these students valuable skills but also helps them begin to build confidence and a work history that can put them on a career path (Luecking, 2009; Wehman, 2011a).

Schools must profess that all students can and should work in their communities earning regular pay and declare that “all means ALL” (Niemiec, Lavin, & Owens, 2009). Schools must understand the power of supports and understand how these can be used to assist students with pursuing and maintaining real work for real pay. With a pro-work or work-first philosophy in place, schools will recognize that all students with disabilities have personal strengths and abilities that allow them to make a meaningful contribution to the workforce (Inge et al., 2009; Inge & Moon, 2011).

Schools that are determined to face the problem head on can also gain insight into how to advance employment for youth by adopting an employment-first agenda. Some state initiatives have taken steps to clarify what this means. The goal is to move toward an educational and workforce system that identifies, markets, and employs assets and strengths of one person at a time.

There is no doubt that schools on all levels are in the position to lead the development of this initiative and keep the momentum going to reshape the future by being persistently present. Schools can begin by locating the willing and begin to build coalitions (e.g., business, families, vocational rehabilitation, state agencies, disability organizations) to help shape the transformation of state and local support systems (Niemiec et al., 2009; Lindstrom, Flannery, Benz, Olszewski, & Slovic, 2009).

Improving employment outcomes for youth with disabilities also requires involvement and buy-in from parents (Niemiec et al., 2009; Wehman, 2011a). Parents need to be engaged early on individualized education program (IEP) planning to help plan for their sons’ and daughters’ adulthoods; the catch phrase “too little too late” related to the age when transition planning starts for some students should no longer resonate. It will also call for education about Social Security benefits (Hemmeter, Jauff, & Wittenburg, 2009) and strategies that promote transition of youth to work (Fraker & Rangarajan, 2009; Davies, Rupp, & Wittenburg, 2009).

Furthermore, schools need to find ways to challenge students with disabilities to rise above the status quo to have a career, live in the community, and control their lives to the greatest extent possible. To accomplish this, some students will need no or limited assistance, whereas others will require much more intensive, extensive, and individualized supports—which may include the supports necessary to gain and maintain employment in their communities.

Assisting students with more significant support needs or severe disabilities requires skilled, motivated, and dedicated staff (e.g., transition specialist, special educators, vocational specialist) to support each student with finding his or her way toward achieving the “American Dream.” The professionals charged with this most important work must be competent. Competency requires the attitude, knowledge, and skills needed to get the job done.

And that brings us to the major focus of the chapter—how to develop jobs to assist youth with the most significant disabilities with gaining employment in their communities. This crucial activity is known as *job development*.

Guiding Points

While reading this chapter, the reader should keep the following points in mind. First, although everyone on a student’s transition team can provide input and assist with developing a job, someone must be responsible for ensuring that the student actually goes to work. Who is responsible will vary from school to school and state to state. Some schools

may be rich in resources and have an employment specialist in-house, whereas others may be very limited and teachers may be expected to conduct such activities. Others may be progressive and have vocational education personnel involved in locating work for all students regardless of their ability. And still others may have the state's vocational rehabilitation agency actively engaged in this process, especially during the student's last year of school. As illustrated, variability can be quite extensive. Thus, for purposes here, the chapter addresses issues from the perspective that the school has *employment specialists* on staff who are responsible for ensuring that those students with the most severe disabilities (i.e., those who need supported employment) will gain and maintain employment before exiting school.

Second, when a business contact is made, it should be done with a specific student in mind and never on behalf of groups of people. Job development should be driven by a student's interest, abilities, and support needs. The goal is not to find just any job, but one that allows the student to build on and maximize his or her personal strengths. However, this is a guiding principle and not a hard and fast rule because other student job seekers may come to mind after an employment specialist learns more about a particular organization's needs. But, as a general rule of thumb, an employment specialist should have a specific job seeker in mind when approaching an employer.

Third, to locate meaningful work, employment specialists must look beyond available options and conduct a creative job search. In a traditional job search, employers attract a large number of applicants, screen them, and then pick the best of the pool to interview. In job development, the goal is to avoid the competition by developing relationships with businesses and developing employment opportunities. Instead of looking for jobs in a traditional way (e.g., using the Internet to search for job postings, mailing résumés to employers, answering advertisements announcing vacancies), the creative search involves asking for leads from people known or just met as well as calling and visiting employers whether there is a job opening or not.

Fourth, instead of initiating employer relations with the sole intent to locate a job for a specific student, employment specialists should have some other things to offer to businesses and consider ways to develop strategic partnerships. For example, the employment specialist may give the employer educational materials. Then, in return, the specialist may ask if students can tour the workplace or request a referral to another business, particularly when an opportunity to develop a job is not probable in the foreseeable future.

This chapter begins by defining job development. Then a description of supported employment and a brief review of job development literature follows. Next, information about what an employment specialist needs to know to engage business and develop jobs is provided. Finally, the chapter takes a look at the concept of job carving or job creation, a job development strategy that should have employers saying "yes" to hiring young people who just happen to have disabilities.

Job Development Defined

Job development is the process of creating a work opportunity on behalf of a job seeker with a disability that is achieved by earning an opportunity to connect with an employer to learn about business needs and then moving on to get a commitment to meet and possibly hire a job seeker. As noted in the definition, oftentimes, jobs are created or negotiated for the student. This is because some students do not qualify for existing positions and/or need a work opportunity that is developed in way that highlights the use of their specific vocational skills and talents while bringing value to the business.

These are often individuals with disabilities who require advocacy-level services like supported employment. Then, once a position is established, he or she may need help with preemployment activities such as completing applications and other paperwork

or testing. Once hired, he or she may require additional on-the-job support from an employment specialist for either a time-limited period or the duration of the job (i.e., supported employment). The approach described is not intended for those youth with disabilities who require guidance and counseling or perhaps instruction to locate work opportunities, negotiate a job, or request accommodations. Instead the job development activities described in this chapter are intended for students with more severe disabilities, and may be offered by the school's in-house personnel or could be purchased from an outside vocational rehabilitation (VR) provider by either the school or the state's department of VR services.

Supported Employment

In supported employment, a staff person, known as an *employment specialist* or a *job coach*, assists a person with a severe disability with gaining and maintaining work in the community. A brief description of the individualized approach follows (Wehman, 2011a).

Before initiating job development, the employment specialist should not only have some general knowledge of the business community but also have a good understanding of the job seeker's abilities, desires, and support needs. Person-centered and functional assessment activities are conducted to help identify student interests, abilities, and support needs.

Some students with disabilities will qualify for existing positions because they are able to perform the essential job functions (major duties) either with or without reasonable accommodation. However, other students may not be able to perform the primary job tasks or myriad duties. Under these circumstances, a position that benefits business is specifically "developed" or created for the student. For instance, some duties from one or more existing staff positions are identified, combined, and then reassigned to create a new job, or someone may be hired to perform work that has often been overlooked or causes the company to accrue overtime expenditures.

Consider a busy real estate office with eight realtors. Each one is responsible for keeping a computerized database up to date and mailing out customer newsletters. These and perhaps other tasks could be taken and combined to form a part-time job. This frees up the realtors to spend more time in the community with their potential buyers and sellers.

A job may also be created by reassigning work that is not getting done to one employee. For example, the wait staff at a five-star establishment rarely have time to polish the silverware. When the staff do polish the silverware, overtime wages are usually paid. A position may be created by hiring someone who is solely responsible for polishing the silverware. Creating this job helps the restaurant sustain its image as a posh place to dine and cuts cost associated with paying overtime.

No matter how the job is developed, after becoming employed, the newly hired student receives individualized on-the-job supports. For example, the employment specialist may provide the new employee with one-to-one skills training (e.g., using systematic instructional techniques) that extends beyond that offered by the employer while ensuring that the work is getting done. Or, in some instances, the specialist may help the employee select and learn how to use assistive technology (AT; e.g., key guard, reaching device) or compensatory memory strategies (e.g., picture book, checklist).

Throughout this process, performance data are collected to evaluate the worker's performance. As the employee learns the job and is able to meet the employer's standards, the employment specialist begins to fade from the job site until eventually he or she is no longer present on a regular basis. However, the specialist continues to offer periodic follow-up services throughout the individual's employment.

These ongoing job retention services are increased as needed. For example, if the employee receives a promotion or is assigned new job duties, then one-to-one skills

training may be reinitiated, or if the person cannot solve work-related problems (e.g., unreliable transportation services, difficulty getting along with others), then assistance may be provided.

Review of Literature

Much has happened over the years and because of the hard work of quality programs, individuals with significant disabilities do go to work in their communities instead of workshops and day programs. Here is a brief look at some of the more recent literature that relate to job development.

Getting to know the job seeker is critical for optimizing the job match (Morgan, 2011; Targett & Wehman, 2009; Phillips et al., 2009). The literature recommends using a functional or practical approach to get to know the person by spending time together in the community, talking to those who know the person best, and observing the student during vocational situational assessments (Inge & Moon, 2011; Wehman & Kregel 2012). Recently, Morgan and Horrocks (2011) found that video assessment to identify high- and low-preference jobs may to some extent correspond with subsequent job performance. However, the study results were variable and the sample was small ($n = 3$), so much more evidence would be needed before considering this practice in the classroom. In addition, this activity should not be seen as a substitute for community-based job exploration. Morgan (2011) looked at inter-rater reliability of a job-matching assessment instrument. He found, among other things, that, even when stakeholders discuss the degree of match among different jobs, they may not produce a job placement decision with a high level of reliability.

Employers look for candidates connected to the network of acquaintances rather than advertising (Levinson & Perry, 2009; Luecking & Tilson, 2009; Luecking, 2009; Luecking, Fabian, & Tilson, 2004; Griffin, Hammis, & Geary, 2007). Tapping into the hidden job market (jobs that are not advertised or not known) is essential. Creating and negotiating a job description is an effective approach to assist individuals with locating work that matches the job seeker's skills while meeting an employer's needs (Inge & Moon, 2011; Luecking, 2009). Understanding the needs of the business is key (Luecking, 2009; Levinson & Perry, 2009; Wehman, 2011a). Maintaining a connection with the new hire and employer is another strategy to smooth the transition and enhance retention. The reader should note that the employment specialist takes on this role (on-the-job support and long-term follow along) in a supported employment approach.

There is more: Employers who have previous contact with individuals with disabilities tend to hold more favorable attitudes toward workers with disabilities than those who have not (Unger, 2002). Carter, Swedeen, and Trainor (2009) found employment outcomes for youth with significant disabilities were improved by bringing key stakeholders together to generate solutions to common challenges in their community. Intentional planning, linking planning to the big picture, creative thinking, and identifying supports and resources are effective strategies to connect youth with significant disabilities with summer work and community experiences (Carter, Swedeen, & Trainor, 2009). Employers have been more positive about work with employees who have psychiatric and intellectual disabilities when appropriate supports are provided (Fabian, 2004; Morgan & Alexander, 2005). Employers point to quality services and perceived support from an employment specialist as a critical factor in making a hiring decision (Unger, 2002). And, businesses' hiring decisions are influenced more by the perceived contribution the individual can make to the organization than by the disability. This means that, when value can be added to the organization, business is more apt to hire (Luecking, 2008). A recent study by Harnett, Stuart, Thurman, Loy, and Batiste (2011) showed that employers benefited from hiring, retaining, and accommodating individuals with disabilities. Benefits derived by employers included the ability to retain quality employees, increased company profitability, and avoidance of the cost associated with hiring and training a new employee.

In addition, providing accommodations in order to retain employees was shown to improve the organizational culture and climate as well as to foster a sense among all employees that employers recognize both the value of the individual as a human and the inherent social benefits of creating and sustaining an inclusive workplace.

Understanding the public view on employment of people with disabilities can also inform job development practices. Burge, Ouelette-Kuntz, and Lysaght (2007) conducted a survey on public perception regarding work inclusion of individuals with intellectual disabilities. A majority or 680 respondents believed that hiring individuals with intellectual disabilities would not negatively affect the image of the workplace. In a national public survey, Siperstein, Romano, Mohler, and Parker (2006) extended previous studies focused on the attitudes of employers by assessing consumer attitudes toward companies that hire employees with disabilities. Specifically, the survey examined how consumers feel about people with disabilities in the workplace and how consumers view companies that employ individuals with disabilities. Findings indicated that 75% of the participants had positive direct experience with people with disabilities in the workplace. Ninety-two percent of consumers felt more favorably toward companies that hire employees with disabilities, and 87% said they would prefer to give their business to such companies. From this review, it should be apparent that a great deal of success of employment depends on the competency and commitment of employment specialists. As Luecking (2008) so aptly pointed out, when employment specialists are competent, job seekers get jobs. If they are not, the barriers to work can become overwhelming.

Until recently, little has been known about to what extent employment specialists follow recommended practices. Migliore, Cohen-Hall, Butterworth, and Winsor (2010) surveyed 163 employment specialists from 74 programs in 28 states about practices related to getting to the job seekers, finding job openings, engaging employers to hire, and facilitating transition to a job. The employment specialists reported that practices that they utilized conflicted with recommended practices as cited in the literature. Possible reasons for this include

- Certain practices are unnecessary for the job seeker served (i.e., job carving may not be needed for someone with less significant disability, individuals who can self-represent need less or no representation)
- Not familiar with recommended practices and strategies
- Time constraints
- Billing standards conflict with strategies

The authors recommended implementing job development based on activities in the literature and further research on evidence-based practices.

In another recent study, Post et al. (2010) presented case studies illustrating successful collaborations between supported employment providers and human resource managers. Some of the practical suggestions on how providers and human resource departments could work together were offered and are summarized in Table 14.1. The authors concluded that a willingness to listen and collaborate was essential to success.

Table 14.1. Strategies on how providers and human resource departments could work together

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- Do some preliminary research on the business; this shows interest and will help prepare intelligent questions.
 - Start with the top human resource administrator for the initial contact.
 - Select an initial contact method depending on business type (e.g., personal contact versus letter followed by a call).
 - Have letters of recommendation and information on benefits available.
 - Pitch the abilities of individuals served.
 - Tie disability into wider diversity issues such as efforts both in and out of the workplace to promote hiring.
 - Advocate universal design principles.
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Research Implications

Implications from the research include that businesses must be viewed as another “customer” of services. Employment specialists must recognize that it is critical to meet the needs of businesses just as they meet with needs of people with disabilities. If businesses are not well served, individuals with disabilities are not well served.

Second, employment specialists must not only be well versed in supports for individuals with disabilities but also know how to develop employer partnerships and manage relationships. Employment specialists need to know how to build trust and negotiate among other things to build new and maintain existing business relations.

Third, employment specialists must be prepared to do business with business. For example, an employment specialist needs to be able to speak to business representatives in an intelligent and engaging manner.

Fourth, when developing job opportunities, employment specialists need to maximize interactions in order to learn more about the nature of a particular business and its operational needs. Only then can they make recommendations or offer solutions about customizing a job or explain how hiring a specific individual with a disability can help meet a business’ needs. This requires the ability to listen to learn about needs and translate those into work opportunities for the individuals employment specialists serve. It also requires risk removal. The biggest barriers may be the unspoken risks that the employer perceives. This means employment specialists need to be able to identify and eliminate risks.

Finally, employment specialists must be honest and ethical in everything they do. Hiding concerns or overestimating performance of a particular employment candidate can lead to failure. So the employment specialist must be able to project the job seekers’ assets and be prepared to speak about the aspects of support. This is not to say that every job developed will be successful, but it does mean the employment specialist’s word will mean something. Being trustworthy will take an employment specialist far in forging lasting relationships with the business community. The remainder of this chapter focuses on conducting a creative job search using a supported employment approach.

Getting Prepared

To conduct a creative job search, employment specialists must know what they have to offer businesses; be able to respond to employer questions and address any perceived risks or concerns; understand the preferences, abilities, and support needs of the job seeker; know how to request next steps; and conduct a work and job analysis. Without this knowledge, employment specialists will not be able to talk intelligently to employers or exude the confidence needed to move toward the primary goal—a job offer! The employment specialist must also embrace a demand-side approach to job development.

Demand-Side Approach to Job Development

Facilitating employment searches with people with disabilities, particularly those who require extensive support, requires a complete understanding of an employer’s circumstances. So how do employment specialists engage employers? Luecking (2009) calls for adopting a demand-side approach to job development, which requires an employment specialist to work with employers to identify operational needs and ways to address them. In this long-overdue approach, according to Luecking, the success of linking job seekers with work is as much about meeting employers’ needs as it is about serving job seekers.

The advantages are that it augments methodology to assist individuals who have unique and often complex job assistance needs and it offers a way to engage employers other than traditional attempts to “sell” disability employment. In a larger sense, the

adoption of demand-side job development methodology, such as attentive consultation, responsive service, and focus on company need, will enable job developers to expand their employer partnerships. When this approach is adopted, the possibilities to create unique and lasting partnerships with employers are considerable.

Luecking (2008) goes on to note that recent examinations of employer views on disability overwhelmingly suggest that, in spite of continuing misperceptions among many employers, there is ample evidence that disability in and of itself does not trigger inherently negative employer responses. Furthermore, exposure to disability usually yields improved employer views of disability. Key reasons, then, for persistently low rates of employment for individuals with disability are not attributable to inherent or pervasive unemployability or to ingrained negative employer attitudes. Rather, explanations for this circumstance may be found in how well prepared workplaces are to support the employees with disabilities. Demand-side job development offers VR another tool in its arsenal to enhance and expand employer partnerships and thus prepare the workplace for people with disabilities.

More recently, Certo and Luecking (2011) offered some tested and true job development strategies and described some emerging ones that can minimize the effects of rising national unemployment prospects for individuals with disabilities. First, employers must be viewed as partners. Three ways for employment specialists to discover employer needs that may lead to job opportunities are

1. Get your face in the place: Conduct informational interviews and negotiate for mutual benefit.
2. Find ways to customize (i.e., create, carve, restructure) jobs. As was mentioned earlier, this has been shown to benefit the employer and the employee.
3. Network. Use your connections to create and sustain relationships in the business community.

With all of these things, the employment specialist must understand that company needs, not altruism, drive employer hiring decisions.

Business Services and Benefits

The employment specialist needs to understand the school's mission related to employment of students with disabilities and how support services will be provided as this information will be necessary when interacting with business. The employment specialist should take inventory of what he or she knows and what he or she needs to learn. Table 14.2 offers questions to consider when evaluating this current level of knowledge. By taking the time to investigate the answer to these and other questions in advance, the

Table 14.2. Questions for an employment specialist to ask to evaluate level of knowledge about the school

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- What is the history of the school?
 - How is service delivery set up?
 - What are the mission and goals of the service?
 - What is the school's performance record in assisting students with gaining and maintaining work?
 - What processes or procedures are involved in service delivery?
 - How are support services such as supported employment or assistive technology funded?
 - What services should the student with a disability expect?
 - How does an employment specialist get to know the job seeker?
 - What services can a business expect from an employment specialist?
 - How does an employment specialist learn more about a business' needs?
 - What are employment specialists currently doing to partner with businesses in the community?
 - What do those employers have to say about past experiences?
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employment specialist will be better prepared to develop a message to an employer and answer questions.

During initial talks with an employer, an employment specialist will also need to be able to describe what resources, skills, and opportunities he or she has to offer that will motivate the employer to develop a working relationship. This means the employer needs to understand what value can be brought to the business and the potential benefits associated with working with an employment specialist. It is important to note that, at some point in time, an employment specialist will also need to convey how a specific particular job seeker will bring value to the business and this topic will be discussed. However, for now, the focus is on answering this question: Why should a business consider working with an employment specialist to meet its needs?

To help further his or her understanding, the employment specialist may want to consider some highlights provided from a technical report titled "A Survey of Employer Perspectives on Employment and People with Disabilities" published in late 2008 by the Office of Disability Employment Policy (Domzal, Houtenville, & Sharma, 2008). The information is based on a survey of 3,797 company representatives. Although this survey was not specific to employment of individuals with significant support needs and more research is needed in this area, the information can help further one's thinking about ways to bring value to business.

Information on the first two points—job performance and productivity—are cited more often by small and medium-sized businesses, whereas large businesses are more persuaded by information based on research and statistics. In addition, the survey asked companies that do not actively recruit people with disabilities about the type of information that would persuade them to recruit people with disabilities. Information about performance, productivity, and the bottom line was considered to be the most persuasive information, whereas information about costs was the least persuasive.

In the survey, all companies were asked, "I am now going to describe several factors in hiring people with disabilities that we often hear from employers. How much of a challenge are the following factors to an employment specialist company in hiring people with disabilities? I would like an employment specialist to say whether it is a major challenge, somewhat of a challenge, or not a challenge."

The work also reported the percentage of companies that cited a particular factor as a major challenge or somewhat of a challenge. The percentages and rankings were provided for each factor for all companies and by company size. When one looks across company size, the rankings suggest that health care costs, workers compensation costs, and fear of litigation are more challenging for small and medium-sized companies than for large companies. Also it should be noted that not knowing how much accommodations will cost is considered more of a hiring challenge than the actual cost of accommodation, which suggests that aversion to risk may be a challenge that needs to be addressed in the cost of accommodation literature.

Companies were also asked about strategies that would be helpful in hiring people with disabilities. Regardless of company size, the top-five strategies to facilitate hiring were very similar across company size: employer tax credits, disability awareness training, visible top management commitment, mentoring, and assistive technology. The relative rankings of the other strategies varied by company size, with tax credits most important to small and medium companies and visible top management commitment most important to large companies. Small companies were also more likely to cite flexible work schedules as a strategy to facilitate hiring. And, regardless of company size, a centralized accommodations fund and reassignment were the least-cited strategies. The larger the company size, the more likely a given strategy was cited. This information can be used to help employment specialists think about the type of service or resources to offer to employers. For example, Table 14.3 offers some ideas about the services and resources that an employment specialist may have or will want to offer to employers to build a relationship.

Table 14.3. Ideas on what to offer employers to help build a relationship

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- Develop a profile of hiring needs.
 - Develop up-to-date, accurate, and well-written job descriptions.
 - Act as intermediary to assist company with locating workers.
 - Offer training for management and staff on disability and employment-related issues.
 - Offer on-site consultation and technical assistance to workers with disabilities and management.
 - Work with top management to develop or refine corporate commitment and strategies to hire, retain, and promote workers with disabilities.
 - Have access to pool of applicants with disabilities.
 - Do an analysis to determine how applicants' skills can meet business needs, which include
 - Referral of applicants
 - Recommendations on job design to match applicant's skills to best meet company needs
 - A description of how new hire will be able to perform the work and information on costs associated with hiring (if applicable)
 - Offer job coaching services to support employer's orientation and on-the-job training program.
 - Provide information on topics like the following:
 - No-cost accommodations
 - Costs associated with hiring
 - Disability awareness (specific and nonspecific)
 - Tax incentives and credits
 - List of employer liaisons in education and training programs
 - Provide a monthly e-zine (a newsletter sent out by e-mail that would include information of interest to employers on disability and employment-related topics).
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It is also important to note that one of the greatest values an employment specialist will bring to the business relates to the contributions that will be made by the job seeker. Naturally, this is extremely important. Some of the other benefits that may be associated with the resources and services an employment specialist may offer are listed in Table 14.4. When an employment specialist is talking to business, it is important to find ways to bring value to the business. This may extend beyond what the job seeker will offer to the business and will help the employment specialist develop a relationship with the business that, if all goes well, will earn him or her an opportunity to take the next step and learn more about a business' needs.

Although the primary goal of job development is to develop a job for a student, sometimes work is not immediately available. In such instances, employment specialists should be familiar with some other things employers could offer. For example, perhaps they can serve on an advisory committee, provide expertise and insight about their industry, give feedback or advice on marketing materials and ways to approach employers, or allow student job seekers to tour the business. Whenever a job offer is not on the immediate horizon, employment specialists should consider these and other ways to develop business partnerships.

Employment specialists should keep in mind that not learning about an immediate work opportunity still leaves the door open for building relationships. If an organization is not interested or unwilling to hire at the time, then employment specialists should at least leave the employer with a positive first impression in case they want to reach them at a later date. In this instance, the employer is not necessarily saying that he or she will

Table 14.4. Possible benefits that an employment specialist may offer to employers

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- Strategic positioning for future workforce needs
 - Reduce turnover
 - Reduce cost associated with new employee hiring and training
 - Enhance organization's efficiency and productivity
 - Financial benefits for gaining consumers with disabilities and others to buy or use company's products or services
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never consider this, but is saying not right now. Time may be needed to build rapport and gain the trust necessary to form a working relationship that eventually leads to employment opportunities.

To engage with business, an employment specialist must be prepared. So far, this chapter has identified what an employment specialist needs to know and has described some of the services and resources an employment specialist may be able to offer to help encourage a business to develop a working relationship.

An employment specialist also needs to know how to address every perceived risk or concern an employer may have before meeting. If not, the employer may hesitate, stall, or refuse to consider hiring a student at the time.

Employer Questions and Concerns

Potential employers will want to know what value a student can bring to the business. In addition, they will need to know what types of specialized services are available to assist the business when applicable. Thus, employment specialists should know the nature of the services represented and be well versed in how to respond to potential employer questions or concerns without hesitation (Targett & Wehman, 2009). Employers will be more open to listening to employment specialists who can answer their questions with confidence. Reviewing some typical employer questions and formulating possible responses in advance will not only put employment specialists at ease but also help them respond without hesitation.

In addition, employers want to know that what an employment specialist says will work. This means an employment specialist needs to consider the question, “What is the perceived risk?” from the employer’s perspective in advance. An employment specialist also needs to be able to address all concerns. Often, whenever an employment specialist is able to do so, the reward will be an opportunity to move forward and learn more about the business operations and needs, which in turn will give an employment specialist the chance to investigate ways to develop a job. Fortunately, typical employer concerns are known which include: *Will this work? What will others think? Will I lose or spend too much money?* An employment specialist needs to take time to think about how to respond to each concern.

Will this work? This fear is based on the risk that the service an employment specialist describes will not function as it is supposed to and/or the person hired will not be able to get the job done. One way to address this early on is for the employment specialist to let the employer know that he or she represents individuals with a wide range of skills (even though an employment specialist may be there with one person in particular in mind) and interests and allowing an employment specialist to learn about needs will make sure good recommendations are made. Also, the employment specialist should let the employer know that he or she, too, is concerned with recommending someone who could be a good match for the job and who should be able to get the job done with the right supports in place. An employment specialist may also want to share references from other businesses or articles about businesses that have used an employment specialist or a similar service.

What will others think? This fear is based on losing face or status with one’s peers. Some employers may also be concerned about what customers or other workers might think. Once again, an employment specialist may be able to provide information on other businesses he or she has worked with or could speak in general about hiring initiatives among companies such as Walgreens, Lowe’s, and others. This too may be a good time to recite some of the findings such as the fact that a study (Siperstein et al., 2006) found that people prefer to give their businesses to companies that hire individuals with disabilities. Asking about personal experiences and mentioning opportunities to receive press may also be useful.

Will I lose or spend too much money? Typically, job coaching services or on-the-jobsite training services like those offered in a supported employment approach are provided at no cost to the employer and usually are paid for by the school or the state's department of VR services. Also, indicating examples of no-tech or low-tech solutions should also be useful. These are inexpensive ways to support a worker such as rearranging the work area so a new hire can access materials or developing a checklist for the person to use to help monitor performance and change in schedule.

The Job Accommodation Network offers an array of information on these inexpensive work supports. An explanation about the role of the employment specialist after the person is hired may also need to be reiterated. The employer should know that additional on-the-jobsite training is available to the new hire and, while he or she is learning the job, the specialist would help make sure the work is completed to the employer's standards. The employer should also know that an employment specialist wants the best for both parties and, if for some reason the job was not working out, an employment specialist would support an employer's decision to let a worker go and would then work with the person to locate more suitable work.

In summary, in addition to creating enough value in the employer's mind, an employment specialist also has to eliminate or alleviate perceived risks. Whenever there is a stall, it likely means there is an employer fear or concern that has not been addressed. Addressing perceived risks should also help an employment specialist develop rapport with a potential employer. As with the development of any relationship, trust and understanding need to be established by both parties before things can develop. If the employment specialist invests the time up front, hopefully, there will be opportunities for numerous students with disabilities.

Asking Questions to Identify Business Needs

In addition to what has been described, the employment specialist should also spend a little time investigating a business and preparing a list of questions before meeting with an employer. This will save time and help make sure an employment specialist gets relevant information. Table 14.5 offers a list of some questions that could be asked to learn more about a business and its needs.

Closely listening to the employers' responses to these and other questions should give the employment specialist information to begin to address a particular employer's unique issues and needs. And, keep in mind, an employment specialist should also know something about the business before he or she walks in the door.

Getting to Know the Job Seeker

Sooner or later, an employment specialist will need to describe a specific job seeker to an employer. Therefore, an employment specialist must take time to get to know the person. How this is done will vary from one organization to the next. Recommended practices would dictate that an employment specialist get to know the person by using

Table 14.5. Questions for an employment specialist to ask businesses

-
- Tell me about this business.
 - What exactly is the nature of the business service or product?
 - How does the business do what it does?
 - How is business, and does the business foresee any trends that will affect an employment specialist's industry?
 - What does the business need from its employees?
 - What does the business pride itself on?
 - What are the greatest areas of growth in the business?
 - What circumstances or factors are affecting the business' hiring needs?
-

person-centered functional approaches to assessment. This means an employment specialist spends time with the person in community settings to get to know him or her. This not only allows time to build rapport but also allows an employment specialist to see the person's abilities first hand.

In addition, depending on the individual's ability to express himself or herself, an employment specialist should spend time talking to him or her and/or those who care about and know the person best. These talks would help an employment specialist gain insight into the person's typical daily routines, strengths, abilities, interests, potential support needs, and possible work supports. At the end of these activities, an employment specialist should have a good grasp of who the person is. This important information will guide job development. Some questions that an employment specialist should be able to answer are listed in Table 14.6.

An employment specialist can also use a number of person-centered planning strategies to gain this information. Person-centered planning is a team process in which a person with a disability and his or her chosen support network meet and discuss their vision for a positive future. This technique has also been used to look specifically at work. The end result is a plan that will guide future action to help the person gain and maintain employment.

Introducing the Job Seeker

An employment specialist should also take time to develop a brief introduction of the person to an employer. This could be paired with a presentation portfolio that includes pictures or a video of the student in action during his or her work experience or while out and about in the community and letters of reference or other work-related material. Some guidelines that an employment specialist can use to create an introduction to the student are offered in Table 14.7.

Asking for the Next Step

At some point in talks with employers, an employment specialist will need to be prepared to ask for what he or she wants. For instance, an employment specialist might also ask for a tour as a way to learn more about the business operations and possible needs.

Also, depending on the circumstances, there may be the opportunity to present a particular job seeker's attributes. Each situation will be different. Sometimes, the first

Table 14.6. Get to know the student as a job seeker

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- What does the student do during a typical day?
 - What does the student do without support?
 - What activities require support and what type or level?
 - Which activities does the student prefer?
 - Does the student have any special interests?
 - Which activities does the student not prefer?
 - What do those who know the student best have to say about his or her abilities, interests, and potential support needs?
 - What type or level of support can those closest to the student offer related to making initial contact with potential employers?
 - What type of tasks might the student prefer to do in a work setting?
 - At what type of tasks might the student be good at in a work setting?
 - What schedule would be preferred?
 - Are there any environmental or other characteristics associated with work that should be taken under consideration when developing a job?
 - What are some examples of the type of supports that the student requires once hired (e.g., additional on-the-job site skills training, modified work schedule, assistive technology)?
-

Table 14.7. Guidelines for developing a student introduction

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- What are a few of the student's positive attributes (e.g., dependable, on time, able to get along with others, detail-oriented, enthusiastic)?
 - What are some examples of the student's work experiences or skills (e.g., tried out task in a retail store, bagged groceries)? Also include a reference (e.g., "Ms. Jenkins will be happy to serve as a reference").
 - What does the student like to do for fun or what does he or she enjoy (e.g., he is a Redskins fan and watches the game with his dad; she likes to garden in the summer; she swims at the gym three times a week)?
 - What are the student's support needs in context of work performance (e.g., he uses pictorial checklist to learn new tasks and we will make this available and teach him how to use it; she uses a removable key guard to type; or it may take him longer to learn some new things so we will offer a job coach to complement an employment specialist training)?
-

meeting will lead to another meeting to learn more about the business by spending time in departments or touring the business; at other times, this could occur on the spot and the next meeting may lead to meeting a particular student who wants to apply for a job. Or sometimes, at the end of the first meeting, the employer may choose not to move forward at this time.

Now, in the instance that an employer does not want to move forward, an employment specialist does not have to leave empty handed. This is when an employment specialist may ask the employer for a referral to another business or ask for a time period to wait before touching base again. The employment specialist may ask if the employer would be willing to let some of the job seekers the employment specialist represents come on site to learn more about the particular industry.

Employment specialists should also keep in mind that a first step may be to bring value to the business by offering one of the things discussed earlier such as providing training or signing them up for a monthly e-zine on disability and employment-related issues. Then again, on some occasions, an employment specialist may find that he or she and an employer are not getting anywhere fast or an employment specialist may find that the business indeed may not hold opportunity for anyone he or she represents anytime in the near future. An employment specialist may just thank the employer for his or her time and move on from there or mark his or her calendar to follow up sometime in the future.

Whenever an employer is agreeable, the next step is for the employment specialist to spend some time learning about the employer's operations and the types of work being performed. The information obtained can then be used to determine if there may be a good employment fit for a student either in an existing position or by creating a job that meets the employer's needs and highlights the abilities of the worker. The time spent learning more about the business is referred to as a workplace and job analysis. Before meeting with an employer, the employment specialist needs to be familiar with how to do this.

Conducting a Workplace and Job Analysis

Performing a workplace and job analysis is not difficult, but it is important to understand a way to go about it. Typically, during this time, the employment specialist examines operations. Notes are taken on the work setting and environment, specific job tasks, work pace, and production standards. This time also offers a chance to get a feel for the workplace culture and the natural cues and supports that exist in a business.

Here are some factors an employment specialist should review related to the work culture:

- Structure of organization—levels of supervision and management or leadership style
- Tones of interactions—are they friendly and supportive or curt
- Social activities both at and away from work—where people break, what kind of humor goes on in the workplace, whether there is teasing and joking

- The dress code and required grooming
- New employee initiation

It also helps to note the natural cues in the workplace. The natural cue is the clue to do something. For instance, a clock rings indicating a time to break; or co-workers leave the work area to go to lunch; or when a machine stops, it is time to get more supplies. Or perhaps a co-worker provides instruction on how to solve a problem or complete a new task. Environments have all kinds of signals built into them and an employment specialist needs to note these.

An employment specialist will also want to take a look at the natural supports. For example, what is involved in the employer's new hire orientation and training program? An employment specialist will always want to maximize the use of natural or the existing supports in the workplace and build upon these as required and as time goes on specifically with the new worker in mind.

During a workplace and job analysis, an employment specialist will also want to learn more about the specific job tasks within an organization. There are some different ways to go about getting this information. For instance, an employment specialist may review job descriptions and make observations of workers in the workplace. The goal is to get a clear picture of the job to understand what the employee does and what the employer expects.

Employment specialists must keep in mind that, sometimes, depending on the nature of the business and the job seeker's abilities and support needs, an existing position that will be a good fit for a candidate may be found. However, at other times, an employment specialist will need to get creative and explore the possibilities of developing a job description for a particular job seeker with an employer. This has been described as job carving, creation, or restructuring. The remainder of the chapter examines this approach in more detail.

Creating a Job

Sometimes, when an employment specialist is either touring or analyzing a workplace and job, he or she may see an opportunity to discuss the possibility of creating a new job. The new job could support a new department that was recently added, but has not determined all of their human resource needs, or it could be taken from other positions in which the employees are either overworked (as indicated by paying of overtime or high turnover) or in job tasks that are simply not being completed because of the percentage of time the employee spends doing the most essential or important job function.

Oftentimes, inquisitive questions about the business can encourage ideas and incite informal conversations about the possibilities of creating a job. Questions to ask the employer include: In what areas do you pay overtime? Are there any job tasks that are not being completed on a regular basis?

Whenever an employment specialist is analyzing job descriptions, he or she should pay particular attention to the "other duties as assigned by supervisor," which typically include the nonroutine activities. This is one place where an employment specialist may find some clues about a way to develop a job for a particular student.

Also, it should be kept in mind that, just because a job description exists, does not mean that it is accurate. Having an opportunity to observe workers will help clarify the information and can also provide clues about a possible way to develop a job for a particular job seeker. The truth is that typically the employees have the best understanding of what they do. So, whenever possible, an employment specialist should informally solicit input from them to try and find out what is working and what is not. Again, this may provide ideas on how to develop a job.

Sometimes, a job description will include a percentage of time associated with a task that may or may not be accurate. For instance, a description may indicate that an employee

spends 50% of his or her work day stocking shelves; however, observation and informal chats with the employee and/or supervisor indicate that 80% of time is usually expended performing that task. This, too, may point toward the possibility of developing a job for a student.

If an employment specialist discovers that a job description has 10 or more duties, which is a lot of duties, this could point to the fact that, indeed, some things are not getting done or maybe indicates that some employees are overworked. Once again, this may point to an opportunity to develop a job.

An effective workplace and job analysis need not be long or detailed. What is needed will vary depending on the nature of the business and the employment specialist's experience.

The employment specialist should keep in mind that some students will not qualify for a specific job, which is also an incentive to find ways to develop or create a new job. When a new job is created, a new job description will be written that uniquely fits the new hire's skills and qualifications.

Whenever an employment specialist is creating a job, he or she will need to work with the employer to develop a proposed job description. When broaching the subject with the employer, an employment specialist will need to be prepared to make the case for the new position. This means an employment specialist must have the details and explain why this makes good business sense. Once again, the bottom line is that the employer will have to see some value in the proposed job description. For example, perhaps some workers are overworked and the new position will help the company be more productive and successful. Or, perhaps some important task is not completed on a regular basis but needs ongoing attention or perhaps, in some instances, a new service could be added that will bring value to the business.

Some benefit will have to become apparent. For example, a problem will have to be solved or some cost savings or time benefits will need to be realized. The advantages will have to become evident. Sometimes, this will be apparent early on, and at other times, it takes longer; each situation is different.

When creating a job, an employment specialist should promote the employer's needs, not his or her own or that of the students. Once again, consideration should be given to the following: Can the employer save money? Can new customers be brought in? Can turnover be reduced? With the focus on the employer's needs, the employment specialist should be able to capture his or her attention. Some examples of job creation follow.

The employment specialist should note that it is important to identify the individual in the organization who has the power to create a position or who has the hiring authority in department, such as a manager or supervisor. Although sometimes it is appropriate to start at the human resources department, employment specialists should keep in mind that the goal is to tap into the hidden job market in order to identify jobs that have not been advertised yet and opportunities to create new positions.

In summary, the best way to learn about the workplace and the work that needs to be accomplished is for the employment specialist to spend time there. Brief, unobtrusive observations coupled with informational interviews with managers and workers will provide a wealth of information about whether a job can be developed. And, although this activity is not always completed in advance of referring someone for an interview, it is extremely highly recommended. For some job seekers, it is absolutely mandatory, as this offers the first step toward exploring the possibilities of restructuring or creating a job.

Illustrations of Successful Job Carving

A few examples of job carving from Griffin and Targett (2006) follow to illustrate the strategies or approaches employed in developing work experiences and employment options for individuals with severe disabilities.

Business Efficiency and Productivity Strategy

The business efficiency and productivity strategy can be utilized with a variety of service and manufacturing operations. The business efficiency and productivity strategy, which might seem beneficial to all employers, is not always workable. In a variety of bureaucracies, such as government offices, university departments, and some social services entities, increased efficiency does not have a cash payoff and, therefore, is difficult to engineer.

Shelly Shelly, a 17-year-old student with a behavior disorder and mild cognitive impairment, has good interactive and communication skills, can orient well to landmarks, can match and sort items by color, and enjoys walking. The job developer observed that university department administrative assistants left their desks at various times in the morning and again in the afternoon to pick up incoming mail and to deliver outgoing mail at the campus post office. The job developer recorded this activity and estimated that approximately 15 administrative assistants spent more than half an hour per day walking to and from the post office. The developer then checked with university personnel to determine the average salary of a department administrative assistant, broke that down into an hourly wage, and multiplied that by half an hour.

The activity of the 15 staff members was costing the university approximately \$20,000 per year. The employment specialist reasoned that a 4- or 5-hour-a-day job could be created for the individual with disabilities at \$6.00 per hour, plus benefits and vacation, for less than \$8,000 per year. This would save the university \$12,000 in lost productivity and quell complaints by the administrative assistants who did not enjoy having to leave their other assigned duties twice each day.

This information was well received by the university vice president. The efficiency increase would benefit staff morale and improve service to faculty and college students; however, the personnel system was such that all available positions were filled, and funding for new positions was restricted by the state legislature. No new positions could be added without significant maneuvering, which would be inconvenient, time consuming, and potentially politically hazardous for the vice president. In short, the rigid employment systems of some bureaucracies may dictate that other approaches or long-term efforts are required to break into these markets. Employment specialists should be advised that sometimes things do not work out even after a lot of effort goes into analyzing employer needs. On the bright side, employment specialists should also remember the receptivity of the employer and try to get referrals to other businesses or consider reanalyzing needs at a future date.

Consultative/Employment Service Strategy

The consultative/employment service strategy can be utilized with a variety of businesses, especially those that have high personnel turnover or seasonal market fluctuations. Jobs typically having high turnover may not be choice jobs for anyone, however. These positions should not be utilized as dumping grounds for people with severe disabilities and may indeed result in heightened anxiety about work demands, job loss, and employment expectations. These jobs should be approached with common sense and the understanding that such positions can be great first jobs or seasonal jobs and a step on the career ladder. Again, it is important to note the corporate culture and work environment of businesses that appear to have high personnel turnover.

Motel There was a motel that had a high turnover rate of certain staff, but after a few days of on-site observation, a core group of stable employees became apparent. This group of housekeepers had long-term employment records and shared a highly ritualized culture that was hard to infiltrate. Admission was gained by showing work stamina and a strong sense of insider humor and by contributing to the purchase of donuts, soda, and snacks for team members to share. Failure to understand the culture and take slow, decisive action to fit in led quickly to exclusion. New employees who failed to perceive these rites were left to fend for themselves. In this situation, many workers simply moved on to the next job. A good job developer recognizes these worksite traits and develops strategies to make consumers accepted members of the work force, thus protecting the job and the individual.

In the consultative/employer service strategy, research is performed to find business trends conducive to job development (Griffin, Hammis, Geary, & Sullivan, 2008). In keeping with the motel example, research was performed in a western city to assist in the creation of a service niche. The research included the identification of motels near the homes of individuals seeking first and second jobs in housekeeping departments. Calls were made to the owners of a dozen small to moderate-size motels. Almost all of the owners were willing to discuss their turnover, recruitment, and training issues. From these discussions, it was determined that the average moderate-size motel in this area employed five housekeepers, one of whom was the head housekeeper with additional duties, responsibilities, and pay. The average work week for the housekeepers was 40 hours in 6 days, and the average pay was \$6.50 per hour with varying benefits. Head housekeepers made \$8.00–\$10.00 per hour. Average annual turnover was approximately 200% with a range of 80%–300%. Turnover varied by city and motel, necessitating case-specific research.

When the housekeeping department terminates the employment of a staff member, the manager or the head housekeeper performs the work or sees that the duties are covered. Head housekeepers get the first option to work extra hours for overtime pay in many cases. Usually, overtime is split between the head housekeeper and the other housekeepers. In any case, the managers or owners view this as a possible time for reduced work quality, poorer consumer service, and additional cost. The search for another housekeeper is vital and is initiated through classified advertisements, a pool of former employees, or word of mouth to friends of the other housekeepers.

Once a new employee is identified, a week is often required for training on company standards. This pulls the head housekeeper away from typical duties and requires more overtime expenditures. When recruitment and training are completed, the expense to the employer can range from \$500 to \$2,000, largely in hidden costs. If the motel employs five housekeepers and has an average turnover rate of 200%, then the employer stands to lose as much as \$20,000 per year in hiring and training costs. The job developer must create a problem-solving relationship with the motel manager or owner and approach the discussion of these costs over time. A rush to accomplish this can cause the owner to feel incompetent or angry, inhibiting employment opportunities.

A job developer can approach the manager with a possible employment service strategy, including hiring, screening, training, and follow up. Charging for this service, on the basis of an analysis of what the employer stands to save by hiring one or two people through the service agency, is also a reasonable business activity. When people get something for nothing, their dedication to it is minimal, and if the provider agency does not value the employment services it offers, then ongoing service accountability to the employer is diminished. Good employment services are worth paying for, and the addition of a market-based price may raise the expectations and accomplishments of all involved parties.

Another strategy is to perform an analysis of housekeeper routines and carve out unproductive or duplicative efforts to make all workers more productive. This also reduces the inconvenience associated with a team member quitting. Such carved duties at a motel might include stripping beds, emptying trash cans, stocking supply carts, and replenishing towels in towel carts. All of these activities save time and make the workers more productive.

Making people more productive can have the short-range effect of lowering weekly paychecks, however. This event can lead to trouble for the new employee if he or she is viewed by the others as the cause of their misfortune. If this situation occurs, then a strategy should be developed with the employer. Perhaps increased productivity dictates that the next vacancy not be filled, thus guaranteeing full employment for those remaining while securing the need for the newly created assisting position.

Many businesses and offices of all types face similar circumstances and can benefit from consolidating activities into a new core job or jobs. Grease Monkey, a quick oil-change franchise company, has carved a number of duties to speed production and smooth

operations. Consumers at Grease Monkey are greeted by an attendant who takes vital information on the service desired. Quickly, an employee begins to vacuum the carpets, while another cleans windows. The vehicle is pulled inside a work bay, and one employee, stationed in the grease pit, drains the oil and lubricates the chassis. Topside, employees check tire pressure, fill fluid reservoirs, and add new oil. The whole process takes less than 15 minutes and costs a little less than typically slower service at a local garage. The labor costs for Grease Monkey can be higher than other companies in the oil-change business because Grease Monkey has as many as four employees working on one car; however, consumer satisfaction, resulting from convenient service hours, short wait periods, and quality service, brings an increase in highly profitable repeat business.

Employment specialists looking for summer employment for students can also find the consultative/employment service strategy useful. One possible avenue to creating employment is to simply walk around the community and note all of the odd jobs that the city or county government has overlooked. This might include painting sign posts or buildings, cleaning and mowing vacant lots, watering flower beds in the city park, or performing maintenance on city vehicles and equipment or tasks predictably overlooked by city officials during the summer because of the activity of road repair, the impact of tourism in some locales, and the shortage of staff because of vacation schedules. By approaching the city manager, the mayor, or the public works director and explaining that there is a waiting work force, temporary summer employment can be created. These jobs represent valuable evaluation and experiential opportunities for transition-age students, teachers, and new job coaches. Towns and cities often use summer employment programs operated by entities such as the local Workforce Investment Act or One-Stop Career Center vendor. Supervision, training, and wage assistance are available and should be utilized by schools, families, employers, and adult services providers.

Interactive Duties Strategy

The interactive duties strategy shares aspects with other strategies but is presented to show how job restructuring can lead to the creation of natural or typical supports.

Welding Shop A welding shop operation was observed and inventoried to determine a possible job match for an individual with severe intellectual disability. The shop employed four welders who performed all duties associated with business, except accounting, which was handled by an outside agency. To create a naturally supportive environment and minimize job coach presence, the inventory of daily activities facilitated the identification of tasks that could be carved for this individual to perform. This also included duties that normally would be accomplished by two welders working together. The sales approach here emphasized that now, instead of having two welders, who each earn \$12.00 per hour, perform tasks, one welder and the newly hired assistant, who earns less, can perform the same job at reduced cost and greater efficiency.

This example can be modified to fit many industries. Table 14.8 illustrates the tasks that are performed routinely, possible carved tasks, and the duties that can be performed by the assistant with other workers or performed in the presence of co-workers. The interactive duties strategy decreases job coach presence and stigma, emphasizes natural supervision and co-worker involvement, and reduces consumer reliance on service systems.

White-collar employment also offers diverse opportunities to create employment.

Business Office In one case, an inventory was performed of an office administrative assistant's duties and interactions. Core duties included answering telephones, word processing, preparing bulk mailings, filing, desktop publishing, bookkeeping, ordering supplies, photocopying documents, running errands, and coordinating company travel logistics. As the business grew, juggling all of these duties became increasingly difficult.

Table 14.8. Job carving at a welder’s shop

Welder’s inventory (nonsequential)	Carved tasks	Interactive and shared tasks
Clock in	Yes	Yes
Drink coffee and talk	Yes	Yes
Get work orders	Yes	Yes
Design and troubleshoot	No	No
Weld	No	Maybe
Change welding tanks	Yes	Yes
Sort scraps	Yes	Maybe
Carry scraps to recycling or trash bin	Yes	Sometimes
Clean work area	Yes	Yes
Clean facility	Yes	Maybe
Label stock and supplies	Yes	Yes
Check in and stock deliveries	Yes	Yes
Talk with customers	No	Maybe
Lunch/breaks: talk and joke	Yes	Yes
Check out; ride home	Yes	Yes

The job developer identified a student interested in office work, contacted several employers, performed job duty inventories by observing and interviewing clerical staff, and approached one of the employers with an efficiency plan. The business manager, consumer, administrative assistant, and job developer created a clerical assistant position that is supervised by the administrative assistant. The individual in this position performs filing, preparing bulk mail, and photocopying. The job is part time, working with a variety of professionals who are well connected in their community, and all of the work is performed with or near co-workers without disabilities. No job coach is necessary on site because of management’s commitment to use co-workers in the mentoring process. The employer saw immediate improvement in work quality, consumer service, and office efficiency. The administrative assistant got a helping hand and lessened his work stress.

Some other examples of job carving are in Table 14.9. To get employers thinking about these ideas, employment specialists may want to ask questions like those provided in Table 14.10.

Another variation on job carving and job creation is resource ownership (Griffin et al., 2008). The competitive labor market operates on the principle of exploitation. That is, employers hire people with skills, talents, and attributes that are saleable in the greater marketplace. For instance, a mechanic hired at a local garage is expected to bring talent and tools that allow the owner to charge customers a fair price for repair work. The mechanic is paid less than the value of the work, and the owner keeps the remainder to pay operational costs and for profit. Someone with a college education in computer science costing \$40,000 or so is hired because of the apparent value of that education. The assumption is that the education benefits the employer through better and marketable ideas and

Table 14.9. Job carving methods and examples

Brief description	Example
Reduce overtime expenditures	Receptionist has to stay overtime or work weekends to make marketing packets; new part-time job is created for employee to make packets.
Reassignment of functions to allow focus on expertise	Well-paid paralegals have to spend valuable time copying materials in law library; new position is created for employee to make copies.
Offer a new service	Sandwich shop creates a new job to offer new service to its customers (i.e., deliver foods to business buildings in nearby walking radius during lunch hours).
Get task done	During “down time,” wait staff at large hotel are supposed to polish silver used for events; but it is not maintained on an ongoing basis; job is created for employee to polish silver so it is ready to use.

Table 14.10. Questions to get employers thinking about job creation

1. Are there any job tasks performed by one or more employees that might improve overall efficiency when combined to create a job opportunity for someone else?
2. Are there any areas where you are paying employees overtime?
3. Are there any tasks that never seem to be completed in a timely fashion because other employees are too busy to get around to doing them?
4. Would you be willing to hire someone to do a portion of a job if it would improve the other employees' productivity?
5. Are there new services you would like to add to your business?

Source: Hagner and DiLeo (1996).

skills, such as computer repair or programming. Without these skills and attributes, such as a college education or mechanics' tools, the individuals are less likely to retain these particular jobs.

Transition-age students with the most significant disabilities often leave school without skills and talents immediately obvious to employers. Most have a limited résumé consisting of unpaid work experiences in stereotypical jobs such as janitorial work, stocking shelves, and pet care. Such experiences do not motivate the worker and teach that work is not rewarding (Griffin et al., 2008). Ownership of exploitable goods can change this outcome.

A note of caution is important here. The purchase of equipment is not solely based on the employer's wishes. The equipment or other resource must fit the job seeker's vocational interests and desires and be used predominantly by the individual. Buying resources for the employer that are not used by the worker in a job of his or her choice betrays the principles of inclusion and respect.

Beth Beth is a young lady living in the rural South. She has an interest in computers and children. She is graduating with a Certificate of Attendance, cannot read or write very well, and has few options except the local sheltered workshop. Her team considers her interests and proposes that she operate a computer center in a child care center. Unfortunately, no employer will hire her. Her challenges outweigh her talents. The team uses a local Workforce Investment grant through the U.S. Department of Labor and assistance from Vocational Rehabilitation (VR) to purchase intuitive children's software and a complete computer and printer tutoring set up. The prospective employer solicits parents who desire individualized computer lessons for their children and signs up 27 students. The employer charges an additional fee for the computer tutoring that Beth provides, thereby creating a new position at the child care center. An agreement is developed that stipulates that Beth's equipment remains in her possession until its useable life is exhausted (about 3 years) and then the employer will pay to replace and upgrade it. With one small investment and a bit of person-centered planning, a job was created that highlights Beth's gifts and that increased the profitability of the host business (Griffin et al., 2008).

Edward Edward left school early because of his extreme behaviors. He was clear, however, that he wanted to work detailing cars. Unfortunately, no jobs were readily available in his local community until a job development visit to a local detailing operation revealed that the employer did not own a carpet steam shampooer. Upon meeting Edward, the employer agreed to hire him and train him in the entire detailing process as long as Edward purchased a \$2,000 carpet steamer. Edward now works daily at the business, makes a wage typical to others employed there, and is on a career path that includes training in all aspects of the business. Two thousand dollars is a minor sum to be paid considering what was spent on his education and what the public tax burden would be if no job was secured upon graduation. The sources for such funds include the school's appropriation for educating Edward, VR, a Plan for Achieving Self-Support (PASS) through Social Security, family funds, Workforce Investment Act dollars, and so forth.

Conclusion

Job development will lead to an opportunity for an employment specialist to spend time with an employer. This offers a chance to make a great impression and communicate how hiring a student can bring value to the business. Therefore, to do the best job possible, an employment specialist must be prepared. An employment specialist must be able to speak intelligently to business about the nature of the request. In addition, the employment specialist must also know the individual job seeker who is being represented. An employment specialist needs to know each individual's interests, abilities, and potential support needs. An employment specialist cannot develop a job for someone without this information.

The use of an approach such as job carving to create viable work opportunities for people with more significant disabilities cannot be overemphasized. It is crucial that those charged with this mission learn how to use this powerful technique to develop jobs.

Study Questions

1. What is the definition of job development and who can it benefit?
2. What is involved in a supported employment approach?
3. Meet with an employer to discuss what we know from the research and get his or her advice on best ways to approach job creation.
4. What does an employment specialist need to know in advance of meeting with a business to investigate the possibility of developing a job for a student?
5. Meet with an employer (not human resources) to ask about employer concerns associated with hiring individuals with disabilities. How can these be addressed?
6. What are some questions that an employment specialist might ask an employer to learn more about business operations and needs?
7. What is the purpose of a workplace and job analysis?
8. Interview professionals who have successfully assisted youth with disabilities with going to work and investigate some ways they have created jobs.

Online Resources

Job Accommodation Network: <http://askjan.org/>

Rehabilitation Research and Training Center: <http://www.worksupport.com>

Disability Resources, United States Department of Labor: <http://www.dol.gov/dol/topic/disability/jobsearch.htm>

Office of Disability Employment Policy: <http://www.dol.gov/odep/>

National Collaborative on Workforce and Disability for Youth: <http://www.ncwd-youth.info/>