



Increasing Organizational Accountability and Performance: Activity Tracking for Employment Consultants

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Agenda

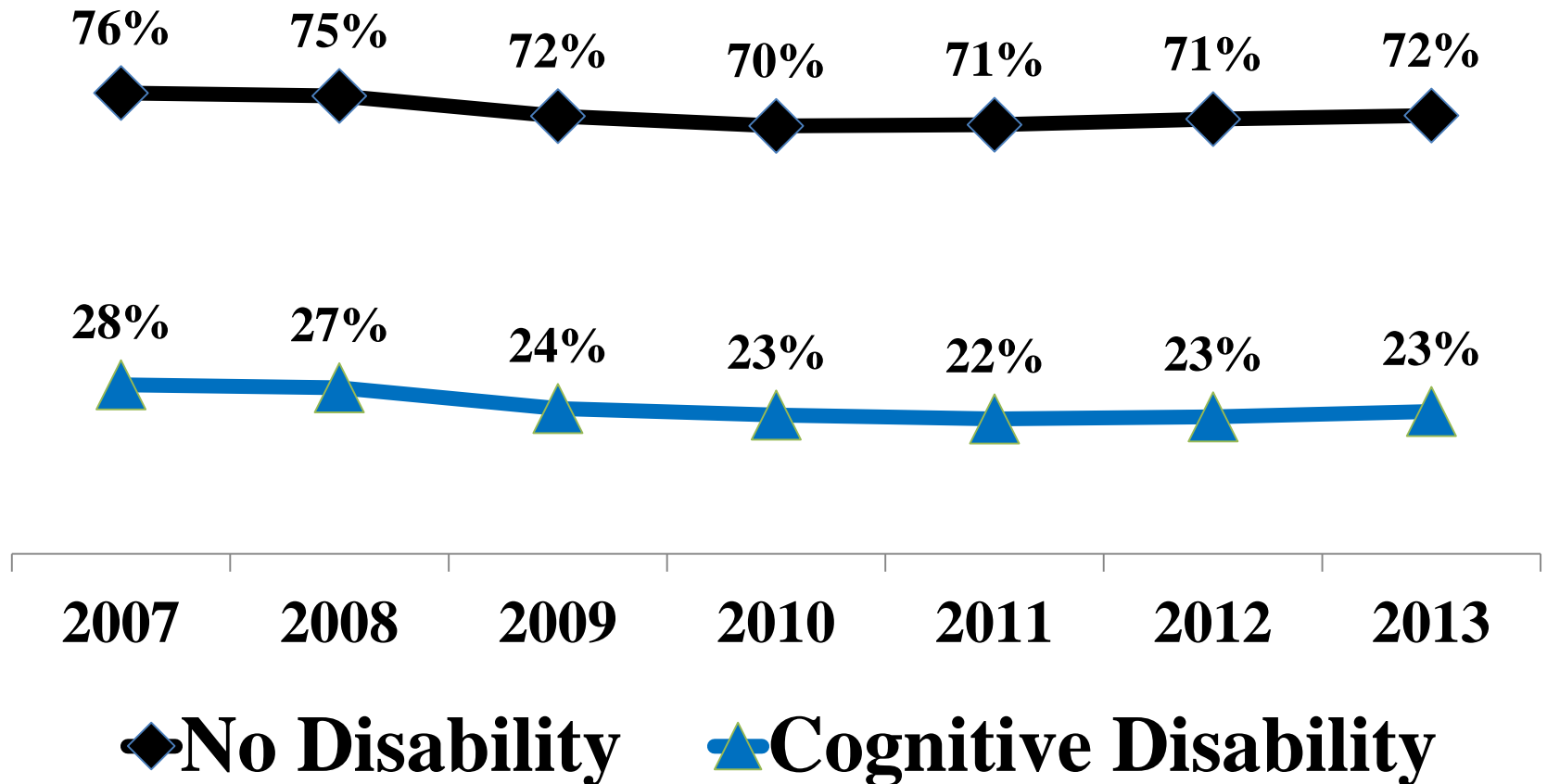
- ❖ Introduction
- ❖ Theory
- ❖ Examples From Research
- ❖ Examples From the Field
- ❖ Q & A

Definitions

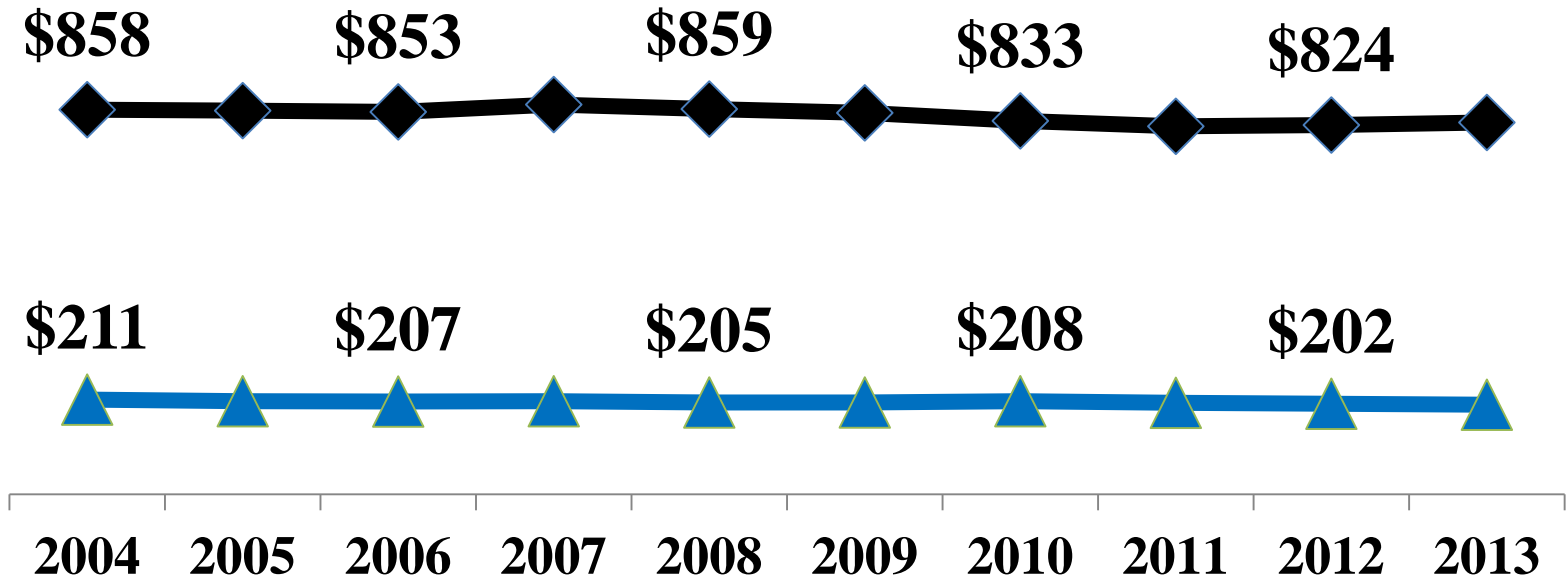
- ❖ **Employment consultants (ECs)** are staff members in employment programs who assist job seekers with disabilities in finding employment. They also may be referred to as employment specialists, job developers, rehabilitation counselors, or employment support professionals.
- ❖ **Community rehabilitation programs (CRPs)** are non-profit or for-profit, private or public organizations that provide a wide range of services—including employment services—to people with any types of disabilities.
- ❖ **Employment** refers to work that pays at least minimum or prevailing wage and that entails working in an environment where the majority of co-workers do not have disabilities

What's the problem?

Percentage employed



Weekly wages (in 2013 dollars)



- ◆ General population
- ▲ Intellectual disabilities

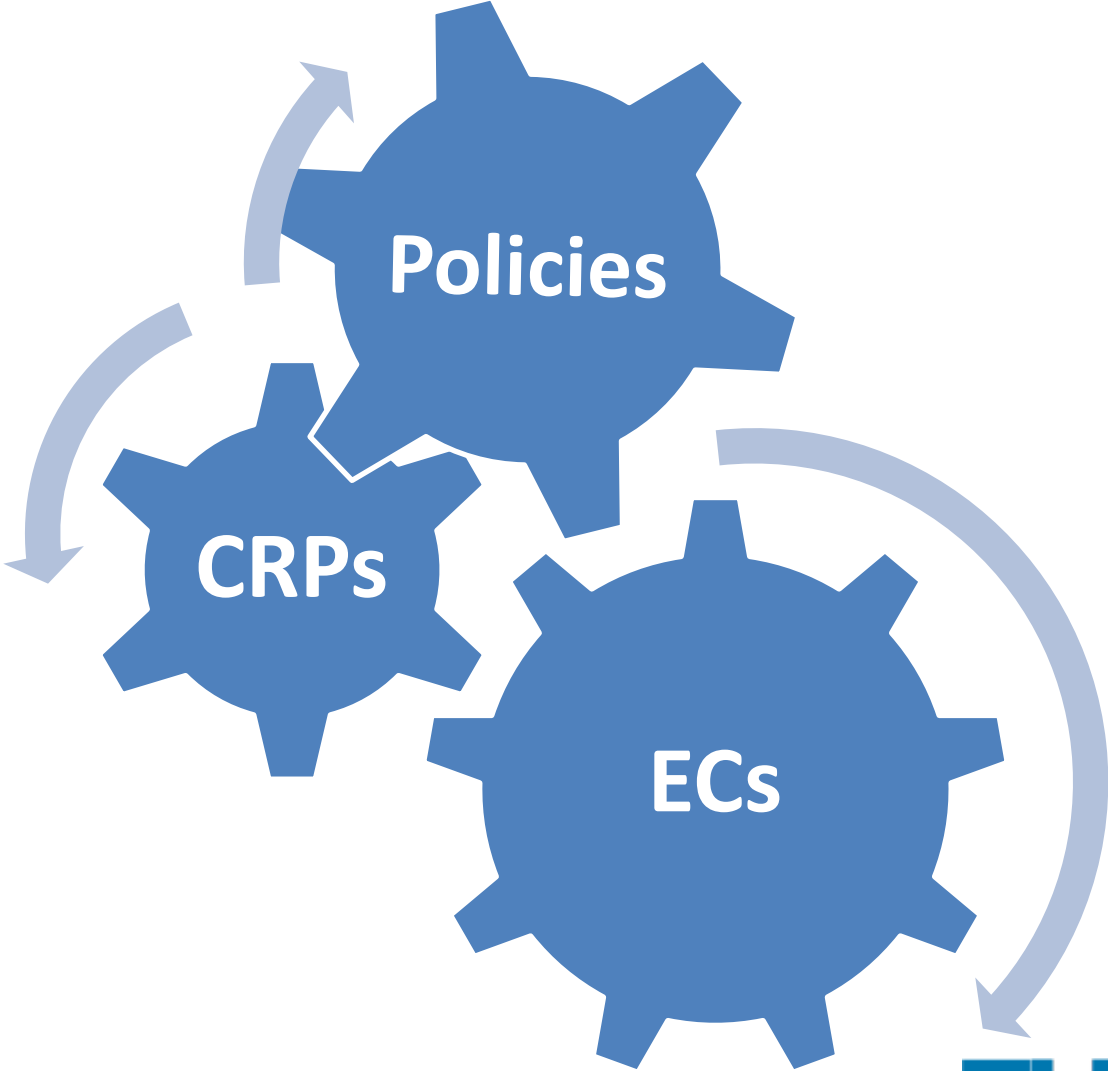
What are the desired goals?

- ❖ Higher employment rates
- ❖ Higher wages and more work hours
- ❖ Longer job retention
- ❖ Career advancement

Any good news? Yes!

- ❖ Employment first policies (12 states)
- ❖ DoJ scrutiny on day programs
- ❖ WIOA new provisions
- ❖ Families' higher expectations

Big picture



Focus on Employment Consultants (EC)

“... Regardless of the job seeker’s level of motivation, skill, experience, attitude, and support system, his or her ability to get a job will often depend on the effectiveness of employment specialists...

Simply stated, if they (*employment specialists*) are good, job seekers get jobs. If they are not, the barriers to employment for job seekers can become insurmountable...”

(Lueking et al., 2004, p. 29)



What do we know about ECs?

- ❖ Estimated 35,000 employment consultants serving the IDD population, nationally
- ❖ The majority of ECs support up to five job seekers with IDD per year in getting employment (60%)
- ❖ 73% of job seekers makes \$8 per hour or less
- ❖ 62% of job seekers work 20 or less hours/week

Part II

Theory

How to improve outcomes?

- ❖ *All organizational results are the product of behavior...*
- ❖ *To improve results, you must first get people to change what they do...*
- ❖ *Do it either more often, or less often, or do it entirely different...*

Aubrey & Bailey, 2014

3 keys to behavior change

Direct the rider

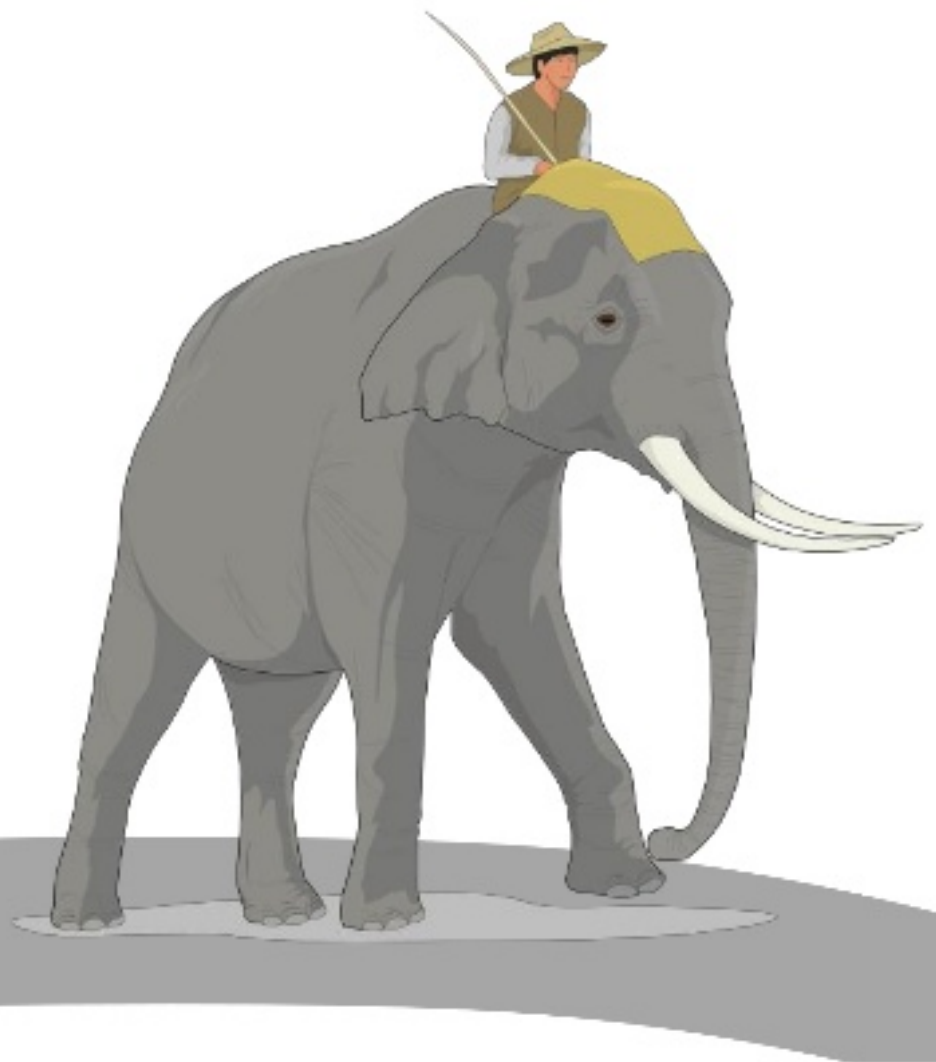
- give clear direction, reduce mental paralysis

Motivate the elephant

- find the emotional connection

Shape the path

- Reduce obstacles, tweak the environment, make the journey go downhill



Direct the rider: Clarify goals

- ❖ *Identify what needs to be done*
- ❖ *precisely define your expectations*
- ❖ *Pinpoint the results you want*

Daniels & Bailey, 2014; Drucker 2004

Examples of What Needs to be Done

- ❖ Getting to know job seekers
- ❖ Searching for jobs
- ❖ Engaging employers to hire
- ❖ Support after hire

Direct the rider: Measure progress

- ❖ *If you don't measure it, you can't tell if things are getting better, getting worse, or staying the same*
- ❖ *Measurement allows you to see smaller changes in performance than you could NOT see through casual observation*
- ❖ *People need useful information on how they are doing (i.e. feedback).*

Direct the rider: Measure progress

- ❖ *Time is the scarcest and most precious resource we have...*
- ❖ *A first step toward effectiveness is to record actual time use...*
- ❖ *Without an action plan one becomes prisoner of events, without a way of assessing which events really matter*



Direct the rider: Measure progress

“... somehow you want to send the message clearly without getting people down. You can do that with numbers. People hear the message backed by numbers loud and clear. They say, ‘Boy, we’ve got to do something about that’...”

(Stack & Burlingham, 2013, p. 106)

Motivate the elephant

- ❖ Highlight successes
- ❖ Share success stories, tips, and peer-to-peer encouragement
- ❖ People do better when they are happy, have positive views of their organization
- ❖ Believe that our work is contributing to something that matters...

Shape the path

Provide tools:

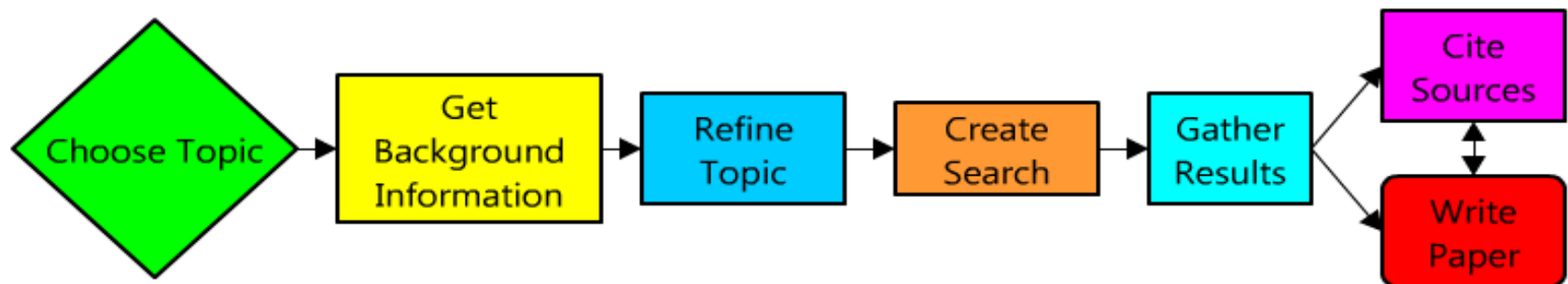
- ❖ knowledge
- ❖ Technology
- ❖ Leadership
- ❖ Supports

Part III

Examples from Research

Research

- ❖ Employment consultants (EC) survey (2009)
- ❖ Pilot activity log (2013)
- ❖ Community Rehabilitation Programs survey (2014)
- ❖ Employment consultants Interviews (2015)
- ❖ Daily survey (2016)



What Domains have we Measured?

- ❖ Getting to know job seekers
- ❖ Searching for jobs
- ❖ Engaging employers to hire
- ❖ Support after hire

What Tools Have We Used?

- ❖ Survey: Multiple choice/Likert scale
- ❖ Activity log on paper
- ❖ Daily survey for smart phones (in progress)

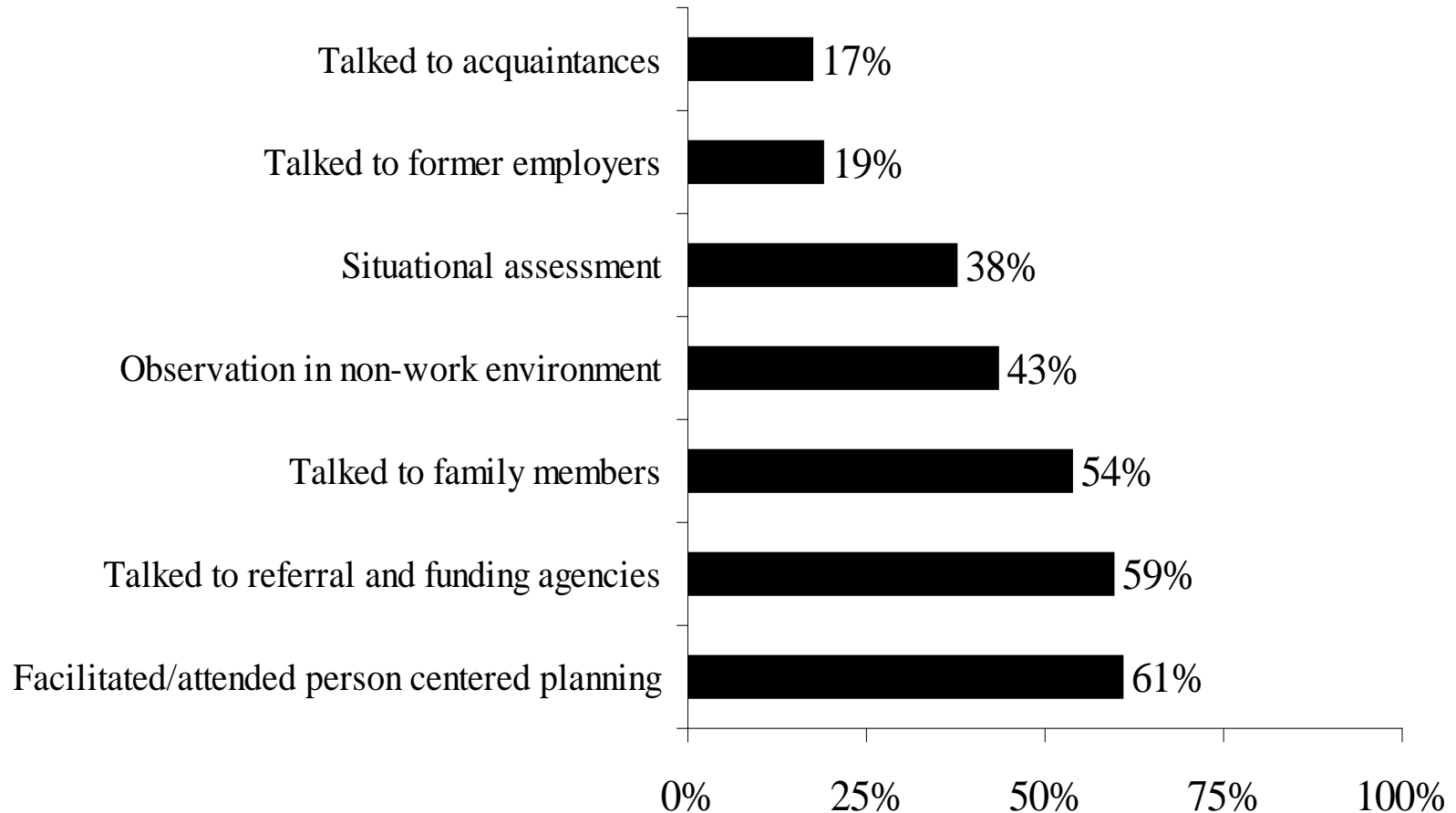
Example of Survey

9. Please rate the extent to which you performed the following activities to get to know this job seeker's skills and needs. (circle one response for each item)

Activity	Extent to which you performed these activities				
A. I spoke to his/her family members.	Never	Very little	Some what	To a great extent	N/A
B. I spoke to his/her acquaintances (i.e., friends, etc.).	Never	Very little	Some what	To a great extent	N/A
C. I spoke to his/her former employers.	Never	Very little	Some what	To a great extent	N/A
D. I spoke to professionals from referral sources and/or funding agencies.	Never	Very little	Some what	To a great extent	N/A
E. I observed the job seeker in non-work environments (e.g., shopping, home, etc.).	Never	Very little	Some what	To a great extent	N/A
F. I used job assessments at a community-based employment site.	Never	Very little	Some what	To a great extent	N/A
G. I facilitated or attended a person-centered planning meeting for the job seeker.	Never	Very little	Some what	To a great extent	N/A

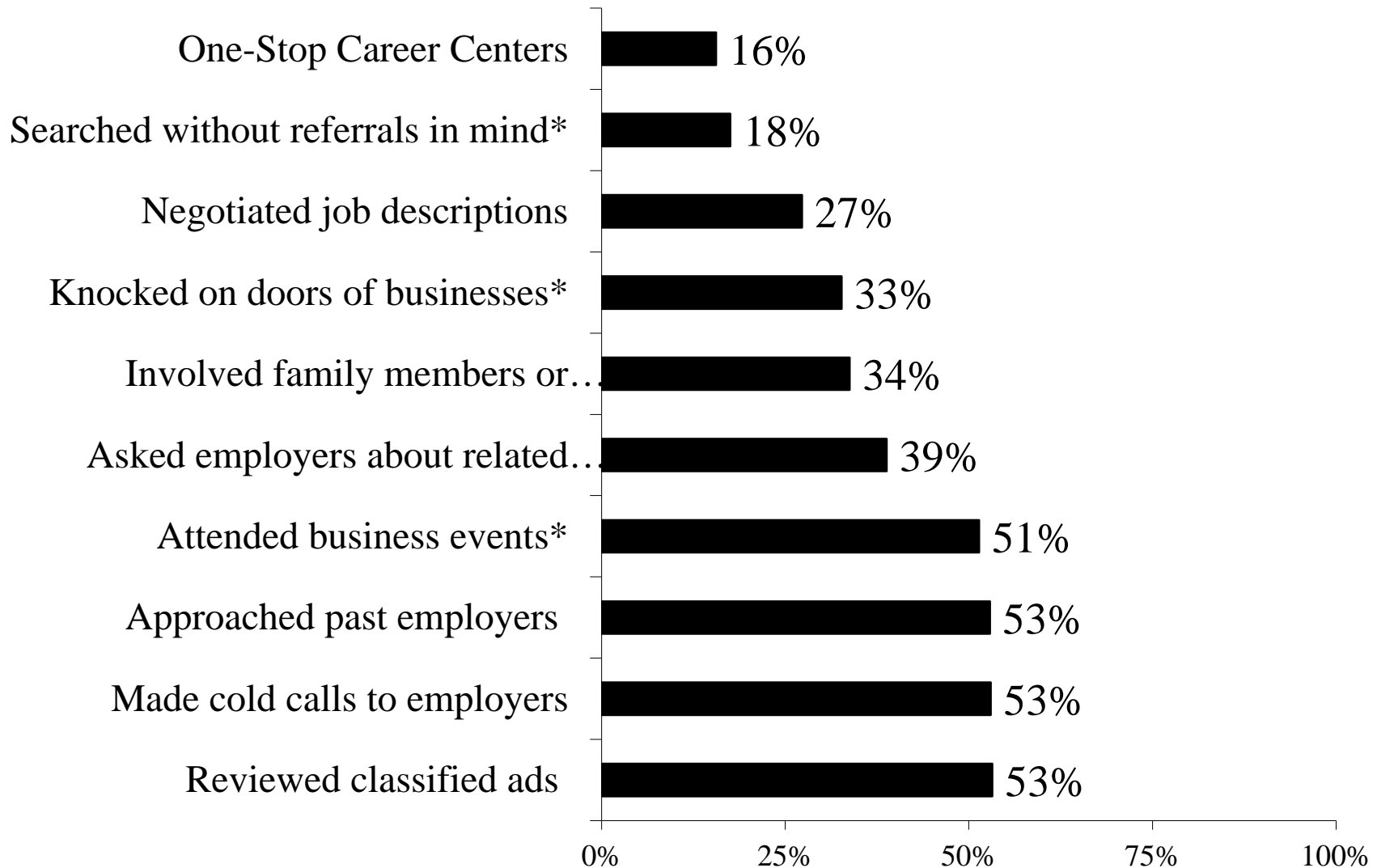
Example of Survey findings

Percentage of ECs performing these activities for most or all job seekers... to get to know job seekers



N= 163 Ecs in 28 states

...to search for jobs?



*In the past three months

Survey Pros and Cons

Pros

- ❖ Relatively quick/easy
- ❖ One-time measure
- ❖ Allows to track several activities

Cons

- ❖ Self-reported
- ❖ Accuracy is an issue
- ❖ No quantitative measurements

Example of Activity Log

INTERVENTION LOG

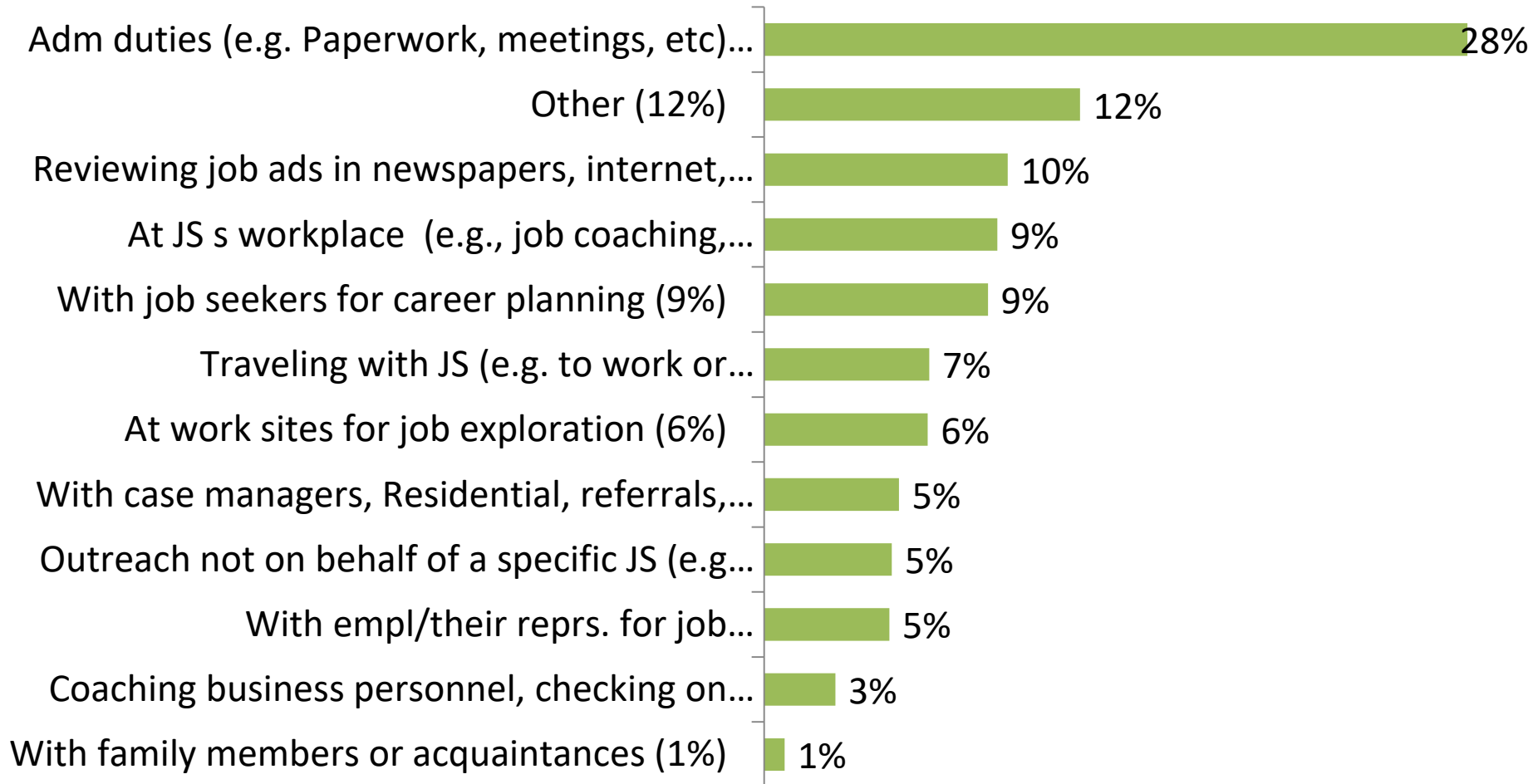
Employment Program _____ Name of employment consultant: _____ Week Ending on (dd/mm/yy): _____

Please choose a typical week of work and, for each interval in the table, write the code number corresponding to the primary activity that you performed. Use the list of activities and codes on the right side of this form. Please complete ALL your work hours, including those not assigned to community employment.

	Mon	Tues	Wed	Thurs	Fri	Sat	Sun	
AM	6:00-6:30							<p style="text-align: center;">Codes</p> <p>Career planning and individual supports</p> <ol style="list-style-type: none"> 1. Time spent with the job seeker (e.g. career planning) 2. Time spent with the job seeker in the community for job trials 3. Time spent with family members or acquaintances to support the job search <p>Job Development</p> <ol style="list-style-type: none"> 4. Time spent with employers or representatives of employers for the purpose of job development and negotiation 5. Reviewing job postings in newspapers, internet, or other resources 6. Other job development work (e.g. general outreach not on behalf of an individual, going to business associations) <p>Job support</p> <ol style="list-style-type: none"> 7. Time with job seekers at their jobs in the community (e.g., job coaching, training, observing, etc.) 8. Time with employer, supervisors or coworkers about an individual who has already started work (e.g. coaching business personnel, checking on performance,) 9. Traveling with consumers (e.g. transportation to work or interviews) <p>General supports</p> <ol style="list-style-type: none"> 10. Interacting with professionals (e.g. Case managers, Residential staff, sources of referrals, funding agencies, etc.) 11. Doing administrative duties in office (e.g. Paperwork, meetings, etc) 12. Other not included in the above list
	6:30-7:00							
	7:00-7:30							
	7:30-8:00							
	8:00-8:30							
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9:00-9:30								
9:30-10:00								

Example of Activity log Findings

Percentage of weekly hours (N=49 ECs)



Activity Log Pros and Cons

Pros

- ❖ More Precise (Tracks 30 minutes periods)
- ❖ More Objective

Cons

- ❖ Limited number of activities tracked
- ❖ Time consuming/distracting
- ❖ People may forget



What's next?

Daily Survey for Smart Phones

Tell us about your "What, Who, and Where" primary activities in which you were involved during the 30 minutes right before your inbox got the email with the link to this survey.

What? (What was the main purpose of your activity?)

-- Please Select --

- Please Select --
- A - Getting to know job seeker
- B - Finding job openings
- C - Coaching/ongoing support
- D - Other supports IE-related
- E - Other supports NOT IE-related
- F - Administration
- G - Other (i.e., lunch, meetings)

Where? (Where were you?)

-- Please Select --

Number of employers met yesterday (In person or on the phone) *

What? (What was the main purpose of your activity?)

-- Please Select --

Who? (Who was your main interaction with?)

-- Please Select --

- Please Select --
- 1 - Job Seeker
- 2 - Job Seeker's Family Member
- 3 - Job Seeker's Acquaintance
- 4 - Job Seeker's Residential Staff
- 5 - Job Seeker's Co-Worker
- 6 - An employer/supervisor
- 7 - Someone else or none

Number of employers met yesterday (In person or on the phone) *

Number of job seekers' interviews with employers yesterday *

-- Please Select --

Where? (Where were you?)

-- Please Select --

- Please Select --
- H - In your office/home/phone
- I - At job seeker's residence
- J - At a workplace
- K - In other community settings
- L - In a vehicle
- M - At a facility-based program
- N - Somewhere else

Number of job seekers' interviews with employers yesterday *

Number of job descriptions negotiated yesterday *

Pros and Cons

Pros

- ❖ More activities tracked: What, Who, and Where and their combination
- ❖ Precise (30 minutes periods)
- ❖ Immediate
- ❖ Less disruptive
- ❖ Longer data collection (1 year)

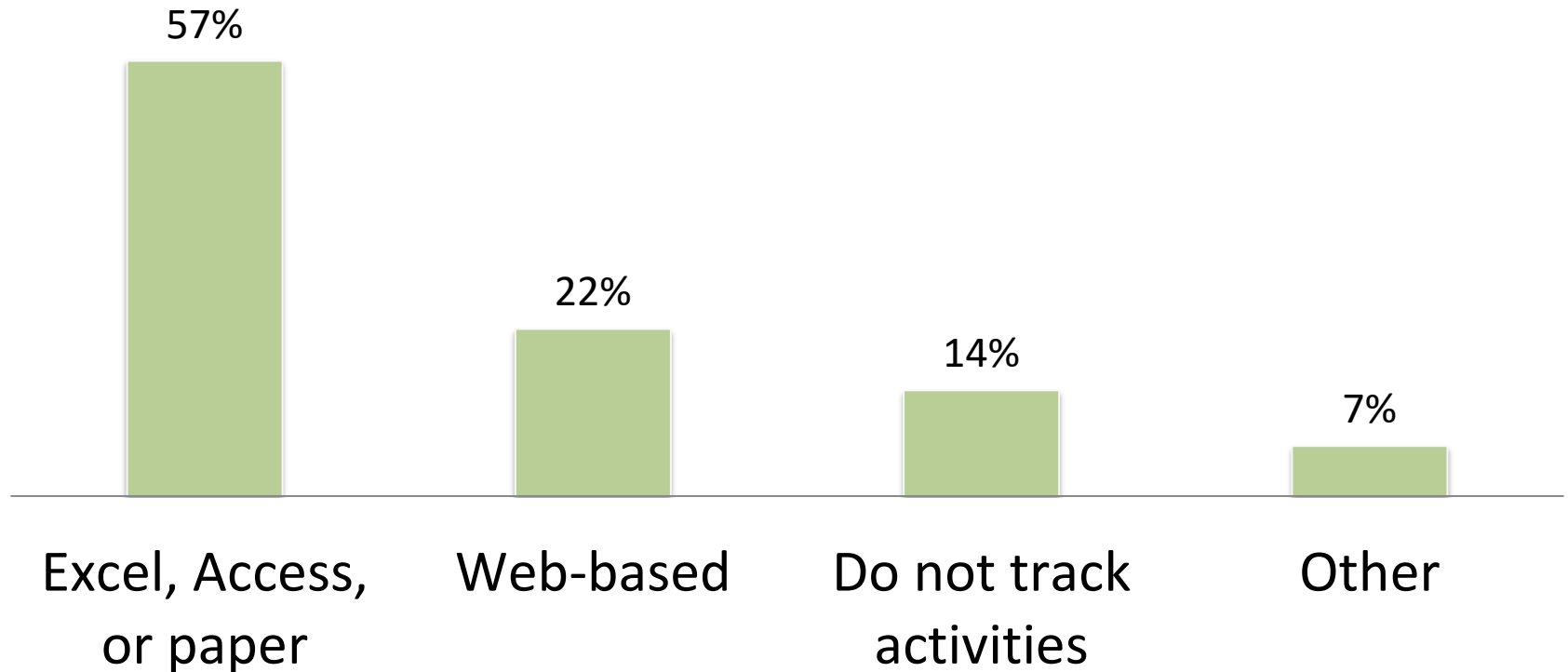


Cons

- ❖ Not everybody have smart phones
- ❖ Requires connectivity to a cellular network
- ❖ Samples only 30 minutes per day

What Data Tracking Tools do CRPs use?

136 CRPs in 37 states in USA



What Web-based tools are available?

- set-works.com
- salesforce.com
- therapservices.net
- State-provided tools
- Agency developed tools



Part IV

Examples from the Field:

NEBA

Please request the slides to Jeannine

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Conclusions

- ❖ Use data to drive performance
- ❖ Explore what others do
- ❖ Start low tech
- ❖ Invest in technology
- ❖ Try, assess, revise, repeat

Questions?

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ThinkWork!

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