



# Handbook



# Supported



# Employment



This handbook and the accompanying DVD were developed with the support of the ILO, as part of a programme to promote employment opportunities for people with disabilities, funded by the Government of Ireland.

## Supported Employment



International Labour Organization  
Organisation internationale du Travail  
Organización Internacional del Trabajo

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## Introduction

The United Nation's Convention on the Rights of Persons with Disabilities, Article 27 recognizes the right of persons with disabilities to work on an equal basis with others. This includes the right to gain a living by employment of choice in a work environment that is open, inclusive and accessible to persons with disabilities.

Countries that have signed and ratified the Convention are obliged to create opportunities for persons with disabilities to access and participate in the open labour market.

Many persons with disabilities are unemployed and live in poverty. The unemployment rate of persons with disabilities is significantly higher than persons without disability.

“Misconceptions about the ability of people with disabilities to perform jobs are an important reason both for their continued unemployment and – if employed – for their exclusion from opportunities for promotion in their careers. Such attitudes may stem from prejudice or from the belief that people with disabilities are less productive than their non-disabled counterparts. In particular there may be ignorance or prejudice about mental health difficulties and about adjustments to work arrangements that can facilitate employment. Misconceptions are often prevalent not only among non-disabled employers but also among family members and disabled people themselves. Some people with disabilities have low self-expectations about their ability to be employed and may not even try to find employment. The social isolation of people with disabilities, restricts their access to social networks, especially of friends and family members, that could help in finding employment.”\*Many persons with disabilities have a strong desire and the ability to be included in mainstream society and to participate in the open labour market. They can then earn their own money and contribute to society and the economy. Supported employment was developed in the 1980s to enable persons with disabilities to do participate in the open labour market and make their contribution to wider society.

Supported employment has been shown to be an effective way for persons with disabilities to get and keep a job in the open labour market. Supported employment does this by its focus on ability and *not* disability, by its provision of individualized support to the person and advice to employers. The principles of supported employment can be applied in all parts of the world, provided that they are adapted to the cultural context and labour market trends of any given region.

This handbook is intended for persons and organizations for use as a tool to create work opportunities for persons with disabilities in the open labour market. It is designed to provide information about the potential of supported employment and to assist in how to start and implement the supported employment model .

It is also intended to provide information for policy decision-makers to enable them to include supported employment in national programs, especially for those countries that have ratified the UN Convention on the Rights of Persons with Disabilities and have no experience of supported employment or no national program of supported employment.

Supported employment has brought about improvements in the quality of life of women and men with a disability by enabling them to become active participants in society. It has a positive impact on families and on employers who benefit from the contribution which persons with disabilities can make at work. The strength of supported employment is that it enables persons with disabilities to enter the real world of work by focusing on individual abilities and by providing varying levels of individualized support, depending on needs. Support and advice is also provided to the employers.

Supported employment is also an important methodology for employers to look specifically at how company work processes are organized and helps in the creation of new jobs or the re-design of existing jobs in ways that facilitate a work role for persons with disabilities.

### **Supported employment leads to personal growth and improvement of quality of life:**

#### **Example 1**

A person with an intellectual disability, living in a township in Johannesburg, South Africa, had the opportunity with support from Down Syndrome South Africa to get permanent employment in his area of interest as a Sports Coach at St Benedict's College, a private school for boys aged between five and eighteen. He managed to become part of the staff team with support from his job coach and co-workers. Work enabled him to become economically independent. He was supported further to find his own house and to get a loan for its purchase. He also married with a son. He is now a proud property owner living happily with his family.

The provision of employment support impacted not only on work outcomes but also, in a more broader sense, has contributed to personal growth and has had a positive impact on his quality of life.

Supported employment is increasingly accepted given research evidence as an effective approach to promoting work opportunities for persons with disabilities including those with intellectual, psychiatric, severe physical disabilities and persons with autism. Supported employment can be carried out anywhere in the world irrespective of the level of economic development. The number and nature of supported employment positions have increased showing employment outcomes across a variety of settings.

## Background

Supported employment was developed in the United States of America at the beginning of the 1980's, as a means of providing practical, on-the-job training to persons with intellectual disabilities based on their individual needs. The method was designed for persons with a disability who were not seen as capable of "real work". The systematic instruction and support they received in the workplace enabled them to build their skills, enter the labour market and succeed in jobs in open employment.

Since then, the method of supported employment has been introduced to assist persons with intellectual disabilities with employment. The focus of the individual and his/her abilities has opened options for more persons with disabilities to enter the open labour market. Based on individual support needs, persons with different types of disabilities can be included when they receive individually tailored support. Over time, learning from provision of this type of support opened the application of supported employment to persons with a broader range of disabilities such as individuals with mental illness, physical disabilities, traumatic brain injury and autism.

The focus on individual support needs has resulted in an increased awareness that work options could and should become a reality for all persons with disabilities including those with severe and complex disabilities. Thus, a growing number of persons who were excluded from work have gained a paid job on the open labour market via the principles of supported employment.

Supported employment has been introduced in many countries around the world. Several countries have launched supported employment programs, such as United States of America, Ireland, Netherlands, Norway, New Zealand. In different countries around the world national associations to promote supported employment have been established. The European Union of Supported Employment and the World Association for Supported Employment were established.

## World Association for Supported Employment (WASE)

The WASE mission is to promote the vocational integration of people with disabilities throughout the world using the principles and model of supported employment.

WASE promotes supported employment particularly in developing countries where persons with disabilities are in a very disadvantaged position and in countries with no or little experience of supported employment.

## Definition of supported employment

“Supported employment can be characterized as paid work in integrated work settings with ongoing support for individuals with disabilities in the open labour market. Paid work for individuals means the same payment for the same work as for workers without disabilities” – World Association for Supported Employment.

In the United States of America, where supported employment started, the definition of supported employment is as follows:<sup>1</sup>

“ Supported employment means:

1. Competitive employment in an integrated setting with ongoing support services for individuals with the most severe disabilities.
  - a. For whom competitive employment has not traditionally occurred or of whom competitive employment has been interrupted or intermittent as a result of a severe disability and
  - b. Who; because of the nature and severity of their disabilities, need intensive supported employment services from the designated state unit and extended service after transition in order to perform this work or
2. Transitional employment for individuals with the most severe disabilities due to mental illness.

During more than twenty years of experience with supported employment much has been learned about individual support needs and the way they can be addressed. Through this more persons with different types of disabilities have been able to join the open labour market .

## New developments

The learning from supported employment initiatives has proved that many persons with disabilities who are excluded from employment can join the workforce on the open labour market when we focus on their abilities, and individual support needs.

The role of employers has changed through a growing awareness of and experience with supported employment. Employers who have experienced diversity in their workforce are more open to employ persons with a disability. Further, in many countries, employers are facing an ageing workforce.

The growing attention on disability management has impacted on employers’ roles. Managing disability is a responsibility of employers whether it be on the return to work of

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<sup>1</sup> Paul Wehman, Ph.D.; Journal of Vocational Rehabilitation, Volume 37, Number 3, 2012; pag. 139. IOS Press, Amsterdam Netherlands



injured employees or the provision of adapted work for employees who became disabled and the requirement to provide reasonable accommodation.

The combination of the development of supported employment and the growing attention of disability management will increasingly lead to a more active role for employers in employing persons with a disability and keeping them employed. The ageing of the workforce and fewer young people entering the labour market will also influence the development of supported employment.

The number of companies where they themselves provide job coaching is growing. Some companies are now actively examining company work processes to identify a range of tasks within functions which can be carried out by persons with a disability. When those tasks are part of the core business of the company the jobs which are linked to those tasks are more secure in the longer term as persons with disabilities tend to remain in jobs longer. This leads to increased sustainability of employment and integrated work for the person with a disability.

## Benefits of supported employment

Experiences with supported employment has demonstrated that it provides wide ranging benefits to persons with disabilities, their families, employers and society as a whole.

### **Benefits for the person with a disability**

Supported employment has made paid work possible for persons with disabilities who, in the past, were perceived as unable to work. It enables them to earn an income, develop their skills and learn to recognize their abilities.

### **The supported employment model in action: Example 2**

Valeria is working in a shop in Buenos Aires. The employer had no experience in employing a persons with a disability and started a pilot for a few hours a week. The employer found out that Valeria could do more than expected. Her working hours are increased and also she is performing more tasks since she start working. Her job is controlling the stock in the shop and warehouse.

An important aspect of the support which is provided by the supported employment organization is stimulation the cooperation with the colleagues. Further monitoring the developments and advising the employer and the employee. Job coaching is provided by the employer.

Supported employment has many positive effects related to personal growth:

The individual:

- earns income
- shares ordinary places
- makes choices
- is treated with respect and has a valued social role
- grows in relationships
- enhances economic self-reliance
- increases self-esteem.

### **Benefits for the parents/family**

Traditional forms of care and welfare have placed people with disability, their parents and family in a passive role. In these approaches, the professionals are seen as experts who know what is good for a person with a disability. The subsequent, passive, dependent role which parents have in such approaches can be a barrier to the personal growth and development of their child. New insights from approaches such as supported employment raise understandable anxieties in these parents in this context. These anxieties and the associated hesitation are usually based on a concern that the necessary care for their child will be reduced or disappear.

Parents may have an active decision-making role where appropriate in the new paradigm as supported employment emphasizes the person's **ability** and **not** the disability. Parents have to learn to exercise this new role.

Their participation should not begin at the moment when final decisions have to be made. Parents should also be part of the ongoing process. Parents unaccustomed to this approach may need support to fulfill this role.

Experiences with supported employment have shown that parents are very proud that their child is able to perform in a paid job when earlier it had not been thought possible. The participation of parents/family must be encouraged from the outset. Parents can provide information on many aspects of their child. This information can be used in an action plan, in its evaluation and in its modification. Participation can also be encouraged by giving parents/family a supporting and stimulating role in their child's development. Through this, a good preparation can take place for inclusion and participation in society and the world of work.

The benefit of supported employment has many positive effects related to the family circle of a person with a disability.

Parents and families:

- can fulfill an active role in the development of their son or daughter
- can see their child become a contributing member of the community
- their child can also contribute to the family income which is very important in developing countries
- can perceive their daughter or son as a person with abilities – and a future.

### **Benefits for the employer**

At the beginning of the 1990s, when supported employment started in some European countries, two reactions were common: a) employers were not willing to hire persons with a disability; and b) high unemployment rates were taken to imply that persons with a disability had no chance of getting a paid job. A third view often expressed was that persons with a more severe disability were not able to work.

Experience since then has shown that employers are willing to hire persons with disabilities, mainly because supported employment workers can perform the tasks required. Supported employment, then, was seen to be addressing employers' needs.

A significant aspect of supported employment is its strong focus on practical training on the job and on worker performance. All necessary support and advice is given both to the employer and to the worker with a disability. Persons with a disability are well prepared to take up work. This ensures that all stakeholders get the support they require.

### **Meeting the needs of the employer through supported employment. Example 3**

In the United States of America is a growing awareness on meeting the needs of the employer by using a customized employment process. This process begins with an exploration phase, which lays the foundation for employment planning. The outcome is a negotiated agreement which meet the needs of both the employer and the job seeker. In many cases a new job can be created.

In New York a job was create in a restaurant where the job seeker had to take care of the wine stock. This job fits perfect with the job seeker.

Another important aspect for the employer is that many persons with a disability (especially persons with intellectual disabilities and persons with autism) can effectively, efficiently and accurately perform simple repetitive tasks. Some enjoin this type of work and often prove to be reliable employees, with low absenteeism and accident rates.

In general, the staff turnover in work that has an emphasis on repetitive tasks is very high. The employer has to deal with frequent vacancies and high recruitment costs. One good economic reason for hiring workers with a disability is that they tend to remain in a given job for a long period of time.

The employment rate of persons with a disability is very low even countries with labour market shortages. Why? Sadly, the reality is discrimination, lack of opportunity, stereotyping and negative attitudes and lack of awareness of and/or availability of supported employment. Supported employment recognizes that the approach to solving the problem of unemployment and underemployment of disabled persons needs to be multifaceted and geared to the needs of employers. Employers are facing ageing of the workforce in many countries with less new entrants on the open labour market in the near future. Many persons with a disability are willing to work and can contribute to the economy.

Employer needs are the primary basis for a decision to hire a person with a disability. But further, there is also a growing societal opinion that a firm's employees should be representative of all groups in society, as all groups of people are consumers of their products and services. This also means that persons with a disability should be included in the workforce. Many successful firms are highly aware of the benefits of a diverse workforce.

Increasingly, firms are recognizing that they have a corporate social responsibility and are using supported employment to meet this responsibility.

### **Benefits for the public sector**

Governments in many countries have laws, regulations and policies which focus on persons with disabilities. The public sector has a role and a responsibility to facilitate the inclusion and participation of persons with a disability in society.

Supported employment is an important policy instrument to promote individual rights, inclusion and participation. This model is in harmony with policies related to human rights and the inclusion and participation of persons with a disability in society and work.

It is based on the real needs of employers and the economy. It is aimed at the individual, tailoring and responding to the abilities of persons with a disability.

Developing countries in the process of formulating policies on how to provide work opportunities for persons with a disability can now make a choice not to repeat the mistakes of the past. Supported employment is an option for governments. It is a cost-effective alternative to high investments in segregated sheltered workshop programs. The investment costs of supported employment over time compare favorably with more traditional approaches. From a policy perspective there are direct measurable results and supported employment reflects the best practice in the field. As more persons with a disability become

actively involved in the labour force, they became more economically self-reliant and less dependent on public resources.

Supported employment can be implemented anywhere. It is feasible in countries at every level of economic development, irrespective of culture. The essence is the same, supporting persons with a disability to get and keep a paid job in the open labour market.

The new UN Convention on the Rights of Persons with Disabilities, especially Article 27, underlines the right to work. Countries that have ratified this UN Convention are obliged to facilitate open labour market opportunities. Supported employment is an important instrument to make this possible, especially for persons with more severe disabilities.

## What does supported employment involve?

Supported employment is essentially about supporting a person with disability to get and keep a job in the open labour market. Based on experience with supported employment to date, many employers have become more aware of the possibilities of employment for persons with a disability, even with a severe disability.

Increasingly, employers are fulfilling an active role in looking at opportunities to hire persons with a disability.

An employer may, as part of his recruitment policy, decide to hire persons with a disability. The employer may then contact a supported employment organization for support to employ persons with a disability.

These contacts may involve some or all aspects of supported employment and may also include discussion about the roles and responsibilities of the employer and the supported employment organization. Supported employment providers can give the employer whatever information and support they require.

### **The employer in an active role: Example 4**

The number of employers who are willing to hire persons with a disability is growing. It occurs that employers take the initiative to contact a supported employment organization for help in recruiting, placement and training.

In Argentina an employer decided to employ persons with a disability but had till so far no experience. In cooperation with the supported employment organization an inquiry was carried out which work was suitable. Candidates were found and trained by the employer on location with help from a tutor (support worker)

The employer may also decide, due to the ageing of the population and the expected shortage in the future labour force, to investigate options and possibilities to develop the company into

an inclusive workforce organization through consideration of the whole work organization structure.

The design of work processes may be adapted in a different way through more task and function level differentiation taking into account the capacities, possibilities and limitations of different groups of employees. A greater number of persons with a disability may be included into the workforce of the company through such re-design. Such re- design includes also the core business activities of the company. Tasks and jobs directly related to the core business result in greater job sustainability.

This approach is suitable for bigger companies.

### **Creating jobs in the whole company. Example 5**

Big companies and big organizations have the opportunity to develop an employment policy in employing persons with a disability. In the Netherlands a hospital has started a project with the aim to employ 100 young persons with a disability. Those persons shall mainly perform supportive and carrying tasks, such as around bringing meals, keeping the company of patients or working in the kitchen, canteen and as a cleaner.

The realization of these jobs are the result of a redesign of the work processes in different departments, a different way of organizing the work and differentiation in levels of functions which capacities, possibilities and limitations of different groups of employees are taken as a starting point.

### **Supported employment at individual level**

Supported employment is an investment in people rather than in buildings or equipment. It focuses on the individual abilities and needs of a man or woman with a disability.

The support strategy is tailored to individual needs. The person with a disability is the key player in the supported employment process. One of the principles of supported employment is:

**“No more support than needed and no less than necessary”**

Supported employment can be carried out on a small scale, initially with the help of family and friends if resources are scarce.

The supported employment model consists of several different phases:

- assessment
- job finding
- job analysis
- job matching
- job (re)design
- introduction into the workplace
- training on the job/job coaching
- support outside the workplace
- ongoing support

The phases through which the person moves and the intensity of the support provided depends on an individual's situation. Not everyone requires each phase of the process. The easy phases can be skipped and the focus can be on training and placement if it is clear what type of job is wanted and that such a job is available,.

## Assessment

The model of assessment used in supported employment focuses on abilities. The emphasis is on what a person *can do*. This dynamic approach to assessment views the person with a disability as the key actor. The person's ideas, wishes, preferences and options form the basis of assessment activities.

The dynamic assessment approach helps the person to experience different specific types of work so that he or she can make an informed decision about whether or not this type of work is suited to him or her, should he or she have little or no knowledge or experience of work or work options.

This dynamic approach also involves a proactive attitude. The person with a disability and the assessment specialist work together to find suitable options and solutions.

Finding solutions can take place through a customized approach. This is called Customized Employment<sup>2</sup>. Customized Employment is strategy that provides persons with a disability an alternative to traditional, competitive jobs. According to a new definition used by the US Department of Labor, Customized employment refers to:

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<sup>2</sup> Customized Employment. Marc Gold & Associates.

*“ individualizing the employment relationship between employees and employers in ways that meet the need of both. It is based on an individual determination of the strengths, needs and interests of the person with a disability and is also designed to meet the specific needs of the employer. (Federal Register, June 26,2002, Vol. 67 No. 123 pp 43154-43149).*

Customized Employment relies on a negotiated rather than competitive approach to employers; job developers must be available therefore to assist applicants to develop personalized proposals for employers. Assessment in supported employment recognizes that the outcome is not decided for the rest of the person’s life. The individual’s situation may change, just as options or wants may also change, based on individual experiences. New experiences may be and are the basis for new choices.



## **Customized Employment approach: Example 6**

Customized employment is meeting the needs of the employer and the employee. Yuen Cheng is working in a restaurant in New York.

### **Assessment**

The assessment process is a discovery process of 2 till 3 months with the aim to get to know the person very well. Time is spent to explore the unique needs, abilities and interests, as well as the complexities, which are essential to establish successful employment. This is a dynamic approach where the job seeker is controlling the exploration process and captures the preferences and connections in the community. The job seeker selects friends, family and colleagues to participate in the exploration phase so that they can share positive perspectives and potential connections to employment. At the conclusion of the exploration phase, the job seeker makes decisions about the employment goals and potential employers to approach. In this case the outcome was a job in a restaurant.

### **Job finding**

Information gathered from the exploration process is the basis for the customized employment planning. The result is a blue print for the job search. In this case the job had to be found in a restaurant.

### **Job analysis and matching**

An essential instrument in customized employment is negotiating job duties and employment expectations to align the skills and interests of a job seeker to the needs of an employer. The negotiation resulted in a job description that outlines the customized relationship between employer and employee. Options for customizing a job description include job analysis, job carving, negotiating a new job description. In this case the main job is to take care of the wine stock of the restaurant.

### **Job coaching**

Appointments are made with the employer for job supports, the hours of training on the job and specific supervision. In this case the training on the job was handling the wine stock and recognizing a variety of wines.

### **Ongoing support**

The employment specialist (support worker) contacts the employer and the employee a few times a month to give advice and help if needed.

## Job finding

Job finding involve a survey of the open labour market to identify job placement opportunities suited to individual job seekers. The central criterion for suitability is that the job is consistent with the individual's interests as well as their abilities. Another criterion for opportunities is the employer's needs.

A good understanding of the employer and the firm as a whole is necessary. an analysis of job possibilities, thus, in a given region is undertaken before a particular employer is approached.

The objective is to acquire a clear understanding of job prospects in a specific region, not only the number of vacancies, but also knowledge about the firms and their activities. This type of work is carried out by job coaches from non-governmental organizations or from the public employment service.

It is also recommended that an inventory of available resources (including public transport) within the given region is completed.

There are many different ways to collect relevant information. Contacting people in their own environment can contribute to success in finding jobs. Using networks of people, such as business people who meet each other on a regular basis, rotary clubs and others, can be very effective. Each person in a circle of contacts, for example, family, friends or colleagues, may add relevant information.

It will be easier to identify prospective jobs if supported employment is actively marketed using case examples of successful employment. One might make contact with an employer who has successfully employed a person with a disability to see if he or she is willing to speak to other employers about their experience. One may form an advisory group of employers when there are several interested employers to help identify the issues that need to be addressed when recruiting and retaining non-disabled workers.

There are opportunities for supported employment placements as illustrated in example 3. Success stories can be published in the newspapers. Information can also be given at meetings or clubs for employers. Promotional material may also be developed.

The job finder visits prospective employers to explain the potential of supported employment and describe the prospective employee. A specific job is not discussed with the employer during this visit. Rather, the needs of the employer are identified. A clear understanding of the job setting must first be established so that possibilities are maximized rather than limited.

Employers who have little experience in hiring a worker with a disability may at first be hesitant. This hesitation, in most cases, is based on a lack of knowledge or an apprehension about how to deal with a person with a disability.

The focus initially must be on what the employer requires in relation to the work to be done. When it is clear that a candidate with a disability can do the work, an appointment may be

made with the employer. The nature and amount of support to be provided to the employee and the employer can be agreed during the appointment. The case report in example 7 illustrates this phase of job finding and also underlines the key principle of supported employment, “No more support than needed and no less than necessary”.

### **Supported employment in practice – Argentina Example 7**

Claudio is working in a drugstore in Buenos Aires.

#### **Assessment**

The supported employment organization provides a course of 9 months. During this period an exploration take place about social and labor skills and interests. It's all about getting to know the person very well. Persons from the network of the person involved e.g. family are also involved. Placement in a job is mostly foreseen after this time period. In this case an employment position was open for Claudio.

#### **Job finding**

The employer, an organization which owns different drugstores in Buenos Aires, contacted the supported employment organization to propose candidates for jobs the organization is offering. Claudio was selected.

#### **Job analysis and matching**

The tasks Claudio had to perform were: unpack articles in the warehouse, pricing articles and controlling the quantity. Those tasks fits Claudio very well.

#### **Job coaching**

The job coach tasks are carried out by a co-worker of the company. In the introduction period a tutor of the supported employment organization keeps contact with the employer and Claudio for advise and help.

#### **Ongoing support**

On a monthly basis interviews are carried out with the supervisor and Claudio. An observation is also foreseen. The aim of the interview is to identify if and what kind of natural support is needed and how that should be implemented. Appointments are documented in writing. The family receives also support if needed.

Employers themselves contact supported employment organizations with offers of jobs for persons with a disability. It has to be clear, even in those situations, that all relevant information is examined to enable a person with a disability to find out if the job is suitable. Further appointments as described above will be necessary.

## Job analysis

The job coach must carry out a job analysis once a potential job has been identified to identify in detail the work tasks involved. The job coach thoroughly examines the various elements of a job to identify those which the person with a disability can complete and those for which the person will require training.

The potential job is examined and divided into smaller tasks to determine which skills and knowledge the employee will need to achieve performance and employment success.

It must be emphasized that the intent of a task analysis is not to detail a list of job qualifications. This would only limit opportunities. Rather, then, the objective is to formulate the basis for designing a training program and/or to describe the job.

Job analysis can also identify those tasks presently performed by regular employees that are additional components of their jobs. These might productively be combined into a new job and performed by a worker with a disability. This could include activities such as filing, data entry, watering plants, making coffee and also other new tasks which are developed during the last decades such as inventory work, pricing of articles, sports' assistance work and other administrative tasks. This allows employers to ensure that they maximize the potential of more skilled staff.

Special attention must always be given to job requirements, physical demands and working conditions.

Additional issues to be examined:

- the level of education specific for the position
- description of the various functions (the overall activity)
- other components of the position (including time spent, level of difficulty, materials used, physical requirements and psychological requirements)
- role of co-workers
- role of the human resources department of the company

Information is gathered during the job analysis through direct observation and speaking with individuals who are familiar with the work to be done. Often the job coach spends time in the work setting and performs the various job tasks to gain informative insights.

## Job matching

The next step is to compare the information acquired from the job analysis and the assessment of the person with a disability to achieve optimal job placement. This comparison determines the degree to which the demands of the job matches the abilities and interests of the prospective employee. In this step of the supported employment process, the individual with a disability is “matched” to a particular job. A perfect match between employee skills and the demands of the position is unlikely. The intent, however, is to find the best possible match between the interests and abilities of the person with a disability and the demands of the position. It should be emphasized that the person must be actively involved at all stages of the matching process.

## Job (re)design

It may be that the person with a disability cannot perform one or more elements of the job. The possibility of removing these tasks from the job in such a case and replacing them with other tasks should be explored in this way a job can be (re)designed so that it meets the employer’s needs and better matches the employee’s abilities.

The job analysis may lead to the combination of a number of duties to create a new position for the person with a disability. A training plan is agreed If the prospective employee is not yet able to perform all tasks demanded but can acquire the necessary skills.

Tasks must be clearly defined from the outset, both for employer and employee. It must be clear which duties are expected of the employee, what the employer can expect and how the work is organized. In some situations people with disabilities have lost their jobs because of a lack of clarity about expectations.

## Workplace introduction

An orientation plan must be made for the (future) employee before starting in the firm to introduce him/her to the firm, co-workers and supervisors. The plan will also include details of workplaces rules, work-related safety and health. The new employee must also be aware of the formal and informal organizational structure within the firm and its (often unwritten) rules. In a more formalized work environment, for example, it may be expected that an employee must ask permission to perform certain tasks, while, in a more the informal setting, it may be expected that employees go ahead with the tasks at hand.

It is also essential that a new employee is aware of how to deal with various arrangements about, for example, coffee breaks or lunchtime. Co-workers should meet the person with a disability and the co-worker role should be clarified before the person starts working. In some cases a new employee with a disability has lost his or her job because the introductory process was inadequate.

## **Supported employment in practice. Northern Ireland. Example 8**

David is working for the public administration of the City of Belfast, Northern Ireland. David has autism.

The City of Belfast started a recruitment program of 400 placements for 400 long term unemployed persons, including persons with a disability.

A training program started for 45 persons, including 9 persons with a disability. David was selected for this program.

The training program includes:

- one week work experience
- an interview
- working in a team
- practice.

To able David to participate in the program he was given support by the supported employment organization. The support was provided prior to the program and during the training.

### **Job finding and matching**

A job for David was found in the public administration where he could perform his tasks in his own tempo. His office was placed in a quiet environment without much distraction. The workload is monitored by a supervisor.

### **Ongoing support**

The supported employment organization provides ongoing support if needed.

## **Job coaching/ Training on the job**

One of the most important aspects of supported employment is training on the job. Most of this training is provided by a job coach and takes place in the firm. Training is tailored to the specific requirements of the job as determined by the employer.

Job coaching involves on-the-job training the practical and social skills necessary to enhance a person's ability to complete employment tasks and to increase the independence of the

worker with a disability. Coaching also focuses on guidance for and seeking support from co-workers to attempt to optimize not just job inclusion but a wider social inclusion.

### **Supported employment in practice. Example 9 Northern Ireland**

Niall is working for a telephone company in Northern Ireland. Niall has a brain injury. In his former job Niall was an engineer. Due to his injury he couldn't keep his old job. Niall is performing well in his new job. His work performance and his relationship with the other workers are satisfactory, even though from time to time small problems arise. Niall is not able to cope with these. The employment support worker is for many years the same person. Niall trust her and she understands Niall's situation. Niall is depending on the support which solves the problems. Without this support Niall couldn't stay on the job

Attention needs to be paid not only to work tasks and the work environment but also to individual aspects of the worker, for example, specific personal support related to the disability. A regular employee of the firm as well as an external person who usually works for a supported employment agency or organization may act as a job coach.

The job coach is also intended to be a resource for employers and co-workers. The employer may consult the job coach, if there are changes in workplace equipment, for example, to determine whether the supported employee needs specific additional training to enable him or her to use the new equipment. The job coach may also be consulted when problems arise at the workplace and the employer or co-worker cannot deal with these (as example 8 shows). Lack of communication or problems at home can affect on-the-job performance and behaviour. The job coach may be asked to attend to these problems and help the employee with a disability to resolve workplace issues.

The job coach must be familiar with all aspects of the supported employment job. A job coach must familiarize co-workers of the person with a disability with supported employment methods and with their role in the process. Often, the job coach is already performing tasks in the firm to gain insights before the person with a disability takes up the job. The job coach is responsible for the introductory phase and for the supported employee's training program for the employee. The program carefully describes the skills necessary for the job itself and disability-related support.

The job coach provides training in the required skills and supports the person in many other ways when the person with a disability begins to work more independently. A large proportion of job tasks may initially be completed by the job coach. This balance changes as the worker gradually adjusts to the job and assumes responsibility for it.

The amount of support required and the roles of the employer, co-workers and the job coach are continuously evaluated.

Changes and adjustments are then agreed. It is essential that there is a full agreement and understanding of the roles and duties of each party. In some cases a person with a disability has lost a job in many cases because of poor support and lack of evaluation.

**Individualizing the supported employment process for persons with a disability. A lesson for the job coach.**

Supported employment involves dealing with individual situations. Individuals differ in terms of their attitudes, interests, options and possibilities. Persons with an intellectual disability, for example, benefit considerably from on-the-job training.

**Supported Employment in practice. Example 10 Malaysia**

Tai Kuan Tong, 29 years old, left school (under the special education unit) at 19 years old and attended Joy Workshop for training. The job coach placed him in a law firm, Mssrs.Chee Siantekke & Partners, Melaka, as an office boy. He was confirmed staff after 6 months and has been there the last 5 years. His work includes sending files from department to department.

Kamleswaran, 26 years, has multiple disabilities. Attended the Joy Workshop for 2 years before being placed through Into work (the Joy Workshop's supported employment service) at Mydin Wholesale Emporium, Melaka. After the job analysis he received initial on-site job training based on his individual needs. His job is to pack and tape small household items for sale in the store. He has been employed for the last 4 years and has fully integrated into the workplace.

Lim Peu Wem, 25 years old, finishes mainstream schooling under Special Education Unit at 19 years old and enrolled at Joy Workshop for job training. She received initial training from the job coach in the Uniform Dept. at the Holiday Inn Hotel, Melaka. The duties include handling out uniforms to other workers in the various departments, recording missing/ damaged/ unreturned uniforms. She has progressed from being supervised to being in charge of other new employees at work in the same department.

All placements are made through effective job matching based on information from their Vocational Profile.



## Support outside the workplace

Supported employment may also include the provision of support outside the workplace, necessary in some situations.

The type of support differs from person to person depending on individual needs. Examples include:

- helping the person get organized
- assisting in monitoring the person's financial situation
- providing transport
- training in using public transport
- helping in solving individual and family problems
- providing specific, disability-related support, for example , health care support
- helping in planning activities
- mediation with public officials to arrange services and facilities.

A lack of attention to such support needs outside the workplace may result in job loss for a worker with a disability, for example, not being organized to reach work on time.

### **From school to work. Example 11 Australia**

Job support in New South Wales provides a transition to work program for school leavers. The support includes a one to one training on the job. Time is also spend to learn to know the person. This is to find out what the abilities and interests are. Job support is also working with the families. Individuals are assessed and follow a training in real work. The project starts with unpaid work experience. A paid job can be realized after time. The time varies from person to person. More than 100 persons with a disability got a paid job in the open labour market in different functions. Job support provides ongoing support with the focus on maintaining the job. The organization carries out this work for more than 20 years. Russell is on of the first employees who maintained his job for more than 20 years now with the same employer.

## The changing role of the supported employment organization

Supported employment has developed since its introduction in the 1980s. There has been major learning about the employment of people with a broad range of disabilities. The competences and skills of professionals working in supported employment have developed significantly.

Companies have taken over more responsibilities, for example, company employees other than staff from outside agencies providing job coaching. Co-workers are fulfilling a more active role.

“ The supported employment process today should provide a variety of support in and of the job that can be tailored to the individual employees with a disability, the co-workers, the company and the family. The employee is supported to participate in all regular employee introduction, probation, performance and develop procedures. Job support nowadays is more than direct training in the workplace. Job supports is the co-workers to train and support the new employee as much as possible, the company to make company procedures accessible for persons with a disability and the employee to take over a new professional role and to develop his or her potential.”<sup>3</sup>

Supported employment organizations have become increasingly more specialized. An important role for supported employment organizations now is an advisory role for companies who are planning to hire persons with a disability.

This advisory role may be in how to implement supported employment in the company and/or advising and consulting on an ongoing basis.

There has been an increase in the quality of the service delivery of supported employment both in terms of the organizational aspects of supported employment agencies and in the quality of such organizations employees. Specific training programs for supported employment professionals have been developed.

An example from the Netherlands demonstrates how job coach competencies have been delineated and are assessed. The job coach is able to adequately:

- a. coach the person with a disability and plan an appropriate career path
  - b. communicate
  - c. reflect on his/her actions
  - d. work methodically
  - e. cooperate in networks and professional contexts
  - f. plan and organize
  - g. think critically about professional behaviors and capabilities of the job coach
- (see Annex III)**

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<sup>3</sup> Supported Employment Toolkit, European Union of Supported Employment, 2010

The job coach function has evolved since the 1980s. Job coaching nowadays involves more than just training on the job. Names other than "job coach" are now used to underline the evolved function. The European Union of Supported Employment (EUSE) is using the name Employment Support Worker.

The Employment Support Worker needs to have the ability and skills to undertake customer assessments, provide vocational information and guidance, develop personalized action plans, engage with and canvass employers at different management levels, have an awareness of risk assessment and workplace health and safety, provide initial and ongoing training around personal and vocational skills, have a strong knowledge of the wide range of discrete support services and be able to gain access to this where required.<sup>4</sup>

## Ongoing support

Agreements are made with employers on the terms and conditions of employment. A clear understanding of the employer's expectations and arrangements for ongoing support are also agreed.

Problems may arise which sometimes result in the worker with a disability not being retained in the job when these agreements are not clear from the outset.

Many employers have identified the provision of ongoing support as one of the most important aspects of the supported employment model. Employers perceive ongoing support as a safety net for both them and the employee with a disability should any difficulties arise.

## Starting with supported employment

### 1 at national level

Many countries have ratified the new Convention on the Right of Persons with Disabilities. This means that they are obliged to include persons with a disability in work on the open labour market. Persons with a disability must have opportunities to opt for paid employment in the open labour market. Programs must be available to make this possible. The following situations may arise:

- a. Employment in the open labour market for persons with a disability without support. In this situation, persons with a disability do not need support. They are able to enter the open labour market and find a job by themselves.

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<sup>4</sup> Supported Employment Toolkit, European Union of Supported Employment, 2010

- b. Employment on the open labour market for persons with a disability with support.  
This may mean supported employment.
- c. Sheltered employment including transition to the open labour market
- d. Sheltered employment without transition to the open labour market
- e. Day care activities
- f. Residential care

Countries who have ratified the new UN Convention on the Rights of Persons with a Disability and who have inadequate support available for persons with a disability to find and maintain a paid job on the open labour market need to create these opportunities. Countries who have no experiences with supported employment may start in the following way.

### **Starting in a situation of no programs/experiences at national level with a pilot project**

- Identify in general how many people are eligible for supported employment in the country
- Start a national pilot project with 200 – 500 people (depending on the size of the country)
- Establish a task force
- Establish an advisory group with important stake holders
- Start small supported employment projects in different towns/regions (for example, goal is to realize supported employment jobs for 20 persons per project)
- Exchange experiences from the projects
- Evaluate experiences
- Collect examples of good practice
- Make necessary adaptations/recommendations
- Organize national/regional conferences for dissemination
- Collect data (involve universities for research)
- Make analysis of costs-benefits
- Start with follow up programs for implementation
- Integrate Learning into National Policy

### **2 at operational level**

Based on international experience, the following phases for the implementation of supported employment activities have been identified:

#### **Phase 1 – Spreading the idea**

The first phase involves contacting people who are interested in the supported employment approach. Those interested can form a committee or a task force. It is important that all relevant players are involved (persons with a disability/ relatives, service providers, employers, public sector representatives).

This group of people may start collecting and spreading information about supported employment. More people can become involved and local, regional meetings organized.

### **Phase 2 – Forming associations**

Many western European countries established local, regional and national associations for supported employment as a result of the first phase. These organizations spread information on the developments in supported employment through conferences and workshops. Meetings also facilitated the exchange of practical information among persons who are involved in the implementation process leading to a focus on the development of quality supported employment services and training of supported employment professionals.

### **Phase 3 – Start-up activities**

The most important phase is to begin to implement supported employment initiatives starting activities using the various steps of the supported employment model – assessment, job finding, job analysis, matching, job coaching and ongoing support. Supported employment usually begins on a small scale, finding a job for one person. The aim is to demonstrate individual success creating an example for others to follow. Supported employment can be implemented and extended on the basis of these individual success stories.

Supported employment services may be initiated by volunteers in a country lacking service provision. Family and friends can play an integral role carrying out job finding and other activities to support the person with a disability.

Networks of family and friends can assist in identifying suitable jobs. The town or village can provide a meeting place for the supported employment initiative. In concrete terms, this means the use of all available resources in the local community.

### **Phase 4 - Growing supported employment**

There will be the need to look at the organizational structure of the supported employment organization itself when supported employment is growing. As numbers increase and more people with disabilities are successfully working in supported employment, attention must be given to management aspects, administration and the development of the organization and its staff.

Supported employment services will need to be evaluated and attention paid to the training and development needs of those providing these services.

Interest is generated once the success of supported employment has been demonstrated. Interested parties usually respond positively when they perceive how they can get benefit. Employers will share their experiences with other employers. Parents will talk about their child's personal growth and development through supported employment. People in public administration will spread the word that the policy to promote supported employment is a success. Most importantly, persons with a disability will gain from their independence and from their employment. Western European countries are increasingly deciding to apply this

model as a mainstream activity at the core of government strategy to realize inclusive employment for persons with all type of disabilities.

## Implementing Supported employment means big changes

Supported employment focuses on the abilities of a person with a disability. Supported employment contributes to the societal inclusion of persons with a disability.

The person-centered approach is a paradigm shift.

In **Annex I** is an overview of the development of the vision and services for persons with a disability, the way support shall be provided, competences of staff, management style

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November, 2013

**Annex I** The paradigm shift has consequences for the organizations, organizational structure, management style, quality focus and competences of staff<sup>5</sup>

<b>THREE PHASES IN THE DEVELOPMENT OF SERVICES FOR PEOPLE WITH DISABILITIES</b>			
	<b>Phase 1</b>	<b>Phase 2</b>	<b>Phase 3</b>
Focal question	Institutional reform period	Deinstitutionalisation period	Community membership period
Who is the person of concern?	The patient	The client	The Citizen
What are the "typical" service settings?	An institution	A group home, a sheltered workshop, a special school or classroom	The person's home, a local business, the neighbourhood school
How are services organised?	A facility	A continuum of options	The unique array needed by each individual
What is the "model" of service delivery?	Custodial/Medical	Developmental/ Behavioural	Individual Support
What are services called?	Care	Programs	Support
What is the planning model used?	Individual Plan of Care	Individualized Habitation Plan	Personal Future Plan
Who controls the planning process?	A professional (often an MD)	The interdisciplinary team	The individual
What is the context of decision-making?	Standards of professional practice	Team consensus	Personal circles of support
What receives the highest priority?	Cleanliness, health & safety	Skill development & behaviour management	Self-determination & relationships
What are the major focuses of intervention?	Control or cure the condition	Change behaviour	Change the environment and attitudes
What is the focus of quality assurance standards?	Professional practise & minimal standards of care	Documented programming & goal attainment	Quality of life as experienced by the person affected
How do providers talk about their services?	Community Outreach	Community-based	The community

Tabel 1. Developments in care. Source: Management meeting at Zuidwester, February 1998

<sup>5</sup> Hoogma, R., Van Grinsven, T., Wesseling, M. Developments of innovation, Amersfoort, Twijnstra Guddé, 1998

The three phases involve a paradigm shift.

- Phase 1: **Defect paradigm**
- Phase 2: **Development paradigm**
- Phase 3: **Citizen paradigm**

A paradigm shift means a different way of looking at persons with a disability. It also means a different way of providing support, how service organizations are structured and how the competencies needs for employees of these service organizations are perceived.

Organisation type	Supply oriented	Group demand driven	Individual demand driven
Structure	Bureaucratic Centralist Mono-disciplinary Separated services	Team-based Multi-disciplinary Locations Integral management	Individual tailored Independent units Decentralized organization Facilitating mangement
Culture	Roll/ functions Internal focus Top down Problem avoiding	Tasks Team spirit Top down/ bottom up Problem solving	Person addressed Innovative Bottom up Prevention of problems

**Tabel 2: Structure of organizations**

This has also effect on the management style of the organization.



**Tabel 3: Style of management**

Style of management	Guidelines Laissez-faire	Participating/ coaching	Coaching/ participating
Economy	Standardization Top-down	Location budget Budget per team	Individual budget
Typology	Professional bureaucratic	Division structure	Advocacy services

The focus of the organization is also different<sup>6</sup>

Focus	Quality Focus of service	Quality of life
Perspective	The organisation, the professional	The individual
Importance	The processes in the organization should run smoothly; big overhead as a result	Desired results for the individual; small overhead as a result
Content	Management of systems leads to large groupthink	Individual support and its effects on one's personal life

**Tabel 4: Focus of the organization**

<sup>6</sup> Van Loon, J, Arduin. Working on quality of life, december 2007

Typical evaluation criteria are:

Typical criteria for judgement	Efficiency effectiveness of cost, schedule, users satisfaction	Values on long-term results of  inclusion, personal development  and self-determination
Structures	The current systems have only improved, tight hierarchy	Support to help someone personally,  <b>even</b> if this means that alternative structures need to be found  Little hierarchy in the organization  self-determination and coaching

**Tabel 5: Evaluation criteria**

The awareness of these different approaches is relevant when considering service change from existing structures to the provision of supported employment services. Transition experiences have showed that changing an “old paradigm” is difficult and may not have the expected results.

## Annex II Inclusive work (re)design for special need groups

### Introduction

In all western economies social security is being transformed from a passive compensation oriented insurance system to a system activating people towards work participation (Prinz et al., 2010). Organizations find themselves in the centre of this new social security. 'All that are able to work, should work'. Organizations however are generally not prepared to employ people with special needs. There are two trends that prompt them to react and to anticipate, or rather: to be adaptive.

First, in the very next future (within 5 years) there will be a structural shortage of readily qualified personnel at the labor market, due to inevitable demographic developments. Organizations will have to develop new strategies to incorporate the growing labor market reserve that consists of job seekers who do not match the standard demands of regular jobs today, including people with special needs.

In addition, organizations will have to adapt their work processes to cope with functional deficits of ageing workers. The 'healthy worker' effect, that is the expression of a selection process that we have been gone to experience as 'natural' for workers in their fifties, will no longer be a valid option due to the changes in disability legislation, early retirement arrangements and pensions. Active participation of elder workers, including those with chronic health problems, is inevitable to realize productivity and to guarantee social security in the future.

Both trends have in common that the usual solutions, dismissal of less productive workers and recruiting and selecting new personal that best fits the companies' existing job structure and work processes, will be no longer a viable strategy. Neither will the mere client-oriented approach (supply-side) of social security agencies apply to this new situation, mainly because it is ignoring the supply-side characteristics of the labour market. New strategies will have to be developed to offer technical assistance and training to employers who are interested in adapting their workplace to people with special needs, to make their organizations more inclusive (Chan et al, 2010).

Conclusion: both trends are confronting organizations with new challenges to *change work processes and job structures* to make optimal use of a *combination* of full qualified workers and workers with restricted abilities. In order to successfully meet these challenges organizations will have to adapt to these new external and internal labor market conditions. What is needed is a *flexible and adaptive* division of tasks, and appropriate ways of coordination between workers with high and less capacities to ensure a maximum organizational result (in terms of output and quality of goods and services). Social security agencies will also have to adopt new strategies to support effectively employers in this effort.

One possible adaptive organizational strategy could be coined as:

**INCLUSIVE WORK REDESIGN**  
 This strategy will be illustrated by an example of a systematic approach to incorporate young people with disabilities in regular working organizations.

**Background**

The Netherlands has a special disability arrangement for people with substantial functional limitations, due to impairments acquired before the age of 18 years, the so called ‘Wajong Act’. The impairments may be genetically determined or acquired by disease or accident. To qualify for this disability allowance, professional assessment by an insurance physician and a labor expert has to prove that the applicant is not able to perform *regular* jobs on the labor market due to his or her disabilities.

Being ‘disabled’ according to this disability law (‘Wajong’) in fact means that at the age of 18 years a person is not able to earn minimum wage by performing a regular job in a regular working organization (without any adaptation). Some of these youngsters are indeed completely unable to perform any work at all, because of their severe medical impairments (circa 25%), that cause them to be dependent on continuous care. Most of them (75%) though are perfectly able to perform some kind of productive activities, but not the complete set of tasks of which regular jobs consist, and not without proper guidance. Also many of them are –at this stage of their development- lacking the social skills that are so important to perform sufficiently as a worker, and to survive without additional support in today’s working organizations.

Over the last few years the number of this type of ‘legally’ young disabled is increasing and without adequate response of society their numbers will further increase (constant high inflow, little outflow)

<b>Growing number of young people on disability allowance ( X 1000)</b>						
	2002	2006	2007	2008	2010	2020
Inflow	7,0	13,6	15,3	16,1	16,2	16,2
Outflow	3,7	4,9	4,4	4,6	5,5	6,6
<b>Total</b>	<b>131</b>	<b>156</b>	<b>167</b>	<b>178</b>	<b>200</b>	<b>295</b>

The Dutch 'Wajong' arrangement is rather unique. In other European countries similar trends among young people can be observed, but they are not so obvious because elsewhere young people with functional limitations are 'hidden' in other social security arrangements of a more general nature.

Recently the existing 'Wajong' disability allowance has been reconstructed. From 2010 on there is a new arrangement in force for young people with disabilities. Only youngster with very severe disabilities, who are completely unable to perform productive activities of any kind, are granted a full disability allowance. All other young people with substantial disabilities are supposed to participate somehow in work or study. They are entitled to a wage supply or a study fee. They receive support in job seeking and job keeping (job coach); at the age of 27 a final assessment is performed to establish their degree of disability (loss of earning capacity with respect to minimum wage).

***As a result, young people with restricted abilities are more than ever dependent on suitable job opportunities in regular working organizations.***

This focus on participation is in line with recent changes in all other social insurance arrangements in the Netherlands: 'work first'. Every young person with functional limitations has to participate in some kind of regular work and try to earn (partially) his own income, to become as independent a citizen as possible. Organizations of employers and labor unions do support this strategy. This is more and more becoming an item on the agenda of collective agreements. Still, at the company level, a lot has to be done to implement this strategy.

### **Who are these young people with special needs?**

25% of these youngsters are severely (mentally) handicapped and are in need of continuous care (mostly institutional). The other 75% are capable to perform some kind of work activities. Their medical conditions are depicted below.

**Diagnoses (inflow 'Wajong' 2008):**

Neurological disorders

5%

Developmental disorders:

56%

- 35% mental impairments

- 5% ADHD

- 10% Autistic spectrum disorders

Psychological disorders:

30%

Physical disorders:

9%

100%

NB. co-morbidity and multiple (social) problems

Most of them have learning difficulties and have attended special schools. They seem to profit from 'learning by doing'; to develop their abilities they are dependent on learning on the job. 90% of them do not have physical problems, but have difficulties in cognitive, emotional and social behavior. However: they are capable of performing *elementary tasks*, given the *proper conditions*.

Elementary tasks can be grouped to an elementary job, proper conditions involve organizational changes:

- with respect to the youngster(s): coaching, supervision, assistance
- with respect to co-workers: the elementary job(s) must be integrated in the organization: the elementary tasks must be fine-tuned to co-workers tasks and co-workers have to accept the peculiarities of these youngsters and must be willing and able to deal with them.

Nowadays 26% of these youngsters are already working, 15% of them in sheltered workplaces, and only 11% in regular work organizations, most of the time in assistant jobs. Keeping a regular job seems to be very difficult: 50% lose their jobs within 6 months. Most work organizations seem to be not (yet) capable to integrate sustainably these young people in a productive way. Without additional changes in the work organization they do not simply 'fit in'.

## **Inclusive**

## **work**

## **redesign**

As existing jobs and existing working conditions obviously prevent people with special needs from participating, new approaches are necessary. One way to innovate work organizations to create sustainable jobs for special need groups, we believe, is inclusive work redesign. This is a stepwise interactive approach to enable work organizations in employing nonstandard workers, as outlined below.

1. initial commitment of top management and workers' representatives to integrate colleagues with special needs at the work place;
2. hierarchical integral analysis of work processes to identify elementary tasks by researchers (long list);
3. top management's approval to start further exploration, specification of organizational parts (target departments) and additional conditions or restrictions;
4. redesign of work in focus group of workers, line management and researchers: validation of elementary tasks and generating suggestions for reallocation of task within the department to create elementary job(s) in interdependence with existing jobs: elementary tasks for each department (short list);
5. selecting candidates by matching their elementary skills with elementary tasks (short lists);
6. clustering elementary tasks to elementary jobs suitable to individual candidates;
7. introducing the candidates in their working environment, managing mutual expectations, initial training and support of candidate by an external job coach, preferably followed by support from co-worker (mentor) or line manager;
8. regular feedback to candidate by coach and line manager and (if necessary) rearrangement of tasks until steady state is attained or conclusion is reached: mismatch, new candidate.
9. evaluation by management and staff to specify conditions to continue the project

## Conclusion

Hire and fire is no longer the ultimate organizational response to future mismatches between task demands and (potential) workers abilities. Flexible job structures and work processes to ensure optimal cooperation of skilled and less skilled worker, of workers with and without functional limitations, are needed to realize an inclusive work organization.

Work organizations have become crucial to the new social security aimed at participation.

1. integration of the potential (elementary) contributions of people with special needs to the organizations' goals poses new demands to the organization as a whole : it stresses the adaptive capacity of the entire organization
2. sustainable integration of people with special needs not only demands restructuring of tasks to create elementary jobs, but also organizational development to create an inclusive social environment: a balanced mix of talents.

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## Annex III The 7 Competencies of the job coach NVS/EUSE



*(Dutch Supported Employment Group)*

*Member and Dutch representative of the*

*European Union of Supported Employment*

Competencies of the job coach NVS/EUSE comprise the integrated Knowledge, Skills, Attitudes and Experiences the job coach NVS/EUSE has acquired. They enable the job coach NVS/EUSE to adequately demonstrate in a realistic context at a given time that they are developing, that they have mastered these competencies and know the reason why they have done so.

The job coach NVS / EUSE is able to adequately:

- a) coach the client and plan an appropriate career path
- b) communicate
- c) reflect on his / her actions
- d) work methodically
- e) cooperate in networks and professional contexts
- f) plan and organise
- g) think critically about professional behaviours and capabilities of the job coach NVS/EUSE

Each of the competency areas describes four aspects:

Knowledge: I know / I am aware of.....

Skills: I can.....

Attitude: I want / I am.....

Experience: I have.....

The job coach NVS/EUSE competency profile is the result of an initiative taken by Middin (Middin is a Dutch care organization in the region of Zuid-Holland. “Middin for Work” is an organizational unit of Middin, specialized in Supported Employment and jobcoaching for persons with disabilities.) Middin for Work and NVS completed the competency profile under supervision of Fontys OSO and in cooperation with OBA-Milestones and Elan Training.

Appendix 1 gives an overview of the STARR-method illustrated with the questions that help the job coach NVS/EUSE to methodically chart his/her own experiences in the field of the competency involved.

Appendix 2 is the EUSE ‘A Code of Ethics for Professionals in Supported Employment’ which job coach NVS/EUSE is supposed to be familiar with. The EUSE ethical guidelines are reflected in the four aspects of the competencies.

The NVS (Dutch Supported Employment Group) is a member of the European Union of Supported Employment (EUSE) and the World Association for Supported Employment (WASE)

## **The job coach NVS/EUSE is able to adequately**

### **coach the client and plan an appropriate career path**

#### **Knowledge:**

I know the basic principles of Inclusion, Empowerment and Self-advocacy

I know and understand the relevant legislation and regulations in the field of employment-related subjects and keep my knowledge up-to-date

I am aware of and recognise problems related to non-congenital brain damage, physical, mental and multiple deficiencies and related psychiatric problems, such as Autistic Spectrum Disorders and Personality Disorders and know about recent insights in the consequences of these problems.

I know and be aware of the mission, vision, role, objectives and activities of my organisation

I know and have a sound understanding of the local labour market and culture of the workplace

I have the know-how to support a client while he/she negotiate on terms of employment, working conditions, employment contract in line with the relevant legislation

#### **Skills:**

Through assessment and observation I can detect, identify and determine what the client wishes and is capable of, his needs and interests

I can draw up a professional profile on the basis of assessment and career planning, in accordance with what is in the interest of the client

I can employ a broad range of effective formal and informal methods to find employment and see to it that the client is personally involved in the process

I can find out the need and interest of employers

I can find employers who are willing to offer suitable work a client is able to

I can recognise a good match between an employer and a job-seeker

I can support to enter and keep a sustainable job by organising an accurate match and suitable support

I can support by using all sorts of activities on and outside the workplace

I can if needed organise long-term support on the workplace of the client

I can support or obtain professional and confidential advice for the client, employer and/or a person who is commissioned with regard to relevant social welfare and financial concerns and legislation

I can handle suspense

can handle conflicting objectives of the parties involved

I can deliver demand-oriented tailor-made solutions

**Attitude:**

I recognise the client as the product of his / her own life and experiences

I tailor the coaching process to adapt it to the client's unique potential and talents

I am receptive and interested; I want to understand the unique person

I believe in the success of the client to find suitable work

I consider the employer as an important link in the network of the client and recognise the interest for the client to offer besides him also to the employer service

I keep a professional and business-like relationship with employers

I support clients to be able to compete on the open labour market by promoting their strong points, skills and talents

I respect the rights and dignity of all persons involved. I do not want on any way to discriminate on grounds of sex, age, religion, race, ethnicity, political opinion, disability, sexual orientation, state of health or social status

I am receptive to cultural and individual differences and needs. I want to offer to anybody equal chances and results

I take the responsibility to contribute to social inclusion by means of labour

I disseminate and actively promote that the client participates optimally, decide on his/her own and keep his/her own direction

**Experience:**

I have.....

Here the job coach NVS/EUSE describes his / her own experiences in the field of this competency using the STARR method (see Appendix 1)

## **The job coach NVS/EUSE is able to adequately**

### **communicate**

#### **Knowledge:**

I am aware of the importance of active listening, summarising and asking questions until the issue is clear

I am aware of the basic principles of communication

I am aware of meta communication

I know how professional dialogue should be built up

I know the important intervention techniques

I have knowledge of the four basic emotions and I know how they influence the communication

I know the different learning strategies

I am informed about non-verbal communication and its function

I know the rules of giving and receiving of feedback

I know the meaning of resistance

I know what are the requirements of language, content, form and setting of a report

#### **Skills:**

I can adapt my communication to the client

I can listen actively, summarise and ask questions until the issue is clear

I can analyse relationships on the aspect of expression (how I see myself) and attribution (How I see the other)

I know to apply meta communication

I know to structure conversations

I know to use different techniques of intervention

I know to observe and interpret non-verbal communication

I can handle my own non-verbal communication

I know the rules for giving and receiving feedback

I recognise resistance and know to find the cause

I know to report on a professional, effective and result-oriented way. I take into account what the function of a report is and to whom it is concerned

**Attitude:**

I am open, honest and curious

I am Aware of my non-verbal communication and the effects

I am aware of the attitude that belongs to the communication I have in mind

**Experience:**

I have.....

Here the job coach NVS/EUSE describes his / her own experiences in the field of this competency using the STARR method (see Appendix 1)

## **The job coach NVS/EUSE is able to adequately**

### **reflect on his/her actions**

#### **Knowledge Skills:**

I know what the STARR-method is and how to use it

I can reflect on my own communicative skills and meta communication

I can distinguish between objective and subjective observation

I can indicate where my limits are and that is why I can join the developmental process of the client and the group who is supporting him/her

#### **Attitude:**

I am honest, reasonable and respectful towards others. I want to inspire confidence. People may count on my integrity

I am aware of and recognise the impact I may have on people's lifestyle and the communities in which they live and work

I am aware of my own frame of reference, filters and convictions of my professional environment

I am aware of my own fundamental attitude for the purpose of my job as job coach NVS/EUSE

I expect that everybody have abilities and disabilities. I am aware of my own abilities, disabilities and learning points

#### **Experience:**

I have.....

Here the job coach NVS/EUSE describes his / her own experiences in the field of this competency using the STARR method (see Appendix 1)

## **The job coach NVS/EUSE is able to adequately**

### **work methodically**

#### **Knowledge:**

I know the methodical plan – do – check - act cycle (PDCA cycle)

I know how to focus on results

I know the principles to fix goals in terms of SMART

I know the principles of case management

I know the principles of caseload management

#### **Skills:**

I can chair meetings, evaluate and modify arrangements and I can summarise what has been said

I can provide guidance in the processes of preparation, execution and evaluation with the support group, so that the client is effectively supported in being in control of his own life

I can coordinate all support concerning the client, as well as professional intern and extern as with the informal circuit, so that the client can count on an effective support in living his own life

I can clarify the expectations of the client by formulating and setting down the goals according to the principles of SMART

#### **Attitude:**

I work methodically and in a businesslike way

I work effectively and efficiently

#### **Experience:**

I have.....

Here the job coach NVS/EUSE describes his / her own experiences in the field of this competency using the STARR method (see Appendix 1)



## **The job coach NVS/EUSE is able to adequately**

### **cooperate in networks and professional contexts**

#### **Knowledge:**

I am aware of the social and cultural diversity of the region in which I work

I know when to hold the client or some other stakeholder accountable

I am aware of the role and responsibilities of the most important persons who are involved in giving and facilitating of the possibilities of supported employment

#### **Skills:**

I can gain commitment for the client's or his/her personal network's self-management of action plans

I can judge who does what and for what reason, so as to most effectively bring in other people to support the client in giving shape to his/her own life

I can involve a diversity of people in the process of support of the client, by doing so a network of professionals and non-professionals will support effectively a client to lead one's own life

I can communicate the vision on support to others, so more people are convinced to the benefit of their contribution to the life of the client

I can cooperate with various people of the informal circuit which made more people from outside of the professional circuit play an important role and keep playing in the life of the client

I can cooperate with various people inside the organisation which cause an effective and univocal way of support to the client

I can cooperate with various people from the professional circuit outside the organisation which cause the right support for the client

I can support the client and his/her support group in how to decide when there are major contradictorily interest, which cause the good of the client in the centre of the support process

I can refer adequately

**Attitude:**

I am aware that the client and his/her personal network are part of a larger system

I am open to and actively in search of the personal network and am respectful of its members

I am aware of the circuit and network surrounding the client, cooperate when possible and apply customer relationship management

I do my best to support on an optimal way, even if that means that I have to the client

**Experience:**

I have.....

Here the job coach NVS/EUSE describes his / her own experiences in the field of this competency using the STARR method (see Appendix 1)

## **The job coach NVS/EUSE is able to adequately**

### **plan and organise**

#### **Knowledge:**

I know the vision behind the support model and know how to use it

I know the (ideas behind) the Supported Employment model and know how to use this model

#### **Skills:**

I can think, act and speak consistently in accordance with the principles of the support model, which means an improvement in the client's quality of life

I can integrate information from various sources into a coherent image of the client and his possibilities, which makes clear if there is a need for more additional knowledge to support the client

I can methodically organise and execute action plans, so that all stakeholders know what is happening and why

I can hold the thread which cause the actions to reach the goal

I can keep the process going, even when there are major obstacles and the results are poor, by which the client can trust to get the support in hard times

I can administer the requirements of relevant legislations

I can on time and complete deal with all the necessarily and known guidelines as is expected from me in this job

#### **Attitude:**

I act within my own field of expertise and make sure my knowledge is up-to-date

I act within the limits set by legislation in the field of privacy and the privacy rules within my organisation. I see to it that confidential and sensitive information is protected and I am aware of my own responsibility in this respect

#### **Experience:**

I have.....

Here the job coach NVS/EUSE describes his / her own experiences in the field of this competency using the STARR method (see Appendix 1)

## **The job coach NVS/EUSE is able to adequately**

### **think critically about professional behaviours and capabilities of the jobcoach NVS/EUSE**

#### **Knowledge:**

I know the factors which have led to the development of supported employment and the differences between working in a guided or sheltered environment and other employment programmes

I know the definition and qualities of supported employment and the values underpinning it

I have knowledge of the informed choices, self-determination and active participation throughout the process of supported employment

I know the rights and responsibilities of the participants in supported employment

I know best practices in the process of supported employment

#### **Skills:**

I can evaluate and improve my own professional standards and take responsibility for this, so that the quality level of my work meets these standards

I can keep up my own expertise and see the need to support optimal the client

#### **Attitude:**

I consult colleagues within and outside my organisation in order to exchange information, good practices and technical expertise

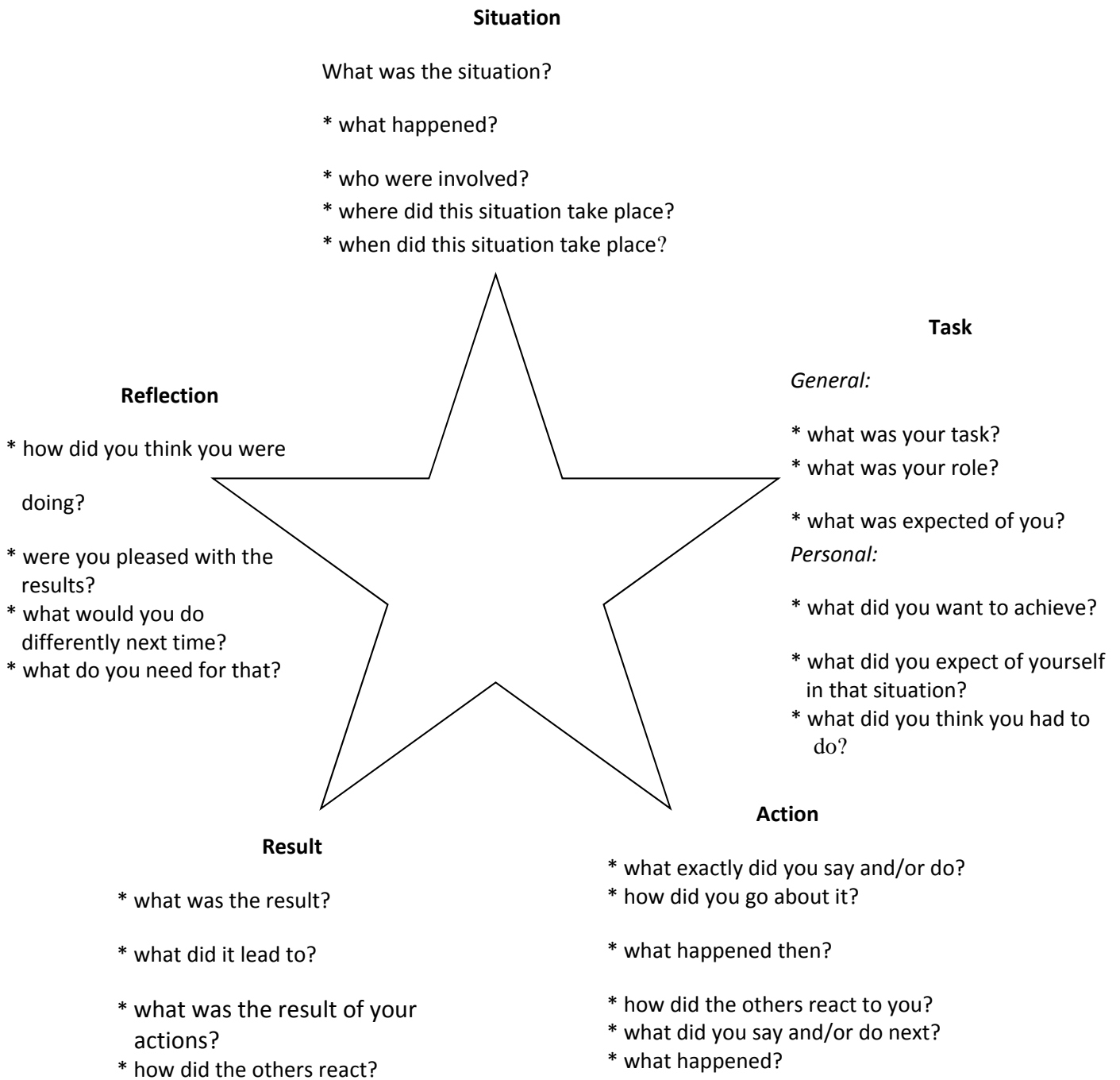
I am responsible for my own professional development

#### **Experience:**

I have.....

Here the job coach NVS /EUSE describes his / her own experiences in the field of this competency using the STARR method (see Appendix 1)

# Appendix 1: The STARR method



## Appendix 2: A Code of Ethics for Professionals in Supported Employment

The European Union of Supported Employment has developed a Code of Ethics that outlines principles and ethical commitments that demonstrate the competence and responsibilities required of professionals delivering supported employment. These principles should provide guidance to those working in this area and could also be used as guidelines for self-assessment and as a quality improvement tool. This Code of Ethics demonstrates the values underpinning supported employment, upon which professionals develop their everyday practice. The Code is intended to provide both general principles and guidelines to cover professional situations and activities when delivering supported employment services.

### **General Principles: Professional Competence**

Supported Employment professionals should maintain the highest levels of competence in their work, and should recognise the need to update their knowledge in the key areas of Supported Employment. They should be responsible for their own continuing professional development and consult with other professionals to exchange information, share good practice and develop professional and technical expertise.

### **Integrity**

Supported Employment professionals must be honest, fair and respectful of others in their professional activities. Supported Employment professionals should conduct their activities in ways that inspire trust and confidence.

### **Opportunity and Equality**

Supported Employment professionals must respect the rights, dignity and worth of all stakeholders. They must not discriminate in any way on the grounds of gender, age, religion, race, ethnicity, political opinion, disability, sexual orientation, health condition, dependents or social status. They should be sensitive and responsive to cultural and individual differences and needs and provide equality of opportunity and of outcomes for all individuals.

### **Social Responsibility**

Supported Employment professionals should be aware of the impact they have on people's lifestyle and on the communities in which they live and work, they should accept the responsibility to contribute to social inclusion through employment.

### **Confidentiality**

Supported Employment professionals have an obligation to ensure that confidential/sensitive information is protected. Agreement must be sought and gained from the individual regarding matters relating to disclosure and a professional relationship with individuals must be maintained at all times.

## **Empowerment and Self-advocacy**

Supported Employment professionals have an obligation to actively promote the maximum participation, decision-making and autonomy of individuals within the supported employment process.

## **Competence General Awareness**

Professionals should be able to demonstrate knowledge and awareness in general of supported employment activities including:

- Factors that lead to the development of supported employment and the differences between supported employment and segregated, and other services  
The definition and characteristics of supported employment and its underpinning values  
Informed choice, self-determination and active participation throughout the supported employment process
- The roles and responsibilities of all key stakeholders in delivering and facilitating supported employment opportunities
- The rights and responsibilities of individuals in supported employment, identifying best practice in the supported employment process

## **Profiling**

Supported employment practitioners should have the ability to undertake vocational profiling, assessment and career planning in accordance with the individual's interests including:

- Delivering effective and meaningful vocational assessment in partnership with individuals  
Adopting a Person Centred Planning approach to all parts of the supported employment process including career profile development
- Considering the facilitation of on the job assessments, work experience placements, job tasters and job shadowing
- Assisting individuals to develop personal career goals and meaningful and realistic career plans to maximise their potential
- Developing partnerships with appropriate agencies, organisations and networks to enable career advancement

## **Job Finding and Marketing**

Professionals must be able to deliver a wide range of effective job finding and marketing techniques within the supported employment process including:

- Creating effective marketing strategies for supported employment
- Producing marketing materials suitable for employers

- Recognising and using both formal and informal job finding methods
- Involving the job seeker in the job search process
- Understanding the local labour market and workplace cultures
- Identifying the needs of employers
- Conducting their contact with employers in a professional and business-like manner
- Assisting individuals to compete in the open labour market promoting their strengths, skills and abilities
- Assisting with the negotiation of terms, conditions and contracts of employment in accordance with relevant legislation
- Knowing about and understanding relevant legislation that impacts upon employment issues

### **On and Off the Job Training and Supports**

Supported employment professionals should be able to provide support in and away from the workplace adopting a range of activities including:

- Identifying and addressing the support needs of individuals in the workplace
- Job analysing and identifying methods of establishing natural supports within the workplace
- Developing workplace supports and identifying and addressing the support needs of employers and co-workers
- Delivering a range of On and Off the Job support techniques
- Providing advice and support regarding workplace aids, adaptations and job ergonomics to both employers and individuals
- Assisting the individual to recognise and adopt the social behaviour and culture of the workplace
- Maximising job performance and social inclusion

### **On-going Supports**

Professionals should be able to provide or identify resources to ensure the long term support of individuals in the workplace, if required, including:

- Identifying sources and funding for long-term supports
- Completing a written agreement with both employers and individuals regarding support services to be delivered
- Evaluating and reviewing the quality and relevance of services with both individuals and employers
- Establishing a support network to assist the individual with any personal needs concerning employment



## **Managing Welfare Benefits**

Supported Employment professionals should be able to provide or access accurate and confidential advice and guidance relating to relevant welfare benefits and financial issues including:

- Informing individuals of work benefits and the financial implications of their decisions
- Assisting individuals to obtain welfare benefit calculations to enable them to make informed choices
- Maintaining a working knowledge of current welfare benefit rules
- Networking with organisations which specialise in the delivery of welfare benefit information and advice

## **Organisational Awareness**

Professionals should be aware of the mission, role, objectives and activities of their organisation in relation to:

- Understanding their role and responsibilities within the organisation
- Acknowledging the boundaries, limits and role of their organisation in relation to supported employment activities
- Working as a member of a team to achieve organisational objectives
- Contributing to system change within communities
- Commitment to excellence

## Annex IV Customized Employment: An Overview

The Customized Employment process is a flexible blend of strategies, services, and supports designed to increase employment options for job seekers with complex needs through voluntary negotiation of the employment relationship with an employer. The job seeker is the primary source of information and drives the process. The Customized Employment process begins with an exploration phase, which lays the foundation for employment planning. Planning results in a blueprint for the job search where an employment relationship is negotiated to meet the needs of both the job seeker and the employer.

### **Job Seeker Exploration**

Time spent engaging the job seeker to explore his/her unique needs, abilities, and interests, as well as their complexities, is essential to establishing successful employment. Unlike traditional testing or standardized assessment, Customized Employment engages the job seeker in controlling the exploration process, and captures his/ her preferences and connections in the community. The job seeker selects friends, family, and colleagues to participate in the exploration phase so that they can share positive perspectives and potential connections to employment opportunities. At the conclusion of the exploration phase, the job seeker makes decisions about his/ her employment goals and potential employers to approach.

### **Customized Planning**

Information gathered from the exploration process is the foundation for Customized Employment planning. The Customized Employment planning process should result in a blueprint for the job search. There are also numerous tools – including profiles and portfolios – that can be used to capture, organize, and represent the information that is collected during exploration and planning.

### **Employer Negotiations**

An essential element in Customized Employment is negotiating job duties and employee expectations to align the skills and interests of a job seeker to the needs of an employer. This negotiation results in a job description that outlines a customized relationship between employer and employee. Options for customizing a job description include job carving, negotiating a new job description, job creation, and job sharing. Other points of potential negotiations include job supports, the hours or location of the job, or specifics of supervision.

## References

National Centre on Workforce and Disability/Adult (NCWD): [www.onestop.info](http://www.onestop.info)

Marc Gold & Associates: [www.marcgold.com](http://www.marcgold.com)

### **Annex V Participating organizations**

**South Africa**, Johannesburg: Down Syndrome South Africa.

[www.downsyndrome.org.za](http://www.downsyndrome.org.za)

**Argentina**, Buenos Aires: Fundación Discar

[www.fundaciondiscar.org.ar](http://www.fundaciondiscar.org.ar)

**United States**, New York: Job path New York

[www.jobpathnyc.org](http://www.jobpathnyc.org)

**United Kingdom**, Northern Ireland, Belfast

Orchardville Society: [www.orchardville.com](http://www.orchardville.com)

Cedar Foundation: [www.cedar-foundation.org](http://www.cedar-foundation.org)

**Australia**, Sydney: Job support NSW

[www.jobsupport.org.au](http://www.jobsupport.org.au)

**Malaysia**, Melaka: Joy workshop

[www.joyworkshopmelaka.com](http://www.joyworkshopmelaka.com)

## Annex V References

European Union of Supported Employment (EUSE): [www.euse.org](http://www.euse.org)

Instituto Universitario de Integración en la Comunidad, INICO.  
Facultad de Psicología. Universidad de Salamanca: <http://inico.usal.es>

International Labour Office: [www.ilo.org/employment](http://www.ilo.org/employment)

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Marc Gold & Associates: [www.marcgold.com](http://www.marcgold.com)

Rehabilitation Research and Training Center, Richmond, USA: [www.vcu.edu](http://www.vcu.edu)

Systematic Instruction Organisation: [www.systematic-instruction.org](http://www.systematic-instruction.org)

World Association for Supported Employment (WASE): [www.wase.net](http://www.wase.net)



International Labour Organization  
Organisation internationale du Travail  
Organización Internacional del Trabajo

Supported Employment

