



EUROPEAN COMMISSION Directorate General Employment,  
Social Affairs and Equal Opportunities

## **Supported Employment for people with disabilities in the EU and EFTA-EEA – good practices and recommendations in support of a flexicurity approach**

Compendium of good practice

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**COWI** in association with

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## 1 Summary

The good practice examples introduced in this report is a part of a general study of Supported Employment for people with disabilities in the EU and EFTA-EEA. The general study consists of a mapping of Supported Employment in 30 countries and an in-depth study in six selected countries. The search for good practice examples of Supported Employment took place within the same selected countries as the ones selected for in-depth studies: Austria, Czech Republic, Norway, Spain, Sweden and the UK.

In this compendium of examples of good practices of Supported Employment, the experiences of ten positive employers and ten positive supported employees with Supported Employment schemes are presented. The experiences of the Job Coaches involved as well as national policy that underpin the Supported Employment process are also presented as part of the examples. In all the examples, the key area for success and what made them particularly good examples was the role of a Supported Employment agency and in *particular the intervention of a Job Coach*. In most of the good practice examples, the jobs were specially created, showing that *job development* is a very important aspect of Supported Employment. In most of the examples, *job tasters* and a short-term *Work Experience Placement* were beneficial to the employer and the prospective employee. Some examples demonstrate the effect of a *long-term strategic approach* to Supported Employment. While political regulations obviously are important for the mere existence of Supported Employment in a given country, the main reason for the positive attitude of the employers in these examples was the assurance to employers that the Job Coach takes a *proactive* part in the inclusion process, so that the responsibility is not left to the employer alone. However, the examples also show that a variety of *accompanying measures*, notably wage subsidies, may assist Supported Employment to facilitate the inclusion process as they can play an important role for increasing employers' willingness and opportunity to hire people with reduced work ability. In these examples, wage subsidy is always used in combination with the close follow up of a competent Job Coach to secure the inclusion process. *Close co-operation* between the Supported Employment services and external services, as well as individualised *support to the employer and the employee*, are decisive factors to find and maintain paid work on the open labour market for the clients of Supported Employment.



## 2 Introduction

The following good practice examples are based on direct information from disabled employees that have found a paid job on the open labour market through Supported Employment services, the actual employers of those particular supported employees, as well as information from Service Providers and Job Coaches involved.

The good practice examples introduced in this report is a part of a general study of Supported Employment for people with disabilities in the EU and EFTA-EEA. The general study consists of a mapping of Supported Employment in 30 countries and an in-depth study in six selected countries. The search for good practice examples of Supported Employment took place within the same selected countries as the ones selected for in-depth studies: Austria, Czech Republic, Norway, Spain, Sweden and the UK.

The in-depth country studies provide information about the national framework of Supported Employment - and as such this collection of good practice of Supported Employment should be understood as a natural continuum of the in-depth studies. The in-depth country studies provide information on both national and local policy, labour market policies and legal framework, funding conditions and support structures. This information sheds light on what constitutes the framework for practices of Supported Employment – e.g. practical methods in use in the Supported Employment process, its practical outcome, aspects of user involvement and satisfaction both for the disabled employee and for the employer.

### The examples

The identification of good practice examples of Supported Employment was done with the help of national and local experts of the network of EUSE. The prerequisites for good practice examples of Supported Employment to be taken into consideration were:

- The disabled employee found the job through a Supported Employment service,
- There was an identifiable Job Coach involved,
- The disabled employee had attended the job for at least six months,
- The job was in the open labour market, there is a legal job contract and payment according to regulatory standards.



## 3 Good Practice Supported Employment

### 3.1 Job Development and On-the-Job Support: An Example from Spain

The supported employee is a 31-year-old female with Down's syndrome. She holds a part-time job at a public university in an urban setting, and work tasks include mail distribution and collating documents.

The employee

#### Introduction

The supported employee is a 31-year-old female who has Down's syndrome and has held down a job through Supported Employment for more than 10 years.

The client had very little work experience prior to meeting the Supported Employment provider. The employer is a University in the centre of Barcelona, and this particular faculty has 300 employees.

The Supported Employment project receives funds from the state through some employment, education and welfare funding but the majority of its funding is from the private sector (about 54%), which is mainly funding from Spanish banks that have an obligation to fund social inclusion activities, which the project has decided to use for Supported Employment. The project is not simply a Supported Employment agency; it also delivers training and independent living with the aim of making it a holistic service for its service users who are people with learning disabilities or people with Down's syndrome.

Job development

#### Good Practice example

Prior to going into employment, the employee was a very shy and nervous young woman. She had embarked upon some job preparatory training when the possibilities of a job with a University arose. The job was created and developed by the Supported Employment provider and the University; the employer had similar aims regarding integration and social inclusion and agreed to provide a short Work Experience Placement (WEP) for the employee.



**Work contract** The Work Experience Placement led directly to a work contract of 20 hours per week on a normal wage, initially for a one-year period, which was subsequently made permanent.

In the early stages of the job, both the supported employee and the employer received high levels of support from a Job Coach. The supported employee is employed as an Administration Assistant, and at the beginning she was given easy tasks, which gradually became more complex as the employee developed her skills and competencies.

The supported employee works in a team with four other employees, but carries out tasks that concern the whole faculty. The supported employee's duties include delivering mail, collating papers and reports, preparing mail for posting and providing basic information to students. She travels to work by bus and attends a Supported Employment project one afternoon per week to receive general training and life skills guidance.

### **Good Practice from the supported employee's perspective**

**A permanent job**

The supported employee has been successfully integrated into the open labour market. She has a permanent job contract, and she has been employed in a functional capacity for more than 10 years. She has developed from being shy and nervous to a woman who is confident and outgoing. Before she began employment, she would not look at people and walked about with her head looking downwards unable to make eye contact with anyone; now she works in a small team, communicates with students every day and participates in all the social functions and activities of the employer.

She is extremely happy at work and looks forward to the day when she can leave her parents' house and live independently.

### **Good Practice from the employer's perspective**

**The employer**

The employer believes their organisation (University) has a similar aim to that of Supported Employment in that they have a responsibility to promote the integration of socially disadvantaged people and to develop social inclusion for all.

The employer has successfully integrated a young woman with Down's syndrome into the normal working environment and has shown that through nurturing and support, can develop a person with a significant disability into a valuable employee, who makes an effective contribution in the workplace. The job was initially developed for a disabled employee, however, if the employee now decides to leave the job, the employer will need to find another employee to carry out the tasks. Moreover, the supported employee fully participates in all functions and events both formal and informal.



### **Spanish policy that supports good practice Supported Employment**

Employer incentives

The quota system in Spain states that employers with more than 50 employees must employ 2% of its workforce as people with a disability. The Royal Decree from 2007 sets out planned regulations for Supported Employment, and there are financial incentives for employers who employ people with significant disabilities. In this particular good practice example, the employee would count towards the employer's quota and the employer would receive some form of financial recompense. However, the key aspect of this particular example was the pro-activeness and commitment of the Supported Employment provider and the willingness and cooperation of the employer to employ a person with a significant disability.

## **3.2 Specialised Support for a Particular Target Group: An Example from Austria**

The supported employee is a 40-year-old male with hearing impairment. He holds a full-time job in a private advanced industrial company in an urban setting, and work tasks include metal handicraft.

### **Introduction**

The employee

The supported employee is a 40-year-old male with a hearing impairment (deaf). He has a qualified education in metal handicraft, but has never had the opportunity to find work matching his qualifications. For ten years, he was doing unskilled, low-waged, labour (cleaning, renovation etc). He has not participated in any labour market measure. All his efforts to achieve work according to his qualification failed. During all of these years, the Public Employment Service had not provided any help to achieve a job that matched his qualifications (skilled metal industrial worker). Before contacting the Supported Employment service, he was unemployed for about one year, receiving unemployment benefits.

Through random information from the internet and people in his network, he found out that there was a Supported Employment service (Arbeitsassistentz) specialising in helping people with hearing impairments getting a job, and he contacted the service directly.

The SE-service

The Supported Employment service has 10 Job Coaches. Two of them specialise in helping employers/employees when they perceive serious problems in existing jobs, in situations where there is risk of being dismissed because of health problems.<sup>1</sup> Each Job Coach has a caseload of 25-30 clients. All Job Coaches are able to communicate with sign language and have educational backgrounds from social work and pedagogic. The service is financed through the national Social Welfare administration and the national Labour market ad-

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<sup>1</sup> In Austria the English term "Job Coach" is used for this particular role, whereas Job Coaches in general are called "Arbeitsassistent".



ministration (AMS) paying wages for Job Coaches, running costs and overhead. Financing is independent of results, but it is expected that each Job Coach achieves 15 'successes'. 'Success' is defined as an ordinary waged job, which the employee has kept for at least three months. Only people who have medical documentation (Behindertenpass) of more than 50% disability (hearing impairment, and no additional diagnoses) are eligible for the service. This also means that these clients belong to the group registered within the quota system, and fall under special dismissal protection. Prior clearing is not required, and clients can contact the service directly without involving a referring agency. Many clients are, however, encouraged and assisted by the employment office to approach the service.

Other support provided by the service includes on-the-job coaching, technical aid and social consulting for people with hearing impairments. The service has existed for 12 years.

### **Good Practice example**

Due to waiting lists, the client was not immediately accepted into the service. It took about one year before he was allocated a personal Employment Support Worker (Job Coach, Arbeitsassistent). Meanwhile he attended the weekly open sessions at the service, where he received job search advice, access to the internet, and help to write a CV.

#### **Job search**

The intensive job search together with the Job Coach lasted about another year. An in-depth vocational profiling was not seen as necessary, since the client came to the service with comprehensive documentation of completed education and references from prior jobs. He also had a clear employment aim: to get a job according to his formal qualification. The client actively participated in job searching activities, and together with the Job Coach he applied all possible means to finding a job: sending applications to job vacancies, making cold calls, sending speculative letters and forwarding his CV to companies. Due to his hearing impairment, the task of making phone calls to employers was undertaken by the Job Coach. The Job Coach was also able to communicate with sign language. Compared to the service offered by the Public Employment Service, this kind of assistance made a major difference in connecting to potential employers, however, they both experienced a great deal of reluctance from employers to offer jobs to disabled persons. The main reason for not offering the client a job, even though he had all qualifications and skills necessary, was the particular protection against dismissing disabled persons. Employers repeatedly stated that they saw this as a regulation that restricted their liberty far too much.

The client met weekly with the Job Coach and submitted job applications, but was rarely invited to job interviews. The particular vacancy was advertised through the employment service, and the Job Coach responded to the advertisement. It was a small business (12 employees) in the private sector, part of the advanced metal industry. The employer was initially reluctant to hire a person with disability because of dismissal protection, but the Job Coach informed him about ways to minimise that perceived risk.



**From WEP to a job** Due to the convincing efforts of the Job Coach, the client finally got the chance for a job interview. He was instructed to attend the interview 'dressed for work', as the employer wished to start a Work Experience Placement (WEP) from the very first day. The employer, Job Coach and client agreed to a two week Work Experience Placement. After the first week, the employer was so satisfied about the client's extraordinarily high skills and work ability that the placement was developed into an ordinary waged job. Since then the supported employee has been in paid, full-time work in this company and in a job that matched his competence, skills and education. The employer appointed a special mentor among his colleagues to assist and advise the client in his new job.

At the outset, the role of the Job Coach was to introduce the employee briefly to the work place, culture, routines and circumstances and explain to co-workers how to pay attention to the employee's special needs and how to facilitate communication between the employee and his co-workers.

**Job satisfaction** The supported employee expresses high satisfaction with the job; the work tasks are varied and interesting, and the employer is also satisfied with the situation. The supported employee has achieved status among the staff due to his qualifications. The employer has now given the Supported Employment provider the task of recruiting two additional employees with the same kind of disability (hearing impairment), who then can work in a team supervised by the employee. The supported employee is involved in the recruitment process as he is able to communicate easily with other deaf people and will be promoted to a higher-paid position.

**Ongoing support** Contact between the employer and the Job Coach has continued. The employer or the employee may contact the Job Coach any time when they need help to solve smaller problems; this happens two to three times during a year.

### **Good Practice from the supported employee's perspective**

**Job match** From the point of view of the employee the success lies in the support of his Job Coach, which paved the way for contact to employers, job interviews and ultimately a stable, well-paid job that matched his qualifications and skills. He is satisfied with his work tasks, the payment and his prospects to advance further within the company. He is also convinced that the Job Coach's knowledge about his particular disability, her ability to communicate with him in sign language and her personal engagement were vital conditions for securing this job.

### **Good Practice from the employer's perspective**

**Professional guidance** The employer recalls the way of being contacted by the Job Coach as a very positive experience. The Job Coach provided valuable professional guidance as concerns formal obligations and duties as well as access to wage subsidies. The special dismissal protection for disabled people (Kündigungsschutz) had previously discouraged him from employing a disabled employee. However, due to the guidance of the Job Coach, the employer found a way of working around this issue. The success on the part of the employer was that the assistance from



the Supported Employment agency made it possible not only to get a highly skilled employee, but also to get a loyal and stable employee.

#### Wage subsidies

Wage subsidies were seen as an additional advantage from the perspective of the employer. During the first year, employers hiring persons with disabilities are entitled to receive integration subsidies (Eingliederungshilfe): During the first three months they get 100% of the gross wage (wage before tax) plus 50% of additional expenses, during the next nine months they get 50% of gross wage plus 25% of additional expenses (additional expenses are health and pension insurance). After the first year, the employer is entitled to receive permanent (year to year) financial support for persons with disabilities (IBH, Integrationsbeihilfe), provided by the State Office for Social Affairs (Bundessozialamt). This covers extra expenses for circumstances related to the disability.

Annual formal applications for funding are, however, perceived as a bureaucratic hassle, particularly as it should be obvious that the disability is a permanent condition. The employer therefore very much appreciated the Job Coach's help to deal with all formalities necessary to apply for financial funding

Though the on-going support level is low, it is of high importance for both the employer and the employee that the Job Coach is available in case a problem occurs, which he and the supported employee cannot solve himself. Compared to the Public Employment Service, the employer perceives the Supported Employment service as highly committed to providing less bureaucratic and immediate help.

#### **Austrian policy that supports good practice Supported Employment**

#### High priority

The Austrian policy has given Supported Employment high priority, and services are available nationwide. The opportunity of getting intensive support to find and keep a suitable job by a personal Job Coach (Arbeitsassistent) for a period of a year or even longer, is one of the success factors, illustrated by this particular case. Though the services may have waiting lists for individual Job Coach support, they may provide other facilities useful for job seekers.

In Austria projects providing Supported Employment are target group specific; each project serves one particular target group (diagnosis group), and the staff are specialists in tackling specific challenges related to specific diagnoses, in this case hearing impairments.

Austria has different types of Job Coaches: The 'Arbeitsassistent' and 'Job Coach'. Typically, a Supported Employment team has five Arbeitsassistenten for every Job Coach. The enduring support upon employment and general availability of a Job Coach service for employees with disabilities is an important feature securing job retention.

The Austrian policy provides a variety of accompanying measures, which facilitate inclusion. The case example illustrates that wage subsidies and other



financial support schemes play an important role for increasing employers' willingness and opportunity to hire people with reduced work ability.

### **3.3 Comprehensive Vocational Profiling: An Example from Northern Ireland**

The supported employee is a 54-year-old male with a brain injury. He holds a full-time job at a large primary school in an urban setting, and work tasks include general building supervision and caretaking

#### **Introduction**

The employee

The employee is a 54-year-old male who lives and works in County Fermanagh in Northern Ireland. The client had worked for 20 years as a technician for an electric company. Subsequently he had been employed for six years as a building supervisor (caretaker) at a large primary school. As a result of a fall, the individual acquired a brain injury and following a spell in hospital, he was referred to the local Health and Social Care Trust Community Brain Injury Team for a period of rehabilitation. During his rehabilitation, the employee found out that he would like to return to his former position as a building supervisor. The Community Brain Injury Team at this stage referred him to a Supported Employment organisation, which the Health Trust had developed a partnership with to provide vocational training and employment services.

The SE-service

The Supported Employment organisation is a regional organisation providing a range of vocational training and employment services for people with physical disabilities and traumatic brain injury to assist them to access and maintain employment. The organisation also provides a range of other services, including children services, housing and supported living.

The individual had identified that he wanted to return to his current job, and the employer was very keen that he should do so. However, because of the brain injury there were a number of concerns, which needed to be addressed.

#### **Good Practice example**

The Community Brain Injury Team had referred the client to the Supported Employment organisation and had provided the organisation with information on the individual's support needs for vocational rehabilitation based on their assessments.

An initial meeting was held between the individual, Brain Injury Key Worker and Supported Employment organisation to outline the Supported Employment service and the support they could provide to the individual to assist him to return to work. The Supported Employment organisation also outlined the expected commitment and involvement from the individual to participate in their programme. All parties agreed to participate in the programme of support to assist the individual to return to work.



#### Vocational profiling

Following on from the initial meeting, the individual met with his Employment Support Worker, and together they drew up a Vocational Profile. The Vocational Profile assisted the individual in identifying his expectations from participating in the Supported Employment programme. It also helped him think about concerns, if any, on embarking on the programme and barriers to attaining goals. The Vocational Profile also assisted the individual with considering his strengths and abilities and with identifying any possible training and support needs required for his return to work.

The Vocational Profile highlighted a number of concerns of the individual in returning to work because of his brain injury. These concerned stamina, fatigue and memory retention, which would have an impact on him carrying out his work tasks. For example, the individual highlighted that he did not have difficulties undertaking daily routine tasks, but had difficulties with episodic routines (such as ordering oil or cleaning materials) or requests from other work colleagues. Also, as a result of these issues, the individual's confidence had been greatly affected. He felt that he would not be able to carry out his job, that he would let his employer down and that he would lose his job.

As part of the Vocational Profiling, the individual and the Employment Support Worker had discussed and identified support strategies to assist him countering stamina, fatigue and improve memory retention. These included creating regular, short work breaks, memory tools, checklists and assistance from a Support Worker/Mentor. Concerning confidence building, the Employment Support Worker worked very closely with the individual to increase his self-confidence and in particular his relationship with his employer.

#### The employer

As the individual wanted to return to his employment, there was no need to identify other employers. However, involvement of the employer was very important. The Supported Employment organisation had contacted the individual's employer to outline his role and propose ways of assisting the individual and supporting the employer so that the individual could make a smooth return to the work place. The employer was very supportive of the individual returning to work and welcomed the support from the Supported Employment organisation. The employee would be returning to work on the same terms and conditions of employment as before.

Prior to the employee getting back to work, the employer, the individual and the Employment Support Worker met to discuss support strategies for returning to work. It was agreed that the employee would return to work and that this would be achieved through a phased approach - this was part of the employer's Return to Work Policy. The employer also agreed that the Employment Support Worker could 'job shadow' the employee in the workplace to gain a full understanding of his tasks and routines.

#### Specialised support

The employer, the individual and the Employment Support Worker prepared a work plan, developed and implemented support strategies such as regular breaks, memory aids and a Support Worker. The Employment Support Worker also offered to provide Brain Injury Awareness Training to co-workers and



staff. The individual agreed to this, as it would ensure better understanding of brain injury and its impacts.

The Employment Support Worker also recommended the introduction of a Support Worker to assist the employee in the work place. Funding of this measure was found in an employment programme, Access to Work NI, which is a specialist programme provided by the Department for Employment and Learning to assist people with disabilities to return to work. The Employment Support Worker assisted the employer in applying for a Support Worker under Access to Work NI and was successful. They also assisted the employer with identifying a suitable Support Worker and providing training for co-workers in brain injury. The Support Worker would be able to provide ongoing support to the employee when support from the Employment Support Worker ceased but contact would be maintained with the Supported Employment organisation.

#### Formal reviews

The individual went back to work, initially over a phased period and has been working full time for the last three years. The phased return to work was planned jointly by the individual, employer and the Employment Support Worker to ensure all aspects of the individual's disability, the job role and the employer's expectations were considered. Initial support was provided by the Employment Support Worker on a regular basis (daily and then weekly). The employee still has a Support Worker, and the Supported Employment organisation makes formal reviews on a six-monthly basis. The employer is very happy with the individual's work and the support strategies that he uses to ensure that he carries out all his duties. Similarly, the employer is very content with the professional support provided by the Supported Employment organisation.

### **Good Practice from the supported employee's perspective**

#### Job retention

Following an accident at work that resulted in brain injury, the employee was extremely concerned that he might not only lose his job, but also that he may not find another job. The intervention of a Supported Employment service meant that his health needs and his employment needs could be coordinated and addressed to satisfy both the employer and the employee.

#### Awareness training

The provision of awareness training to his work colleagues and a planned and phased reintroduction to work helped pave the way for a successful return to his old job. This had been agreed by the supported employee and this provided a greater understanding of brain injury.

### **Good Practice from the employer's perspective**

#### Guidance and advice

Although the employer was keen to welcome his employee back after his accident, he was concerned about a number of issues. However, through the coordinating activities of the Employment Support Worker, these concerns did not materialise, and the employee was gradually introduced back into his job as a building supervisor. The problem of the employee's colleagues not understanding the issues surrounding brain injury was addressed by the Employment Support Worker delivering awareness training, guidance and advice to the supported employee's colleagues. The concern over the issue of the employee re-



turning to the same job, albeit with a brain injury, was addressed through a gradual return to work. Importantly for the employer, assistance and support was provided by an Employment Support Worker from the Supported Employment service and by a Support Worker funded by the Access to Work NI employment programme.

### **UK Policy that supports good practice in Supported Employment**

Whilst there is no mainstream Supported Employment programme in the UK, there are employment and disability measures and programmes that can assist a person with a disability to access employment or in this example, return to employment. The employment programme, Access to Work NI, provided funding for a Support Worker to follow on from the assistance and guidance provided by the Supported Employment service provider. The Supported Employment provider is funded through various employment and health measures of both the UK and Northern Ireland governments.

Retention cases

This example clearly demonstrates how the Supported Employment model can be used as an employment intervention for retention of employees. In this case, Supported Employment was used to assist an individual to return to his old job after an accident. However, the Supported Employment model can also be used in retention situations for employees who have to return to their workplace but for a modified or different job in the same workplace. The main difference in the Supported Employment process in retention cases and individuals who are unemployed and looking for employment is Job Finding.

## **3.4 On and Off the Job Support: An Example from the Czech Republic**

The supported employee is a 51-year-old male with a learning disorder and knee problems. He holds a part-time job in a large wholesale company in a suburban setting, and work tasks include packing and packaging

### **Introduction**

The employee

The supported employee is a 51-year-old male from the Czech Republic with a learning disorder. He has a basic education and worked part-time in brick laying until he developed a health problem with his knees. While registered as unemployed with the public employment service, he was retrained as a window cleaner; he participated in a job club and responded to job advertisements, but could only find temporary and seasonal employment. He was unhappy with this situation and wanted to find more stable work.

A social assistant within his sheltered living complex informed him about a Supported Employment provider that had already enrolled two other clients from the same sheltered accommodation complex to support them find a job.



The client agreed, and the social assistant made a telephone call to the Supported Employment agency and asked if they could help find more stable work.

### **Good Practice example**

#### Mapping of interest

The client met with an Employment Support Worker (job coach) from the Supported Employment agency for an initial interview. The client was accepted into the project, but because of waiting lists, the client was told that it would take three to six months before they could actively start looking for employment. Meanwhile, they drew up an Action Plan for the client's return to employment and had discussions about finding a suitable job.

Pictures of different types of work and workplaces were used to identify what could be relevant job options, and the employee continued to participate in a job club at the Public Employment Service as an active job seeker, although he was no longer registered as an unemployed job seeker with this service.

#### The work place

A private wholesale company with 150 employees already had a trainee from the same Supported Employment agency on trial in the packing department. Due to lack of motivation and not fitting into the work environment, the placement did not work out well, and the employer decided not to make a job contract offer to that particular trainee. However, intrigued by the good cooperation with the Supported Employment agency, he offered the job vacancy to the Supported Employment agency to see if they could provide a more suitable client. The workplace is situated on the outskirts of Prague in an industrial area with poor public transport facilities. The Job Coach and the client visited the company for an interview, and the client informed the employer about his interests and skills. It was decided that he should start on trial in the packing department. The job suited him very well and after one day's work, the employer and colleagues found him so motivated that they agreed to sign a part-time contract with a standard three-month probation period.

Mindful of the previous bad experience with the earlier client from the Supported Employment agency, the employer insisted that the Job Coach take full supporting responsibility and provide close monitoring at the workplace until everything about the job worked smoothly, and the client was successfully integrated to the work position. The employer was especially concerned about support to enable the client to adapt to the work environment and stressed that the person had to fit in because he could not change the internal organisation of the workplace.

#### Challenging issues

Transport was another challenge, in that the client needed to become familiar with the travel route by metro and with connections to the firm's own transport facilities. Another issue evolved around how to dress appropriately for work. These issues were dealt with in cooperation between the Job Coach, the employer and the supported living social assistant. In the workplace, the Job Coach and the supported employee had regular talks about proper work attitudes and behaviour towards colleagues. The Job Coach also worked with the employee from the beginning to so that we would learn good packing routines and techniques and basic computer work. During the first month, the Job Coach



attended the workplace two days per week, and then slowly reduced the on-the-job support to one day per week for the next six months. It is likely that the employee will always be dependent on the support of others, and now one of the firm's own staff has been assigned the special task of monitoring his work. Particular care is taken that he does not work too much or too fast, but maintains a steady and manageable pace.

The former Supported Employment client has now been in this job for two and a half years and has a permanent job contract. He hopes to stay there for a long period and enjoys his job and the work environment very much. He works two shifts of six hours in a week. He retains a full disability pension while working, in accordance with the Czech legislation. The employer pays a salary above the standard minimum wage and receives a tax reduction for employing a disabled person. According to obligations in legislation on the employment quota system, this employer is supposed to employ six disabled employees, and as such this is a positive contribution to meeting the quota requirement.

The Supported Employment agency is financed through annual funding from the Ministry of Labour and Social Affairs for delivering counselling, based in social rehabilitation legislation. The Supported Employment agency also receives substantial funding from the European Social Fund. The agency has seven Job Coaches, each with a caseload of seven clients. All Job Coaches have attended a special course in Supported Employment run by the Czech Union of Supported Employment.

### **Good Practice from the supported employee's perspective**

Stable and paid job

To the supported employee, the most important aspect was to obtain a stable, paid job. While the process of job finding in this case was very straightforward, the challenges of turning it into a stable and permanent job remained. These challenges required a competent Job Coach who was able to take into consideration both the supported employee's and the employer's needs, as there were many aspects to deal with in the process; such as travel routines, dress code, behaviour, as well as learning to perform well in the job.

On-going support

The ongoing support and trusting relationship between the supported employee and his Job Coach for a period of seven months after the job was found, was crucial to the success. The support of the Job Coach made it possible for the disabled employee to perform well in the job and thus secure a permanent job contract.

### **Good Practice from the employer's perspective**

Responsibility

The case shows the importance of a good relationship between the Supported Employment agency and the employer, and demonstrates the importance of the Supported Employment agency taking responsibility for the inclusion process. The assistance from the Supported Employment agency made it possible to find a reliable employee with a disability to adhere to quota requirements. Close individual follow up by the Job Coach both off and on the job secured inclusion



and acceptance at the workplace and fostered a well-functioning working relationship.

### **Czech policy that supports good practice Supported Employment**

Employer incentives

The Czech legislation secures the disabled employee a standard minimum wage, and while in work they retain their disability benefit pension. Both the tax reduction legislation and the quota system legislation create strong motivation for the employer to employ a disabled person. While not having a labour market supported employment programme, the financing of counselling through the social rehabilitation legislation provides possibilities for the agency to perform good practice Supported Employment with a fully qualified Job Coach.

## **3.5 Facilitating Accompanying Measures: An Example from Norway**

The supported employee is a 51-year-old female with back and eyesight problems. She holds a part-time job at a voluntary organisation in a suburban setting, and work tasks include serving in a cafeteria for drug addicts

### **Introduction**

The employee

The supported employee was a 51-year-old female from Norway who had significant back problems/pain and could no longer work as a cleaner. She was assessed as medically unfit for physical work by her doctor, and she was unaware of what types of work she could undertake although she remained motivated to find other suitable work.

She attended the local employment and welfare services (NAV) whose case-worker was aware of the local Supported Employment agency due to a close working cooperation. A referral was made for the client to meet with the Supported Employment provider, which is funded as part of a national Norwegian programme Arbeid med bistand.

### **Good Practice example**

The Job Coach

The client met with an Employment Support Worker (job coach) from the Supported Employment provider to discuss potential work options and they agreed to develop an Action Plan to get the client to return to employment. The client and the Job Coach had regular discussions, compiled a CV and both participated in job finding activities; the client explored job adverts in local newspapers and considered her own personal contacts; the Job Coach used her own contacts as well as cold calling to employers. The service provider's professional organisation (ASVL) has developed a comprehensive work ability and clearance tool (ROS), based on in-depth face-to-face interviews, which was applied by the Job Coach.



**WEP** As the client was quite unsure what she could cope with, the Job Coach organised three subsequent Work Experience Placements (WEP): First in a shop, then in a store and finally in a cafeteria run by a local office of a national voluntary organisation. These placements were arranged with the full agreement of the client and helped identify the strengths, weaknesses, limitations and job preferences of the client.

The three month Work Experience Placement at the cafeteria developed well and the client was gaining confidence. There are five people working at this cafeteria. The client works as a hostess with service users (people with social and addiction problems). The manager was very satisfied with her work performance and the support by the Job Coach. The placement was extended for a further three months, and her work was increased from two days per week to four days per week.

**Additional assessment** During this period, the client was having more back pain, eyesight and dental problems. The Job Coach had a suspicion of undisclosed reading and writing difficulties, but the employer suggested she should rather undergo a test of her eyesight based on what he had observed at work. The suspicion was confirmed by an optical test. The Job Coach coordinated funding support from NAV to provide treatment of the client by an optician, a dentist and a physiotherapist.

**A paid job** Near the end of the placement, a vacancy arose within the voluntary organisation for an ordinary paid, temporary summer job. The client applied for the job and was successful. The employer wanted to extend the job by a further three months and a 50% wage subsidy was made available by NAV through discussions with the Job Coach. In December 2009, a permanent job became available with the same employer. One applicant with relevant formal qualifications was about to be hired, when the manager of the café intervened and persuaded the central administration to hire the client instead. Though she had no relevant formal qualifications, she had proven capable of doing an excellent job, due to her personal qualities in dealing with the clients. As a result, of the intervention, the client was interviewed and selected. The wage subsidy continued for a further nine months, thereafter the employer paid 100% of the client's wages. Upon completion of the Supported Employment scheme, she entered into an 80% ordinary paid job. The supported employee receives financial assistance to cover travel costs, and the labour office also assists her with financial management.

### **Good practice from the supported employee's perspective**

The client had a very positive experience of both NAV and Supported Employment at client engagement stage. She attended the service with a general expectation of finding a job although she was unsure what kind of work she could do. She received good information and the opportunity of trying several Work Experience Placements to determine job preferences, strengths and weaknesses. She felt involved and was content with both NAV and the Supported Employment provider. They were all very positive, not stressful, and she is very pleased with the job outcome.



#### Job match

From the supported employee's point of view the success lies in the support of her Job Coach who made it possible to establish contact with employers, present her self and through that get a stable, well-paid job, which matched her qualifications and skills. Without the personal Job Coach, she would not have been able to get employment at all. She is satisfied with her work tasks and the payment.

The Job Coach used the Supported Employment process to assist the client, meet the employer's needs and to maintain the client's motivation to return to work. A stable relationship between the client and her Job Coach for a period of three years contributed to the success.

#### **Good practice from the employer's perspective**

#### Professional guidance

The employer (manager) remembers being contacted by the Job Coach as a very positive experience. He received relevant information; the Job Coach was frequently visiting the client on the job and assisted the employer (manager) in accessing funding and subsidies. The Job Coach provided valuable professional guidance. Good practice from the employer's point of view is the way that the Job Coach used her knowledge and experience to find the job, address the client's job expectations and coordinate financial support from the labour office to the employer and the supported employee.

#### **Norwegian policy that supports good practice Supported Employment**

#### National SE programme

The Norwegian policy has given Supported Employment high priority, and services are available nationwide. This is a good practice example at many different levels; the provision of a mainstream Supported Employment service made it possible for all parties to work together, and the Job Coach used the other complementary labour market programmes to work effectively towards enabling a 51-year-old woman return to employment.

The opportunity of getting intensive support to find and keep a suitable job by a personal Job Coach for a period of three years is one of the success factors, as illustrated by this particular case.

Of importance in this good practice example is the availability of a Supported Employment service and the obvious, good partnership between local labour and welfare office (NAV) to ensure that national labour market measures as well as funding provided by the municipal social office (for transport and medical treatment) were made available to both the client and the employer.

The Norwegian policy offers a variety of accompanying measures that facilitate inclusion. The case example illustrates that wage subsidies and other financial support schemes play an important role for increasing employers' willingness and opportunity to hire people with reduced work ability.



### 3.6 Matching Employee's and Employer's Needs: Another Spanish Example

The supported employee is a 24-year-old male with learning disability. He holds a part-time job at a multinational gas supplier in an urban setting. Work tasks include scanning papers and collecting and distributing mail

#### Introduction

The employee

The supported employee is a 24-year-old male from the Catalonia region of Spain. He has a learning disability, but attended a mainstream school. He participated in some training programmes facilitated by the PES and undertook some voluntary work but had never had paid employment or any form of job contract before entering Supported Employment.

His parents became aware of a project specifically aimed at supporting young people with learning disabilities into employment, and after a few meetings between the client, his parents and the project he started with the Supported Employment provider in September 2009.

#### Good Practice example

When the client enrolled in the project, he was initially given training to improve his communication skills and his job preparation skills. During the course of this training, it became apparent to the project staff that the client had an interest in and competency for computing tasks.

The employer

The Marketing Manager of a local employer was building a new team, and he wanted representation from the community and in particular an employee with a disability to enrich the work environment by providing an opportunity for a disabled person. He was aware of this specific project and requested the project to find an appropriate employee. The original request of the employer included a range of competencies and complex skills required that could not be met by a person with an intellectual impairment. The employer was prepared to adjust tasks, and in January 2010 the client met with the employer, and it was agreed that the client would begin work in February 2010 initially for a three-month period. The employer employs 800 people in Spain and is a subsidiary company of a multinational organisation that employs 18,000 people in 40 countries. The employer is in the business of supplying gasses to hospitals, industry and food packaging companies.

On-the-job training

The Supported Employment provider delivered a presentation to the employer and the employee's prospective work colleagues and provided guidance on how to interact and communicate with him. In the early stages of the job, the Job Coach was delivering on the job training every day to the employee. Work colleagues were eager to help, and the supported employee was gradually eased into the job. The employer had an occasion to recruit some new employees and it was written into their job descriptions that they would also provide support to an employee with a disability.



When the initial three-month period ended, the employee was given a permanent contract, working 20 hours per week with a wage above the national minimum wage and an excellent holiday, pension and medical insurance package. The employee is also eligible for bonus payments.

The employer states that the employee does around 80% of a normal job. His job as an administrator includes scanning invoices and papers, collecting and distributing mail, photocopying and loading printers and copiers with paper. His job requires regular high-productivity levels, and these levels are monitored every week on a par with all other staff.

#### Sharing experiences

The supported employee travels independently to work by bus and metro and receives support from his Employment Support Worker once a month, or if there is an issue regarding behaviour or productivity. The supported employee attends the project one afternoon per week along with four other clients who are also in employment. At this weekly meeting, they discuss work issues, time management and develop life skills towards independent living.

#### **Good Practice from the supported employee's perspective**

#### Job satisfaction

The supported employee finds that he has become much more confident and responsible. He realises that his attitude is now more positive, and he is very happy in his working environment. The job opportunity presented itself quite quickly even though the employee had just started training to increase communication and job preparation skills. He was confident that he would be able to work with office technical equipment. He has proven that when working at his best, he has a satisfactory degree of work productivity.

The Supported Employment project paved the way for his integration into the workplace by supporting the employer and his work colleagues to interact appropriately with the employee.

The supported employee earns a good salary of EUR 11,000 per year for a 20-hour week. He also enjoys the same favourable employment terms and conditions as all the other employees, including annual bonus payments, company pension scheme, and free medical insurance and generous holidays.

#### **Good Practice from the employer's perspective**

#### Reliability and trust

In this particular case, the employer went seeking for an employee with a disability with an idea that the inclusion of a disabled colleague would benefit the work environment of the team. In order to enable him to develop a new team that was representative of the community and a team that would be enriched by the experience of working with a person with a significant disability, it was important that he found such an employee. That he did was due to the Supported Employment provider being realistic and honest with him. The employer received a very good service from the agency and still does. The employer openly admitted that the employment of a disabled person was completely down to the Supported Employment provider.



The employer treats the supported employee in the same manner as any other worker, and the employee's productivity targets are monitored and discussed regularly. The employer has developed a network of support around the employee and has added some tasks to replace the tasks the employee cannot quite perform. The employer has been imaginative, flexible and resourceful and has created a permanent job for a young, disabled person.

### **Spanish policy that supports good practice Supported Employment**

Spain has a quota system stipulating that employers with more than 50 employees must include in its workforce 2% employees with a disability. There is a Royal Decree from 2007 that sets out planned regulations for Supported Employment, and there are financial incentives for employers who employ people with significant disabilities. In this particular best practice example, the employee would contribute towards fulfilling the employer's quota and the employer would receive some form of financial compensation. However, the key aspect of this particular example was the pro-activeness and collaboration of both the employer and the Supported Employment provider.

## **3.7 Job Match in a Rural Setting: An Example from Scotland**

The supported employee is a 29-year-old male with epilepsy and a learning disability. He holds a full-time job in a hotel in a rural setting, and work tasks include various general duties and basic gardening.

### **Introduction**

The employee

The employee is a 29-year-old male who resides in a rural part of Scotland having spent most of his life on the island of Jersey, which is part of the UK's Channel Islands. He has epilepsy and learning difficulties; his epilepsy is well controlled by medication, and he can express himself quite well, but has poor literacy and numeracy skills. He attended a Special Needs school and college.

He had previous work experience, paid and unpaid, whilst living in the Channel Islands and had the assistance of a Job Coach through the State of Jersey Social Security Department's social and employment scheme.

He lives with his parents who decided to move to rural Scotland, and his parents contacted the Supported Employment provider, which they found via the internet, to ascertain job support prospects for their son.

The Supported Employment provider is part of a local authority that is financed by a Scottish local authority as well as the European Social Fund and the UK Government's Workstep programme.



### **Good Practice example**

#### **Vocational profiling**

The job seeker met with the Supported Employment provider in December 2009 having previously attended a meeting in June 2009 before the family's permanent move to Scotland in November 2009. The job seeker was allocated an Employment Support Worker (job coach), and a Vocational Profile and an Employment Action Plan was compiled. At this early stage in the process, the Job Coach had several discussions with the job seeker regarding employment options. The job seeker had been a painter & decorator but the rural nature of his home was a seriously restricting issue. Moreover, due to the job seeker's epilepsy he was restricted from working at heights. It was agreed to broaden his work choices to include gardening (there were several golf courses near the client's home) and garden centres.

Because of the rural aspects of the job seeker's situation, the formal job finding methods were not too appropriate; few jobs were advertised and the most suitable approach was to identify potential employers for either some work experience or a placement with a view to creating or developing a job. One potential placement was within a garden centre, however, it became apparent that the placement would probably not lead to a paid job, and in any case it was a very isolated job with little available natural supports or peer contacts.

#### **From WEP to job**

The Job Coach contacted one of the local hotels with a view to a Work Experience Placement (WEP) and the employer agreed he would provide a six-week placement for the client who would be a general assistant, where his main tasks would be painting, surface preparation, basic gardening and some general duties. The placement started in March 2010 and was due to end in May 2010; it was initially for four hours per day, three days per week, but gradually increased to five days per week. Near the end of placement, it was agreed by the client for the Job Coach to enquire about the possibility of retaining the client in paid employment. As it transpired, the hotel owner had just bought another nearby hotel and was also building some holiday homes, and he felt there could be a job specifically for the job seeker.

The employer was pleased with the job seeker's attitude, effort and performance during the placement and the Job Coach was able to offer a four-month wage subsidy of GBP 350 per month via the UK Government's Workstep programme. It was agreed between the client, the employer and the Job Coach that the client would begin a permanent job contract with the hotel in a 25-hour per week job as a general assistant at a payment rate of GBP 6.00 per hour (GBP 150 per week).

#### **Wage subsidy**

The employer accepted a wage subsidy of GBP 350 per month for the first four months of the supported employee's employment, and the employer would pay the full wage thereafter. Additionally, the employer was receptive to a request from the Job Coach to tailor the employee's working hours around the local country bus service.

#### **Working Tax Credit**

Furthermore, there was the possibility of the employee receiving a Working Tax Credit, which is a payment from the UK state for people on a low income.



There were some eligibility criteria and considerable paperwork, and the Job Coach supported the employee and his family through the process. Payment of the Working Tax Credit was authorised before the client started work and the employee now receives a weekly amount of GBP 120.

### **Good Practice from the supported employee's perspective**

#### Amendments

The supported employee has secured a 25 hour a week job that pays above the average wage. In addition to his wage, he receives additional money from the UK Government's Working Tax Credit scheme. The employee has had his working hours amended in order for him to be able to use the local bus service that is essential for him to travel to work.

This job has meant that he has settled into the local community following his move to Scotland from the Channel Islands some 1000 km away.

The Employment Support Worker made the whole situation possible by identifying a potential employer, organising a Work Experience Placement, negotiating a wage subsidy with the employer and coordinating the complex paperwork for a Tax Credit.

### **Good Practice from the employer's perspective**

#### Easy recruitment

The employer has found a good employee without having to go through the time and expense of a recruitment and selection process. He was delighted to give a person with a disability the opportunity to work at his hotel and was grateful for the Supported Employment service provider for taking care of all the arrangements as well as organising a time-limited wage subsidy. The employer stated that the wage subsidy was a key factor in employing the client in what was in effect, a specially created job.

The employer was able to see the potential capabilities of the employee during a six week Work Experience Placement, which he felt contributed to realising he had permanent jobs the supported employee could undertake.

### **UK Policy that supports good practice in Supported Employment**

#### Funding

The UK Government's Workstep programme not only provided the funding for the wage subsidy but in part also contributed to the funding of the Supported Employment service provider. Furthermore, the payment of Working Tax Credits to supplement the client's income has played an important part in motivating the client to enter the labour market and give up his disability welfare benefits.

The Supported Employment service provider is part of a Scottish local authority, and most of the aspects of this case study did not involve the local labour office (PES). There was excellent support from the client's family who found their own way to the service provider. The client and the Employment Support Worker used the Supported Employment process to good effect, and the local knowledge of the Job Coach was extremely valuable in developing the employment Action Plan. Due to the client's epilepsy and isolated residential ac-



commodation, it was important to explore additional employment options other than simply painter & decorator positions. Moreover, the proactive approach by the Job Coach led to a suitable Work Experience Placement being identified, which in turn gave the employer the opportunity to see the skills and abilities of the client.

### 3.8 Support to Colleagues: Another Czech Example

The supported employee is a 37-year-old female with a development disorder. She holds a part-time job in a private bank in an urban setting, and work tasks include paper shred.

#### Introduction

The employee

The supported employee is a 37-year-old female who has a developmental disorder. She was educated at the Business Academy Institute for disabled people. She was formerly employed in a Sheltered Workshop binding magazines, but she wanted to find a job in the open labour market to earn more money. The social worker at the Sheltered Workshop provided information about the possibilities of getting help finding a job through a Supported Employment agency.

The SE-agency

This particular agency employs seven Job Coaches, each with seven clients and is funded by annual grants from the Ministry of Labour and Social Affairs. Currently, the agency also runs two projects that are funded by the European Social Found. All Job Coaches have attended a course in Job Coaching run by the Czech Union of Supported Employment. The agency receives funding from activation programmes (e.g. personal assistant), transition programmes (e.g. from school to job) and educational courses. The agency also provides support in ordinary schools for students that need extra support. The agency made a decision that at least 50% of their clients should be people with learning disabilities; the remainder is persons with mental health issues. Clients are between 18 and 63, and the agency only accepts people who need substantial support to find a job in the open labour market. There is a waiting list of clients.

The agency does not look for vacancies as such for their clients, but starts the process by assessing the client's interests and abilities. This is the starting point for finding the best possible job match by identifying possible employers and contacting them directly, regardless of vacancies. In these cases, it is always a challenge to convince the employer that the client should be given a change to test his/her abilities.

#### Good Practice example

Job trials

The client had her first meeting with the Supported Employment agency in early 2008. As she was very creative and had many ideas, it was important to find ways to adjust her expectations and narrow the job search down to finding a good job match. In the agency's job club facilities she learned to look for interesting vacancies and to use a computer when completing job applications.



She watched a film about work and integration for people with learning disabilities, and she undertook various job trials such as cleaning work, unpacking magazines, storing books alphabetically at a library, and supplying goods on shelves in a shop. Her interest in music led her to an interview for a temporary job at a record shop, but she was turned down after a short trial. During this vocational profiling and job finding phase, her action plan was revised on a regular basis, and she gradually discovered that she wanted a part-time, routine job that was not too demanding which should preferably feature tasks connected to paperwork. As her moods easily shift, she needed a job that could help her maintain a stable state of mind; with a short travel distance to the job. Also, it should be administrative work and payment should be better than in the sheltered workshop.

#### The employer

A few months after the client registered with the Supported Employment agency, the Job Coach contacted the head of a department in a private bank. In this department, there are 200 employees; the bank has 400 employees in total, of which four have a disability. They discussed the possibilities for the client to carry out tasks that could match her interests and abilities. The Job Coach informed the employer that it is part of their method to be actively involved in adaptation and training in the new job for as long as it takes.

The bank agreed to meet with the client and the Job Coach for an initial interview. Issues raised during the interview were how to relate to a new work environment and what could be suitable tasks. The bank had no specific vacancy, but suggested a trial for a few days to shred various documents, which is an ongoing task needing to be done.

#### Special contract

They agreed on a special contract for a part-time job by which both parties could terminate the working relationship within 15 days. There was a three-month probation period, and after that the contract is renewed annually. The working hours were agreed between the employer, the employee and Job Coach. The client started working two hours two days a week, which after a while was extended to three hours. The wage, as suggested by the bank, is CZK 70 per hour, which is CZK 20 above minimum wages. The employee retains full disability pension in addition to this income.

In the beginning, the supported employee received full-day support from the Job Coach. Apart from learning all aspects of the work tasks, especially how to handle the bags with paper; she learned to communicate with staff and to take part at social meetings and events; she learned how to make tea for herself, how to dress properly and how to abide by the safety rules.

#### Support to colleagues

Part of the Job Coach's support was to teach the colleagues how to give the supported employee feedback, not be too indulgent with her, and how to criticise inappropriate behaviour or poor task performance in a constructive manner. The supported employee is extremely happy about the job, and the bank management has been very positive. Even if the tasks, routines and the environment match the employee very well, she can still occasionally be in a depressed mood. Her colleagues have learned how to cheer her up, and if things get worse, they contact the Job Coach. As they have accepted that it is impor-



tant for the employee to start the working day in a positive way, they take care to meet her at the reception and accompany her up to her work place on the third floor. There is general agreement that she can stay in the job on a long-term basis.

#### Job development

This was a typical case for the Job Coach as it concerned job creation and job development. To the Job Coach, the biggest challenge in this case was to limit the ideas of a very creative client who had many ideas, and identify the basic interests and abilities for a good job match.

#### **Good Practice from the supported employee's perspective**

#### Job satisfaction

By identifying the client's interests and abilities in the vocational profiling and job finding phase, especially by using various job trials, the client and the Job Coach were able to reach a suitable job match after only a few months. Everything in this case was performed in close collaboration with the client, her family, and her sheltered living support staff. The former client of Supported Employment is now a very happy employee, who has reached her goal: to earn more money than what she did in the sheltered workshop and to work in the open labour market.

#### **Good Practice from the employer's perspective**

#### Method

To the employer, especially the methodological aspects of the Job Coach make this a good practice case. At the outset, the bank did not have a job vacancy. However, by taking responsibility for on-the-job training and necessary adaptations, the Job Coach convinced the employer that it was safe to open the workplace to a person that otherwise would have great difficulty in finding a job: *"We didn't need anybody, but the fact that an assistant was offered made the offer more interesting"*, says the employer. *"It's easy to get in touch with the Job Coach, and this is very important."* The employer admits that this case gives the bank some extra work compared with an employee without disability, but there is no financial burden on the organisation. The bank was proud to be one of the nominees for Employer of the Year prize 2009.

#### **Czech policy that supports good practice Supported Employment**

Apart from the fact that the disabled employee is insured by the state through the disability pension, none of the involved actors could see any specific measures particularly supporting the development of this best practice example. The employer pays a wage above the minimum wage, but receives no tax reduction for employing a disabled person because this is a special contract. Also, any wage subsidy requires an ordinary contract. Furthermore, an employee with this kind of special contract does not count towards employment disability quota obligations. However, the most important function to reducing the barriers to successful inclusion in this case, was the thorough methodological approach by the Job Coach; a measure that is enabled through annual grants from the Ministry of Labour and Social Affairs.



### 3.9 Coordinating External and Internal Support: Another Austrian Example

The supported employee is a 47-year-old male with a chronic mental health condition. He has a full-time job in a large industrial company in an urban setting. Work tasks include manual production.

#### Introduction

The employee

The supported employee is a 47-year-old male with a chronic mental health issue. He has been working for 25 years in the production department of a large industrial company (approx. 500 employees), located in a rural area. His job in manual production requires no particular formal education, but his employer regards him as a valuable and experienced worker. The mental health symptoms exacerbated slowly into a serious illness until he reached the point where he had to go on long-term sick leave. His GP suggested psychiatric treatment in a local psychiatric clinic, but the employee resisted that because he was afraid of being stigmatised as a mental patient and then would never be able to return to work. The HR manager in his company was worried about the suffering of the employee, and he was concerned that the company could end up losing the employee.

The SE-service

The actual Supported Employment service comprises just one Job Coach operating alone – there is no team. He specialises in supporting clients with mental health conditions and is available for clients from several municipalities in the region. He has 16 active clients; each of them can receive individual support for up to one year, and then up to six months of aftercare. The employer of the Job Coach (a NGO running a variety of services for people with mental health issues) expects the Job Coach to achieve 10 successful placements (jobs) each year in the open labour market. The labour market service (AMS) is responsible for the vocational profiling and identifying career choices of clients who are unemployed. Also, Work Experience Placements are arranged by the AMS in advance if necessary. Clients referred to the service by the AMS are motivated and have an idea of what kind of work they want, and it is then the task of the Job Coach to find a good job match and support the transition into work, applying all possible means to finding a job. He helps clients prepare for job interviews, which they usually handle on their own. Contact with employers depends on the needs and wishes of the clients. Most of the clients do not want their mental health conditions revealed to the employer. Not only are they afraid of stigmatisation, they also fear that revealing a disability could make potential employers reluctant to hire them, as employees may enjoy an extended dismissal protection. The Job Coach usually interacts with employers about potential employees who require support to retain work. Part of his service is to inform employers about measures available for job retention and, when necessary and desired by the client, communicate with relevant health-care agencies.



## Good Practice example

### Establishing contact

The contact to the Supported Employment service was initiated by the HR manager at the client's workplace. This HR manager attended a seminar for business managers who were interested in learning how to deal with mental health issues among employees. The seminar was arranged by the State Office for Social Affairs (Bundessozialamt). During this seminar, the HR manager mentioned the actual client, after which the official from the department recommended a particular local Supported Employment service (Arbeitsassistentz) which specialised in people with mental health problems. Through the Supported Employment service, the HR manager got in touch with the Job Coach. After talking to him, he was convinced that the Job Coach would be able to help the employee return to work, People with mental health conditions who are treated by a GP specialist and who have at least a 30% workability reduction are eligible for Supported Employment services. A meeting between the employee and the Job Coach was held at the workplace.

### Job retention measures

In agreement with the employee and the HR manager, the Job Coach was engaged to support the employee in maintaining his job. Formalities such as registration with the labour market service (AMS) and processing of the application necessary to receive external support were taken care of by the Job Coach. The Job Coach assessed the actual situation at the workplace and investigated feasible accompanying measures (wage subsidies by different sources) for the employee and the employer. The Job Coach had regular consultations with the supported employee and initiated certain adaptations at the workplace concerning the employee's tasks, duties, working hours, pace, and psychosocial environmental arrangements. He also mediated contact to a psychiatric outpatient rehabilitation agency and negotiated a reduction in the waiting period for his client. After some months, the situation had become agreeable to all parties. Both the supported employee and the employer appreciated the solution.

### Co-operation

An interesting feature of this good practice example is that the involvement of the Job Coach for one employee has led to a general agreement between the Job Coach and the company. Prior to the contact to the Supported Employment service, the company had a strong focus on the mental health of employees, and it had implemented a variety of measures to promote an inclusive and positive workplace culture. For instance, employees with mental health problems could attend three initial sessions of psychological counselling paid by the employer. As a result, sickness absence is now considerably lower in this firm than in comparable companies. The HR manager had planned to establish a network of supporting mental health services, but after meeting the Job Coach, he realised that the Job Coach had all the necessary relations and competence to establish contact and coordinate such services. The Job Coach is now given the task to recommend and if necessary, initiate actions when individual employees are struggling with mental health issues. The Job Coach can also give general recommendations for sickness prevention in the company.

The company is part of a regional network of 18 companies, which meet four times a year to discuss issues of human resource management and the work environment. Measures to improve mental health at the workplace is one of the



topics discussed by the network, and the model of co-operation between the company and the Supported Employment service has been promoted through this network towards other companies in the region.

### **Good Practice from the supported employee's perspective**

Competence and trust

In the supported employee's point of view, the most important issue was a Job Coach who could be trusted, and who understood his mental health condition and the particular symptoms and issues related to his diagnosis. The Job Coach was able to initiate exactly the kinds of adaptations at the work place concerning tasks, duties, pace, and psychosocial environmental arrangements that were necessary to make the employee feel skilled at work and master his tasks. The employee also appreciated that the Job Coach could give advice and that he established contact to a psychotherapist, so that he could get the appropriate treatment for his condition. The employee is preoccupied with not being stigmatised as 'mentally ill', and only a few key persons among the staff know about his condition. It is, however, important that his employer and key persons show empathy and genuine interest in helping him retain and enjoy his job. Staying in touch with the Job Coach is important to the employee. Since the Job Coach is now known among employees as a resource person and adviser on mental health issues in the company, the employee appreciates that the Job Coach can meet with him once a month at a location outside the company thereby not arousing attention from his co-workers who do not know about his mental health condition.

### **Good Practice from the employer's perspective**

The employer had a significant concern for the mental health and well-being of the employees at work, and a range of measures had already been implemented focusing on safety and health, as well as the psychosocial work environment and reduction of sick leave and absence.

Professional support

The successful involvement of a Supported Employment service, specialised in the mental health issues for one particular employee was a positive experience to the employer. Against the background of the company's general policy and social responsibility, the company decided to establish a more permanent relationship with the Job Coach. The company is benefitting not only from the Job Coach's particular competence on mental health related issues, but also from his knowledge about agencies and schemes of the welfare system and his ability to handle them. Furthermore, the Job Coach is a coordinator and mediator of external agencies that need to be involved when individual employees have mental health problems. Through a regional network of companies who are discussing how to improve health at work, this model of co-operation between a company and a Supported Employment service may inspire other companies to make use of a Supported Employment service.

### **Austrian policy that supports good practice Supported Employment**

National SE programme

The Austrian policy has given Supported Employment high priority, and services are available nationwide. Projects providing Supported Employment are



target group specific; each project serves one particular target group (diagnosis group) and the staff specialises in addressing challenges of specific diagnoses, in this case mental health conditions. A large proportion of sickness absence is related to mental health diagnoses. A specialised service that can support individual employees to achieve and, as it was illustrated in this example, to retain jobs, is a valuable supplement to what public welfare and healthcare agencies can offer. Close co-operation between the Supported Employment service and these external services, as well as individual and personal support to the employer and the employee, are decisive factors for success.

### **3.10 Proactive Support and Accompanying Measures: An Example from Sweden**

The supported employee is a 40-year-old male with an intellectual impairment. He holds a part-time job in a small family-run metal industry company in a sub-urban setting. Work tasks include packing.

#### **Introduction**

The employee

The supported employee is a 40-year-old male with an intellectual impairment and depression and back problems. He has previous work experience from a food production enterprise working full time. He has worked for the current company for three years and performs a repetitive job. He works part time (50% of a full-time employment).

The salary paid to him is above the minimum wage as agreed in the collective agreements covering the sector.

#### **Good Practice example**

Referral

The client made contact with the Supported Employment system through the formal channels, i.e. he registered with the labour office in his local area. They assessed his ability to work, and he was deemed to have a 50% working ability. He was then referred to a SIUS consultant, which is the official Swedish Supported Employment programme under the Swedish Public Employment Service. The SIUS consultant is the person in the PES who applies the Supported Employment method.

The client met the job consultant (i.e. the Job Coach), who assisted him in identifying the match between his wishes and the possibilities in the labour market. The Job Coach met with the employee several times to become acquainted with his employment aims and abilities.

Finding an employer

Job search was carried out primarily by the Job Coach but also by the job seeker. The Job Coach made contact through his own network of employers, the network of his colleagues and by cold calls (speculative approaches to employers). In this case, it was a cold call that established the contact. After the first telephone contact, the Job Coach visited the employer and explained about



the job seeker and his skills/abilities. He also discussed with the employer the job seeker's impairment and the tools of the Job Coach /SIUS consultant. The employer was advised that full support would be given by the Job Coach if the company considered hiring a person with disability. In this particular case, it was important to the employer that there was an opportunity to receive a wage subsidy.

The company is small and family driven. It is an enterprise in the metal industry sector, which imports goods for repackaging and distribution. The company employs 3.5 employees, including the supported employee who works part time. The employee found the size of the company an advantage, since it makes it easier to ask and receive information.

The wage level was suggested to the employee by the employer, who wanted to pay a bit more than stipulated in the collective agreement for the sector. The client receives the full time equivalent of SEK 19,000 (EUR 2050) per month.

The client lives close to the company and travels to work either by cycle or by public transport (bus).

#### Life-long learning

During his employment with the employer, the supported employee expressed a wish for job development, e.g. obtaining a truck license or attending courses to develop further qualifications. This wish was also motivated by a potential wage increase.

#### The employer

The employer had had previous contact with SIUS around ten years ago and was aware of the system when approached by the SIUS consultant. To the employer, the wage subsidy was an important incentive. The employer receives a wage subsidy of EUR 1,440 per month. In addition to this, the job is of a repetitive character and does not require advanced technical skills. The employer therefore saw it as a potential opportunity for someone requiring this sort of work.

The approach by the Job Coach was both timely and well received by the employer as a new employee was needed. The employer interviewed two persons and chose the job seeker from the Supported Employment service. Since the company is family driven and small in size, it was important to find a person who would fit in well.

The employee was accompanied to work during the first period of around four weeks. Technical instructions were given by the employer and the practical and social introduction by the job consultant.

The employee was in Work Experience Placement for a two-month period, which was prolonged for an additional four months. The employee was paid during this period. After this period, the employee was hired.

The employer is flexible and has adapted to the needs of the person with disabilities, e.g. a need for only delegating one task at a time. The employer had previous experience with a deaf person, but had found this too challenging.



**Employer incentives** A company can receive a maximum of 80% of 16,700 SEK (1863 EUR). The exact amount depends on the reduction production generated by the impairment. Minimum wages in this industrial sector are SEK 17,000 SEK per month. This incentive was important to the employer.

PES reimburses aids and adaptations necessary for the employee at the workplace. In this case, a special table and chair was required, the cost of which was covered by the PES.

The SIUS consultant can assist the employer with administrative questions and issues, e.g. insurance, different agreements, and a compulsory control of whether the company owe money to the state. It is a condition for receipt of wage subsidies that the applicant has no debt to the state, since wage subsidies are paid by public funds. The assistance provided on these issues was found helpful by the employer.

In the Swedish public system, an unemployed person (with or without impairment) wishing to employ the services of the PES, must register with the labour office. The SIUS system forms part of this system, and job testing and other analysis are made by the mainstream labour office consultants. Thus, the SIUS consultant receives the employee/client only once his ability to work, health issues etc have been assessed. The clients referred to the SIUS system are mainly people with mental issues, intellectual impairments or with learning disabilities.

The employee can receive support from SIUS for a total of maximum 18 months (6 months of job testing and max. 12 months of follow-up after being hired). This was extended to the employee.

### **Good Practice from the supported employee's perspective**

**Proactive support** The assistance provided by the SIUS consultant to get a job was acknowledged and greatly appreciated by the supported employee. It was evident that the employee had benefited from the proactive job seeking of the SIUS consultant, who also assisted in the wage negotiations.

It should be noted that one of the tasks of the Job Coach is to support the client in an empowering way, whereby the client will not always be fully conscious of the entire range of support rendered.

**Ongoing support** The service provided by the Job Coach is also extended to the employer, who can contact the SIUS consultant for up to one year after hiring a person with disabilities. The Job Coach does follow-up visits to the employee and employer to support job retention.

### **Good Practice from the employer's perspective**

**Good Practice from the employer's perspective** Employers often stress the fact that the support is not only rendered to the employee but also to the employer as key to their decision to employ an employee with disabilities. To this employer, it was a positive feature that the SIUS con-



sultant could take responsibility for the introduction period and the wage subsidy was also of importance.

### **Swedish policy that supports good practice Supported Employment**

National SE-program

In Sweden, Supported Employment is the responsibility of the Ministry of Employment, the Arbetsstyrelsen (Labour Market Board) being the implementing authority through its local labour market offices. It is financed directly from the annual budget, and the budget is therefore specifically earmarked for people with disabilities and cannot be transferred to other purposes.

The SIUS consultants are not responsible for authorising wage or other financial subsidies to the employer. Responsibility for this rests with the mainstream job consultant. This system (which exists almost all over Sweden) has been introduced to avoid disturbing the work of the SIUS consultant in establishing positive contacts with the employer during the process and to avoid any risk of disqualification because of personal involvement.

The clear-cut role of the SIUS consultant to concentrate on the relationship with the client and with the employers makes it possible for the Job Coach to focus her/his efforts to the benefit of people with disabilities.



## 4 General observations

Job Coach	<p>In all the examples, the key area for success and what made them particularly good examples was the role of a Supported Employment agency and in particular the intervention of a Job Coach. The Job Coaches use their knowledge and experience to job development, to address the client's job expectations, and to coordinate various support measures that are helpful to both the employer and the employee. The Job Coaches perform professional guidance to the disabled job seeker/employee as well as the employer, and several examples illustrate the importance of a competent Job Coach creating a setting of proper incentives and taking care that a well-functioning coordination between different services involved is in place. Job Coaches also assists with complex paperwork and administrative issues. The Spanish and Austrian examples show that a Job Coach's specialised knowledge in certain diagnosis may be of high value to the guidance of both particular clients and employers.</p>
On-the-job support	<p>Several examples illustrate the importance of on-the-job coaching and training, including specialised training to co-workers and staff. In both the Czech and the Swedish examples, the ongoing support and trusting relationship between the supported employee and the Job Coach for a longer period after the job was found, was crucial to the success. This is an important reminder that Supporting Employment is not only about getting a job, but also keeping the job; and providing support for career development and life-long learning.</p>
Job retention	<p>The UK example and the second example from Austria demonstrate how the Supported Employment model also can be used in job retention situations for employees who return to their workplace but for a modified or different job with the same employer.</p>
Coordination	<p>The Job Coach of the Supported Employment agency coordinated and orchestrated the whole process and managed and addressed all issues that were important to secure a good inclusion process. Supported Employment played a coordinating role between Public Employment Service, the employer, the disabled job seeker/supported employee and any other relevant agency, such as welfare benefits office, and health specialists.</p>
Job development	<p>In most of the good practice examples, the jobs were specially created, showing that job development is a very important aspect of Supported Employment. Some of the examples were actual job vacancies and some were retention cases; in all events, it was the Job Coach that facilitated the final sustained, paid job</p>



outcome. It is very likely that in all these examples, the disabled job seeker would not have secured the paid job outcome without the support given by the Job Coach.

Work Experience Placement	In a majority of the examples, a short term Work Experience Placement (WEP) was beneficial to the employer and prospective employee. It was also of benefit to Supported Employment as the Job Coach was able to determine how much support would be potentially required, and to observe if the particular work place and job tasks actually constituted a good job match. The WEP is a valuable method to develop jobs as it offers the client important training in real surroundings; the client gets to determine job preferences, strengths and weaknesses, while the employer gets the opportunity to get to know the client and to observe the work performance. WEPs are also used by the Job Coach to address clients' and employers' expectations, and to decide on relevant support measures, e.g. financial assistance for travel to work, financial management support, Working Tax Credit and wage subsidies.
Job tasting	Trial periods or 'job tasters' also may offer the client possibilities to try various types of job tasks and work environments to find a good job match.
Employer satisfaction	In all examples, some more than others, the employers were particularly receptive and proactive in the process. The main reason for their positive attitude was the assurance that the Supported Employment agency could give them that the Job Coach would take a proactive part in the inclusion process, so that the responsibility would not be left to the employer alone.
Employer incentives	Several examples illustrate that wage subsidies and other financial support schemes play an important role for increasing employers' willingness and opportunity to hire people with reduced work ability. While there have been many instances where the wage subsidy system fails to recognise the importance of follow up, the examples from Sweden, Norway and Austria are good illustrations of how the Supported Employment provider supporting the client and the employer during the process in combination with a wage subsidy. These examples show how accompanying measures are beneficial to help disabled clients of Supported Employment into the open labour market. However, what makes the difference is the competent assistance of a Job Coach with the relevant knowledge and skills.

Although political regulations obviously are important for the mere existence of Supported Employment in a given country, employers in these examples were not being cooperative just to meet a quota or just to receive a wage subsidy. In one of the Czech Republic examples, the supported employee did not count towards the quota system, and the employer was not interested in a wage subsidy due to bureaucratic procedures. In both the examples from Spain, the employers were naturally inclined to employ a person with a significant disability. The examples show that in many situations, employers genuinely want to accommodate a disabled person(s) - they simply need practical help and guidance, which is where the availability of Supported Employment is essential. It is also important to notice that wage subsidies did become and were a persuasive fac-



tor in several cases. The examples show that a variety of accompanying measures may assist Supported Employment to facilitate the inclusion process as they can play an important role for increasing employers' willingness and opportunity to hire people with reduced work ability.

#### Policy frameworks

The labour market policies in a number of countries have given Supported Employment high priority, and services are available nationwide - the examples of Austria, Norway and Sweden demonstrate evidence of a more long-term strategic approach to Supported Employment. The opportunity of getting intensive support to find and keep a suitable job by a personal and competent Job Coach for a longer period is one of the factors for success. While not having a labour market Supported Employment programme, financing of counselling through the social rehabilitation legislation provides possibilities for the Supported Employment agencies in the Czech Republic to perform good practice Supported Employment with fully qualified Job Coaches. The UK Government's Workstep programme provides funding for wage subsidy and in part to the funding of Supported Employment service providers. Furthermore, the payment of Working Tax Credits to supplement the client's income played an important part in motivating the client to enter the labour market and give up his disability welfare benefits.

Not all the good practice examples were necessarily due to a national labour market policy that supports good practice in Supported Employment. In fact, good quality Supported Employment is performed even if Supported Employment service providers in some countries must spend much of their valuable time to secure the financing of Job Coaches. This does not mean that a policy framework or a particular scheme is without any significance. In both Spain and Czech Republic, quota systems exist but apparently are not being enforced. Nevertheless, the mere existence of the quota system provides a tool for the Supported Employment service providers to approach the employers. It gives them an opportunity to inform employers of the support rendered to both the client/Supported Employment employee and the employer.

While there is no mainstream Supported Employment programme in the UK, there are employment and disability measures and programmes that can assist a person with a disability to access employment or in this particular example, return to employment. The employment programme, Access to Work in Northern Ireland, provided funding for a Support Worker to follow on from the assistance and guidance provided by the Supported Employment service provider. The Supported Employment provider is funded through various employment and health measures of both the UK and Northern Ireland governments.

#### Pro-activeness, competence and commitment

The key aspect of these good practice examples was the pro-activeness, competence and commitment of the Supported Employment provider and the willingness and cooperation of the employer to employ a person with a significant disability. Close cooperation between the Supported Employment services and external services, as well as individual and personal support to the workplace and the employee, are decisive factors to find and maintain paid work on the open labour market for the clients of Supported Employment.



## Appendix I: Methodology and interview guides

### METHODOLOGY

It was an aim to ensure that the examples of good practices of Supported Employment covered a broad variety of cases such as different kinds of impairments, age, gender, company size and branches, different geographical regions and different regulatory policy frameworks for Supported Employment (flexicurity pathways).

Good practice examples of Supported Employment related to employers' and employees' experiences were collected through face-to-face interviews with the actual supported employees and their employers at their work places. The Job Coach involved was also interviewed. All informants were promised complete anonymity and therefore certain personal data have been altered.

#### Interview model

To make sure that the collected examples of good practices of Supported Employment were relevant and in accordance with a common understanding of Supported Employment, we developed a semi-structured interview-guide based on the so-called 'five-step process' that has been acknowledged by the European Union of Supported Employment as a European model of good practice of Supported Employment.<sup>2</sup> In each of the five stages, there is a wide range of activities; some unique to a specific disability group, others more general that can be applied to all disadvantaged groups. To collect information describing good practices of Supported Employment, we used this model as a template to design an interview guide for employees, employers and service provider/job coach. The five-step process covers a comprehensive range of aspects of the integration process, from the initial contact with the staff of Supported Employment services to job contract and job retention. In this respect, we used open-ended questions to allow for comprehensive answers and local variations. The questions for each stage of the five-step model were accompanied by an extensive checklist. Basic background information was also collected through interviews with the Job Coach of the service providers in each good practice example. (See next paragraph)

### INTERVIEW GUIDE FOR EMPLOYEES – 5 STAGES

Basic information to be collected from disabled employee:

1. Gender
2. Age
3. Education
4. Type of impairment
5. Former employment status
6. Former history of participation in labour market measures.

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<sup>2</sup> <http://www.euse.org/process>



### **Stage 1 - Engagement**

In the first stage, the individual is provided with accessible information in an appropriate manner and receives support to use the information to make informed choices. It is expected that at the end of the engagement stage, the individual will make an informed decision as to whether or not s/he wishes to use Supported Employment.

Questions to the Supported employee:

1. How did it happen that you connected to Supported Employment?
2. How did you experience the activities in this stage?

#### **Checklist as concerns the engagement stage:**

- a) Background, referral organisation
- b) Value and relevance of information
- c) Expectations, wishes
- d) User involvement, participation, relevance, person-centered methods
- e) Development and agreement of action plan
- f) Decision-making.

### **Stage 2 – Vocational profiling**

The activities of the second stage should provide insight into aspects of the individual's skills, abilities, strengths and weaknesses and produce a detailed profile of employment related issues that will influence the remainder of the process. This planning process is based on an empowerment approach, in which participants are encouraged to make their own career choices and participate in the design of their own work project, in accordance with their interests and vocational aspirations.

Question to the Supported employee:

1. In what way did you get the opportunity of knowing what kind of job you wanted (actively selecting a job compatible with your interests, aspirations, needs, conditions and background experience)?

#### **Checklist as concerns the vocational profiling stage:**

- a) Profiling of individual skills, abilities etc
- b) Features of the empowerment approach
- c) Career choices and anticipation of job match.

### **Stage 3 – Job Finding**

Job finding is the third stage where the activities involved can influence employers and secure employment for job seekers. There is no one best way to job search and Supported Employment providers consider a range of activities that best suit the needs of the parties concerned.



Questions to the employee:

1. How did you influence and participate in the activities of job searching?
2. In what way were you given advice and equipment to make choices among job opportunities?
3. How did you find this particular job?

**Checklist as concerns the job finding stage:**

- a) Compiling a Curriculum Vitae
- b) Responding to job advertisements
- c) Writing speculative letters to employers
- d) Cold Calling
- e) Job Tasters or Work Trials (time limited)
- f) Developing employer contacts and networks
- g) Creating jobs by the Supported Employment provider
- h) Job development.
- i) Job match
- j) Other support schemes (to employee and employer).

**Stage 4 – Employer Engagement**

The activities in the fourth stage will depend on what format the engagement or meeting with the employer takes. This stage will determine what is potentially on offer from the employer.

Questions to the employee:

1. How were the following topics discussed and agreed upon? (Checklist below)
2. If used, describe how Work Experience Placement (WEP) have been carried out (method, agreements, contract, length)
3. Describe in what way a WEP developed into a job contract?

**Checklist as concerns the employer engagement stage:**

- a) Skills/experience required by employer
- b) Hours of work (or Job Taster/Work Experience Placement)
- c) Terms and Conditions of employment
- d) Workplace culture
- e) Support required by job seeker
- f) Support available from Supported Employment provider
- g) Support available from employer / co-workers
- h) Issues surrounding disclosure
- i) Awareness training for employer and co-workers
- j) Health and Safety requirements
- k) Availability of funding and support through Government Programmes
- l) Guidance and advice to employers regarding their obligations / responsibilities under legislation.



### **Stage 5 – On/Off Job support**

The fifth stage focuses on on/off support. The levels, amount and forms of support to be provided will depend upon the individual's needs, abilities and employment situation.

Question to employee:

1. What support measures have been in use in relation to this particular job and how were they implemented?
2. Which rules and regulations have been particularly helpful
3. What are your experiences of this programme/project?
4. Is there any kind of support that is lacking?

#### **Checklist as concerns on-the-job support:**

- a) Guiding and assisting with social skills
- b) Identifying a mentor/co-worker
- c) Determining workplace culture
- d) Supporting the client to adapt to the workplace
- e) Providing support to the employer and work colleagues
- f) Identifying workplace custom and practice
- g) Identifying opportunities for career progression.

#### **Checklist as concerns off the job support**

- a) Solving practical problems/issues (transport dress code etc.)
- b) Discussing interpersonal work relationships
- c) Assisting with welfare benefits bureaucracy
- d) Maintaining liaison with Healthcare/Social Work professionals
- e) Listening and advising regarding issues raised by service user.

### **INTERVIEW GUIDE FOR EMPLOYERS (STAGES 3-5)**

Basic information to be collected from employer:

1. Company sector
2. Company branch
3. Company size, number of employees
4. Number of disabled employees
5. Length of time the company has had contact with a Supported Employment service concerning this particular employee
6. Did you previously have cooperation with the SE-service in question?

### **Stage 1 – Engagement (not relevant for employers)**

### **Stage 2 – Vocational profiling (not relevant for employers)**



### **Stage 3 – Job Finding**

Job finding is the third stage where the activities involved can influence employers and secure employment for job seekers. There is no one best way to job search and Supported Employment providers consider a range of activities that best suit the needs of the parties concerned.

Questions to the employer:

1. How were you approached by the Supported Employment-service/job seeker in this particular case?
1. What are your experiences of that approach?
2. In what way were you informed that the employee was interested in – and able to perform - this particular job?
3. In what way did you recognize the employee as a motivated jobseeker?

#### **Checklist as concerns the job finding stage:**

- a) Compiling a Curriculum Vitae
- b) Responding to job advertisements
- c) Writing speculative letters to employers
- d) Cold Calling
- e) Job Tasters or Work Trials (time limited)
- f) Developing employer contacts and networks
- g) Creating jobs by the Supported Employment provider
- h) Job development.
- i) Job match
- j) Other support schemes (to employee and employer).

### **Stage 4 – Employer Engagement**

The activities in the fourth stage will depend on what format the engagement or meeting with the employer takes. This stage will determine what is potentially on offer from the employer.

Questions to the employer:

1. How were the following topics discussed and agreed upon (see check list below)?
2. If used, describe how Work Experience Placement (WEP) have been carried out (method, agreements, contract, length)
3. Describe in what way a WEP developed into a job contract?
4. Describe the job contract and wage issues.

Check list as concerns the employer engagement stage:

- a) Skills/experience required by employer
- b) Hours of work (or Job Taster/Work Experience Placement)
- c) Terms and Conditions of employment
- d) Workplace culture
- e) Support required by job seeker
- f) Support available from Supported Employment provider
- g) Support available from employer/co-workers
- h) Issues surrounding disclosure



- i) Awareness training for employer and co-workers
- j) Health and Safety requirements
- k) Availability of funding and support through Government Programmes
- l) Guidance and advice to employers regarding their obligations/responsibilities under legislation.

### **Stage 5 – On/Off Job support**

The fifth stage focuses on on/off support. The levels, amount and forms of support to be provided will depend upon the individual's needs, abilities and employment situation.

Questions to employer:

1. What support measures have been in use in relation to this particular job and how were they implemented?

#### **Checklist:**

- a) Wage subsidy
  - b) Co-worker support
  - c) Tax reduction
  - d) Other - which.
2. What are your experiences of this programme/project?
  3. Which rules and regulations have been particularly helpful
  4. Is there any kind of support that is lacking?

#### **Checklist as concerns on the job support:**

- a) Guiding and assisting with social skills
- b) Identifying a mentor/co-worker
- c) Determining workplace culture
- d) Supporting the client to adapt to the workplace
- e) Providing support to the employer and work colleagues
- f) Identifying workplace custom and practice
- g) Identifying opportunities for career progression.

#### **Checklist as concerns off the job support**

- a) Solving practical problems/issues (transport, work dress etc)
- b) Discussing interpersonal work relationships
- c) Assisting with welfare benefits bureaucracy
- d) Maintaining liaison with Healthcare/Social Work professionals
- e) Listening and advising regarding issues raised by service user.

## **INTERVIEW GUIDE FOR SERVICE PROVIDERS/JOB COACHES – 5 STAGES**

Basic information:

1. How is the Service financed
2. Number of Job Coaches



3. Job coaches education
4. Other activities than SE
5. For how long did the Service do SE
6. From where do clients come to your SE service

### **Stage 1 - Engagement**

In the first stage, the individual is provided with accessible information in an appropriate manner and receives support to use the information to make informed choices. It is expected that at the end of the engagement stage the individual will make an informed decision as to whether or not s/he wishes to use Supported Employment.

#### **Questions:**

1. How did this particular client connect to Supported Employment?
2. If there was one, how is your relation to this particular referring agency?

#### **Checklist as concerns the engagement stage:**

- a) Self-selection – referring agency
- b) Eligibility criteria
- c) Prior assessment(s)
- d) User involvement, participation, relevance, person centred methods
- e) Development and agreement of action plan
- f) Expected results, obligations.

### **Stage 2 – Vocational profiling**

The activities of the second stage shall provide an insight into aspects of the individual's skills, abilities, strengths and weaknesses and will produce a detailed profile of employment related issues that will influence the remainder of the process. This planning process is based on an empowerment approach, in which participants are encouraged to make their own career choices and participate in the design of their own work project, in accordance with their interests and vocational aspirations.

#### **Question:**

1. In what way did you get the opportunity of knowing what kind of job the client wanted?

#### **Checklist as concerns the vocational profiling stage:**

- a) Profiling of individual skills, abilities etc
- b) Features of the empowerment approach
- c) Career choices and anticipation of job match.

### **Stage 3 – Job Finding**

Job finding is the third stage where the activities involved can influence employers and secure employment for job seekers. There is no one best way to job search and Supported Employment providers consider a range of activities that best suit the needs of the parties concerned.



Questions:

1. How did the client influence and participate in the activities of job searching?
2. In what way were you giving advice and equipment to make choices among job opportunities?
3. How did you find a job?

**Checklist as concerns the job finding stage:**

- a) Compiling a Curriculum Vitae
- b) Responding to job advertisements
- c) Writing speculative letters to employers
- d) Cold Calling
- e) Job Tasters or Work Trials (time limited)
- f) Developing employer contacts and networks
- g) Creating jobs by the Supported Employment provider
- h) Job development.
- i) Job match
- j) Use of other support schemes (to employee and/or employer), as wage subsidies, etc.

**Stage 4 – Employer Engagement**

The activities in the fourth stage will depend on what format the engagement or meeting with the employer takes. This stage will determine what is potentially on offer from the employer.

Question:

1. How were the following topics discussed and agreed upon (see check list below)?
2. If used, describe how has Work Experience Placement (WEP) been carried out (method, agreements, contract, length)
3. If WEP was used, describe in what way a WEP developed into a job contract?

**Checklist as concerns the employer engagement stage:**

- a) Skills/experience required by employer
- b) Hours of work (or Job Taster / Work Experience Placement)
- c) Terms and Conditions of employment
- d) Workplace culture
- e) Support required by job seeker
- f) Support available from Supported Employment provider
- g) Support available from employer / co-workers
- h) Issues surrounding disclosure
- i) Awareness training for employer and co-workers
- j) Health and Safety requirements
- k) Availability of funding and support through Government Programmes
- l) Guidance and advice to employers regarding their obligations / responsibilities under legislation.



## **Stage 5 – On/Off Job support**

The fifth stage focuses on on/off support. The levels, amount and forms of support to be provided will depend upon the individual's needs, abilities and employment situation.

Questions:

1. What support measures have been in use in relation to your client's job and how were they implemented?

### **Checklist:**

- a) Wage subsidy
  - b) Co-worker support
  - c) Tax reduction
  - d) Other - which
2. Is there in your opinion any kind of support that is lacking in this case?
  3. In general, is there a tendency that any kind of support is lacking?
  4. In general, what are your experiences of this programme/project?
  5. Which rules and regulations have been particularly helpful?

### **Checklist as concerns on the job support:**

- a) Guiding and assisting with social skills
- b) Identifying a mentor/co-worker
- c) Determining workplace culture
- d) Supporting the client to adapt to the workplace
- e) Providing support to the employer and work colleagues
- f) Identifying workplace custom and practice
- g) Identifying opportunities for career progression

### **Checklist as concerns off the job support**

- a) Solving practical problems/issues (transport, work dress etc)
- b) Discussing interpersonal work relationships
- c) Assisting with welfare benefits bureaucracy
- d) Maintaining liaison with Healthcare/Social Work professionals
- e) Listening and advising regarding issues raised by service user.